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St. Cloud State University
Traditional Program

2013 | Title II Reports

Complete Report Card

AY 2011-12

Institution Information

Name of Institution: St. Cloud State University
 Institution/Program Type: Traditional
 Academic Year: 2011-12
 State: Minnesota

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

Contact Name: Dr. Osman Alawiye Dean
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

- Award year:
- Grantee name:
- Project name:
- Grant number:
- List partner districts/LEAs:
- List other partners:
- Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Chemistry (9-12)	No
Communication Arts/Literature (5-12)	No
Early Childhood Education (B-Grade 3)	No
Earth and Space Science (9-12)	No
Elementary Education (K-6)	No
English as a Second Language (K-12)	No
General Science (5-8)	No
Health (5-12)	No
Health Education (5-12)	No

Instrumental Classroom Music (K-12)	No
Library Media Specialist (K-12)	No
Life Science (9-12)	No
Mathematics (5-12)	No
Physical Education (K-12)	No
Physics (9-12)	No
Social Studies (5-12)	No
Special Education - Autism Spectrum Disorders (B-Grade 12)	No
Special Education - Developmental Adapted Physical Education (PK-12)	No
Special Education - Developmental Disabilities (K-12)	No
Special Education - Early Childhood (B-Grade 3)	No
Special Education - Emotional or Behavioral Disorders	No
Special Education - Learning Disabilities (K-12)	No
Technology Education (5-12)	No
Visual Arts (K-12)	No
Vocal Classroom Music (K-12)	No
World Language and Culture: Chinese (Mandarin) (K-12)	No
World Language and Culture: French (K-12)	No
World Language and Culture: German (K-12)	No
World Language and Culture: Spanish (K-12)	No
Total number of teacher preparation programs: 29	

Section I.b Admissions

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

Sophomore year

Does your initial teacher certification program conditionally admit students?

No

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

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

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

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

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

Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.27

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.42

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.25

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.41

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number o

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.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2011-12:	921
Unduplicated number of males enrolled in 2011-12:	274
Unduplicated number of females enrolled in 2011-12:	647

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	18
Race	
American Indian or Alaska Native:	2
Asian:	14
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	1
White:	839
Two or more races:	21

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2011-12.

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
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	13
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	26
Number of students in supervised clinical experience during this academic year	470

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

There was an error made in reporting last year. The number of students in supervised clinical experiences was over-reported and presumably included other field experiences as well.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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	0
Teacher Education - Special Education	90
Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	145
Teacher Education - Junior High/Intermediate/Middle School Education	15
Teacher Education - Secondary Education	15
Teacher Education - Multiple Levels	148
Teacher Education - Agriculture	0
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	33
Teacher Education - Foreign Language	0
Teacher Education - Health	16

Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	6
Teacher Education - Mathematics	8
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	0
Teacher Education - Science Teacher Education/General Science	15
Teacher Education - Social Science	0
Teacher Education - Social Studies	37
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	10
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education- History	0
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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	0
Teacher Education - Special Education	90
Teacher Education - Early Childhood Education	31
Teacher Education - Elementary Education	145
Teacher Education - Junior High/Intermediate/Middle School Education	0
Teacher Education - Secondary Education	0
Teacher Education - Agriculture	0
Teacher Education - Art	9
Teacher Education - Business	0
Teacher Education - English/Language Arts	33
Teacher Education - Foreign Language	0
Teacher Education - Health	16
Teacher Education - Family and Consumer Sciences/Home Economics	0
Teacher Education - Technology Teacher Education/Industrial Arts	6
Teacher Education - Mathematics	8
Teacher Education - Music	10
Teacher Education - Physical Education and Coaching	18
Teacher Education - Reading	0

Teacher Education - Science	0
Teacher Education - Social Science	0
Teacher Education - Social Studies	37
Teacher Education - Technical Education	0
Teacher Education - Computer Science	0
Teacher Education - Biology	10
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	0
Teacher Education - French	1
Teacher Education - German	0
Teacher Education - History	0
Teacher Education - Physics	1
Teacher Education - Spanish	3
Teacher Education - Speech	0
Teacher Education - Geography	0
Teacher Education - Latin	0
Teacher Education - Psychology	0
Teacher Education - Earth Science	0
Teacher Education - English as a Second Language	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	0
Education - Curriculum and Instruction	0
Education - Social and Philosophical Foundations of Education	0
Liberal Arts/Humanities	0
Psychology	0
Social Sciences	0
Anthropology	0
Economics	0
Geography and Cartography	0
Political Science and Government	0
Sociology	0
Visual and Performing Arts	0
History	0
Foreign Languages	0
Family and Consumer Sciences/Human Sciences	0
English Language/Literature	0
Philosophy and Religious Studies	0
Agriculture	0
Communication or Journalism	0
Engineering	0
Biology	0
Mathematics and Statistics	0
Physical Sciences	0
Astronomy and Astrophysics	0
Atmospheric Sciences and Meteorology	0
Chemistry	0
Geological and Earth Sciences/Geosciences	0
Physics	0
Business/Business Administration/Accounting	0
Computer and Information Sciences	0
Other Specify:	

Section I.f Program Completers

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

2011-12: 382

2010-11: 328

2009-10: 289

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

1

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

We have been engaged in the planning phase of a multi-year plan to increase program enrollment.

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

We have been in the planning phases of our larger recruitment plan. There were no measurable goals set for the current year, other than increasing program enrollment. As our primary focus was on purposeful planning, implementation has not begun.

Provide any additional comments, exceptions and explanations below:

Through our transformative Teacher Preparation Initiative, plans for recruiting and retaining teacher candidates in the STEM areas continues. Proposals have been developed and are currently in the approval process.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

There was no specific implementation plan in place for 2012-2013, but in fact, the number of Math education majors increased by 2.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

We plan to achieve the MN Board of Teaching assessment threshold of 10. The Teacher Education Advisory Council (TEAC) will be called upon to develop a clear and specific plan for increasing the number of math education students, with leadership from the math education faculty. Simultaneously, the Executive Teaching Education Council (ETEC) will be tasked with developing strategies to support the work plan developed by TEAC. ETEC includes area superintendents, who can work with the Math faculty in their districts to develop specific strategies for identifying and recruiting potential math educators.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

1

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

We have changed our elementary education program, in keeping with Minnesota licensure changes, from a K-8 to a K-6 program. As such, we no longer have K-candidates seeking middle level endorsement in the sciences. 23 of the 33 candidates from 2010-2011 were K-8 candidates. The remaining 10 candidates were prepared to teach at the 9-12 level, as well as the 5-8 general science level. In 2011-12 that number increased to 15.

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

Lessons Learned: Changing culture at an institution of this size is a formidable task. There are many efforts being advanced through our very active science education club as well as the Teacher Preparation Initiative to change the image of teaching as a career in the sciences, but some of the long-held beliefs by faculty actually serve to deter potential candidates from this career choice. Work in this area continues to be purposeful, but relatively slow to change.

Provide any additional comments, exceptions and explanations below:

Candidate retention, particularly in these fields (STEM) requires connections with faculty, peers and mentors that will validate and reinforce the career choice (education) of these candidates.

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

There was no specific goal in place in terms of number of candidates, as we were engaged in the planning phase of our Teacher Preparation Initiative.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

We will monitor the recruitment plans that have been advanced institutionally for approval, and will work through the Teacher Education Council and Executive Teacher Education Council to develop a plan specific to the recruitment and retention of candidates in Chemistry and Physics education.

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

1

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Our Special Education programs enroll a high number of candidates who are already licensed and are seeking additional endorsements.

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

Our Special Education programs have developed more rigorous entry criteria, which align with the new state mandated Basic Skills examinations for prospective teachers. As a result, the number of candidates moving forward to student teaching and completing the programs has decreased during this reporting period.

Provide any additional comments, exceptions and explanations below:

Special Education has eliminated two low enrollment programs (Physical / Health Disabilities and Blind / Visually Impaired) to better utilize existing resources.

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

Our emphasis will be on the delivery of support systems and resources for candidates struggling to pass the state-mandated Basic Skills examinations, to allow them to facilitate admission to the major.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Our Special Education programs are currently at capacity. Rather than targeting increased enrollment, we are focusing on candidate retention and progression through programs.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

Again, our programs have been engaged in a planning phase that precedes implementation of new recruitment and retention strategies. Proposals that have been developed are currently being vetted through the appropriate institutional processes.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

1

Provide any additional comments, exceptions and explanations below:

Our Teaching English as a Second Language program is primarily delivered at an advanced preparation level, to candidates seeking additional licensure.

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Our goal is to meet the state threshold for program evaluation, of 10 candidates.

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:

The Minnesota Department of Education and the Board of Teaching will be providing a list of all candidates prepared in the past five years, who are teaching in Minnesota schools. This will greatly aid our efforts to find our graduates and attain better information about how well they were prepared for the classrooms in which they work.

St. Cloud State University requires all education candidates to complete coursework in special education as well as working with students with limited English proficiency. Our teacher candidates also take a series of courses in Human Relations that acquaint them with best practices in working with students from low-income families. Field experiences are deliberately designed to cover a cross-section of rural and urban school sites.

