

Title II Higher Education Act

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Minnesota State-Mankato

Traditional Program

2008-09

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Name of Institution: Minnesota State-Mankato

Institution/Program Type: Traditional

Academic Year: 2008-09

State: Minnesota

Address: Armstrong Hall 118

Mankato, MN, 56001

Contact Name: Dr. Michael Miller

Phone: 507-389-5445

Email: michael.miller@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	Yes
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
Beachelor'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 2008-09:	883
Unduplicated number of males enrolled in 2008-09:	195
Unduplicated number of females enrolled in 2008-09:	688

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	6
<i>Race</i>	
American Indian or Alaska Native:	3
Asian:	14
Black or African American:	10
Native Hawaiian or Other Pacific Islander:	0
White:	803
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

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)	1920
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: There are 1500 full time equivalent adjunct faculty in supervised clinical experiences prior to student teaching and 420 during student teaching for the academic year 2008-2009.

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07

TOTAL (all areas/subjects)			
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Section I.e Program Completers

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

2008-09: 345

2007-08: 271

2006-07: 380

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>Academic year: 2008-09</p> <p>Goal: Six 5-12 Mathematics teach</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • Pre-admission advising • Collaboration with content-area faculty • Collaboration with community/technical college faculty <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In addition to steps above:</p> <ul style="list-style-type: none"> • Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty
Science	<p>Academic year: 2008-09</p> <p>Goal: Eight 5-12 teachers in Bi</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • Pre-admission advising

	<ul style="list-style-type: none"> • Collaboration with content-area faculty • Collaboration with community/technical college faculty <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In addition to steps above:</p> <ul style="list-style-type: none"> • Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty
Special education	<p>Academic year: 2008-09</p> <p>Goal: Increase enrollment</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <p>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.</p> <p>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.</p> <p>3) Our undergrad DCD program is offered at Normandale Community College and Mankato. Both programs are starting to see growth. For example, applications for the Fall 2009 has been up and the 2010 fall Mankato cohort exceeded maximum capacity (25) and we currently have 29 students in pre-block classes.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</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>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: Six K-12 teachers</p> <p>Goal met? Yes</p> <p>Description of strategies used to achieve goal:</p> <ul style="list-style-type: none"> • Pre-admission advising • Collaboration with content-area faculty • Collaboration with community/technical college faculty <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>In addition to steps above:</p>

	<ul style="list-style-type: none"> Recruitment activities on and off campus by the Recruitment Coordinator (new position) and faculty
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

Provide any additional comments, exceptions and explanations below:

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:

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
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					
133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	16		15	94		
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	4					
235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3					
245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	3					
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	50		49	98		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	61		60	98		
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	59		58	98		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	56		52	93		

5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2007-08	67		64	96		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2006-07	62		58	94		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	55		51	93		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	61		59	97		
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	64		59	92		
020 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	19		19	100		
022 -EARLY CHILDHOOD: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
022 -EARLY CHILDHOOD: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	16		16	100		
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2					
571 -EARTH SCIENCE CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	2					
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2008-09	63		63	100		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2007-08	56		55	98		
353 -EDUC. EXCEPTIONAL STUDENTS: CK Educational Testing Service (ETS) All program completers, 2006-07	25		22	88		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	127		124	98		

014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	130		128	98		
014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	121		119	98		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	13		12	92		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14		14	100		
041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	17		17	100		
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	6					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	8					
360 -ENGL TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2006-07	2					
120 -Family and Consumer Science Educational Testing Service (ETS) All program completers, 2007-08	9					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2008-09	1					
120 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2006-07	3					
121 -FAMILY AND CONSUMER SCIENCES II Educational Testing Service (ETS) All program completers, 2008-09	6					
171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	1					
171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2007-08	2					
182 -GERMAN PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2006-07	1					

550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	12		12	100		
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	11		11	100		
550 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2006-07	6					
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2008-09	12		12	100		
310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2007-08	9					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	9					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6					
061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	10		10	100		
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2008-09	42		30	71		
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2007-08	38		31	82		
049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2006-07	30		24	80		
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	29		27	93		
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	26		25	96		
069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	21		19	90		
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2008-09	18		18	100		

439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2007-08	17		15	88		
439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2006-07	19		17	89		
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2008-09	14		9	64		
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2007-08	18		10	56		
089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2006-07	23		17	74		
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	7					
113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	7					
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	21		21	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	14		14	100		
091 -PHYSICAL ED: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	19		19	100		
265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2					
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	222		218	98		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2007-08	224		216	96		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2006-07	209		207	99		

710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	217		209	96		
710 -PPST READING Educational Testing Service (ETS) All program completers, 2007-08	218		214	98		
710 -PPST READING Educational Testing Service (ETS) All program completers, 2006-07	206		204	99		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	218		212	97		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2007-08	225		219	97		
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2006-07	202		199	99		
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2008-09	20		19	95		
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2007-08	12		12	100		
523 -PRINCIPLES LEARNING & TEACHING 5-9 Educational Testing Service (ETS) All program completers, 2006-07	30		29	97		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2008-09	81		81	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2007-08	99		99	100		
524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2006-07	84		83	99		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2008-09	10		10	100		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS) All program completers, 2007-08	17		16	94		
521 -PRINCIPLES LEARNING & TEACHING ERLY CHLD Educational Testing Service (ETS)	19		18	95		

All program completers, 2006-07					
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2008-09	157		153	97	
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2007-08	156		155	99	
522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2006-07	140		140	100	
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	15		15	100	
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	22		22	100	
081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2006-07	17		17	100	
192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2008-09	7				
192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2007-08	5				
192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2006-07	7				
640 -THEATRE Educational Testing Service (ETS) All program completers, 2006-07	1				

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2008-09	320	273	85	
All program completers, 2007-08	330	292	88	
All program completers, 2006-07	284	255	90	

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.

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.

Supporting Files

Minnesota State-Mankato
Traditional Program
2008-09

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Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)