MN

Minnesota State-Moorhead
Traditional Report AY 2019-20
Minnesota

100% COMPLETE
STATUS: IN PROGRESS

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

Moorhead

STATE

Minnesota

ZIP

56563

SALUTATION

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SECTION I: PROGRAM INFORMATION

List of Programs

THIS PAGE INCLUDES:

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. **(§205(a)(C))**

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

- Teacher Preparation Program

List of Programs

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

Total number of teacher preparation programs:

23

SECTION I: PROGRAM INFORMATION

Program Requirements

THIS PAGE INCLUDES:

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

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

(●) Yes
( ) No

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

Element	Admission	Completion
Transcript	(●) 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
Essay or personal statement	(●) Yes ( ) No	( ) Yes (●) No

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

Postgraduate Requirements

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

- Yes
- No

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

Element	Admission	Completion
Transcript	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.)

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. (§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	114
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	
Number of years required for 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	650
Number of students in supervised clinical experience during this academic year	1003

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

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

SECTION I: PROGRAM INFORMATION

Enrollment and Program Completers

THIS PAGE INCLUDES:

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

2019-20 Total	
Total Number of Individuals Enrolled	354
Subset of Program Completers	166

Gender	Total Enrolled	Subset of Program Completers
Male	83	31
Female	271	135
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	2	1
Asian	2	0
Black or African American	5	2
Hispanic/Latino of any race	11	1
Native Hawaiian or Other Pacific Islander	0	0
White	321	156

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	10	4
No Race/Ethnicity Reported	3	2

SECTION I: PROGRAM INFORMATION

Teachers Prepared

THIS PAGE INCLUDES:

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 2019-20.

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 2019-20**

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	20
13.1202	Teacher Education - Elementary Education	100

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	7
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	5
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	2
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	13
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
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	3
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- (●) Yes
- ( ) No

☐ No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	4
13.1202	Teacher Education - Elementary Education	100
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	22
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	7
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	5

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	2
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	1
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	13
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	1
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	3
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:	

SECTION I: PROGRAM INFORMATION

Program Assurances

THIS PAGE INCLUDES:

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

Program Assurances

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No
- ( ) Program does not prepare special education teachers

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

- (●) Yes
- ( ) No

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

MSUM teacher education faculty and staff greatly value diversity. We recognize the important role that teachers of color or who are American Indian have in addressing historical inequities and achievement gaps that exist in schools across the United States. Current reports indicate the teaching work force in MN is comprised of only 7.28% teachers of color while students of color make up 38.03% of Minnesota's school population. Furthermore, achievement gaps continue to persist for ethnically and/or socioeconomically diverse students across Minnesota. We envision an influential role in reducing these gaps through concerted efforts to recruit and retain teacher candidates of color or who are American Indian, first generation college students, and students who qualify for needs based financial support. We also recognize that many schools are experiencing persistent difficulties filling positions in several areas including science, math, and special education. Our vision includes being a partner in alleviating the difficulties our partner schools face through innovation in programming and participation in initiatives that support recruitment and retention of students in high-needs teaching fields. 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 will begin requiring 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.

SECTION II: ANNUAL GOALS

Annual Goals: Mathematics

THIS PAGE INCLUDES:

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))

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 (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Goal: Five secondary and four elementary majors with math endorsements.

3. Did your program meet the goal?

- ( ) **Yes**
- (●) **No**

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

No, there were four secondary math education majors that completed their student teaching. We did meet our goal of four elementary education graduates with math endorsements for 2019-2020. There were two secondary math education majors who delayed their student teaching from spring 2019 to the fall of 2019. One of these individuals needed to raise her GPA in the major with additional course work she developed the required content understanding and student taught in the fall. The other student did not complete his application for student teaching by the deadline and needed to delay his student teaching by one semester

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

There are three math students currently receiving Noyce Scholarships that will require them to teach two years for every year of scholarship monies they receive. 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:

The recruitment of math teachers is expected to become more difficult as the enrollment at MN State University has been declining. Later this spring we are meeting with our Dean to discuss how our programs may change in the next 5-10 years.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. 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.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Six secondary and four elementary with math endorsements is our goal. 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.

SECTION II: ANNUAL GOALS

Annual Goals: Science

THIS PAGE INCLUDES:

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))

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 (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) Yes
- ( ) No

2. Describe your goal.

Goal: 4 (1 life science, 2 chemistry, 1 earth science, 0 physics)

3. Did your program meet the goal?

- ( ) Yes
- (●) No

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

No, one student has suspended participation in the program (earth science), another student failed student teaching and will repeat (chemistry). We did have a student add a middle level science license.

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

Create a web page with information on loan forgiveness and other points of support for teachers programs to refer to when recruiting and advising i.e. Teach Grant, diversity candidate support, spreadsheet of costs and benefits, job placement information

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

SKEEP (Secondary K-12 Education Enhancement Project) There was a task force assembled by the deans and including 2 faculty from each of the 7 state universities in MinnState to explore the trend of declining enrollment and pending closure of a number of small education programs across the state. There are students who want these degrees but may be place bound or time bound (currently work a 9-5 job, maybe in a STEM field, but want to complete a STEM education degree without quitting their day job). Additionally, the small numbers in many of these programs mean that opportunities come only 1x per year for many classes, and if there is a class conflict between two required classes during the junior or senior year it can be devastating. In some cases, these place bound individuals might be a great fit for their rural communities – they are not going to leave for brighter pastures in the suburbs – if only we could help them get their degree. A science education faculty member had mapped out what was available online for courses towards a chemistry education degree and a list of classes that were only available face to face (at least during non-covid times). The faculty member had been selected as the chair of workgroup 2, charged with putting together a pilot for the first online, multi-campus degree. The state Inter Faculty Organization chose to veto all faculty participation in workgroup 2, ensuring that opportunities for non-traditional students to complete a science education degree through MinnState remains out of reach.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

Goal: 5 (2 life science, 1 life science and chemistry, 1 chemistry, 0 earth science, 1 physics) We added four because two postponed to complete student teaching in the fall of 2021 and one was a late completer from 2019-2020 plan.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

5 (3 life science, 1 life science and chemistry, 0 chemistry, 0 earth science, 1 physics)

SECTION II: ANNUAL GOALS

Annual Goals: Special Education

THIS PAGE INCLUDES:

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))

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 (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or clear responses already entered).

- (●) **Yes**
- ( ) **No**

2. Describe your goal.

Minnesota State University Moorhead undergraduate special education program prepared 26 preservice teachers licensed as an Academic Behavioral Strategist (ABS) during the 19-20 calendar year.

3. Did your program meet the goal?

- (●) **Yes**
- ( ) **No**

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

Yes, 26 preservice teachers were licensed as an Academic Behavioral Strategist (ABS) during the 19-20 calendar 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. Due to Covid19 pandemic of Spring 2020, most of our efforts needed to be online and/or electronic.

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

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 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. SPED faculty has joined other SPED programs within MN with recruitment efforts called Teacher Recruitment New Year! New U! Additionally, our recruitment efforts are expanding on campus with the formation of the new STL Recruitment/Diversity Work Group and the expansion of CEHS Recruiting and Engagement Committee to include SPED faculty.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- (●) Yes
- ( ) No

8. Describe your goal.

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

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? 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 25 preservice teachers to be licensed as an Academic Behavioral Strategist (ABS) during or after the 21-22 calendar year. Our predictions are slightly lower for the 21-22 academic year due to the Covid 19 pandemic as we are seeing a decrease in our overall enrollment, but with that being said, we also know our recruitment efforts will need to increase. Not only do we work diligently to recruit and prepare excellent candidates to be licensed in the area of Special Education (ABS), we also have a very strong minor in special education at MSUM. Departments such as Social Work, Speech Language Hearing Sciences, Secondary Education, and Elementary Inclusive Education have many students who have declared special education as their minor.

SECTION II: ANNUAL GOALS

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

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))

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 (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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:

Yes, although one opted for the B.A. in TEFL rather than the B.S. in TESL.

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

Retention in the program can be a challenge. The one student who shifted from the B.S. to the B.S. did so partly for personal reasons but also partly to avoid the edTPA. The TESL program seeks to achieve retention through a high interpersonal relationship with majors as well as using all the tools available to retain students, such as granting requests for incomplete (I) or in progress (IP) grades rather than seeing students drop a course or from the program.

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

The 2019-2020 academic year was like no other, as COVID-19 hit in the spring term and interrupted student teaching experiences as well as students in lower division courses. The TESL program faculty continued to use the various tools available to retain students, but still saw some students switch to the B.A. or stop out for a time.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? 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. 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.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- (●) Yes
- ( ) No

10. Describe your goal.

Goal: To prepare 3 candidates to be fully licensed for Teaching English as a Second Language. The 2021-2022 academic year seems to be highly unpredictable. It is uncertain to what extent COVID will continue to affect schools and in what ways it might affect them. It is also uncertain how students interested in an education major might respond to any ongoing effects.

SECTION III: PROGRAM PASS RATES

Assessment Pass Rates

THIS PAGE INCLUDES:

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

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	4			
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
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	97	258	89	92
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2019-20	3			

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, 2018-19	25	244	19	76
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2017-18	77	252	69	90
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
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	25	235	13	52
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	79	248	71	90
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
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
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
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, 2019-20	1			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	17	265	17	100
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	6			
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
204 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	14	264	14	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			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	29	267	29	100
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	26	263	26	100
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	14	263	14	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	29	269	29	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
205 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	26	263	26	100
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	89	257	85	96
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	63	255	58	92
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	5			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	88	267	87	99
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	64	267	64	100
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	88	261	81	92
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	66	259	61	92
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	14	248	12	86
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	20	266	20	100
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	81	260	81	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	19	279	19	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	83	270	83	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2018-19	17	262	17	100
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2017-18	72	255	72	100
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	2			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
194 -ESL (K-12) 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 (%)
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, 2019-20	1			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	13	268	13	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
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	13	264	13	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 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 (%)
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
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, 2018-19	3			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
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, 2018-19	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
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			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	7			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
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, 2018-19	9			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	37	546	31	84
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	22	528	14	64
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
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	65	549	65	100
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	36	521	19	53
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	22	515	11	50
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	89	533	76	85
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	60	536	58	97
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	35	550	32	91
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	22	538	16	73
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	89	543	76	85
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	87	549	79	91
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	45	549	43	96

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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 Other enrolled students	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			
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2017-18	5			
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 Other enrolled students	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
NT002 -NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2017-18	6			
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 Other enrolled students	1			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS 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, 2018-19	9			
NT003 -NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	15	283	15	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	31	280	31	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	27	277	27	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	14	282	14	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	31	280	31	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	27	275	27	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	266	16	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	97	265	97	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	99	265	98	99
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	101	265	101	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	265	16	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	96	267	96	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	98	266	96	98

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 All program completers, 2017-18	101	268	101	100
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	269	10	100
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	24	265	24	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
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	2			
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	66	266	66	100
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	267	10	100
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	24	262	22	92
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, 2018-19	2			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	57	270	57	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	66	271	66	100
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, 2019-20	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	15	261	15	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	11	261	11	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	8			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	15	259	15	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	11	262	11	100
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	2			
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, 2019-20	11	254	10	91
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	14	252	13	93
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	20	257	20	100
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	11	245	9	82

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, 2018-19	14	247	11	79
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	20	254	20	100
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	2			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	3			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 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, 2018-19	2			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
186 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
187 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	8			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	8			
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			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	4			

SECTION III: PROGRAM PASS RATES

Summary Pass Rates

THIS PAGE INCLUDES:

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	151	117	77
All program completers, 2018-19	195	158	81
All program completers, 2017-18	196	171	87

SECTION IV: LOW-PERFORMING

Low-Performing

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

THIS PAGE INCLUDES:

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:

- [x] State
- [ ] CAEP
- [ ] AAQEP
- [x] Other specify:

NCATE

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

- ( ) Yes
- (●) No

SECTION V: USE OF TECHNOLOGY

Use of Technology

THIS PAGE INCLUDES:

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

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

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

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

   - (●) Yes
   - ( ) No

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

   The MN Professional Educator Licensing and Standards Board defines specific technology standards as part of the Standards of Effective Practice and all MSUM licensure programs have received state approval on the instruction and assessment of these standards. Program data provide evidence of MSUM candidates' performance on integration of technology. MSUM's Cooperating Teacher Final Evaluation includes criteria that states: "The teacher candidate guides learners in using technologies in appropriate, safe, and effective ways" and "The teacher candidate uses technology appropriately to enhance instruction." The Transition to Teaching Survey, completed by MSUM graduates at the end of their first year teaching, also supports the ability of graduates to incorporate technology in their instructional practices. In 2020, MSUM graduates responded favorably to the question [MSUM's teacher preparation program taught me how to] Use digital and interactive technologies to achieve specific learning goals." (n= 41, M = 3.10 on a four-point scale). Additionally in the year 2020, the majority of graduates responding to the Transition to Teaching Survey indicated "tend to agree" or "agree" to the question [MSUM teacher preparation program taught me how to] Engage students in using a range of technology tools to achieve learning goals (n = 42, M = 3.14) . The Supervisor Survey, completed by school principals at the end of graduates' first year of teaching, also provides evidence related to technology performance with 86.21% of respondents selecting "tend to agree" or "agree" to the question "[MSUM graduate] Uses digital and interactive technologies to achieve specific learning goals." Additionally in 2020, 89.66% of respondents selected "tend to agree" and "agree" to the question "[MSUM graduate] Engages students in using a range of technology tools to achieve learning goals." Faculty report a variety of

curriculum components and assessments that help students develop skills related to using technology to promote p-12 student learning and engagement. Examples include demonstrating use of an assistive technology inventory to make informed decisions on appropriate technology to enhance accessibility in learning, using FlipGrid to develop instructional videos, assignment including planning a lesson incorporating technology with evaluation by cooperating teacher during field experiences, and using software to organize musical titles and song literature.

SECTION VI: TEACHER TRAINING

Teacher Training

THIS PAGE INCLUDES:

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

Teacher Training

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

   a. **Teach students with disabilities effectively**

   All teacher candidates at MSUM must take SPED 225: Individuals with Exceptionalities. Per the course description, this course helps students develop skills to meet the shared responsibility of educating students with exceptional learning needs. Disability laws are addressed along with an introduction to accommodations/modifications and Universal Design for Learning principles. Elementary and Early Childhood candidates are further prepared to teach students with disabilities effectively with the infusion of core special education content in several courses across their preparation. This involves a series of Responsive Teaching courses focused on using technology effectively to meet all student needs, differentiation, creating responsive and inclusive learning environments, and collaboration and team-decision making. Further preparation for secondary/k-12 candidates occurs in coursework such as ED 498: The Professional Teacher in the Classroom. During this course additional special education strategies are introduced by special education faculty and other professionals involved in the education of students with disabilities are invited to speak in class. Beginning in Spring 2022, secondary/k-12 majors will replace SPED 225, with SPED 413, Teaching in Inclusive Environments. This course will still provide 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 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 will take 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 will include 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 contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

THIS PAGE INCLUDES:

Contextual Information

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. A current effort supported by involvement in a Sauer Foundation Grant involves developing practices to better track students of color who are admitted to the university, had declared a teacher education major, and then “left” teacher education by moving to another major and therefore not formally admitted into teacher education. This process has been supported by assistance from our Office of Institutional Analysis personnel and through the Sauer grant work. By identifying specific stop-out points it may help us identify barriers that students are experiencing. Initial plans are also in place to invite these students to participate in a focus group or individual interview to help inform potential changes in programming or coursework. These efforts relate to our deep and on-going commitment to increasing the number of candidates of color who become licensed teachers through MSUM’s teacher preparation programs. Additionally, the School of Teaching and Learning recently approved its Departmental Work Plan for FY22 and FY23. The Departmental Work Plan aligns with previously created recruitment goals which communicates a significant prioritization of this work by faculty. The Departmental Work Plan places significant emphasis on recruitment and diversity and includes the establishment of a departmental work group to focus on our established recruitment goals. The newly formed work group is being led by the Director of Teacher Education and consists of five highly engaged faculty members from the School of Teaching and Learning. The first meeting was held on March 31, 2021. The commitment of the work group provides a sense of optimism that we will make significant progress towards equity and inclusivity in teacher preparation at MSUM in the coming years. Despite the COVID-19 pandemic that has caused significant disruption to education at all levels, MSUM has continued to successfully prepare high-quality teachers. Much of this is due to policies and practices that have enabled us to maintain the integrity of coursework while being responsive and flexible to needs in the field. We have continued to foster partnerships with area schools and continue to discuss implementing new programs such as concurrent enrollment classes to promote the teaching profession to high school students. While the work has taken an understandably slower pace during the pandemic, we are encouraged by the progress that has been made. MSUM is also preparing for Spring 2022 site visits for CAEP and our state accrediting board, the Professional Educator Licensing and Standards Board (PELSB). Preparation for the site visits includes writing self-study reports and organizing evidence to support reaccreditation. Teacher education leadership feel confident about the continuous improvement work that has been done and look forward to receiving feedback from reviewers. MSUM continues to be a leading provider of teacher preparation within the region and we look forward to sharing ongoing efforts to adjust to changing needs in the field while highlighting our consistent strengths related to teacher preparation.

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

[X] **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

[X] **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 Ok-Hee Lee

TITLE:

Dean of the College of Education and Human Services