title II | higher education act

2022 TITLE II REPORTS
National Teacher Preparation Data

MN | **Minnesota State-Moorhead**
Traditional Report AY 2020-21
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

1104 7th Ave S

CITY

Moorhead

STATE

Minnesota

ZIP

56563

SALUTATION

Dr.

FIRST NAME

Keri

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), 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	
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	
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 2020-21. **(§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	134
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	8
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	537
Number of students in supervised clinical experience during this academic year	514

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 134 hours. This is up from previous years as we have added a 20-hour field experience component to SPED 413 which is now a required course for secondary/K-12 majors. Most programs have much more hours, including the elementary education and early childhood education programs which have embedded field experiences 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. Additionally, we have fully implemented a new assessment system which allows us to more precisely track data and run multiple different reports. Last year, the number of students completing supervised clinical experiences was reported to be double the number that is being reported this year. This is due to the fact that we are now able to track distinct students. Prior to this year, we were counting number of placements and students typically have more than one placement during the academic year (for example, students in elementary education complete an experience in block A in the fall and block B in the spring). Additionally, we are able to better track if a cooperating teacher has worked with more than one student or has served as a cooperating teacher both fall and spring semester.

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

2020-21 Total	
Total Number of Individuals Enrolled	325
Subset of Program Completers	170

Gender	Total Enrolled	Subset of Program Completers
Male	70	51
Female	254	119
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	2	0
Black or African American	4	4
Hispanic/Latino of any race	10	5
Native Hawaiian or Other Pacific Islander	0	0
White	299	155

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	4
No Race/Ethnicity Reported	1	1

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	4
No Race/Ethnicity Reported	1	1

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.

THIS PAGE INCLUDES:

›› Teachers Prepared by Subject Area

›› Teachers Prepared by Academic Major

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 2020-21.

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 2020-21**

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	15
13.1202	Teacher Education - Elementary Education	67

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	1
13.1210	Teacher Education - Early Childhood Education	25
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	14
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	20
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
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	4
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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 2020-21**

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	4
13.1202	Teacher Education - Elementary Education	67
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	25
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	3
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	4
13.1307	Teacher Education - Health	9

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	7
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	14
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	20
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	4
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:**

   MSUM has worked diligently to establish stronger and more strategic partnerships with our local school districts. 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. This partnership was established to promote the teaching profession and to recruit diverse candidates into teaching. 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 will focus on high-leverage practices that are effective for teaching students with disabilities along with students with other types of diverse needs. As previously reported, 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 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. Data collected from faculty indicates candidates have multiple opportunities in courses to develop critical skills in these areas and carefully designed field experiences ensure proper depth and breadth of clinical experiences within diverse clinical placements throughout the program and 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 (2020-21)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

- ● Yes
- ○ No

2. Describe your goal.

Goal:Seven secondary math education graduates and four elementary with math endorsement graduates was our goal. We met the goal of seven secondary math education graduates which was in the midst of the COVID pandemic with most schools going online instruction for part of the year.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Most were students that were on track for graduation and there were no delays. As a department we work with them to pace their classes and finish on time.

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

In the spring of 2021 the math department offered an essay contest in which two $500 scholarships went to high school seniors who declared math education majors. The essay questions asked: "What would you do to improve the teaching of Mathematics? How would your innovation transform lives?"

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

This was a hard year in terms of the pandemic. Several of the students missed practicum hours in Spring 2020 and had to do some student teaching online. Through all that there was great success.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.

● Yes
○ No

8. Describe your goal.

Six secondary and four elementary with math endorsements is our goal. We had four secondary and three elementary with math endorsement candidates successfully complete their degree. The numbers of students going into teaching is declining nationally and this is reflected in math education majors at MSUM. In addition the college enrollment in 2020 was down because of COVID and MSUM's undergraduate enrollment has seen a decline in transfer students, and these are reflected in the lower numbers of graduates expected.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.

● Yes
○ No

10. Describe your goal.

Five secondary and three elementary majors with math endorsements. Enrollment numbers are down for many institutions including MSUM. We are hoping for an increase for the 2022-2023 school year, however the pandemic decline will be effecting these numbers for a few years until enrollment is built up again.

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 (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or **clear responses already entered**).

- 🔘 Yes
- ⚪ No

2. Describe your goal.

4 licensed science teachers

3. Did your program meet the goal?

- ⚪ Yes
- 🔘 No

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

No, only 3 of the 4. One failed student teaching and left the program.

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

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

We have contacted our marketing department and are in the queue regarding the webpage listing state and federal resources (financial assistance for eligible students during student teaching, loan forgiveness programs, etc.). IT/Marketing was severely hamstrung during Covid and is behind on many web design projects, but we hope to have it up for fall 2022 and linked to every science education program's website at MSUM. This funding information will be particularly important as our NSF/Robert Noyce grant/scholarship program has ended.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

4 but only 3 graduated/will graduate this spring. Covid complications slowed implementation of new strategies and disrupted some lives of students in the pipeline, causing them to delay or drop out of the program.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

7 One of these 7 is the student who delayed from 2021-2022, and she may potentially not student teach this fall either depending on some remedial coursework. As always, the threat to our top students is better paying opportunities outside of k-12 education whereas our bottom students tend to struggle with certain classes and seem to be more susceptible to life disruptions.

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 (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or clear responses already entered).

- ◉ Yes
- ○ No

2. Describe your goal.

During the 20-21 calendar year, 18 preservice teachers were licensed as an Academic Behavioral Strategist (ABS) at Minnesota State University Moorhead undergraduate special education program, 11 candidates graduated Fall 2020 semester and 7 graduated spring 2021 semester. Minnesota State University Moorhead undergraduate special education program was predicted to add 15 to 25 preservice teachers to be licensed as an Academic Behavioral Strategist (ABS) during the 20-21 calendar year.

3. Did your program meet the goal?

- ◉ Yes
- ○ No

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

Yes, 18 preservice teachers were licensed as an Academic Behavioral Strategist (ABS) during the 20-21 calendar year. 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 interested 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.

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

We will continue with our recruitment strategies that are working very well. It is very important that SPED faculty is available to meet with potential students when the student and families are at MSUM for campus visits. We also will have SPED faculty teach In the Block A semester of the EIE program, in the hopes to expose more potential candidates to the ABS license option. We will need to continue to present and distribute SPED information during introductory courses such as Ed 205, SPED 225, and EIE Block A and B. We will need to continue to keep advising materials updated and disseminated to other faculty members especially prior to advising week. We are also looking into options to work with high schools to recruit future educators while in high school specially to increase our diverse student population. Lastly, faculty members are reaching out to undecided majors at MSUM with recruitment videos sharing information specific to SPED.

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

We continue to work with the MN recruitment efforts called Teacher Recruitment New Year! Within MSUM campus efforts, we continue to work with the STL Recruitment/Diversity Work Group and CEHS Recruiting and Engagement Committee.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in special education in 2021-22? 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 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.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. 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 22-23 calendar 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))**

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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. The COVID-19 effects are continuing, and we may see similar attrition in the program as in 2019-2020. Some students still have IP grades on their transcripts from previous semesters, while others may choose to shift from the B.S. to the B.A., and yet others may stop out and delay their completion dates.

3. Did your program meet the goal?

- ● Yes
- ○ No

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

Utilize technology to continue teaching through the Covid pandemic

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

Not applicable. The pandemic was the major concern to deal with, and we worked through it.

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

We almost even surpassed the goal, but one student opted for the B.A. instead of the B.S.

Review Current Year's Goal (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? 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. We will not meet this original goal. Some students have opted to pursue a double-major, and they will take longer to complete. Covid has continued to impact student life, their mental health, and two of the students simply couldn't achieve their academic goals.

Set Next Year's Goal (2022-23)

9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

The administration at MSUM is likely to suspend the TESL program. The announcement of suspension is likely to be made in Fall 2022. At that time, a three-year teach-out period will begin. However, due to the expectation of suspension, students are already no longer being recruited to become teachers of ESL. Students who indicate an interest in this area and apply to MSUM are now being told that the program will be suspended. Once the official announcement is made, it is possible that currently enrolled students will seek to transfer to another program at another institution or drop the TESL major and seek to graduate with another single major only.

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 enrolled students who have completed all noncl	1			
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, 2020-21	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	4			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	29	246	23	79
001 -BASIC SKILLS: READING 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 (%)
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	3			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2020-21	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2019-20	3			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2018-19	25	244	19	76
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	3			
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			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	24	238	13	54
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			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
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			
059 -CHEMISTRY SUBTEST 2 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 (%)
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	17	272	17	100
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
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			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	17	265	17	100
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	19	255	18	95
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	15	263	15	100
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, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	30	267	30	100
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	19	264	19	100
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	15	263	15	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	30	269	30	100
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 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, 2018-19	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	17	252	13	76
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	63	257	56	89
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	95	258	94	99
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	63	257	62	98
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			

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 Other enrolled students	16	266	15	94
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	63	267	60	95
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	95	267	95	100
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	64	267	64	100
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	15	259	12	80
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	62	259	57	92
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	95	262	90	95
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	66	260	63	95
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	20	266	20	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	19	279	19	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	17	262	17	100
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 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, 2018-19	2			
194 -ESL (K-12) SUBTEST 1 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 (%)
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
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	1			
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			
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 enrolled students who have completed all noncl	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	14	268	14	100
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, 2020-21	3			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	14	263	14	100

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, 2020-21	4			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	6			
054 -MATHEMATICS 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 (%)
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, 2018-19	9			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	6			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	9			
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	10	528	7	70
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
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	91	551	89	98
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	10	515	6	60
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	36	523	22	61

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	87	532	69	79
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	90	533	77	86
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	10	532	7	70
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	35	548	33	94
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	89	544	77	87
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	87	549	79	91
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2019-20	2			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2018-19	9			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	1			
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2018-19	11	234	11	100
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS 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 (%)
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	9			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	19	282	19	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	16	283	16	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	32	280	32	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	19	276	19	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	16	280	16	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	32	280	32	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	265	9	90
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	15	261	15	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	77	264	77	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	103	264	103	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	100	265	99	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	261	9	90

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	15	265	15	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	76	265	75	99
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	103	267	103	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	99	266	97	98
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	47	259	45	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	27	266	27	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	57	268	57	100
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	47	263	44	94
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	27	266	27	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	57	270	57	100
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	4			
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, 2020-21	11	267	11	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	9			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	15	261	15	100
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, 2020-21	11	266	11	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	9			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	15	259	15	100
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	16	260	15	94

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, 2019-20	12	256	11	92
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	14	254	14	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
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
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	14	248	12	86
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 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, 2020-21	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	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			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
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			

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	3			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	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			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	6			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	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			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	6			
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			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			

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, 2020-21	148	123	83
All program completers, 2019-20	157	123	78
All program completers, 2018-19	197	162	82

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:

> NCATE, CAEP site visit occurred April 2022 with final CAEP accreditation decision to occur Fall 2022

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 this licensure area. As a result of using this data, a curriculum revision for secondary/k-12 programs has been approved. The revision will replace the required lower-level special education course with an upper-level course that focuses more on strategies and teaching practices while also including a focus on educational technology. The course includes several assignments requiring candidates to utilize instructional technologies that could be applied in their future classrooms. For example, candidates need to complete a Glogster poster and a digital story using one of several free applications designed for classroom use.

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 will focus more on instructional strategies. This change will provide students with an additional field experience to provide students with more preparation in teaching students with disabilities. For example, students in SPED 413 will complete a unit plan with a partner in order to plan collaboratively and support the professional development of self and colleagues. This project will require students to identify a content area and a concept within the content area in order to develop a unit organizer and three lesson plans to address the objectives within the unit. Students will need to think about levels of learning within the unit and lessons. The unit and lessons will need to address the three key principles of Universal Design for Learning in order to enhance learner outcomes and meet the needs of different learning needs. This assignment will also require students to pay special attention to the assessment processes incorporated within the unit. Students will need to plan a pre-assessment, on-going assessments, a formative assessment, and a student self-assessment as part of the final product for this assignment.

    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 will provide 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.

    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 class assignments in SPED 413 includes assessing a learning environment within their assigned field experience. For this assignment, teacher candidates will need to identify at least two (2) settings within their school setting. One a regular education classroom and the other a learner support setting. Examples of learner support settings include: ELL classroom, special education resource room, special education self-contained classroom, or another type of learner support classroom within the school. If currently completing a practicum experience or working in a school, candidates are encouraged to identify settings for which students in their assigned classroom attend. Teacher candidates will need to observe for at least two (2) hours in each of the two (2) settings identified. During these observations, teacher candidates will complete an assessment of academic environment form and then provide a written report based on teacher provided questions and prompts.

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, 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 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. This spring (2022), the School of Teaching and Learning hosted its on site visit for state (MN Professional Educator Licensing and Standards Board, PELSB) and national (Council for the Accreditation of Educator Preparation, CAEP) accreditation. The results of the site visit were overwhelmingly positive. Both site visit teams were complementary of the level of collaboration that was apparent across teacher education programs noting that stakeholders indicated they received strong levels of support. Additional accolodes were given regarding information available to candidates on our Selective Admission and Retention in Teacher Education (SARTE) website and our planning and implementation of courses and programs that prepare culturally responsive teachers. We are pleased with the successful outcome of our joint site visit and we look forward to continuing our long history as an educator preparation provider serving greater Minnesota.

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:

Dr. Ok-Hee Lee

TITLE:

Dean, College of Education and Human Services