Section III Assessment Pass 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) All program completers, 2011-12	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			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	256	14	82
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	196	256	166	85
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	44	250	33	75
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2010-11	27	251	23	85
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2009-10	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	248	14	82
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	196	252	158	81
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2011-12	45	252	35	78
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2010-11	28	256	23	82
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	246	11	65
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	195	245	139	71
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2011-12	45	247	34	76
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2010-11	30	248	26	87
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	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			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			

059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
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			
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, 2011-12	31	266	30	97
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	7			
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 Other enrolled students	4			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	31	252	28	90
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	7			
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 noncl	41	179	38	93
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	128	178	118	92
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	259	179	249	96
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	206	180	197	96
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	139	180	137	99
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	42	178	38	90
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) Other enrolled students	128	177	104	81
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2011-12	261	178	235	90
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2010-11	210	178	186	89
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2009-10	144	179	139	97

5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	41	174	34	83
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) Other enrolled students	127	174	100	79
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	259	175	224	86
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2010-11	211	175	182	86
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2009-10	149	176	142	95
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	21	264	21	100
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	28	260	26	93
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	21	262	21	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	28	251	26	93
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
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			
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
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	256	11	92
024 -ELEMENTARY EDUCATION SUBTEST 1	123	254	116	94

Evaluation Systems group of Pearson All program completers, 2011-12				
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	49	255	47	96
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	264	12	100
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	123	262	117	95
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	49	261	48	98
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	250	9	75
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2011-12	122	248	88	72
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2010-11	49	243	36	73
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2009-10	1			
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
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
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
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 program completers, 2011-12	5			
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
0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2010-11	1			
0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES	9			

Educational Testing Service (ETS) All program completers, 2009-10				
0171 -FRENCH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2009-10	1			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	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 All program completers, 2011-12	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
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	13	267	13	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	13	266	13	100
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 Other enrolled students	1			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	8			
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			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS)	1			

All program completers, 2011-12				
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	9			
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 All program completers, 2011-12	9			
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	2			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	6			
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	2			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	6			
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			
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			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	23	281	23	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	31	275	31	100

010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	23	275	23	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	31	271	31	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	1			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	257	12	92
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	5			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	194	253	175	90
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	107	253	100	93
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 noncl	13	258	12	92
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	5			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	193	258	178	92
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	107	255	100	93
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 Other enrolled students	14	253	11	79
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	114	256	109	96
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	70	259	67	96
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 Other enrolled students	14	262	13	93

015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	113	266	110	97
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	70	267	69	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 noncl	1			
0091 -PHYSICAL EDUCATION CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
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
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	16	256	15	94
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 Other enrolled students	2			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	16	261	15	94
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	7			
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	21	179	19	90
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	39	180	36	92
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	45	177	37	82
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	21	178	19	90
0710 -PPST READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			

0710 -PPST READING Educational Testing Service (ETS) Other enrolled students	21	177	19	90
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2011-12	39	178	35	90
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2010-11	46	176	38	83
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2009-10	26	176	24	92
0720 -PPST WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
0720 -PPST WRITING Educational Testing Service (ETS) Other enrolled students	22	175	19	86
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	38	175	34	89
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2010-11	46	175	40	87
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2009-10	24	175	21	88
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2010-11	7			
0521 -PRICIPLES LEARNING & EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2009-10	34	185	33	97
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			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
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, 2011-12	4			
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 Educational Testing Service (ETS) All program completers, 2009-10	79	174	78	99
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	5			
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

052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	32	241	19	59
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 Other enrolled students	2			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	32	238	19	59
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	19	246	16	84
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
0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2011-12	1			
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	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	4			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2009-10	2			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	4			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2009-10	2			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	4			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	64	260	62	97
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	76	261	76	100
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 Other enrolled students	4			
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	63	268	62	98
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	76	268	75	99
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			
080 -TECHNOLOGY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
080 -TECHNOLOGY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
081 -TECHNOLOGY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
081 -TECHNOLOGY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
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, 2011-12	5			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	6			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	382	249	65
All program completers, 2010-11	329	240	73
All program completers, 2009-10	269	247	92

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 Use of 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. Our Information Media Department has been relocated into the Education Building, providing additional resources and expertise for our teacher candidates. The Information Media Department has expanded the availability of the Instructional Technology Discovery Lab (ITDL) to allow candidates and faculty members to explore emergent technology. We also track the quality of instructional technology preparation from the perspective of the teacher candidates as well as the cooperating teachers. Finally, through the Teacher Preparation Initiative, we have recommended the allocation of 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. Lessons learned in these courses are integrated into lesson planning (especially classroom context analyses) during student teaching.

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 and generic special education skills and methods. 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. Special education also has a required course dedicated to the nexus between LEP and disability that includes a field component in an urban setting.

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 large tri-state (MN, ND, SD) initiative funded by the Bush Foundation 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 multiple assessment methods to assure that our candidates produce appropriate levels of gain in their future students. You can learn more about this exciting initiative at <http://www.nextprogram.org/>.

Supporting Files

Complete Report Card

AY 2011-12



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