



University of St. Thomas

Alternative, IHE-based Report AY 2021-22

Minnesota



100% COMPLETE

STATUS: IN PROGRESS

Institution Information

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

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

IPEDS ID **THIS INSTITUTION HAS NO IPEDS ID****IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION****ADDRESS****CITY****STATE****ZIP****SALUTATION****FIRST NAME****LAST NAME**

Smith

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	

Total number of teacher preparation programs:

2

Program Requirements

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

THIS PAGE INCLUDES:

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

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

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

- Yes
 No

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

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

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

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

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

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

Postgraduate Requirements

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

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

- Yes
 No

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

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

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

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

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

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

Supervised Clinical Experience

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

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

Are there programs with student teaching models?

- Yes
 No

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

Programs with student teaching models (most traditional programs)

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

Number of clock hours required for student teaching

Are there programs in which candidates are the teacher of record?

- Yes
 No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

600

Years required of teaching as the teacher of record in a classroom

600

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

3

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

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

21

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

118

Number of students in supervised clinical experience during this academic year

110

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

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

(§205(a)(1)(C)(ii))

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

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

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	255
Subset of Program Completers	96

Gender	Total Enrolled	Subset of Program Completers
Male	84	21
Female	171	75
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	3	1
Asian	13	5
Black or African American	31	14
Hispanic/Latino of any race	11	3
Native Hawaiian or Other Pacific Islander	0	0
White	120	39

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	14	5
No Race/Ethnicity Reported	63	29

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

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

- [Academic Major](#)

THIS PAGE INCLUDES:

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

Teachers Prepared by Subject Area

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

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

What are CIP Codes?

No teachers prepared in academic year 2021-22

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="83"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="13"/>

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

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

Teachers Prepared by Academic Major

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

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

[What are CIP Codes?](#)

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

- Yes
 No

No teachers prepared in academic year 2021-22

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="83"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="13"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

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

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

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

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

As part of our continuous improvement process, the departments of Teacher Education and Special Education meet with advisory boards comprised of educators and colleagues in the field to keep us apprised of local educational needs. Local partnerships are also critical to this end, as well as understanding recruiting and hiring needs across our metropolitan area. For example, we have residency programs established with St. Paul and Minneapolis school districts and have commenced partnerships during the current academic year with three other school districts (3 intermediate school districts and a large independent school district). These non-conventional programs offer evening courses for Tier 2 license teachers and paraprofessionals and are offered in a hybrid format with in-person courses delivered conveniently inside school facilities. Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our coursework to prepare all future and practicing educators to effectively meet the

needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (EDUC 210/TEGR 510, EDUC 329/TEGR 512, EDUC 330/TEGR 530), including reading and literacy content that meets state standards. All University of St. Thomas teacher candidates demonstrate their understanding and service to diverse student populations during field experiences working in both urban and rural school districts, including students from low-income families. All these competencies are reinforced throughout licensure-specific coursework. Additionally, teacher candidates across all special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course 'Fundamentals of Special Education: Exceptionality, Diversity, Equity, and Inclusion' (SPED 750 / REDP 621).

Annual Goals: Mathematics

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Science

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

THIS PAGE INCLUDES:

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

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

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

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

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

- [Quantifiable Goals](#)

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

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

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

- Yes
 No

2. Describe your goal.

The Department of Special Education seeks to recruit 50 prospective Special Education teacher candidates combined (traditional campus-based and residency programs) during the 2021/2022 AY.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

The Department of Special Education seeks to recruit 50 prospective Special Education teacher candidates combined (traditional campus-based and residency programs) during the 2022/2023 AY.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

The Department of Special Education seeks to recruit 50 prospective Special Education teacher candidates combined (traditional campus-based and residency programs) during the 2022/2023 AY.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

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

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

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

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

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

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

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

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

Review Current Year's Goal (2022-23)

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

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2023-24)

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

- Yes
 No

10. Describe your goal.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

 [>> Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	5			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	2			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	5			
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2021-22	2			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	3			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2021-22	2			
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	1			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	10	275	10	100
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	9			
191 -ELEMED (K-6) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	10	275	10	100
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	10	270	10	100
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	9			
192 -ELEMED (K-6) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	10	272	9	90
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	10	279	10	100
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	9			
193 -ELEMED (K-6) SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2019-20	10	284	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson Other enrolled students	16	555	14	88
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2021-22	28	566	28	100
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2020-21	39	563	38	97
188 -MN NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All program completers, 2019-20	29	566	28	97
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson Other enrolled students	18	545	16	89
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2021-22	27	540	21	78
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2020-21	36	551	35	97
189 -MN NES ESSENTIAL ACADEMIC SKILLS II: WRITING Evaluation Systems group of Pearson All program completers, 2019-20	28	544	26	93
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	17	535	12	71
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	26	548	21	81
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	29	542	24	83
190 -MN NES ESSENTIAL ACADEMIC SKILLS III: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	28	553	23	82

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
NT001 -NES ESSENTIAL ACADEMIC SKILLS I: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	13	255	11	85
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	62	266	61	98
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	46	264	45	98
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	27	265	25	93
415 -PEDAGOGY: ELEMENTARY SUBTEST 1 (SPANISH) Evaluation Systems group of Pearson All program completers, 2021-22	1			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	13	261	11	85
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	62	266	57	92
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	46	264	45	98

