

# Title II Higher Education Act

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St. Cloud State University  
Traditional Program  
2010-11

## Print Report Card

## Program Information

**Name of Institution:** St. Cloud State University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Minnesota

**Address:** School of Education  
720 Fourth Avenue South  
St. Cloud, MN, 56301

**Contact Name:** Dr. Osman Alawiye Dean  
**Phone:** 320-308-3023  
**Email:** olalawiye@stcloudstate.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:**  
No

**TQE partnership name or grant number, if applicable:**

## Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No

Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	No
Recommendation(s)	No	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify : )	No	No

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://bulletin.stcloudstate.edu/ugb/>

**Indicate when students are formally admitted into your initial teacher certification program:**

Sophomore year

**Does your initial teacher certification program conditionally admit students? Yes**

**Please provide any additional about or exceptions to the admissions information provided above:**

### Section I.b Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2010-11:	995
Unduplicated number of males enrolled in 2010-11:	289
Unduplicated number of females enrolled in 2010-11:	706

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	18
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	15
Black or African American:	8
Native Hawaiian or Other Pacific Islander:	0
White:	900
Two or more races:	25

**Section I.c Supervised Experience**

**Provide the following information about supervised clinical experience in 2010-11.**

Average number of clock hours of supervised clinical experience required prior to student teaching	182
Average number of clock hours required for student teaching	560
Number of full-time equivalent faculty supervising clinical experience during this academic year	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	32
Number of students in supervised clinical experience during this academic year	1194

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

**Section I.d Teachers Prepared by Subject Area**

**Please provide the number of teachers prepared by subject area for academic year 2010-11. 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))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	106
Teacher Education - Early Childhood Education	37
Teacher Education - Elementary Education	101
Teacher Education - Junior High/Intermediate/Middle School Education	98
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	

Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	6
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	12
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	21
Teacher Education - Technical Education	4
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	6
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

**Section I.d Teachers Prepared by Academic Major**

**Please provide the number of teachers prepared by academic major for academic year 2010-**

**11. 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))**

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	106
Teacher Education - Early Childhood Education	37
Teacher Education - Elementary Education	101
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	13
Teacher Education - Foreign Language	
Teacher Education - Health	3
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science	23
Teacher Education - Social Science	
Teacher Education - Social Studies	21
Teacher Education - Technical Education	4
Teacher Education - Computer Science	
Teacher Education - Biology	4
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	

Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	6
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	4
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify :	

**Section I.e Program Completers**

**Provide the total number of teacher preparation program completers in each of the following academic years:**

2010-11: 328

2009-10: 289

2008-09: 327

**Section II. Annual Goals**

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase STEM Teachers</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>St. Cloud State University Officials have identified increasing the number of teachers in STEM areas as a primary goal. Because of this, we have elected to participate in a large scale grant, the Teacher Preparation Initiative in partnership with the Bush Foundation, to meet these institutional goals. (Mathematics)</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <ol style="list-style-type: none"> <li>1. In 2010 a recruit working group was instituted as part of the Teacher Preparation Initiative grant</li> <li>2. The plan instituted by this group was developed and tentatively approved in the fall of 2011; this plan included specific recruitment goals in shortage areas.</li> <li>3. The plan calls for exploring allocation of resources for scholarships, more intense recruiting of high school students and identification of candidates in low-dem and areas (e.g. K-6 education) with an expressed interest in mathematics pedagogy; we have put in place an assessment mechanism for tracking such interests.</li> <li>4. We are exploring allocation of budget for more and better targeted marketing related to high need domains.</li> <li>5. These efforts are expected to be put in place during the 2012-2013 academic year.</li> </ol>

<p>Science</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase STEM Teachers</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>St. Cloud State University Officials have identified increasing the number of teachers in STEM areas as a primary goal. Because of this, we have elected to participate in a large scale grant, the Teacher Preparation Initiative in partnership with the Bush Foundation, to meet these institutional goals. (Science)</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <ol style="list-style-type: none"> <li>1. In 2010 a recruit working group was instituted as part of the Teacher Preparation Initiative grant.</li> <li>2. The plan instituted by this group was developed and tentatively approved in the fall of 2011; this plan included specific recruitment goals in shortage areas, including the sciences.</li> <li>3. The plan calls for exploring allocation of resources for scholarships, more intense recruiting of high school students and identification of candidates in low-demand areas (e.g. K-6 education) with an interest in science education; we have put in place an assessment mechanism for tracking such interests.</li> <li>4. We are exploring allocation of budget for more and better targeted marketing related to high need domains.</li> <li>5. These efforts are expected to be put into place during the 2012-2013 academic year.</li> <li>6. Starting in 2009, we developed "Science Express," a converted mobile laboratory that visits schools on a rotating basis (about 25 schools per year). The SE is designed to increase interest in all science fields, including science education.</li> </ol>
<p>Special education</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase Sp. Ed. Majors</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The strategies under consideration to increase the number of highly qualified special education teachers include formation of relationships with Future Educators organizations in connection with our partner districts, the potential reallocation of resources for targeted scholarships and attracting candidates from low-need areas to high-need areas, such as special education. We continue to participate in the federal TEACH grant programs.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <ol style="list-style-type: none"> <li>1. In 2010, a recruit working group was instituted as part of the Teacher Preparation Initiative grant.</li> </ol>



	<p>2. The plan was developed and tentatively approved in the fall of 2011; this plan included a specific recruitment goal of increasing the number of special education teachers.</p> <p>3. We are exploring the allocation of budget for more and better targeted marketing related to high need domains, including special education.</p> <p>4. A cross-college committee assigned to explore and make specific recommendations about recruitment of students of color, males in special education, and teachers in the STEM discipline.</p>
<p>Instruction of limited English proficient students</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase no. of LEPs</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>Several strategies are in the planning stages to increase the number of LEP teachers for districts in central Minnesota. These include the consideration of allocating resources to targeted marketing, forming relationships with Future Educators clubs in our partner districts, allocating resources for targeted marketing, and attracting candidates from low-need areas to high-need areas, such as LEP.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p> <p>1. In 2010 a recruit working group was instituted as part of the Teacher Preparation Initiative grant.</p> <p>2. The plan instituted by this group was developed and tentatively approved in the fall of 2011; this plan included specific recruitment goals in increasing the number of teachers of English as a second language (LEP students).</p> <p>3. We are exploring the allocation of resources for scholarships, more intense recruiting of high school students and identification of potential LEP educators.</p> <p>4. A recommendation is under consideration for increasing the budget for targeted marketing of education programs related to the recruitment of candidates from high-need areas, such as LEP.</p> <p>5. A recommendation has been made to form working relationships with Future Educators (FE) clubs with our six partner districts; the FE clubs have high minority representations and will serve as a pipeline to SCSU.</p> <p>6. We have initiated a mechanism for tracking all of the academic interests of candidates proposing to low-need areas so that we can contact these individuals to interest them in high-need areas, such as ESL.</p>
<p>Recruitment of teachers of color</p>	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase Teacher of Color</p> <p><b>Goal met?</b> No</p> <p><b>Description of strategies used to achieve goal:</b></p>

We have proposed to form relationships with Future Educators clubs to form a pathway to preparation programs at SCSU; the Future Educators clubs have excellent minority representation. We are looking at targeted scholarships for attracting students with a particular interest in diversity issues. We continue to host leadership organizations serving underrepresented students (for example, AVID) from the twin cities metro and St. Cloud to recruit students of color both to SCSU and to education programs.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

1. In 2010 a recruit working group was instituted as part of the Teacher Preparation Initiative grant.
2. The plan instituted by this group was developed and tentatively approved in the fall of 2011; this plan included specific recruitment goals for increasing the number of teachers of color.
3. The plan under consideration calls for allocation of resources for scholarships, more intense recruiting of high school students and identification of potential teachers of color; we have initiated new and improved existing tracking mechanisms for the recruitment and retention of teacher candidates of color.
4. We are considering the allocation of resources for targeted marketing of education programs related to the recruitment of candidates of color.
5. A recommendation has been made to form working relationships with Future Educators clubs with our six partner districts; the FE clubs have high minority representations that may serve as a pipeline to SCSU.

