



Minnesota State-Moorhead  
Traditional Report AY 2018-19  
Minnesota



REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

### IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE



### ZIP

### SALUTATION



### FIRST NAME

### LAST NAME

DeSutter

**PHONE**

(218) 477-5942

**EMAIL**

desutter@mnstate.edu

# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

**(\$205(a)(C))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

## List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1203	Junior High/Intermediate/Middle School Education and Teaching	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1337	Teacher Education - Earth Science	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:





# Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

4. Please provide any additional information about the information provided above:

Minimum GPA for admission differs across programs. SpEd, Early Childhood, Elementary require a 2.8 while Secondary/K-12 Programs (e.g., math, science, health, physical education) require a 2.5. Therefore we have indicated the lower requirement above.

## Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes  
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="114"/>
Number of clock hours required for student teaching	<input type="text" value="560"/>

Are there programs in which candidates are the teacher of record?

- Yes  
 No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text"/>
Number of years required for teaching as the teacher of record in a classroom	<input type="text"/>

All Programs

**Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)**

8

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

**Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)**

0

**Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year**

700

**Number of students in supervised clinical experience during this academic year**

1189

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

There are field components tied to specific courses within the foundations coursework that are common to all teacher education majors. Per state rule, candidates are required to have a minimum of 100 hours of clinical field experiences prior to student teaching. The minimum number of clinical experiences hours prior to student teaching for any of our programs is 114 hours. Most programs have much more hours, including the elementary education and early childhood education programs which have embedded field experiences hours. During these blocks candidates complete a field experience aligned with coursework. Within Secondary/K-12 content area programming a major content area experience the semester prior to student teaching offers candidates preparation for the student teaching experience. Currently, per state rule, students are required to complete a minimum of 12 weeks of student teaching. Students completing the Elementary Inclusive Education program complete 15 weeks. Students in the K-12 licensure programs complete 17 weeks. Students in the early childhood program complete 18 weeks. Students pursuing secondary licensure programs complete 14 weeks of student teaching. Students completing multiple licensure areas complete anywhere from 16 to 19 weeks.

# Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

**(§205(a)(1)(C)(ii))**

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2018-19 Total	
Total Number of Individuals Enrolled	596
Subset of Program Completers	236

Gender	Total Enrolled	Subset of Program Completers
Male	131	48
Female	464	188
Non-Binary/Other	0	0
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	4	2
Black or African American	4	0
Hispanic/Latino of any race	7	0
Native Hawaiian or Other Pacific Islander	0	0
White	561	228

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	11	5
<b>No Race/Ethnicity Reported</b>	7	0

## Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

### THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2018-19.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

### What are CIP Codes?

No teachers prepared in academic year 2018-19

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="20"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="88"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	8
13.1210	Teacher Education - Early Childhood Education	35
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	15
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	6
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	14
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	



CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	7
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### [What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2018-19

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	7
13.1202	Teacher Education - Elementary Education	88
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	35
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	18
13.1306	Teacher Education - Foreign Language	3
13.1307	Teacher Education - Health	15

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	13
13.1312	Teacher Education - Music	6
13.1314	Teacher Education - Physical Education and Coaching	16
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	14
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	3
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	7
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

## Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes  
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes  
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes  
 No  
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes  
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes  
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes  
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes  
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

The Dean's Advisory Council meets four times a year. Area administrators meet with the Dean, Chairs, and Program Coordinators to discuss local and state program and hiring needs. Additionally, each licensure program has an advisory council that meets to review program data and identify goals for continual improvement. Special education teachers are trained in core academic content. The Academic and Behavioral Strategist (ABS) is a licensure program available as an add-on to our Elementary Inclusive Education and Secondary/K-12 degrees. General education licensure candidates take a special education course to prepare them to work with students with disabilities and methods courses in each program require lesson planning that considers needs of diverse learners. All candidates complete an edTPA during student teaching and the work sample requirement of this performance assessment includes differentiation for students with disabilities and ELL. Within the professional education core candidates take an educational foundations course that includes a field experience where candidates learn about and are engaged with low-income students. Sites for our early and ongoing field experiences include both rural and urban settings. The teacher education unit has also undergone a major revision to the Elementary

