



Clg. of St. Benedict & St. John's Univ.
Traditional Report AY 2021-22
Minnesota



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Meagher

PHONE

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

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
13.1202	Elementary Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	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	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1318	Teacher Education - Social Studies	UG	

Total number of teacher preparation programs:

21

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\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

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

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="Demonstration that all MN Standards of Effective Practice are met; successful co..."/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

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:

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

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

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

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

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

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

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)

10

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

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

23

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

283

Number of students in supervised clinical experience during this academic year

246

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

Each candidate in student teaching is supported by a university supervisor and a cooperating teacher. Student teaching supervisors are assigned to student teachers in direct alignment to grade-level teaching experience and we make every effort to align supervision of teacher candidates by content licensure. Students in clinical experiences prior to student teaching will have had more than one placement in the academic year.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	173
Subset of Program Completers	49

Gender	Total Enrolled	Subset of Program Completers
Male	35	8
Female	129	38
Non-Binary/Other	2	1
No Gender Reported	7	2
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	4	0
Black or African American	4	2
Hispanic/Latino of any race	13	3
Native Hawaiian or Other Pacific Islander	0	0
White	148	43

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

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2021-22

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="34"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	0
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	4
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	4
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	1
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="3"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2021-22

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="0"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="34"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="0"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="0"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	0
13.1312	Teacher Education - Music	0
13.1314	Teacher Education - Physical Education and Coaching	0
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	0
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	0
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: <input data-bbox="289 1644 1260 1692" type="text"/>	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	1
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	2
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	1
27	Mathematics and Statistics	1
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	1
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	1
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	8
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	0

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1263 163" type="text"/>	<input data-bbox="1295 90 1572 132" type="text" value="0"/>

Program Assurances

THIS PAGE INCLUDES:

>> [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:

In order to understand the needs of K-12 education in diverse settings and with students from diverse backgrounds, we regularly engage in conversations with K-12 partner representatives. We hold annual advisory meetings with our advisory committees in each licensure area. Additionally, candidates in our program are required to complete clinical and field experiences in urban and rural schools with students from diverse racial, ethnic, linguistic, and socio-economic backgrounds, and with students who have a variety of exceptionalities. Our faculty engage in ongoing professional development related to working with students with exceptionalities, LEP students, low-income students and a variety of school settings.

Annual Goals: Mathematics

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Because of decreased enrollment at our institution, all class sizes are smaller. We hope to prepare 5 teachers in mathematics in 2021-2022.

3. Did your program meet the goal?

- Yes
 No

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

We had 5 students complete student teaching in mathematics; however, only 3 sought licensure. Two candidates chose to be licensed in other areas.

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

Because of decreased enrollment at our institution, all class sizes are smaller. Also, our institution does not currently have a full-time math pedagogy instructor. We are seeking to fill that role with a qualified person who can teach secondary pedagogy and help with recruitment. We will continue to consult with our institution's math department in order to encourage math majors to consider a secondary education minor. It should be noted that our institution underwent a revision of its liberal arts curriculum, and as a result, a new advising method was established. This shift in advising could have impacts on the number of upcoming students we prepare.?

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

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Our goal is to continue to work to recruit candidates for the mid-level endorsement and grades 5-12 mathematics licenses by promoting these licensure programs in advising. We anticipate a decreased demand for these licensure programs due to declining enrollments in our institution as well as the high demand for k-6 teachers, which results in fewer students pursuing the mid-level endorsement. We hope to prepare 4 teachers of mathematics in 2022-2023.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

Our goal is to continue to work to recruit candidates for the mid-level endorsement and grades 5-12 mathematics licenses by promoting these licensure programs in advising. We anticipate a decreased demand for these licensure programs due to declining enrollments in our institution as well as the high demand for k-6 teachers, which results in fewer students pursuing the mid-level endorsement. Additionally, an increasing number of mathematics majors are choosing careers outside of teaching as our institution is offering increased major focus areas in other fields of mathematics. We hope to prepare 1 teacher of mathematics in 2023-2024.