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

**Section II. Assurances**

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**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

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

We have organized efforts to better track the needs of local agencies through a hiring analysis, completed once in late 2010 and under consideration for being completed every other year. We have elsewhere described our efforts to recruit candidates to state and regional high-need domains (Special Education, LEP, Mathematics, and Science). Special education teachers receive coursework in general education and specialized content pedagogy in social studies, science, and literacy. They must become highly qualified in one academic area. Candidates in general education receive education to gain preparation in special education via SPED 203 (elementary) and SPED 425 (secondary). All students receive preparation in serving LEP students via taking SPED 440, ENGL 461, or ED 461. Many courses deal with serving students from low income families particularly HURL 497-498. Candidates gain experience in a cross-section of rural and urban schools during field experiences and student teaching. While we track and mandate experiences with levels of diversity, we do not target urban or rural schools except as a function of student preference. All candidates receive preparation for serving students with limited English proficiency (via SPED 440, ENGL 461, ED 461).

**Section III. Assessment Rates**

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -Art: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1			
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	8			
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	12	178	12	100
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	48	252	34	71
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson Other enrolled students	7			
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson	26	245	18	69

All program completers, 2010-11				
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson All program completers, 2009-10	1			
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson All program completers, 2008-09	1			
001 -Basic Skills: Reading Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	47	253	37	79
001 -Basic Skills: Reading Evaluation Systems group of Pearson Other enrolled students	6			
001 -Basic Skills: Reading Evaluation Systems group of Pearson All program completers, 2010-11	27	251	17	63
001 -Basic Skills: Reading Evaluation Systems group of Pearson All program completers, 2008-09	2			
002 -Basic Skills: Writing Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	48	245	32	67
002 -Basic Skills: Writing Evaluation Systems group of Pearson Other enrolled students	6			
002 -Basic Skills: Writing Evaluation Systems group of Pearson All program completers, 2010-11	28	244	20	71
002 -Basic Skills: Writing Evaluation Systems group of Pearson All program completers, 2008-09	1			
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	4			
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4			
058 -Chemistry Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
058 -Chemistry Subtest 1 Evaluation Systems group of Pearson Other enrolled students	3			

059 -Chemistry Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
059 -Chemistry Subtest 2 Evaluation Systems group of Pearson Other enrolled students	3			
0245 -Chemistry: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	2			
0245 -Chemistry: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	1			
0245 -Chemistry: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2			
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson Other enrolled students	4			
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	6			
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson Other enrolled students	4			
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	6			
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	330	179	311	94
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) Other enrolled students	76	179	73	96

5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2010-11	218	180	210	96
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2009-10	190	180	188	99
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2008-09	144	180	143	99
5710 -Computerized PPST Reading Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	334	178	293	88
5710 -Computerized PPST Reading Educational Testing Service (ETS) Other enrolled students	76	177	65	86
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2010-11	215	178	195	91
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2009-10	186	179	181	97
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2008-09	153	179	150	98
5720 -Computerized PPST Writing Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	334	174	283	85
5720 -Computerized PPST Writing Educational Testing Service (ETS) Other enrolled students	77	174	63	82
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2010-11	221	175	197	89
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2009-10	189	176	185	98
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2008-09	158	176	154	97
020 -Early Childhood Education Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
020 -Early Childhood Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	27	262	26	96

021 -Early Childhood Education Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
021 -Early Childhood Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	27	250	24	89
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	7			
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	35	178	34	97
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	34	176	34	100
060 -Earth and Space Science Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
061 -Earth and Space Science Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
0571 -Earth and Space Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	1			
0571 -Earth and Space Science: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2			
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2010-11	19	175	18	95
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2009-10	39	179	39	100
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2008-09	62	177	62	100
024 -Elementary Education Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	259	10	100

024 -Elementary Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	46	255	43	93
025 -Elementary Education Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	10	259	10	100
025 -Elementary Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	46	259	41	89
026 -Elementary Education Subtest 3 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	246	7	64
026 -Elementary Education Subtest 3 Evaluation Systems group of Pearson All program completers, 2010-11	46	237	25	54
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	48	166	47	98
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	92	168	91	99
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	106	168	104	98
114 -English as a Second Language Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
114 -English as a Second Language Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	5			
115 -English as a Second Language Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	2			
115 -English as a Second Language Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	5			
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2010-11	4			
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2009-10	13	173	11	85
0041 -English Language: Literature and Composition	16	176	16	100



Educational Testing Service (ETS) All program completers, 2008-09				
0360 -English to Speakers of Other Languages Educational Testing Service (ETS) All program completers, 2010-11	1			
0360 -English to Speakers of Other Languages Educational Testing Service (ETS) All program completers, 2009-10	9			
0360 -English to Speakers of Other Languages Educational Testing Service (ETS) All program completers, 2008-09	2			
0171 -French Productive Language Skills Educational Testing Service (ETS) All program completers, 2009-10	1			
0171 -French Productive Language Skills Educational Testing Service (ETS) All program completers, 2008-09	1			
160 -French: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson Other enrolled students	1			
160 -French: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
161 -French: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson Other enrolled students	1			
161 -French: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
0550 -Health Education Educational Testing Service (ETS) All program completers, 2009-10	10	694	10	100
0550 -Health Education Educational Testing Service (ETS) All program completers, 2008-09	2			
056 -Health Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	4			
056 -Health Subtest 1 Evaluation Systems group of Pearson Other enrolled students	4			
056 -Health Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
057 -Health Subtest 2 Evaluation Systems group of Pearson	4			

All enrolled students who have completed all nonclinical courses				
057 -Health Subtest 2 Evaluation Systems group of Pearson Other enrolled students	4			
057 -Health Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
106 -Instrumental & Vocal Classroom Music Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
107 -Instrumental & Vocal Classroom Music Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
0310 -Library Media Specialist Educational Testing Service (ETS) All program completers, 2008-09	4			
062 -Life Science Subtest 1 Evaluation Systems group of Pearson Other enrolled students	2			
062 -Life Science Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
063 -Life Science Subtest 2 Evaluation Systems group of Pearson Other enrolled students	2			
063 -Life Science Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
054 -Mathematics Subtest 1 Evaluation Systems group of Pearson Other enrolled students	1			
054 -Mathematics Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
055 -Mathematics Subtest 2 Evaluation Systems group of Pearson Other enrolled students	1			
055 -Mathematics Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	4			

0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2			
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2010-11	11	153	6	55
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	2			
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4			
010 -Pedagogy: Early Childhood Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
010 -Pedagogy: Early Childhood Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	30	276	30	100
011 -Pedagogy: Early Childhood Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
011 -Pedagogy: Early Childhood Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	30	272	30	100
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	16	264	15	94
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson Other enrolled students	8			
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	91	253	81	89
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	3			
013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	16	261	15	94
013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson Other enrolled students	8			

013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	91	252	80	88
013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	3			
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	259	11	100
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson Other enrolled students	17	260	17	100
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	69	258	64	93
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	2			
015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	11	270	11	100
015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson Other enrolled students	17	267	16	94
015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	69	266	68	99
015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	2			
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	2			
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	20	164	20	100
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	17	161	17	100
112 -Physical Education Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			

112 -Physical Education Subtest 1 Evaluation Systems group of Pearson Other enrolled students	4			
112 -Physical Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	8			
113 -Physical Education Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	3			
113 -Physical Education Subtest 2 Evaluation Systems group of Pearson Other enrolled students	4			
113 -Physical Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	7			
0730 -PPST Mathematics Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	47	180	46	98
0730 -PPST Mathematics Educational Testing Service (ETS) Other enrolled students	9			
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2010-11	45	177	40	89
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2009-10	36	180	35	97
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2008-09	27	177	23	85
0710 -PPST Reading Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	44	178	40	91
0710 -PPST Reading Educational Testing Service (ETS) Other enrolled students	9			
0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2010-11	51	176	43	84
0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2009-10	43	178	41	95
0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2008-09	31	177	29	94
0720 -PPST Writing	46	176	43	93

Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses				
0720 -PPST Writing Educational Testing Service (ETS) Other enrolled students	8			
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2010-11	45	175	41	91
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2009-10	47	175	43	91
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2008-09	36	175	35	97
0521 -Principles Learning & Early Childhood Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1			
0521 -Principles Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2010-11	7			
0521 -Principles Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2009-10	35	184	33	94
0521 -Principles Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2008-09	34	183	34	100
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2010-11	1			
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2009-10	5			
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2008-09	9			
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5			
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) Other enrolled students	2			
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All program completers, 2010-11	17	180	17	100
0524 -Principles Learning & Teaching 7-12	79	174	78	99

Educational Testing Service (ETS) All program completers, 2009-10				
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All program completers, 2008-09	90	175	90	100
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	8			
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2010-11	71	177	71	100
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2009-10	135	176	133	99
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2008-09	167	176	166	99
052 -Social Studies Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
052 -Social Studies Subtest 1 Evaluation Systems group of Pearson Other enrolled students	3			
052 -Social Studies Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	19	254	17	89
053 -Social Studies Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
053 -Social Studies Subtest 2 Evaluation Systems group of Pearson Other enrolled students	3			
053 -Social Studies Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	19	244	14	74
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	25	167	25	100
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	22	164	21	95
0192 -Spanish Productive Language Skills Educational Testing Service (ETS)	1			

All enrolled students who have completed all nonclinical courses				
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2010-11	1			
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2009-10	4			
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2008-09	2			
164 -Spanish: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
164 -Spanish: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
164 -Spanish: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
165 -Spanish: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
165 -Spanish: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
165 -Spanish: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson Other enrolled students	7			
180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	59	260	57	97
180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson All enrolled students who have completed all nonclinical courses	1			
181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson Other enrolled students	7			



181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	59	267	58	98
181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
0050 -Technology Education Educational Testing Service (ETS) All program completers, 2010-11	1			
0050 -Technology Education Educational Testing Service (ETS) All program completers, 2009-10	2			
0050 -Technology Education Educational Testing Service (ETS) All program completers, 2008-09	5			
080 -Technology Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	1			
081 -Technology Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	1			
104 -Visual Arts Subtest 1 Evaluation Systems group of Pearson Other enrolled students	1			
104 -Visual Arts Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
104 -Visual Arts Subtest 1 Evaluation Systems group of Pearson All program completers, 2008-09	1			
105 -Visual Arts Subtest 2 Evaluation Systems group of Pearson Other enrolled students	1			
105 -Visual Arts Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
105 -Visual Arts Subtest 2 Evaluation Systems group of Pearson All program completers, 2008-09	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)

All program completers, 2010-11	328	219	67
All program completers, 2009-10	270	250	93
All program completers, 2008-09	307	290	94

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

### Section V. Technology

**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.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**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.**

All candidates receive coursework in technology that includes hands-on projects featuring (A) universal design for learning and (B) application of 21st century skills. We have initiated an Instructional Technology Discovery Lab (ITDL) to allow candidates and faculty members to explore emergent technology. We have added (as of 2011) additional technology items to our assessment instruments to track candidate views of their instructional technology preparation (we also assess perceptions of the availability and quality of educational technology hardware and software). Finally, through the

Teacher Preparation Initiative grant (Bush Foundation partnership), we have approved systems toward assuring that educational technology knowledge, skills, and dispositions appear in course syllabi and are exploring the possibility of allocating additional resources for the professional development of our faculty in this area.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All candidates take courses dealing with characteristics of students with disabilities and inclusion methods (CFS 433, SPED 203, SPED 425). Lessons learned in these courses are integrated into lesson planning (especially classroom context analyses) during student teaching.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Special education candidates receive specialized preparation in disability-specific (SPED 422, SPED 446, SPED 447) and generic remedial skills and methods (e.g. SPED 440, SPED 405, SPED 415, SPED 419, SPED 425). Candidates prepare to serve on interdisciplinary (individualized) teams in nearly all

methods courses, but particularly in courses dedicated to legal issues and the IEP process (SPED 411) and assessment (SPED 416). Special education has a required course dedicated to the nexus between LEP and disability that includes a field component in an urban setting (SPED 440).

## Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

St. Cloud State's education unit is participating in a grant funded by the Bush Foundation (with 13 other institutions) dedicated to increasing the capacity of the unit to produce teachers better matching local and regional need, to recruit candidates of color, and to use value added assessment methods to assure that our candidates produce appropriate levels of gain in their future students; the project includes plans to employ value added data to feed back program information.

## Supporting Files

St. Cloud State University  
Traditional Program  
2010-11

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Title II, Higher Education Act  
OMB Control No.: 1840-0744 (exp. 12/31/2015)