Inclusive Education degree in order to more explicitly and comprehensively address the unique needs of a variety of learners (low SES, limited English proficient, etc.). Courses in the revised program were offered for this first time in Fall 2019. The teacher education unit also has an active Teacher Education Assessment Committee (TEAC). During the academic year, TEAC reviews candidate performance data. TEAC has recognized unit data indicates a need to better prepare secondary/k-12 content area candidates for working with diverse students in k-12 schools. Curriculum is being reviewed and changes will be implemented in the coming academic year. Additional strategies including co-teaching between general education and special education faculty in elementary and secondary/k-12 courses across the program. As well, engagement with community partners has resulted in conversations regarding Grow Your Own programming and introductory education courses offered for college credit in area high schools. These initiatives are all focused on meeting the needs of our district partners. These initiatives are also specifically focused on increasing the number of teachers of color entering the profession.

## Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Goal: Prepare 12 secondary and 6 elementary majors with math endorsements

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

Yes, for the number of secondary teachers there were 12 that completed their course work. The number of the elementary education with math endorsements was 5 for 2018-2019 just one short of our goal. The NSF Noyce grant that started providing full tuition scholarships in the spring of 2016

has increased awareness of our STEM teacher education programs. This grant provided summer internships that two of the secondary majors were involved in prior to student teaching in 2018-2019 and provided valuable additional classroom experiences that helped them develop additional teaching skills.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

We continue to provide Noyce Scholarships to Math and Science majors that requires them to earn a teaching license along with a math or science major. This does add at least an additional semester which does not attract many students to become part of the Scholars group, but it has resulted in one of the twelve who had graduated in 2017 with a math degree to add a teaching license in fall of 2018 and this individual is now teaching middle school mathematics. As a department we continue to provide financial assistance and with transfer students often times making up to 50% of our math education majors we offer a Mathematics Transfer Student Scholarship as a way to recruit promising teaching majors.

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

The number of math and math education students has declined with the university's drop in enrollment. It is predicted that the number of perspective math teachers we prepare at MSUM is going to decline even with additional efforts, but our efforts in the area of scholarships, faculty identification of promising teachers, and job opportunities that abound are factors that will help limit the decline.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Goal: Prepare five secondary and four elementary majors with math endorsements

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Goal: Prepare seven secondary and four elementary with math endorsements is our goal



# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

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Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Goal: Prepare 5 candidates with science endorsements (1 life science, 2 chemistry and life science, 1 earth science, 1 physics)

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

Yes, the number of science candidates prepared in 2018-2019 were as follows: 3 Life Science 2 Chemistry 1 Earth Science 1 Physics We are attempting to increase awareness in our students of the advantages of a double licensure (i.e. chemistry and life science). While our numbers have not

increased overall, we seem to be attracting more students to consider this option, which will produce more highly qualified teachers, especially for rural school districts.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

\* Implement a more frequent professional development program with area science teachers, who in turn, will encourage their students to consider teaching as a career and will know who to contact at our university. \* Ensure that advisors of the science education majors are fully versed in the education course requirements so that they advise effectively to maximize the successful completion of the teaching program by their advisees. \* Implement better career awareness for our colleagues so that they encourage their advisees to consider teaching, and they know that job placement for science teachers is 100% in our region. \* Implement a better marketing strategy by working with our university's marketing and admissions. Teaching is a meaningful career with 100% job placement, great benefits and a solid salary should be huge recruitment.

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

The squeeze between having the ability to complete a science degree but wanting to dedicate your life to a lower paid service career remains very strong. We lose some of our best teacher candidates to pre-med or straight science careers and we lose many at the other end of the spectrum due to the rigors of calculus and physics – these students often end up in social work, social studies education, or similar less mathematical service majors.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Goal: To prepare 4 fully endorsed science education candidates (1 life science, 2 chemistry, 1 earth science, 0 physics)

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Goal: To prepare 5 fully endorsed science education candidates (2 life science, 1 life science and chemistry, 1 chemistry, 0 earth science, 1 physics)

## Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.**

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

To prepared 20 fully licensed special education teachers in ABS, LD, EBD, and/or DD.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

We licensed 17 fully prepared special education teachers. However, these candidates do have multiple teaching licenses. These licenses include Elementary Education + Special Education or multiple categories of special education licenses.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

Part of our strategic goals of our undergraduate special education program at MSUM is recruitment of new teacher candidates to pursue the undergraduate ABS license or the special education minor. Throughout the year we meet with potential candidates interested in SPED, present in our introductory courses that are required of all teacher education majors, and keep advising materials updated and disseminated to other faculty members to share with their advisees. Not only do we work diligently to recruit and prepare excellent candidates to be licensed in the area of Special Education (ABS), we also have a very strong minor in special education at MSUM. Departments such as Social Work, Speech Language Hearing Sciences, Secondary Education, and Elementary Inclusive Education have many students who have declared special education as their minor. These students sometimes become interested in switching to pursuing full licensure in special education.

