

# Title II Higher Education Act

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Minnesota State-Mankato  
Traditional Program  
2009-10

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**Name of Institution:** Minnesota State-Mankato  
**Institution/Program Type:** Traditional  
**Academic Year:** 2009-10  
**State:** Minnesota

**Address:** Armstrong Hall 118

Mankato, MN, 56001

**Contact Name:** Dr. Jean Haar  
**Phone:** 507-389-5445  
**Email:** Jean.haar@mnsu.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No

Background check	Yes	Yes
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	No	No
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	Yes	Yes
Other (specify: Passing of Writing Assessment Lab )	Yes	Yes

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://ed.mnsu.edu/advising/admission/onlineprofed.html>

**Indicate when students are formally admitted into your initial teacher certification program:**

Junior year

**Does your initial teacher certification program conditionally admit students? Yes**

**Please provide any additional about or exceptions to the admissions information provided above:**

Students are formally evaluated at specified transition points in Professional Education: 1) Admission, 2) Prior to student teaching, 3) Completion of student teaching and 4) Program completion. Note: Individual programs may have additional transition points.

The Variance Request Process is designed to formalize the process by which a student may appeal a decision relating to Professional Concerns or program requirements. The Professional Education Review Board, representing the Professional Education unit evaluates each request on an individual basis. The Review Board will also automatically hear cases of students who may be placed on non-continuance or expulsion and will hear cases of professional concerns reports if candidates wish to appeal them. The committee will be established for each academic year and consist of representatives

from each professional education department in the College of Education. When a student from a major outside the College of Education has an appeal before the committee, a faculty member from the student's department may also serve on the committee.

For additional information please visit: <http://ed.mnsu.edu/resources/variance.html>

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2009-10:	850
Unduplicated number of males enrolled in 2009-10:	266
Unduplicated number of females enrolled in 2009-10:	584

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	15
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	12
Black or African American:	9
Native Hawaiian or Other Pacific Islander:	0
White:	824
Two or more races:	0

### Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	15
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1850
Number of students in supervised clinical experience during this academic year	1800

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Note: the pre-student teaching and student teaching supervisors were combined for 1850.

### Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-**

**10. (§205(b)(1)(H))**

<b>Academic major</b>	<b>Number prepared</b>
Art Teacher Education	7
Biology Teacher Education	13
Dance K-12	1
Early Childhood	23
Earth and Space Science	1
Elementary Ed K-6	143
English/Language Arts Teacher Education	10
Family and Consumer Sciences 5-12	6
Health Teacher Education	10
Library Media Education	11
Mathematics Teacher Education	9
Physical Education Teaching and Coaching	23
Physics Teacher Education	1
Social Studies Teacher Education	17
Special Education: DCD	26
Special Education: Early Chd Birth to Age 6	7
Special Education: EBD	30
Special Education: LD	23
Teaching English as a Second or Foreign Language/ESL Language Instructor	4
Vocal and Instrumental Music K-12	8
World Languages and Cultures French K-12	1
World Languages and Cultures German K-12	1
World Languages and Cultures Spanish K-12	5
<b>TOTAL</b>	<b>380</b>

<b>Subject area</b>	<b>Number prepared</b>
Art Teacher Education	7
Biology Teacher Education	13
Communication Arts/Lit 5-8 speciality	1
Dance K-12	1

Early Childhood	23
Earth and Space Science	1
Elementary Ed K-6	57
Elementary Ed w/French K-8	1
Elementary Ed w/Math 5-8	20
Elementary Ed w/PreK	35
Elementary Ed w/Science 5-8	11
Elementary Ed w/social std 5-8	6
Elementary Ed w/Comm Arts 5-8	12
English/Language Arts Teacher Education	10
Family and Consumer Sciences 5-12	6
Health Teacher Education	10
Kindergarten/Preschool	1
Library Media Education	11
Mathematics 5-8 Speciality	1
Mathematics Teacher Education	9
Physical Education Teaching and Coaching	23
Physics Teacher Education	1
Reading Teacher Education	7
Science Teacher Education/General Science Teacher Education 5-8	13
Social Studies Teacher Education	17
Special Education: DAPE	7
Special Education: DCD	26
Special Education: Early Chd Birth to Age 6	7
Special Education: EBD	30
Special Education: LD	23
Teaching English as a Second or Foreign Language/ESL Language Instructor	4
Vocal and Instrumental Music K-12	8
World Languages and Cultures French K-12	1
World Languages and Cultures German K-12	1
World Languages and Cultures Spanish K-12	5
TOTAL	409