Annual Goals: Science

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to prepare 5 teachers of science in 2021-2022.

3. Did your program meet the goal?

- Yes
 No

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

We took steps to enhance our recruitment efforts by visiting local schools and meeting with prospective students on campus visits and campus recruiting days. We continuously reevaluate our coursework to increase flexibility for science majors, and more.??Working with department chairs in the majors (chem, bio, physics) for additional ways to recruit. We continue to work with academic advising and FY advisees for potential major/minor? opportunities.

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

Our institution underwent a major revision of its liberal arts curriculum two years ago and a new first year advising system was implemented. We continue to work with Academic Advising, the College Success course instructors, and first year advisors to suggest advising sheets/sample academic

plans (for secondary education). This way, when first year advisors access the sample plans, they will be able to see that secondary education is a potential minor for biology, chemistry, and/or physics majors.? We have experienced very low enrollments collegewide and will continue to recruit potential students.

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

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Our goal is to prepare 1 teacher of science in the 2022-23 academic year. We lost students due to a number of factors including the new college curriculum, a 1-year pilot block program, and hybrid/flex course design due to COVID-19.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

Our goal is to prepare 2 teachers of science in 2023-2024.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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:

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2021-22\)](#)
- >> [Review Current Year's Goal \(2022-23\)](#)
- >> [Set Next Year's Goal \(2023-24\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

Our goal is to prepare 5 students in TESL. Since our institution adopted a new liberal arts curriculum, more students may be intent on taking EDUC 301 (Teaching Literacy/English Language Learners) because it meets a requirement of the new curriculum. Because of this, some students may choose to continue pursuing the TESL minor. Though some of these prospective students may not ultimately be program completers, it may increase the number of students taking at least this one TESL course. If students have room to add more TESL courses into their schedules, faculty advisors highly recommend they do.

3. Did your program meet the goal?

- Yes
 No

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

Our goal was to prepare 5 students in TESL. Since our institution adopted a new liberal arts curriculum, more students may be intent on taking EDUC 301 (Teaching Literacy/English Language Learners) because it meets a requirement of the new curriculum. This has brought some additional students into an ESL course, but doesn't always translate into more students completing this program. If students have room to add more TESL courses into their schedules, faculty advisors highly recommend they do. However, due to challenges during the Covid-19 pandemic we saw more students needing to re-take courses, which can make it more difficult for them to add an additional license like the TESL license.

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

In order to meet enrollment goals, the ESL license is promoted through our department website and through advising. We will continue to highlight this licensure area with prospective students through our targeted efforts, such as Education Visit Day. We have made this license flexible enough to work with any major and any other licensure area in order to maximize accessibility. We have learned that while students are interested in this license, they frequently combine it with another licensure area, and this can pose challenges in terms of fulfilling all credit requirements in 4 years. We need to be proactive in recruiting candidates to this program early in their college experience to help ensure that they can complete all requirements within 8 semesters.

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

We have heard from several candidates that they decide not to complete the K-12 ESL license because they would prefer to teach in an Elementary classroom and are worried that once hired, they could be forced into teaching ESL only. Students complete all the coursework for the TESL minor, but then decide not to either not take the MTLEs so complete the license, and in some cases, they choose not to complete student teaching in ESL.

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Our goal is to prepare 2 students for TESL. We anticipate that students will continue to take EDUC 301 (Teaching Literacy/English Language Learners) because it meets a requirement of the new curriculum. This gets many students more familiar with our program and sometimes leads to more students choosing this minor. Though some of these prospective students may not ultimately be program completers, it may increase the number of students taking at least this one TESL course. If students have room to add more TESL courses into their schedules, faculty advisors highly recommend they do.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

We aim to prepare 5 TESL candidates. We anticipate fairly steady interest in the TESL program. We will continue to advise all students to take at least one course in the TESL sequence, which is a good way to attract students to this program.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2019-20	1			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	1			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
202 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
203 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	7			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	32	259	30	94
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	47	259	43	91
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	37	264	37	100
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	31	267	29	94
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	47	268	45	96
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	37	269	37	100

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 enrolled students who have completed all noncl	4			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson Other enrolled students	4			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	32	261	31	97
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	47	260	43	91
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	37	268	37	100
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
194 -ESL (K-12) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
195 -ESL (K-12) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	5			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
162 -GERMAN: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
163 -GERMAN: WORLD LANG./CULTURE SUBTEST 2 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, 2021-22	4			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	5			
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
206 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	5			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	5			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
207 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	3			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
208 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	3			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	2			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2021-22	4			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2020-21	14	542	12	86
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2019-20	19	542	16	84
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	2			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2021-22	4			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	14	527	12	86
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	19	525	13	68
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	2			
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	14	561	14	100
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	19	553	16	84
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	37	266	37	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	51	263	49	96
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	42	266	41	98
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	37	264	37	100
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	51	262	47	92
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	42	267	41	98
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	8			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	17	274	17	100
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	17	274	17	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	4			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	8			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	17	268	17	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	4			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	17	269	17	100
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	1			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
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, 2021-22	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	1			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
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	1			
222 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	4			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	45	41	91
All program completers, 2020-21	69	59	86
All program completers, 2019-20	64	55	86

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

Integrating Technology with Curricula and Instruction: Faculty members model a variety of ways to use technology to enhance their teaching and assessment of prospective teachers, who in turn acquire the knowledge and skills to adapt and employ technology in similar ways through direct instruction, informal coaching, and group as well as individual inquiry. Competent use of technology is woven throughout licensure candidates' study of teaching methods as well as their opportunities to employ those methods during supervised clinical work (course field experiences and student teaching). Other sources of evidence include Common Metrics surveys (developed by the Network for Excellence in Teaching) from candidates after student teaching, graduates at the end of their first year as a teacher of record, and from first-year teachers' supervisors. Each survey specifically addresses technology. In addition, the state of Minnesota has several standards related to technology, and their assessment is embedded into course-based assessments throughout our program. Using Technology to Collect, Manage, and Analyze Data to Improve Teaching and Learning for the Purpose of Increasing Student Academic Achievement: As they conclude their preparation for licensure with a semester of student teaching, candidates complete both a teacher work sample and a Stanford/Pearson Education Teacher Performance Assessment. They also complete a unit plan with technology in select pedagogy courses. Both the work sample (teaching unit) and the edTPA require candidates to collect, manage, analyze, and report information describing student performance using appropriate technology. Highlighting individual learners' performance (low, average, high performers) in relation to whole class performance, candidates identify areas of strength and weakness in their instructional planning, execution, and evaluation as they search for patterns of student performance. This performance is then used to reflect on how to adapt and differentiate instruction to improve student learning and academic achievement. The edTPA portfolio requires teacher candidates to employ, and submit for nationally normed scoring, a highly

structured and evidence-based electronic portfolio of teaching effectiveness. This portfolio is steeped in evidence of the integrative technology teacher candidates utilize in their teaching work sample as well as a deeply reflective digital video recording demonstrating effective planning, instruction, and assessment of learning. Our Teacher Preparation Program has purposefully directed our teacher candidates into authentic engagement of higher integration of technology both to produce the electronic evidence of their artifacts of teaching effectiveness and their engagement of their students' learning experiences through growing innovative and creative technologies. Evidence of Preparing Teachers to Use the Principles of Universal Design for Learning: Since its introduction in the late 1990s, we have drawn guidance from applications of UDL to enrich our candidates' skills in differentiation by providing their learners with multiple ways to gather information, to share what they learn, and to engage in continuing inquiry. We require candidates to incorporate UDL principles as they support the learning of all students with a variety of instructional methods, formats, and technology. Principles of Universal Design are incorporated into coursework and field experiences across programs. For example, across tiers, candidates are required to plan and teach lessons with appropriate accommodations and supports while maintaining high achievement expectations for all students, including students with exceptionalities and those who are learning English as an additional language.

Teacher Training

THIS PAGE INCLUDES:

>> [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

During the foundations tier of our program, candidates receive an introduction to teaching students with disabilities effectively in a course entitled Human Growth and Development. The course emphasizes the humanity of each person, and how each person is unique and important. This foundational philosophy urges an assets-based approach to teaching, including building a respectful relationship with all students as a first step to teaching effectively. This lays the groundwork for a unit focusing specifically on teaching students with disabilities. The unit begins with an emphasis on how people are treated as a reflection of how they are perceived. This is followed by case analyses using film clips and videos, with discussions analyzing how limitations in understandings affect how people were treated. Candidates are introduced to, and practice, person-first language. Candidates learn about and are assessed on the history of laws pertaining to accessibility, relevant terms, and rights to access and full participation in civic life and society. Candidates engage with written materials on specific exceptionalities, including ADHD, autism spectrum disorders, special education labels, laws and learning, early intervention, gifted and talented, and more. In addition, the course includes the general education teacher's role in pre-referral intervention and referral to special education, with a case study to practice the pre-referral process. After that course, all candidates complete a course entitled Human Exceptionalities. Candidates receive instruction related to the disability categories, including definitions, characteristics of disabilities, and teacher strategies in the classroom for each category. Building on that knowledge, candidates receive instruction on how to effectively give appropriate accommodations and modifications based on student needs listed in the IEP. Candidates analyze teaching strategies to use with students with learning disabilities and emotional/behavior disorders. During the pedagogy tier, in which candidates complete their methods coursework, all students consider ways to differentiate instruction for students with varying needs in the building and teaching of their unit and lesson plans. This offers additional hands-on ways to apply and consider their foundational knowledge of exceptionalities. In this tier, candidates take reading or literacy coursework that addresses specific reading needs including dyslexia, challenges with decoding and comprehension, and processing. Finally, during student teaching, activities that prepare candidates to teach students with disabilities effectively are conducted through journals, lesson planning activities, mentorship activities with cooperating teachers, and seminar lessons. Student teachers are required to include methods for addressing student needs, instructional strategies, and adaptations and modifications in lesson plans and their unit plan, which are then reviewed by cooperating teachers and/or university supervisors. Student teachers are expected to attend all IEP and 504 meetings with their cooperating teachers, and after attending these meetings, student teachers record and reflect on meeting content. Additionally, one of our seminar meetings is dedicated to working with students with special needs.

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*.

During the foundations tier of the program, candidates learn introductory information related to how to participate as a member of an IEP team, as defined by the IDEA act. In their Human Growth and Development course, candidates learn the basic principles and procedures of Special Education. They complete a case study addressing the general education teacher's role in pre-referral intervention and referral to special education. This includes instruction on the steps of the referral process, the special education evaluations process, the IEP requirements, and the general education teacher's responsibilities in relation to students with special needs. The big ideas emphasized include Free and Appropriate Public Education (FAPE), Least Restrictive Environment (LRE), Systematic Identification, IEPs, Family Involvement, Related Services, and access to the general education curriculum. Areas of involvement for teachers are identified including pre-referral, referral, and IEP. Candidates complete a case study at their licensure level and conduct a pre-referral with interventions noted. In addition, candidates complete a course entitled Educational Psychology. This course builds on the content presented in Human Growth and Development by teaching about how to develop productive classroom environments. This includes behavior management and addressing student behaviors. After completing such foundations coursework, all students complete a course entitled Human Exceptionalities. As described earlier, this course provides more in-depth information related to participating as a member of an IEP team as specified under IDEA. Candidates receive instruction on the process of a student qualifying for an IEP. Instruction is given on Response to Intervention (RtI), formal assessments, the IEP meetings, and progress reports. The students participate in a mock IEP meeting, where they learn the role of IEP team members, including the important role of the general education teacher. They analyze multiple IEPs to ensure

familiarity with the contents and expectations of them as general education teachers and team members. During student teaching, candidates are expected to attend IEP and 504 meetings with their cooperating teachers during their field experience. Evidence of their participation is recorded and reflected upon in an assessment entitled, "Communication with Parents/Guardians and Community Record and Reflection". Student teachers are encouraged to be involved in the entire IEP process as appropriate during student teaching including prereferrals, documenting interventions, and consulting with special educators about the students in their classrooms. In one of our seminar meetings, this is addressed in the presentation and question/answer period.

c. Effectively teach students who are limited English proficient.