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

Based on the 2017-18 licensure applications, we anticipate 25 new special education licensure applications for the next academic year. The special education faculty focused heavily on recruitment activities this past year. The special education faculty met with the Special Education Advisory Board (made up of local special education teachers and administrators) to brainstorm ideas for recruitment at the high school level. At the college level, special education faculty visited numerous classes throughout the fall and spring semesters to share materials and solicit questions from potential special education teacher candidates.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Minnesota State University Moorhead undergraduate special education program has set the goal of preparing 25 candidates to be licensed as a Special Education Academic Behavioral Strategist (ABS) by the end of the 2019-2020 academic year.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Minnesota State University Moorhead undergraduate special education program has set the goal to prepare 25 candidates to be licensed as a Special Education Academic Behavioral Strategist (ABS) by the end of the 2020-21 academic year.

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Please note that the goals you set last year are not pre-loaded into your report because the Department's changes to wording of the questions in this section make them incompatible for pre-loading from last year's data. Next year, your goals will be pre-loaded into your report based on the goals you enter this year.

In order to complete this section, you may find it helpful to review your goals in your 2019 report. You may download and review your 2019 report by following the following steps: 1) click the Home tab, 2) click "Academic Year 2018-19 Data" in the banner near the top of the page to expand the dropdown, and select "Academic Year 2017-18 Data," 3) Click Download Report.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Goal: To prepare, at the undergraduate level, 3 candidates in Teaching English as a Second Language.

3. Did your program meet the goal?

- Yes  
 No

4. Description of strategies used to achieve goal, if applicable:

We try to encourage students to select a major as early as possible. In addition, once a major is declared, we try to match them with a faculty advisor

who teaches in that discipline right away so that they get good advising as soon as possible. This is especially important for transfer students and those who switch majors or add a second major.

**5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

MSUM is beginning to attract a number of refugee and immigrant non-native speakers to its teacher preparation program. It is exceptionally difficult for these individuals to meet PELS requirements, and some may shift to the B.A. in TEFL rather than obtain the B.S. in TESL. Alternatively, they may take longer to meet all the requirements than native speakers take. Both groups may then qualify for a Tier 2 license rather than a Tier 3 license. Their success will depend on school districts more than on MSUM. We are beginning to see even native speakers opting for the B.A. and looking to a Tier 2 license as it allows the students to bypass the edTPA.

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

The state of Minnesota changed its licensing system as of July 1, 2018. It is unclear how this will affect enrollment in the TESL program. It is possible that it will encourage more to minor rather than major in TESL, leading to more teachers of ESL with a state license, but those teachers will be less well-prepared. Furthermore, MSUM doesn't count minors as participating in the program to prepare teachers of ESL as only the full degree is approved for licensure purposes despite the new system's allowance for underprepared teachers to obtain a license. The entire Minnesota State system is looking for solutions to meet the need for teachers in areas of shortage while at the same time cutting the costs associated with such teacher preparation programs. MSUM's program will need to be a collaborator in order to survive this endeavor. Current indications are that institutions will be expected to move online, but there is little communication from the system's work group to the faculty in these programs. Only one or two representatives from each institution sit on the work group, which has also had to cancel its conference with a larger group of faculty not sitting on the work group on account of the CoViD-19 crisis. We have no idea what is going to happen.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Goal: To prepare 3 candidates to be fully licensed for Teaching English as a Second Language.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

Goal: To prepare 3 candidates to be fully licensed for Teaching English as a Second Language.



## Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	29	246	23	79
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	97	258	89	92
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	146	256	138	95
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	2			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2018-19	25	244	19	76
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2017-18	77	252	69	90
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2016-17	130	253	121	93
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	2			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	25	235	13	52
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	79	248	71	90
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	138	249	131	95
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	17	272	17	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	6			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	9			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	17	265	17	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	6			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	9			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2018-19	1			
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2018-19	1			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	29	267	29	100
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	26	263	26	100
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	24	263	24	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	29	269	29	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	26	263	26	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	24	263	23	96
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	263	20	91
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	63	254	56	89
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	4			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	269	22	100
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	64	267	64	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	22	264	20	91
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	2			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	66	258	60	91
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	11	251	11	100
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	20	266	20	100
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	84	260	83	99
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	102	259	101	99
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	19	279	19	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	85	270	85	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	102	269	102	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	17	262	17	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	77	254	72	94
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2016-17	102	255	96	94
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	2			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	2			
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	13	268	13	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	7			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	13	264	13	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	8			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	8			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	9			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	64	548	58	91
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	83	539	70	84
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	90	551	88	98
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	65	549	65	100
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	25	545	25	100
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	64	529	47	73
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	82	527	57	70
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	88	533	75	85
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	60	536	58	97
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	25	534	25	100
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	65	544	55	85

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	81	543	67	83
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	86	549	78	91
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	45	549	43	96
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	11	553	11	100
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	9			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	5			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2016-17	11	240	11	100
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	1			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	11	234	11	100
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	6			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2016-17	3			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	9			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	8			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	31	280	31	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	27	277	27	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	24	278	24	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	31	280	31	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	27	275	27	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	24	279	24	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	29	265	28	97
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	98	265	96	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	101	265	101	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	114	264	113	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	269	25	93
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	97	266	93	96
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	101	268	100	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	114	265	113	99
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	260	9	82
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	57	268	57	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	66	266	66	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	40	265	40	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	271	11	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	57	270	57	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	66	271	66	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	40	272	40	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	15	261	15	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	11	261	11	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	15	259	15	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	11	262	11	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2018-19	1			
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2018-19	1			
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2018-19	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	12	252	11	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	20	257	20	100
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	8			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	12	248	10	83
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	20	254	20	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	8			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	6			
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	6			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	1			



## Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2018-19	192	154	80
All program completers, 2017-18	196	168	86
All program completers, 2016-17	185	162	88

# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

NCATE

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No



# Use of Technology

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes  
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes  
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes  
 No

2. Provide a description of the evidence that your program uses to show that it 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 the evidence your program uses to show that it 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 MN Professional Educator Licensing and Standards Board defines specific technology standards as part of the Standards of Effective Practice and all MSUM licensure programs have received state approval on these standards. Program data provide evidence on MSUM candidates' performance on integration of technology. MSUM's Cooperating Teacher Final Evaluation includes criteria that states: "The teacher candidate guides learners in using technologies in appropriate, safe, and effective ways" and "The teacher candidate uses technology appropriately to enhance instruction." In the Fall of 2018/Spring 2019 mean ratings across licensure programs fell between 2.5 and 3.75 and 2.5 and 4.0 for each statement, respectively. The ratings are based on a scale of 1-4. The Transition to Teaching Survey, completed by MSUM graduates at the end of their first year teaching, also supports the ability of graduates to incorporate technology in their instructional practices. In 2018, MSUM graduates responded favorably to the question [MSUM's teacher preparation program taught me how to] Use digital and interactive technologies to achieve specific learning goals." (n= 32, M = 3.09 on a four-point scale). The mean rose to 3.23 (n = 44) for the same question in 2019. Additionally in the year 2018, the majority of graduates responding to the Transition to Teaching Survey indicated "tend to agree" or "agree" to the question [MSUM's teacher preparation program taught me how to] Engage students in using a range of technology tools to achieve learning goals (n = 32, M = 3.13) . In 2019, the mean rose to 3.26 (n= 44) on the same question. The Supervisor Survey, completed by school principals at the end of graduates' first year of teaching, also supported evidence related to technology performance with 95.84% of respondents selecting "tend to agree" or "agree" to the question "[MSUM graduates] Use

digital and interactive technologies to achieve specific learning goals.” In 2019, similar results to the same question were found with 95.08% of supervisors indicating they agreed or tended to agree. Additionally in 2018, 95.84% of respondents selected “tend to agree” and “agree” to the question “[MSUM graduates] Engage students in using a range of technology tools to achieve learning goals.” A slight, but insignificant decline (91.93%) was found to the same question in 2019.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