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	27	269	26	96
416 -PEDAGOGY: ELEMENTARY SUBTEST 2 (SPANISH) Evaluation Systems group of Pearson All program completers, 2021-22	1			
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	15	260	15	100
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	9			
209 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	7			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	15	262	14	93
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	9			
210 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	7			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	8			
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	68	263	62	91
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	49	268	49	100
200 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	21	266	21	100
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	8			
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	66	266	63	95
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	49	267	48	98
201 -SPECIAL ED CORE SKILLS (BIRTH TO AGE 21) SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	21	266	21	100

Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	84	66	79
All program completers, 2020-21	61	51	84
All program completers, 2019-20	34	25	74

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

The Departments of Teacher Education and Special Education embed instruction and model the use of technology throughout program coursework. Teacher candidates learn to integrate technology effectively into curricula and instruction using many different forms of media for instruction. Candidates receive instruction and consume content through a variety of platforms, and in turn are expected to follow this model in their own instruction planning, delivery, and assessment. These tools include are expected to utilize presentation software, voice threads, video (for example, Panopto), online meeting tools like Zoom and Smart Board technology. All courses include a companion online course (University of St. Thomas uses Canvas as a Learning Management System) for delivery of content, instruction, facilitation of course discussions, and assessment. Course content also includes use of online video and interactive media, wiki pages, blog posts, social media platforms, and online journals. During coursework and field experiences, candidates utilize video to capture and reflect on the delivery of curricula and instruction to collect, manage, and analyze data in order to improve teaching and learning. During a year-long residency course, REDP 601/609, candidates are introduced to the International Society for Technology in Education standards and plan for the management and use of technology resources during curriculum development, instruction, and assessment. In alignment with Minnesota Standards of Effective Practice, through a variety of learning opportunities and assessments, candidates develop strategies to manage student learning in a technology-integrated environment and understand data practices. Last, during clinical practice, students complete a technology seminar to prepare them to meet the use of appropriate technologies during their edTPA (Teacher Performance Assessment). The Departments of Teacher Education and Special Education initial license candidates complete the edTPA during clinical practice (student teaching) to allow the candidate to synthesize and apply the Minnesota Standards of Effective Practice. Teacher candidates are required to plan, teach, and assess a

comprehensive unit. Candidates describe contextual factors; identify learning goals and objectives based on national, state or district content standards; create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post assessment); and plan the instructional sequence. After teaching the unit, the candidates analyze student learning, reflect upon and evaluate their teaching effectiveness. External reviewers evaluate all components of each prospective educator's edTPA using a scoring rubric. The edTPA specifically addresses technology in two components: the instructional design and implementation and in the assessment and analysis of student learning. In the unit design, candidates must use a variety of instructional strategies, activities, assignments and resources, including appropriate technologies as a meaningful contribution to learning. In the assessment component, the candidates analyze the quantitative and qualitative assessment data, including pre/post and formative assessments to determine student progress related to the unit learning objectives. Candidates use visual representations (tables, charts, graphs) and narrative to communicate the performance/achievement of the whole class and the identified sub-group of interest.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

Teacher Training

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

a. Teach students with disabilities effectively

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our alternative program coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (REDP 601, 602, 603, 604, 605, 606, 607, 608, and 609), including reading and literacy content that meets state standards. This content is also further reinforced in specific residency elementary education and special education content coursework.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our alternative program coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (REDP 601, 602, 603, 604, 605, 606, 607, 608, and 609), including reading and literacy content that meets state standards. This content is also further reinforced in specific residency elementary education and special education content coursework.

c. Effectively teach students who are limited English proficient.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our alternative program coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (REDP 601, 602, 603, 604, 605, 606, 607, 608, and 609), including reading and literacy content that meets state standards. This content is also further reinforced in specific residency elementary education and special education content coursework.

2. Does your program prepare special education teachers?

Yes

No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our alternative program coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of

St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (REDP 601, 602, 603, 604, 605, 606, 607, 608, and 609), including reading and literacy content that meets state standards. This content is also further reinforced in specific residency elementary education and special education content coursework. For example, teacher candidates across the residency special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course 'Fundamentals of Special Education: Exceptionality, Diversity, Equity, and Inclusion' (REDP 631).

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our alternative program coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (REDP 601, 602, 603, 604, 605, 606, 607, 608, and 609), including reading and literacy content that meets state standards. This content is also further reinforced in specific residency elementary education and special education content coursework. For example, teacher candidates across the residency special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course 'Fundamentals of Special Education: Exceptionality, Diversity, Equity, and Inclusion' (REDP 631).

c. Effectively teach students who are limited English proficient.

Evidence-based, High-Leverage, and Culturally Sustaining pedagogy is embedded in our alternative program coursework to prepare all future and practicing educators to effectively meet the needs of their students, including those with disabilities and limited English proficiency. At the University of St. Thomas all teacher candidates are prepared to provide instruction to diverse student populations, including limited English proficient students and students with disabilities through content embedded within core coursework (REDP 601, 602, 603, 604, 605, 606, 607, 608, and 609), including reading and literacy content that meets state standards. This content is also further reinforced in specific residency elementary education and special education content coursework. For example, teacher candidates across the residency special education program pathways are prepared to serve students with disabilities across their coursework starting with the introductory course 'Fundamentals of Special Education: Exceptionality, Diversity, Equity, and Inclusion' (REDP 631).

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

TITLE: