title II | higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

MN

Minnesota State-Moorhead
Traditional Report AY 2021-22
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

174358

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

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STATE

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56563

SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), 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

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	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:

23

Program Requirements

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

Note: This section is preloaded from the prior year's IPRC.

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	● Yes	○ No	● Yes	○ No
Fingerprint check	○ Yes	● No	○ Yes	● No
Background check	● Yes	○ No	● Yes	○ No
Minimum number of courses/credits/semester hours completed	● Yes	○ No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	● Yes	○ No	● Yes	○ No
Minimum GPA in professional education coursework	● Yes	○ No	● Yes	○ No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	○ Yes	● No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	● Yes	○ No	● Yes	○ No

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	● Yes	○ No	○ Yes	● No
Interview	○ Yes	● No	○ Yes	● No
Other Specify: [ ]	○ Yes	● No	○ Yes	● 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 and completion differs across programs. SpEd, Early Childhood, Elementary require a 2.75 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

Note: This section is preloaded from the prior year's IPRC.

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	
	Yes	No	Yes	No
Transcript	○ Yes	○ No	○ Yes	○ No
Fingerprint check	○ Yes	○ No	○ Yes	○ No
Background check	○ Yes	○ No	○ Yes	○ No
Minimum number of courses/credits/semester hours completed	○ Yes	○ No	○ Yes	○ No
Minimum GPA	○ Yes	○ No	○ Yes	○ No
Minimum GPA in content area coursework	○ Yes	○ No	○ Yes	○ No
Minimum GPA in professional education coursework	○ Yes	○ No	○ Yes	○ No
Minimum ACT score	○ Yes	○ No	○ Yes	○ No
Minimum SAT score	○ Yes	○ No	○ Yes	○ No
Minimum basic skills test score	○ Yes	○ No	○ Yes	○ No

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	○ Yes	○ No	○ Yes	○ No
Recommendation(s)	○ Yes	○ No	○ Yes	○ No
Essay or personal statement	○ Yes	○ No	○ Yes	○ No
Interview	○ Yes	○ No	○ Yes	○ No
Other Specify:	○ Yes	○ No	○ Yes	○ 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

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. **(§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	127
Number of clock hours required for student teaching	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	
Years required of teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	13
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	410
Number of students in supervised clinical experience during this academic year	515

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 127 hours. 127 hours are required for all secondary/k-12 programs. The elementary education, early childhood education, and special education programs which have embedded field experiences hours require more that 127 hours. During designated blocks of courses 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

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

2021-22 Total	
Total Number of Individuals Enrolled	473
Subset of Program Completers	125

Gender	Total Enrolled	Subset of Program Completers
Male	108	28
Female	364	97
Non-Binary/Other	0	0
No Gender Reported	1	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	1	0
Black or African American	3	0
Hispanic/Latino of any race	15	5
Native Hawaiian or Other Pacific Islander	0	0
White	438	117

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	12	2
No Race/Ethnicity Reported	3	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	12	2
No Race/Ethnicity Reported	3	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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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 2021-22**

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	13
13.1202	Teacher Education - Elementary Education	66

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	6
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	7
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	5
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
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	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider 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	
13.1202	Teacher Education - Elementary Education	66
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	16
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	6
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	7

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	4
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	9
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	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	2
13.99	Education - Other Specify:	
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

Respond to the following assurances. 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

Note: This section is preloaded from the prior year's IPRC.

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:**

   Due to the increasing teacher shortage and the need to diversify the teaching workforce, we have established agreements with two local school districts to offer Introduction to Education as a concurrent enrollment course. These partnerships were established to promote the teaching profession and to recruit diverse candidates into teaching. This year 19 students from an area high school enrolled in the Introduction to Education course offered at their high school and 11 students completed the course for dual credit (HS + college credit). We will offer a Teacher Cadet. Introduction to Education course at the second area high school beginning Fall 2023. Additionally, to meet the needs of our area schools, we are launching an online degree completion path for our elementary education degree with the option of additional special education licensure. The online degree path will launch Fall 2023 and we are currently admitting candidates to this degree path. At the undergraduate level, students pursuing special education licensure must also complete

requirements for K-6 general education licensure, or licensure in a K-12 or 5-12 content area. This ensures that prospective special education teachers are well-prepared to provided core/content area instruction. Students pursuing elementary education and early childhood education must take SPED 225, Individuals with Exceptionalities. In addition, several courses within the elementary and early childhood programs contain special education core licensure standards, so students are prepared with instructional strategies to teach students with disabilities. Secondary/K-12 content area majors are required to complete SPED 413, Teaching in Inclusive Environments. This course focuses on evidence-based strategies that are effective for teaching students with disabilities along with students with other types of diverse needs. We have also developed a unit wide common lesson plan template that requires candidates to include culturally responsive strategies within their lesson plans. 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 engage with low-income students at the local homeless shelter and other community sites serving students with diverse backgrounds. Candidates have multiple opportunities to demonstrate skills in their coursework and field experiences. Of particular importance to the provider is ensuring candidates have multiple opportunities to develop pedagogical knowledge and skills related to diverse learners and technology. Continous improvement work includes revising the technology course required for early childhood and elementary candidates to ensure candidates are able to experience and practice designing learning experiences for virtual and technology rich environments. Additionally, carefully designed field experiences ensure proper depth and breadth of clinical experiences within diverse clinical placements throughout the program. Sites for our early and ongoing field experiences include both rural and urban settings.

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Four secondary math and five elementary education majors with middle endorsement candidates.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

No, we were two short of our goal for secondary math, but exceeded our goal for the middle school endorsed candidates by one.

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

As part of student recruitment, the math department will send personal letters to prospective students that include high school students interested in math education. Scholarships designated for both freshman and transfer students will be highlighted in the correspondence with prospective students. The elementary education majors that excel in their first few math classes will be encouraged to consider adding a math endorsement or secondary math major by math faculty.

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

At the secondary level we had one candidate that chose to switch their major to computer science and one that has delayed their student teaching by a year and half because of personal challenges.

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Three secondary and two elementary majors with math endorsements. MSUM has continued to experience a decline in enrollment, and this has impacted the number of students majoring in math education.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Four secondary and three elementary majors with math endorsements. The number of secondary math education majors are expected to be low with most upper-level courses offered every other year, starting in the fall of 2023, which will result in student schedules that are more constrained.

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

4 but only 3 graduated. The last stopped out before student teaching due to health issues and we are trying to get her back once that has been dealt with.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

The strategies are ongoing – we recruit science students who show promise to be learning assistants and give them some pedagogy. If they like working as a learning assistant, they may consider science education. The NOYCE scholarship has ended, so that financial incentive has been removed unfortunately. A new threat on the horizon is the increased requirement for student teaching (a separate middle school placement) that was implemented after our last accreditation visit. It continues to be a very heavy credit load major.

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

As a university, we have formed a partnership with a couple local school districts to offer ED 205 (introduction to education) via PSEO/Concurrent

Enrollment. This could expose high school students to the education program at MSUM, and thus the science education program at MSUM. Unfortunately, declining enrollment and declining standards of enrollment (test blind, individual admitted students) seems to be resulting in fewer students interested in science and fewer students capable of passing the required math and science classes needed to become a science major.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

7 If all 5 students who are student teaching in the spring pass their TPA exam and student teaching we will meet our goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

There are 3 students (all earth science education) who took secondary science methods in Fall 2022 and intend to student teaching in Fall 2023. After that, there is a gap between this group and the next, with only a few possibly ready for methods by Spring 2024 and student teaching no earlier than Fall 2024.

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

Minnesota State University Moorhead undergraduate special education program is predicted to prepare 15 to 20 preservice teachers to be licensed as an Academic Behavioral Strategist (ABS) during or after the 21-22 calendar year. A strategic goal 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. It continues to be a challenge, but with the collaboration of area school stakeholders, we hope to continue our goal of 15 to 20 preservice teachers to be licensed with the Academic Behavioral Strategist (ABS) each academic year. We continue to make it top priority to recruit and prepare excellent candidates to be licensed in 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.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

No, 13 students were licensed as a special education Academic Behavior Strategies during the 2021-2022 academic year.

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 enroll in our undergraduate ABS license or the special education minor. Throughout the year the SPED faculty met with potential candidates interesting in SPED, we presented and distributed SPED information during introductory courses, we kept advising materials updated and disseminated to other faculty members and programs (e.g., EIE, SLHS, Social Work, Secondary Education) to share with their advisees as well.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Minnesota State University Moorhead undergraduate special education program is predicted to prepare 8-10 preservice teachers to be licensed as an Academic Behavioral Strategist (ABS) during or after the 22-23 calendar year. We continue to make it top priority to recruit and prepare excellent candidates to be licensed in 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 pursue the special education minor. MSUM is very hopeful the online program to be launched fall of 2023 will be an attractive alternative for students to earn their EIE and ABS teaching license.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

A strategic goal of our undergraduate special education program at MSUM is recruitment of new teacher candidates to pursue the undergraduate ABS license. As we work to develop our new online EIE and ABS program, we hope to increase the number of preservice teachers to be licensed with the Academic Behavioral Strategist (ABS) each academic year to 10-15.

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))**

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Goal: To prepare 3 candidates to be fully licensed for 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:

The program is being phased-out so candidates are being encouraged to finish in a timely manner as courses are being offered for the last time.

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

We are not admitting new students into the program.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Students are no longer being admitted into the program. All currently enrolled students (8) will complete coursework and the program will end.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Graduate currently enrolled students.

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 RTI'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

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 program completers, 2021-22	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2021-22	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2020-21	1			

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 All program completers, 2019-20	3			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2021-22	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	4			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	14	266	14	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	14	268	14	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	12	250	9	75
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	22	255	21	95
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	15	263	15	100
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	12	262	10	83
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	22	265	22	100
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	15	263	15	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 program completers, 2019-20	5			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	20	242	11	55
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	60	256	58	97
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	63	257	58	92
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	95	258	94	99
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	14	259	12	86
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	61	265	59	97
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	63	267	61	97
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	95	267	95	100
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	16	250	11	69
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	60	259	56	93
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	62	260	57	92
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	95	262	90	95
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	5			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	5			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	4			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	6			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	6			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	12	542	11	92
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2021-22	16	548	13	81
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2020-21	36	538	28	78
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2019-20	88	546	81	92
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	12	524	9	75
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2021-22	16	529	11	69
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	36	523	22	61
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	87	532	70	80
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	11	542	10	91
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	16	542	14	88
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	35	548	33	94

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 All program completers, 2019-20	89	544	77	87
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	13	276	13	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	22	282	22	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	16	283	16	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	13	269	13	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	22	276	22	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	16	280	16	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	21	259	19	90
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	71	263	71	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	78	264	78	100

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, 2019-20	103	264	103	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	20	254	18	90
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	70	264	70	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	78	266	77	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	103	267	103	100
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	23	260	20	87
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	48	259	46	96
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	28	265	28	100
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	23	263	23	100
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	48	264	46	96
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	28	265	28	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 enrolled students who have completed all noncl	1			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	7			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	11	267	11	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	7			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	11	266	11	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	6			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	16	260	15	94
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	12	256	11	92
053 -SOCIAL STUDIES 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 (%)
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	6			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	16	253	16	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	12	248	11	92
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
221 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
221 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	3			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	6			
222 -VISUAL ARTS SUBTEST 2 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 (%)
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
222 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	6			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	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 RTI'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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	110	91	83
All program completers, 2020-21	151	128	85
All program completers, 2019-20	157	125	80

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

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:

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

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.**

   Technology- Two sources of data provide us with information regarding candidates' abilities to use technology effectively in the classroom: Two items from the Exit Survey, and two items from the Student Teaching Observation Tool (STOT). This excerpt is taken from our recent CAEP Self-Study Report: Program data provide evidence of MSUM candidates' performance on integration of technology. MSUM's Student Teaching Observation Tool (STOT) includes items specifically related to candidates' use of technology. For example, one item from the STOT states, "The teacher candidate guides learners in using technologies in appropriate, safe, and effective ways." Means for this item range from 2.8 to 3.8 with a rating of 3 being considered proficient. An additional item from the STOT states, "The teacher candidate uses technology appropriately to enhance instruction." Means for this item range from 3.0 to 3.8 with a rating of 3 being considered proficient. These data points illustrate candidates are able to use technology effectively in the classroom based on cooperating teacher observation (STOT data) prior to completion. Additionally, Exit Survey data indicates an upward trend on candidate perspective related to their preparation to use technology effectively in the classroom. The highlighted STOT data does indicate greater variability over time from some of our secondary/k-12 licensure candidates, indicating this could be an area for increased concentration within specific licensure areas. As part of our continuous improvement efforts, we are working towards providing candidates a field experience in a virtual learning environment so they are able to effectively use technology and integrate a variety of technology tools into their teaching. Additionally, we are implementing a candidate impact project which requires candidates to analyze assessment data from a lesson they taught. The analysis of data requires students to use several different technology based forms to manage the data. Next academic year, we will also be working on integrating new state standards of effective practice into our curriculum. Several of the new standards require a deeper level of technology use beyond traditional

classroom technology.

Teacher Training

Provide the following information about your teacher preparation program. **(§205(a)(1)(G))**

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

    a. **Teach students with disabilities effectively**

    All elementary and early childhood 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. Beginning in Spring 2022, secondary/k-12 majors are required to complete SPED 413, Teaching in Inclusive Environments. This course provides foundational knowledge on special education and students with disabilities, but focuses more on instructional strategies. This change provides students with an additional field experience to provide students with more preparation in teaching students with disabilities. For example, during the required field experience for this course, students are required to spend time in at least two different learner support (i.e., special education) settings. This offers teacher education students the opporutnity to work directly with students with disabilities in order to be better prepared to teach students with identified learning needs in the general education classroom. The course also requires candidates to plan lessons for students with a variety of different learning needs and students are required to apply concepts such as positive niche construction (Armstrong, 2018) and universal design for learning into their planning.

    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 elementary and early childhood 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 and participate in a mock IEP team 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 would include 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. These courses and field experiences provide candidates with opportunities to work with students with and without disabilities. As well candidates are placed in diverse placements where they have opportunities to work with ELL students and other students with diverse needs. 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 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. Beginning in Spring 2022, secondary/k-12 candidates are taking SPED 413 instead of SPED 225. The course provides information on specific accommodations and modifications that often appear on IEPs for students participating in inclusive classroom environments. Students will be guided to consider other options and how they can contribute to the IEP team when planning for inclusion of students in their classrooms. The principles of IDEA are studied in the class, along with an emphasis on collaboration and productive team membership to ensure they are contributing and participatory members of IEP teams.

    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 ELL students 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. One of the units in SPED 413 focuses on the elements of inclusive schools for students who are limited English proficient. Discussion focuses on the difference between students with disabilities and students who are limited English proficient. Throughout the semester a variety of strategies appropriate for meeting student needs in inclusive environments are studied. Teacher education students engage in discussion helping them to think about strategies that might be appropriate for meeting the needs of both sets of learners in their classrooms.

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 mange 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. In the responsive teaching courses, students learn about how to create responsive learning environments that address the needs of culturally diverse students. The unit has also created a new lesson planning template and a component of the template requires candidates to consider strategies that are culturally responsive. The lesson plan also requires candidates to plan for content-area vocabulary along with academic language so that all learners, including limited English proficient learners, can participate in the classroom.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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 continues to be deeply committed to educator preparation. We remain committed to engage in continous improvement efforts. This year, after taking time to reflect upon our Spring 2022 site visit, we have accomplished the following: 1. Created and piloted a common lesson plan template and rubric to be used across all teacher preparation programs. 2. Created and piloted a candidate impact project to be implemented across all teacher preparation programs. 3. Begun initial preparation for including a field experience in a virtual classroom environment. The experience will be piloted first in the elementary program, then in early childhood, and the final phase will be secondary/k-12 programs. 4. Continued strengthening our partnerships with area P-12 schools through concurrent enrollment education courses and through development of an online track for our elementary education degree with the option of additional special education licensure.

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

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 of the College of Education and Human Services