All teacher candidates at MSUM must take SPED 225: Individuals with Exceptionalities. Per the course description, this course helps students develop skills to meet the shared responsibility of educating students with exceptional learning needs. Disability laws are addressed along with an introduction to accommodations/modifications and Universal Design for Learning principles. Elementary and Early Childhood candidates are further prepared to teach students with disabilities effectively with the infusion of core special education content in several courses across their preparation. This involves a series of Responsive Teaching courses focused on using technology effectively to meet all student needs, differentiation, creating responsive and inclusive learning environments, and collaboration and team-decision making. Further preparation for secondary/k-12 candidates occurs in coursework such as ED 498: The Professional Teacher in the Classroom. During this course additional special education strategies are introduced by special education faculty as well other professionals involved in the education of students with disabilities are invited to speak in class.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

All candidates are required to complete the course SPED 225. This course covers the principles of IDEA. During the course, students are introduced to the IEP as indicated by one of the major course objectives: By the end of the course, students will understand educational laws within and other relevant legislation affecting educational settings (this objective will include preparing for participation in IEP teams). Additionally, the Responsive Teaching courses for the Elementary Inclusive Education and Early Childhood Education degrees infuse special education standards into coursework along with embedded field experiences. In coursework, candidates participate in a mock child study and IEP meeting with a faculty member who has both elementary and special education teaching experience. The newly revised degrees began implementation in fall 2019 and the Responsive Teaching courses make more explicit the preparation candidates are receiving for teaching in diverse classrooms that include students with disabilities. MSUM also has a minor in special education that can be pursued by any teacher licensure candidate. This coursework would further prepare candidates to work with diverse learners in the classroom and participate as full members of a child's IEP team. Many candidates pursue the special education minor. Additionally, we have a track for any teacher education candidate to add on an Academic Behavior Strategist Special Education license. This license focuses on mild disabilities and is cross-categorical.

#### c. Effectively teach students who are limited English proficient.

The Responsive Teaching courses and field experiences provide candidates with opportunities to work with students in diverse settings. Candidates are placed in diverse placements where they have opportunities to work with students who are limited English proficient and other students with diverse needs. SPED 225 does ensure candidates understand the difference between a language difference and language disorder. Additionally, an increased emphasis among faculty has been placed on understanding students who are limited English proficient. Several courses infuse readings and other activities designed to help students understand culturally relevant pedagogy and appropriate strategies for teaching English learners. Elementary Inclusive Education and Early Childhood candidates also complete STL 325 during which a component of the course focuses on English learners. During this class, students will read the chapter "What is High Quality Instruction for English Language Learners in Inclusive Schools?" An instructor provided lecture on the process of second language acquisition will be provided. The chapter also discusses the process of second language acquisition and provides several strategies such as using visual representations and explicit instruction for supporting the learning of ELs. While completing STL 325, students will respond to one of several case studies focused on ELs. These case studies will ask students to identify possible strategies to support the unique characteristics of the EL learner presented in the case. Examples of case study questions include: "If you had a student like Esperanza in our class, a student for whom English is a weak second language, what would you do?" "What instructional approaches would be best for students whose primary language is not English?" "If you were giving a spelling test and Loretha (an EL) threw her paper on the floor and refused to continue, what would you do? Why?"

## 2. Does your program prepare special education teachers?

- Yes  
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

All students pursuing the Academic Behavior Strategist (ABS) special education licensure must take SPED 403: Methods Mild Disabilities. This is a four-credit course focused on effective teaching methods for students with mild disabilities. Additionally, candidates must complete methods coursework in reading, math, social studies, and science as part of their dual licensure. Further methods coursework includes a Transition Planning course and an IEP Policies and Methods course. These courses are also required for all candidates pursuing special education licensure. Because special education licensure is a K-12 license, candidates also complete field experiences at the elementary, middle, and high school levels. They are required to successfully teach lessons during all of these field experiences.

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Students completing special education licensure are required to complete SPED 414: IEP Policies and Methods. This two-credit course is heavily focused on preparing students to write effective IEPs. As well, it helps students to prepare to facilitate IEP meetings and collaborate with families and other IEP team members. The objectives for the course include: a) Work collaboratively with family members, including children and youth, in designing, implementing, and evaluating individual educational plans and programs, b) Facilitate and manage student-specific teams, including those for child study, individualized education program planning, and planning for transitions, c) Design and implement individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals. During their special education field experiences, candidates are required to attend IEP meetings with their cooperating teachers. During student teaching, candidates are required to develop an IEP and lead an IEP meeting under the supervision of their cooperating teachers.

### c. Effectively teach students who are limited English proficient.

Students pursuing special education licensure are earning dual licensure, mostly in elementary education, consequently, candidates complete STL 325 during which a component of the course focuses on English learners. During this class, students will read the chapter "What is High Quality Instruction for English Language Learners in Inclusive Schools?" An instructor provided lecture on the process of second language acquisition will be provided. The chapter also discusses the process of second language acquisition and provides several strategies such as using visual representations and explicit instruction for supporting the learning of ELs. While completing STL 325, students will respond to one of several case studies focused on ELs. These case studies will ask students to identify possible strategies to support the unique characteristics of the EL learner presented in the case. Examples of case study questions include: "If you had a student like Esperanza in our class, a student for whom English is a weak second language, what would you do?" "What instructional approaches would be best for students whose primary language is not English?" "If you were giving a spelling test and Loretha (an EL) threw her paper on the floor and refused to continue, what would you do? Why?"

## Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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 (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

MSUM takes great pride in its teacher education programs. We have a long history of preparing highly qualified teachers and area school districts seek to employ MSUM teacher education graduates. Even though our teacher education programs at MSUM are strong, we seek to continue to improve. This year, we have engaged in several continuous improvement activities. Two examples of note related to initial licensure programs include: 1. Development of a recruitment plan that focuses on increasing teachers of color and enrollment in high shortage area programs, and 2. Revisions to our edTPA policy for student resubmission. Based on demographic data of our teacher candidates, we recognize the need to reach and recruit diverse teacher candidates, particularly American Indian students and students of color. It is important for today's students to see themselves reflected in their teachers and we continue to develop recruitment plans that reflect a commitment to increasing diversity in our teacher preparation programs. To meet our goals, we are working closely with Moorhead Area Schools and Lakes Country Service Cooperative to develop Grow Your Own programming designed to support first generation college students, students from diverse racial or ethnic backgrounds, and students who qualified for free/reduced lunch while in high school. We have applied for state funded grants to support this work and we have sought legislative support in hopes to receive a legislative appropriation. Regardless of if we receive funding, college and departmental leaders are committed to ensuring this programming is initiated within the next few academic years. In conjunction with the Grow Your Own programming, we are also collaborating to develop concurrent enrollment classes in teacher education with Moorhead Area Schools, Lakes Country Service Cooperative, and most recently Detroit Lakes Public Schools has reached out to us. We envision concurrent enrollment courses making a significant contribution to our recruitment efforts. We have also been engaged in an on-going project with the Metro Area Special Education Directors to develop special education professional development modules for non-fully licensed special education teachers. Through this unique alliance, we are collaborating with school districts to assist in developing high quality, teacher licensure aligned professional development that participants can also complete for Continuing Studies credits. Through receiving the Continuing Studies credits, teachers may also then have an advanced start in completing their master's degree in Special Education through MSUM. Furthermore, we see the need to make our programming more accessible to non-traditional undergraduate students. We have just completed a revision of our non-licensure Bachelor of Arts in Early Childhood Education, making it available as a fully-online program. This program may lead to innovations for our licensure programs as well. An additional accomplishment related to continuous improvements efforts includes a new policy related to student resubmissions of edTPAs. Prior to this academic year, we did not have a clear Unit-wide policy addressing candidate performance on the edTPA, consequently, as a Unit we have established a clear policy that addresses long-standing faculty concerns related to candidate low performance on the edTPA. This is an important policy because some programs have struggled to meet a 70% edTPA pass rate and our state licensure board requires each program report edTPA pass rates with the goal of meeting a 70% pass rate by program. This policy also prompted in-depth discussion of how to better prepare candidates for completing (and passing) the edTPA. We have held two faculty retreats focused on curriculum alignment to edTPA. These discussions have resulted in identifying courses where academic language can be more intentionally infused and where students can receive more explicit instruction in differentiation, particularly in our secondary/k-12 programs. Due to our focused efforts, we have an initial overall spring 2020 semester pass rate of 85%. This is a significant increase from previous semesters. This is particularly encouraging due to the COVID-19 pandemic and the disruption this caused for student teachers.

## Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.



# Report Card Certification

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Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Keri DeSutter

TITLE:

Director of Teacher Education

## Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Ok-Hee Lee

TITLE:

Dean, College of Education and Human Services