During the foundations tier, all candidates complete a clinical experience course in which they spend a minimum of a full week in a classroom with students from diverse backgrounds. As part of this experience, candidates carefully observe a K-12 student who speaks English as an Additional Language in their classroom. They thoughtfully consider the factors outside of the classroom that might have influenced the student's learning on that day, and at what points the student was actively engaged in learning and why. They describe some of qualities of the student's background, including cultural assets, race, or economic group and explore how those identities contribute to the school community and society. They consider the classroom management strategies the teacher used with the student, and how and when such strategies were productive. In observing the cooperating teacher when teaching multilingual students, candidates explain an instructional method observed for such students. Candidates also engage in course discussion relevant to teaching students who are limited English proficient during their course on Human Development and Mental Health which also occurs during the foundations tier. Candidates research and conduct a workshop on bilingual learning. Candidates also engage with text about adjusting language to the context, speaking two languages (which includes strategies to teach English Learners), as well as factors that may affect language learning. Reflection prompts include considerations of culturally relevant pedagogy, scaffolding students' prior knowledge, use of instructional strategies for second language learners, and issues of standardized testing as they relate to how EL students are assessed. Finally, when candidates complete the Human Exceptionalities course, they consider how the needs of English Learners may be similar and different to students with special needs, and gain understanding that being an English Learner alone is not a qualification for an IEP. The department offers several elective courses providing more in-depth knowledge of teaching multilingual learners. This includes coursework on teaching literacy to students who are English Learners. It explores the importance of using a variety of instructional approaches to meet the needs of ELLs and stresses the need to include teaching materials that support second language literacy development in both ESL and mainstream classrooms. This course includes an in-depth exploration of the differences between first and second language literacy development, and the effects that limited English proficiency has on student academic success. Another course focuses on assessing English language learners. This course addresses the importance of using appropriate methods of assessment when measuring achievement and making decisions about English Language Learners. Some of the issues explored include purposes for assessing, types of assessments, limitations of traditional assessments, creating validity and reliability in assessments, administering tests, interpreting test results, and sharing results with learners, colleagues and parents. Candidates design language and academic content assessments for use with English Language Learners. Additional courses include theoretical foundations of ESL, ESL Methods and Materials, and the Structure of the English Language for ESL Teachers. During the pedagogy tier, in which candidates complete their methods coursework, all students consider ways to differentiate instruction for students with varying needs in the building and teaching of their unit and lesson plans. This offers additional hands-on ways to apply and consider their foundational knowledge of teaching students who are limited English proficient. During student teaching, activities that prepare candidates to teach students who are English Language Learners effectively within the student teaching setting are conducted through journals, lesson planning activities, mentorship activities with cooperating teachers, and seminar lessons. Student teachers are required to include methods for addressing multilingual learner needs, instructional strategies, and adaptations and modifications in lesson plans and their unit plan, which are then reviewed by cooperating teachers and/or university supervisors. Seminar meetings address strategies for teaching and learning academic language and literacy. This is followed up on by university supervisors and the director of student teaching through the student's journals, lesson plans, unit plans, and observations.

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

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*.

c. Effectively teach students who are limited English proficient.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Examinations of our programs conducted by the Minnesota Professional Educator Licensing and Standards Board are available upon request.

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:

Jennifer L. Meagher, EdD.

TITLE:

Director of Assessment--Education Department

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:

Allison Spenader, PhD.

TITLE:

Education Department Chair, World Language and ESL Pedagogy Professor