### Section I.e Program Completers

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

2009-10: 347

2008-09: 345

2007-08: 271

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 8 - 5-12 Mathematics</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <ul style="list-style-type: none"> <li>• Pre-admission advising</li> <li>• Collaboration with content-area faculty</li> <li>• Collaboration with community/technical college faculty</li> </ul> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>In addition to steps above:</p> <ul style="list-style-type: none"> <li>• Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty</li> </ul>
Science	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 11 - 5-12 Science</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <ul style="list-style-type: none"> <li>• Pre-admission advising</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration with content-area faculty</li> <li>• Collaboration with community/technical college faculty</li> </ul> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>In addition to steps above:</p> <ul style="list-style-type: none"> <li>• Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty</li> </ul>
<p>Special education</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 30 initial and 25 add-on</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <ol style="list-style-type: none"> <li>1) For our alternative licensure teacher preparation program we have moved to an online or bi-located format for all of our SEP classes. This means that students in the metro area can attend all classes at our 7700 France location (or online) and students in southern Minnesota can attend all classes at Mankato (or online). For bi-located classes we are using a combination of on-line, face-to-face, and ITV delivery.</li> <li>2) We offer our graduate licensure programs for EBD and LD at both the 7700 France location and the Mankato location in the evening so that working professionals can attend.</li> <li>3) Our undergrad DCD program is offered at Normandale Community College and Mankato. Both programs are starting to see growth.</li> </ol> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>One lesson learned through formal and informal surveys is that while alternative graduate licensure students report that they do not want their entire program to be online, they appreciate hybrid courses and appropriate courses being offered online.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> 8 TESL</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <ul style="list-style-type: none"> <li>• Pre-admission advising</li> <li>• Collaboration with content-area faculty</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaboration with community/technical college faculty</li> </ul> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>In addition to steps above:</p> <ul style="list-style-type: none"> <li>• Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty</li> </ul>
N/A	<p><b>Academic year:</b> 2009-10</p> <p><b>Goal:</b> N/A</p> <p><b>Goal met?</b></p> <p><b>Description of strategies used to achieve goal:</b></p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>

**Provide any additional comments, exceptions and explanations below:**

We had 9 candidates complete the 5-12 Mathematics education program, which is approximately 10% more than our goal.

We had 15 candidates complete the 5-12 Science education program, which is approximately 50% more than our goal.

We had 34 candidates complete the Special Education as first time licenses and 42 add-on licenses which is approximately 10% and 40% more than our goal.

We had 4 candidates complete the TESL Education as first time licenses, which is 50% lower than our goal.

**Section II. Assurances**

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**



Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution’s most successful strategies in meeting the assurances listed above:**

Part of requirement from the Minnesota Department of Education and Board of Teaching deals with diversity. For example: Subp. 4.Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. All of our programs and teacher candidates must address this overall standards and the sub-standards contain within.

In addition, our College has an advisor board made up of superintendents, principals, classroom teachers, current and former students, and faculty from the college. This advisor board meets regularly to discuss what they are seeing and hearing. This information provides valuable feedback about our programs and students to our college and faculty. Within our college we offer: courses that are carefully aligned to State Board of Teaching Standards of Effective Practice, thereby assuring that candidates are effectively licensed in Minnesota; case studies with reflection; extended field experiences with mentoring; service learning with populations of discomfort/lack of exposure, and experiential learning. Candidate placement rates are high and local districts seek teachers from our graduates.

Local SPED directors serve on focus groups to report needs/trends and student teaching supervisors systematically report trends noted during visits to surrounding schools.

**Section III. Assessment Rates**

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8				93	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				98	177
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9				97	173

ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	15	166	15	100	100	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				98	170
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4				98	168
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	3				100	667
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2007-08	3				96	170
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	18	175	18	100	99	178
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	11	179	11	100	100	178
ETS0022 -EARLY CHILDHOOD CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	17	173	17	100	100	177
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	180
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3				100	170
ETS0571 -EARTH AND SPACE SCIENCES - CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	179
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2009-10	47	173	44	94	98	178
ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2008-09	63	178	63	100	100	178

ETS0353 -ED OF EXCEPTIONAL STUDENTS: CORE CK Educational Testing Service (ETS) All program completers, 2007-08	56	180	55	98	97	177
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	98	164	97	99	98	171
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	129	165	128	99	99	170
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	131	167	130	99	99	170
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	11	165	9	82	97	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13	171	13	100	100	182
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14	172	14	100	99	178
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	6				96	733
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	8				96	732
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	1					
ETS0120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2007-08	9				100	653
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2009-10	5				100	173
ETS0121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	7					
ETS0171 -FRENCH PRODUCTIVE LANGUAGE SKILLS	1				100	180

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2007-08	2				100	174
ETS0182 -GERMAN PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	18	693	18	100	99	707
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	13	699	13	100	99	711
ETS0550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	11	748	11	100	100	712
ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2009-10	2					
ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	12	696	12	100	100	696
ETS0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	9				100	722
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	10	152	9	90	98	159
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9				100	162
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				100	160
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2009-10	17	165	12	71	82	172
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	43	165	34	79	90	173
ETS0049 -MIDDLE SCHOOL ENGLISH LANGUAGE	39	169	32	82	93	175

ARTS Educational Testing Service (ETS) All program completers, 2007-08						
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	27	168	26	96	97	174
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	29	170	28	97	98	176
ETS0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	27	169	27	100	98	174
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2009-10	27	173	25	93	95	171
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	18	168	18	100	94	168
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	17	167	16	94	95	169
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	8				83	164
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	15	159	10	67	85	164
ETS0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	18	155	13	72	90	164
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				98	171
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				98	172
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7				99	171
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	21	157	21	100	100	160
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS)	21	157	21	100	99	159

All program completers, 2008-09						
ETS0091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14	161	14	100	100	159
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2009-10	2				94	165
ETS0265 -PHYSICS CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2008-09	2				100	161
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	261	179	248	95	98	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	272	180	270	99	99	181
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	285	180	277	97	99	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	268	178	253	94	97	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	273	178	266	97	98	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2007-08	285	179	282	99	98	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	265	175	254	96	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	273	176	265	97	98	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2007-08	286	176	279	98	98	177
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2009-10	11	169	10	91	97	173
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS)	20	169	20	100	100	173

All program completers, 2008-09						
ETS0523 -PRINCIPLES LEARNING AND TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	11	171	11	100	100	172
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2009-10	124	171	120	97	99	175
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	82	174	82	100	100	176
ETS0524 -PRINCIPLES LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	100	176	100	100	99	176
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	17	182	17	100	98	183
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2008-09	11	186	11	100	99	184
ETS0521 -PRINCIPLES LEARNING AND TEACHING EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2007-08	18	179	16	89	96	183
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2009-10	110	176	109	99	98	177
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	159	176	158	99	99	178
ETS0522 -PRINCIPLES LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	157	176	156	99	99	178
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	20	167	20	100	98	169
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE	15	170	15	100	100	168

Educational Testing Service (ETS) All program completers, 2008-09						
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	22	172	22	100	99	169
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	8				89	172
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	8				80	170
ETS0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2007-08	5				78	170

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	299	262	88	91
All program completers, 2008-09	320	286	89	93
All program completers, 2007-08	330	302	92	93

Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**



Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

- The pre-service teacher program prepares teachers to integrate technology effectively into curricula and instruction in several ways. All teacher candidates complete a rigorous class focused on integrating of technology into teaching and learning. Students create technology enhanced lessons, explore best practices in technology integration, have hands on practice with tools such as Smart Boards, and discuss and write about how, when and why technology should be used in teaching and learning.
- Students participate in field experiences in the teacher preparation program which allow them to observe effective practicing teachers integration of technology into teaching. Students share what they have learned through these observations in online forums, written work and discussions.
- Students integrate technology in their education and content classes as they progress through the teacher preparation program. Students develop increasingly sophisticated technology integrated lessons as they approach student teaching.
- Principles of universal design are interwoven through the technology class. Students learn how to differentiate instruction using technology, and how to adapt and choose technology to meet the needs of diverse learner. Specific instruction includes using technology with ELL and special education students, as well as students with varying learning preferences, especially visual learners. Students learn how to deliver format in multiple formats using technology, including use of audio, video and multi-media.
- All students learn to use excel, tables, and grading software to collect, manage, and analyze data to improve student learning. They are required to complete assessments of lessons, aggregate and analyze data to determine if their teaching had the desired impact on student learning and redesign lessons to improve impact on student learning.
- All students learn to develop assessments aligned with state standards to collect student data.
- All students learn to use large scale assessment data such as state tests and the Northwest Educational Assessment to assess student learning progress and develop lessons and interventions differentiated to student needs. They also learn how to develop formative assessments aligned to standards to measure progress aligned to large scale assessments.

Coursework in special education includes instruction in universal design principles, Assistive Technology, 2nd life or another form or virtual reality, instructional software for planning and teaching lessons and units, and information on copyright, intellectual property, web-safety, and social networking sites in K-12 schools. In addition, our graduate and undergraduate programs students complete rigorous coursework in data-based decision making using various technology tools to monitor and graph progress. Also, both programs contain a course in informal and formal assessment of

individualized achievement and use technology to collect, score, and analyze data.

## Section VI. Teacher Training

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
No

**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

- All students are trained in developmental needs of students and needs, interventions, and accommodations needed for students with disabilities and for students with limited English proficiency. They learn how to work with special educators and ESL specialists to assess and work collaboratively to meet IEP needs and proficiency needs of students. Specific standards of effective practice from the State Board of Teaching are aligned in several course and are monitored with assessments to determine candidate competency.
- Course work provides specific instruction in the development of differentiated curriculum planning, instruction, and assessment to meet the needs of student with disabilities, IEPs, and English proficiency
- Field experiences and student teaching require documentation of the needs of diverse populations in the classroom and assessment of student impact on diverse student populations. • Starting the fall 2010 all elementary education majors will be required to take a 4 credit methods course on teaching students who are limited English proficient.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
No

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning**

**activities and a timeline if any of the three elements listed above are not currently in place.**

Our program contains specific classes in research-validated instructional strategies that have been proven effective for working with students with disabilities. Continuous emphasis is given to individualized education program teams throughout our programs including courses in Due Process, Planning, and Design of IEP's, Special Education Law, Transition Planning, and Assessment, Evaluation, and Individualized Planning for Diverse Learners in our coursework.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Each year, the Career Development Center (CDC) is responsible for gathering and distributing the MnSCU Graduate Follow-up survey data for our campus. This data represents the status of individual graduates within one year following graduation. This year, we achieved an impressive overall response rate of 85.46% across all colleges and majors. Noteworthy items from the 2009 class include: • The overall employment rate for this group was 90.7%. For the College of Education, the overall employment rate was 93.9%. • The overall related employment rate for the class of 2009 is 76.9%. This compares to an overall related employment rate of 78.4% for the class of 2008 and 81.2% for the class of 2007. Given what has been happening with the economy and the job market over the past several years, this decline in the related employment rate is not surprising and is consistent with what has occurred for other MnSCU schools and across the nation. The College of Education achieved a related employment rate of 88.1%. • The College of Education class of 2009 had 12.5% of its graduates go on to continue their education, whereas 20.8% of all MSU graduates from this class went on to continue their education post-graduation. This compares to a continuing education rate of 15.8% for the class of 2008 and fits with what is happening on a national level as a result of the recession and its aftermath. Many College of Education graduates continued their education at Minnesota State University, Mankato (24). Other schools attended include: Hamline University, University of Northern Iowa, Dakota Wesleyan University, Elgin Community College, Winona State University, Minneapolis Community & Technical College and William Mitchell College of Law. • Top employers for the class of 2009 for the College of Education included: Mankato Public Schools, Minnesota State University, Mankato, South Washington County Public Schools, Belle Plaine Public Schools, Rosemount-Apply Valley-Eagan Public Schools, Owatonna Public Schools, Eastern Carver County Public Schools, Shakopee Public Schools, St. Paul Public Schools, and Waseca Public Schools. Detailed information by College and major is located at <http://www.mnsu.edu/cdc/resources/statistics/index.html>

## Supporting Files

Minnesota State-Mankato  
Traditional Program  
2009-10

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