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Teacher Preparation Program Report

December 2019

A report submitted in accordance with Minn. Stat. § 122A.091, Subd. 2.

Introduction

The Minnesota Professional Educator Licensing and Standards Board is submitting this report in accordance with Minn. Stat. § 122A.091, Subd. 2(a) and (b).

The first section of this report aligns with the requirements of Minn. Stat. § 122A.091, Subd. 2(a). The section provides cumulative summary results of data, when available, from teacher preparation providers that was reported to PELSB under Minn. Stat. § 122A.091, Subd. 1(b). This information included exam pass rates, average grade point average, faculty qualifications, average completion time, program enrollment, graduation rates, total licenses earned, employment rates, credit requirements, and survey results.

The second section of this report aligns with the requirements of Minn. Stat. § 122A.091, Subd. 2(b). The section provides aggregate data about the total number of teaching candidates taking board-adopted skills examinations during the 2018-19 academic year, the number who achieved a qualifying score on the examination, the number who did not achieve a qualifying score on the examination, and the number of candidates who have not passed a content or pedagogy exam. The data is disaggregated by race, ethnicity, and gender.

For more information about this report, please contact:

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Section 1: Teacher Preparation Provider Summary Data

Data reported in alignment with the requirements of Minn. Stat. § 122A.091, Subd. 2(a).

Augsburg University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Augsburg College Education Department believes in preparing knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world. Developing a greater understanding of your vocation as an educator is as important as developing the knowledge, skills, and practice of a teacher. Augsburg offers a variety of programs to help future educators make a difference in the lives and learning of P-12 students.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 169 | 0 | 308 | 20 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | No data | No data | No data | No data |
| Elementary | Conventional | No data | No data | No data | No data |
| English as a Second Language | Conventional | No data | No data | No data | No data |
| Health | Conventional | No data | No data | No data | No data |
| Mathematics | Conventional | No data | No data | No data | No data |
| Middle Level Communication Arts and Literature | Conventional | No data | No data | No data | No data |
| Middle Level Math | Conventional | No data | No data | No data | No data |
| Middle Level Science | Conventional | No data | No data | No data | No data |
| Middle Level Social Studies | Conventional | No data | No data | No data | No data |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Physical Education | Conventional | No data | No data | No data | No data |
| Science: Chemistry | Conventional | No data | No data | No data | No data |
| Science: Earth and Space Science | Conventional | No data | No data | No data | No data |
| Science: General Science | Conventional | No data | No data | No data | No data |
| Science: Life Science | Conventional | No data | No data | No data | No data |
| Science: Physics | Conventional | No data | No data | No data | No data |
| Social Studies | Conventional | No data | No data | No data | No data |
| Special Education: Academic and Behavioral Disorders | Conventional | No data | No data | No data | No data |
| Visual Arts | Conventional | No data | No data | No data | No data |
| Instrumental and Classroom Music | Conventional | No data | No data | No data | No data |
| Vocal and Classroom Music | Conventional | No data | No data | No data | No data |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 65 | 66% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 168 | 3.54 | 8 | 3.94 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 46 | 41.3 | 100.65 | 62 | 33.75 | 56.11 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 173 | 52 | 318 | 64 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 116 | 108 | 100 | 94 | 55 |
| White | 70 | 66 | 64 | 59 | 34 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 229 | 98% | 340 | 85% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.65 | 3.55 | 3.48 |
| Differentiate instruction for a variety of learning needs | 3.49 | 3.31 | 3.35 |
| Select instructional strategies to align with learning goals and standards | 3.49 | 3.28 | 3.54 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.7 | 3.44 | 3.76 |
| Provide students with meaningful feedback to guide next steps in learning | 3.34 | 3.26 | 3.35 |
| Collaborate with parents and guardians to support student learning | 3.27 | 3.08 | 3.68 |
| Would you recommend your teacher education program to another prospective teacher? | 3.48 | 3.37 | n/a |
| Number of Individuals surveyed | 106 | 99 | 71 |
| Response rate | 87% | 49% | 41% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.57 | 3.67 |
| Differentiate instruction for a variety of learning needs | 3.46 | 3.38 |
| Select instructional strategies to align with learning goals and standards | 3.46 | 3.35 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.69 | 3.5 |
| Provide students with meaningful feedback to guide next steps in learning | 3.37 | 3.39 |
| Collaborate with parents and guardians to support student learning | 3.17 | 3.35 |
| Would you recommend your teacher education program to another prospective teacher? | 3.42 | 3.45 |
| Number of Individuals surveyed | 66 | 56 |
| Response rate | 90% | 50% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | n | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|-----|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 14 | 14 | 14 | 6.5 | 0.35 |
| Part-Time Faculty | 60 | 60 | 60 | 6.7 | 0.03 |

Bemidji State University Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Bemidji State University professional education program consists of conventional undergraduate licensure programs located on the Bemidji campus and non-conventional (DLiTE) elementary hybrid program located in Anoka Ramsey Community College and nonconventional 9-12 post bac licensure also located in Anoka Ramsey Community College. Special Education programs (EBD, SLD, ASD) and reading licensure are online graduate programs.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 369 | 5 | 48 | 104 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 15 | 1 | 0 | 0 |
| Communication Arts and Literature | Non-conventional | 0 | 0 | 0 | 0 |
| Elementary | Conventional | 34 | 0 | 0 | 0 |
| Elementary | Non-Conventional | 69 | 1 | 0 | 0 |
| Health | Conventional | 25 | 0 | 0 | 0 |
| Health | Non-Conventional | 0 | 0 | 1 | 0 |
| Mathematics | Conventional | 20 | 5 | 0 | 0 |
| Mathematics | Non-Conventional | 0 | 0 | 1 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 7 | 1 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Mathematics | Conventional | 32 | 1 | 0 | 0 |
| Middle Level Science | Conventional | 5 | 0 | 0 | 0 |
| Middle Level Science | Conventional | 8 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 0 | 0 | 0 |
| Physical Education | Conventional | 29 | 0 | 0 | 0 |
| Physical Education | Non-Conventional | 0 | 0 | 2 | 0 |
| Reading | Conventional | 0 | 1 | 0 | 0 |
| Science: Chemistry | Conventional | 3 | 0 | 0 | 0 |
| Science: Chemistry | Non-Conventional | 0 | 0 | 1 | 0 |
| Science: Earth and Space Science | Conventional | 2 | 0 | 0 | 0 |
| Science: Earth and Space Science | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: General Science | Conventional | 13 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 18 | 0 | 0 | 0 |
| Science: Life Science | Non-Conventional | 0 | 0 | 1 | 0 |
| Science: Physics | Conventional | 0 | 0 | 0 | 0 |
| Science: Physics | Non-Conventional | 0 | 0 | 0 | 0 |
| Social Studies | Conventional | 9 | 0 | 0 | 0 |
| Social Studies | Non-Conventional | 10 | 0 | 0 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 0 | 3 |
| Special Education: Autism Spectrum Disorders | Non-Conventional | 0 | 1 | 0 | 16 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Special Education: Developmental Adapted Physical Education | Conventional | 0 | 0 | 0 | 0 |
| Special Education: Emotional Behavior Disabilities | Conventional | 0 | 0 | 0 | 4 |
| Special Education: Emotional Behavior Disabilities | Non-Conventional | 0 | 0 | 25 | 29 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 0 | 5 |
| Special Education: Learning Disabilities | Non-Conventional | 0 | 0 | 28 | 26 |
| Instrumental and Classroom Music | Conventional | 4 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 10 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 108 | 50% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 136 | 3.33 | 29 | 3.67 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 132 | 44 | 146 | 89 | 46 | 42 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 379 | 141 | 134 | 67 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 230 | 221 | 247 | 197 | 82 |
| White | 218 | 211 | 241 | 192 | 79 |
| Asian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | 0 | 0 | 0 | 0 | 0 |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 401 | 96% | 734 | 87% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.18 | 3.6 | 3.84 |
| Differentiate instruction for a variety of learning needs | 3.23 | 3.53 | 3.6 |
| Select instructional strategies to align with learning goals and standards | 3.26 | 3.67 | 3.81 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.28 | 3.6 | 3.68 |
| Provide students with meaningful feedback to guide next steps in learning | 3.16 | 3.53 | 3.59 |
| Collaborate with parents and guardians to support student learning | 3.11 | 3.13 | 3.71 |
| Would you recommend your teacher education program to another prospective teacher? | 3.43 | 3.53 | n/a |
| Number of Individuals surveyed | 191 | 107 | 100 |
| Response rate | 32% | 14% | 73% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.18 | 3.6 |
| Differentiate instruction for a variety of learning needs | 3.23 | 3.53 |
| Select instructional strategies to align with learning goals and standards | 3.26 | 3.67 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.28 | 3.6 |
| Provide students with meaningful feedback to guide next steps in learning | 3.16 | 3.53 |
| Collaborate with parents and guardians to support student learning | 3.11 | 3.13 |
| Would you recommend your teacher education program to another prospective teacher? | 3.43 | 3.53 |
| Number of Individuals surveyed | 179 | 88 |
| Response rate | 34% | 17% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 16 | 16 | 16 | 11.13 | 2.69 |
| Part-Time Faculty | 16 | 16 | 16 | 17.75 | 0.31 |

Bethany Lutheran Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Bethany Lutheran College currently offers 11 different programs.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 52 | 14 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 2 | 0 | 0 | 0 |
| Elementary | Conventional | 36 | 0 | 0 | 0 |
| Mathematics | Conventional | 1 | 1 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 4 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 2 | 0 | 0 |
| Middle Level Math | Non-Conventional | 0 | 0 | 0 | 0 |
| Middle Level Science | Non-Conventional | 0 | 2 | 0 | 0 |
| Preprimary | Conventional | 0 | 5 | 0 | 0 |
| Social Studies | Conventional | 7 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Special Education: Academic and Behavioral Disorders | Non-Conventional | 5 | 0 | 2 | 0 |
| Visual Arts | Conventional | 1 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 5 | 100% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 7 | 3.67 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 7 | 36 | 134 | 0 | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 69 | 7 | 2 | 0 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | Low n | Low n | Low n | Low n | Low n |
| White | Low n | Low n | Low n | Low n | Low n |
| Asian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 0 | 0 | 0 | 0 | 0 |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | 0 | 0 | 0 | 0 | 0 |
| Multiracial | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 |
| Undeclared | 0 | 0 | 0 | 0 | 0 |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 16 | 100% | 49 | 96% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 4 | 4 | 3 |
| Differentiate instruction for a variety of learning needs | 4 | 3 | 3 |
| Select instructional strategies to align with learning goals and standards | 3 | 3 | 4 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3 | 3 | 3 |
| Provide students with meaningful feedback to guide next steps in learning | 3 | 4 | 4 |
| Collaborate with parents and guardians to support student learning | 4 | 4 | 4 |
| Would you recommend your teacher education program to another prospective teacher? | 4 | 3 | n/a |
| Number of Individuals surveyed | 6 | 9 | 6 |
| Response rate | 100% | 100% | 67% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 3 | 3 | 3 | 26.00 | 0.67 |
| Part-Time Faculty | 0 | n/a | n/a | n/a | n/a |

Bethel University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Bethel University is located in St. Paul, MN.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 165 | 48 | 239 | 162 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Business | Conventional | 0 | 0 | 16 | 0 |
| Communication Arts and Literature | Conventional | 12 | 0 | 7 | 0 |
| Computer Keyboarding | Conventional | 0 | 0 | 0 | 20 |
| Early Childhood | Conventional | 0 | 18 | 0 | 0 |
| Elementary | Conventional | 94 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 9 | 3 | 7 | 0 |
| Health | Conventional | 0 | 7 | 0 | 0 |
| Mathematics | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 10 | 1 | 4 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Math | Conventional | 0 | 1 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 3 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 3 | 0 | 0 |
| Physical Education | Conventional | 12 | 0 | 0 | 0 |
| Preprimary | Conventional | 0 | 28 | 0 | 0 |
| Science: Chemistry | Conventional | 1 | 0 | 1 | 0 |
| Science: General Science | Conventional | 2 | 2 | 10 | 0 |
| Science: Life Science | Conventional | 2 | 0 | 7 | 0 |
| Science: Physics | Conventional | 0 | 0 | 2 | 0 |
| Social Studies | Conventional | 10 | 0 | 15 | 1 |
| Special Education: Academic and Behavioral Strategist | Conventional | 0 | 0 | 73 | 2 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 50 | 28 |
| Special Education: Developmental Adapted Physical Education | Conventional | 0 | 7 | 0 | 0 |
| Special Education: Developmental Disabilities | Conventional | 0 | 0 | 14 | 6 |
| Special Education: Emotional Behavioral Disabilities | Conventional | 0 | 0 | 31 | 13 |
| Visual Arts | Conventional | 3 | 1 | 11 | 0 |
| Instrumental and Classroom Music | Conventional | 2 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 2 | 1 | 0 | 0 |
| World Languages and Cultures: Spanish | Conventional | 3 | 5 | 1 | 0 |
| Work-Based Learning | Conventional | 0 | 0 | 0 | 95 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 56 | 77 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 151 | 3.34 | 72 | 3.39 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 79 | 48 | 122 | 201 | 10 | 20 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 165 | 79 | 210 | 201 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 280 | 271 | 248 | 238 | 219 |
| White | 224 | 218 | 198 | 191 | 176 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | 37 | 35 | 34 | 32 | 29 |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 276 | 99% | 476 | 95% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.52 | 3.38 | 3.7 |
| Differentiate instruction for a variety of learning needs | 3.69 | 3.43 | 3.39 |
| Select instructional strategies to align with learning goals and standards | 3.75 | 3.59 | 3.63 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.7 | 3.57 | 3.76 |
| Provide students with meaningful feedback to guide next steps in learning | 3.64 | 3.49 | 3.52 |
| Collaborate with parents and guardians to support student learning | 3.5 | 3.37 | 3.47 |
| Would you recommend your teacher education program to another prospective teacher? | 3.81 | 3.71 | n/a |
| Number of Individuals surveyed | 181 | 124 | 86 |
| Response rate | 55% | 69% | 53% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.52 | 3.38 |
| Differentiate instruction for a variety of learning needs | 3.69 | 3.44 |
| Select instructional strategies to align with learning goals and standards | 3.75 | 3.65 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.7 | 3.61 |
| Provide students with meaningful feedback to guide next steps in learning | 3.64 | 3.51 |
| Collaborate with parents and guardians to support student learning | 3.5 | 3.39 |
| Would you recommend your teacher education program to another prospective teacher? | 3.81 | 3.77 |
| Number of Individuals surveyed | 181 | 105 |
| Response rate | 57% | 69% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.5 | 3 |
| Differentiate instruction for a variety of learning needs | 3.67 | 3.13 |
| Select instructional strategies to align with learning goals and standards | 3.83 | 3 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 4 | 3 |
| Provide students with meaningful feedback to guide next steps in learning | 3.33 | 3.25 |
| Collaborate with parents and guardians to support student learning | 3.86 | 2.86 |
| Would you recommend your teacher education program to another prospective teacher? | 3.29 | 3 |
| Number of Individuals surveyed | 22 | 14 |
| Response rate | 32% | 71% |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 19 | 19 | 19 | 12 | 0.5 |
| Part-Time Faculty | 44 | 44 | 44 | 13 | 1.5 |

Capella University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Our data collected are for the Advanced Standards Early Childhood Education and Reading and Literacy endorsement programs.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 0 | 0 | 0 | 25 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|-----------------|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Early Childhood | Conventional | 0 | 0 | 0 | 16 |
| Reading | Conventional | 0 | 0 | 0 | 9 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 0 | n/a |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 0 | n/a | 3 | 3.51 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 0 | n/a | n/a | 11 | 29 | 46 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 0 | 0 | 14 | 11 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 11 | No data | Low n | No data | 8 |
| White | Low n | No data | Low n | No data | 6 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | Low n | No data | No data | No data | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| n/a | n/a | 261 | 89% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a | n/a |
| Response rate | n/a | n/a | n/a |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | n/a | n/a |
| Differentiate instruction for a variety of learning needs | n/a | n/a |
| Select instructional strategies to align with learning goals and standards | n/a | n/a |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | n/a | n/a |
| Provide students with meaningful feedback to guide next steps in learning | n/a | n/a |
| Collaborate with parents and guardians to support student learning | n/a | n/a |
| Would you recommend your teacher education program to another prospective teacher? | n/a | n/a |
| Number of Individuals surveyed | n/a | n/a |
| Response rate | n/a | n/a |

Faculty Data

| Faculty | n | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|-----|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 3 | 3 | 3 | 21 | 0 |
| Part-Time Faculty | 6 | 6 | 6 | 30 | 0 |

College of Saint Benedict and Saint John's University

Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The College of Saint Benedict and Saint John's University Education Department is approved to prepare teachers for licensure by the Professional Educator Licensing and Standards Board. The College of St. Benedict (CSB) and St. John's University (SJU) form a unique partnership for the preparation of educators. They share one program, and candidates attend classes together on both campuses. The campuses are located in Collegeville and St. Joseph, MN, within six miles of each other. Together, the institutions have a combined enrollment of more than 3,400 students. Licensure programs offered include Elementary Education (K-6), with an optional endorsement to teach middle-level Mathematics, Communication Arts/Literature, General Science, or K-8 World Languages (French, German, and Spanish). In addition, we offer licensure programs in grades 5-12 Communication Arts/Literature, Mathematics, and Social Studies; grades 9-12 Biology, Chemistry, and Physics; grades 5-8 General Science; and grades K-12 Visual Arts, Vocal or Instrumental Music, World Languages (French, German, Spanish); and Teaching English as a Second Language.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 196 | 46 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 14 | 0 | n/a | n/a |
| Elementary | Conventional | 126 | 0 | n/a | n/a |
| English as a Second Language | Conventional | 15 | 0 | n/a | n/a |
| K-8 World Language: German | Conventional | 0 | 0 | n/a | n/a |
| K-8 World Language: French | Conventional | 0 | 1 | n/a | n/a |
| K-8 World Language: Spanish | Conventional | 0 | 5 | n/a | n/a |
| Mathematics | Conventional | 7 | 0 | n/a | n/a |
| Middle Level Communication Arts and Literature | Conventional | 0 | 12 | n/a | n/a |
| Middle Level Math | Conventional | 0 | 30 | n/a | n/a |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--------------------------------------|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Science | Conventional | 0 | 1 | n/a | n/a |
| Science: Chemistry | Conventional | 2 | 0 | n/a | n/a |
| Science: General Science | Conventional | 1 | 0 | n/a | n/a |
| Science: Life Science | Conventional | 4 | 0 | n/a | n/a |
| Science: Physics | Conventional | 1 | 0 | n/a | n/a |
| Social Studies | Conventional | 20 | 0 | n/a | n/a |
| Visual Arts | Conventional | 4 | 0 | n/a | n/a |
| Instrumental and Classroom Music | Conventional | 2 | 0 | n/a | n/a |
| Vocal and Classroom Music | Conventional | 5 | 0 | n/a | n/a |
| World Language and Cultures: French | Conventional | 1 | 0 | n/a | n/a |
| World Language and Cultures: German | Conventional | 1 | 0 | n/a | n/a |
| World Language and Cultures: Spanish | Conventional | 6 | 0 | n/a | n/a |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 77 | 88.31% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 78 | 3.36 | 13 | 3.65 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 66 | 43 | 124 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 196 | 66 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 66 | 66 | 65 | 61 | 63 |
| White | 58 | 58 | 57 | 54 | 55 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 152 | 99% | 262 | 94% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.38 | 3.22 | 3.75 |
| Differentiate instruction for a variety of learning needs | 3.52 | 3.37 | 3.69 |
| Select instructional strategies to align with learning goals and standards | 3.68 | 3.74 | 3.81 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.58 | 3.58 | 3.87 |
| Provide students with meaningful feedback to guide next steps in learning | 3.51 | 3.37 | 3.75 |
| Collaborate with parents and guardians to support student learning | 3.14 | 3.31 | 3.75 |
| Would you recommend your teacher education program to another prospective teacher? | 3.82 | 3.69 | n/a |
| Number of Individuals surveyed | 69 | 29 | 20 |
| Response rate | 97% | 69% | 59% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.44 | 3.23 |
| Differentiate instruction for a variety of learning needs | 3.54 | 3.42 |
| Select instructional strategies to align with learning goals and standards | 3.7 | 3.73 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.66 | 3.6 |
| Provide students with meaningful feedback to guide next steps in learning | 3.51 | 3.38 |
| Collaborate with parents and guardians to support student learning | 3.16 | 3.36 |
| Would you recommend your teacher education program to another prospective teacher? | 3.77 | 3.72 |
| Number of Individuals surveyed | 61 | 27 |
| Response rate | 97% | 68% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 15 | 15 | 15 | 7.9 | 0.66 |
| Part-Time Faculty | 8 | 8 | 8 | 10.75 | 0 |

College of St. Scholastica Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Data includes all students enrolled in 2017-18 UND and GTL programs. Ethnicity data is not collected for employer, alumni, or exit surveys.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 111 | 0 | 131 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 6 | 0 | 19 | 0 |
| Elementary | Conventional | 76 | 0 | 70 | 0 |
| Mathematics | Conventional | 3 | 0 | 9 | 0 |
| Reading | Conventional | 0 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 1 | 0 | 1 | 0 |
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 6 | 0 | 13 | 0 |
| Social Studies | Conventional | 13 | 0 | 17 | 0 |
| Special Education: Academic and Behavioral Strategist | Conventional | 0 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---------------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Instrumental and Classroom Music | Conventional | 2 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 2 | 0 | 0 | 0 |
| World Languages and Cultures: Spanish | Conventional | 2 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 89 | 69.66% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 242 | 3.23 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 31 | 48 | 128 | 67 | 24 | 36 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 111 | 31 | 131 | 67 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 98 | 98 | 98 | 98 | 23 |
| White | 87 | 87 | 87 | 87 | 17 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | 0 | 0 | 0 | 0 | 0 |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 231 | 100% | 332 | 91% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.42 | 3.56 | 3.63 |
| Differentiate instruction for a variety of learning needs | 3.63 | 3.75 | 3.75 |
| Select instructional strategies to align with learning goals and standards | 3.68 | 3.88 | 3.75 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.8 | 3.88 | 3.86 |
| Provide students with meaningful feedback to guide next steps in learning | 3.59 | 3.63 | 3.63 |
| Collaborate with parents and guardians to support student learning | 3.76 | 3.5 | 4 |
| Would you recommend your teacher education program to another prospective teacher? | 3.6 | 3.88 | n/a |
| Number of Individuals Surveyed | 59 | 18 | 8 |
| Response rate | 36.2% | 20% | 9% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 14 | 14 | 14 | 16 | 1 |
| Part-Time Faculty | 43 | 43 | 43 | 10.14 | 3 |

Concordia College Moorhead Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

During the 2017-18 academic year, 122 undergraduate students were enrolled in elementary and secondary programs with 57 completers. They graduated with an average of 155 credits over 25 months. Survey data from current students, alumni and administrators reflect favorably upon the quality of the Educator Preparation unit at Concordia College. The unit at Concordia College consisted of 12 FTE faculty who taught at least one course in the education program. On average, those faculty compiled 9.66 years of full time, contracted years of experience in an elementary or secondary classroom. All have advanced degrees. Concordia also employed 3 adjunct instructors, all with an advanced degree, and with an average of 10 years teaching experience.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 122 | 0 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Business | Conventional | 0 | 0 | 0 | 0 |
| Communication Arts and Literature | Conventional | 3 | 0 | 0 | 0 |
| Elementary | Conventional | 51 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 0 | 0 | 0 | 0 |
| K-8 World Language and Cultures: French | Conventional | 2 | 0 | 0 | 0 |
| K-8 World Language and Cultures: German | Conventional | 0 | 0 | 0 | 0 |
| K-8 World Language and Cultures: Other | Conventional | 0 | 0 | 0 | 0 |
| K-8 World Language and Cultures: Spanish | Conventional | 6 | 0 | 0 | 0 |
| Mathematics | Conventional | 12 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Communication Arts and Literature | Conventional | 1 | 0 | 0 | 0 |
| Middle Level Math | Conventional | 4 | 0 | 0 | 0 |
| Middle Level Science | Conventional | 2 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 4 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 1 | 0 | 0 | 0 |
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 1 | 0 | 0 | 0 |
| Social Studies | Conventional | 7 | 0 | 0 | 0 |
| Visual Arts | Conventional | 1 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 18 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 16 | 0 | 0 | 0 |
| World Language and Cultures: French | Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: German | Conventional | 1 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 3 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 120 | 88.33% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 65 | 3.54 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 57 | 25 | 155 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 150 | 57 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 63 | 57 | 76 | 61 | 59 |
| White | 62 | 56 | 53 | 38 | 37 |
| Asian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | 0 | 0 | 0 | 0 | 0 |
| Multiracial | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 |
| Undeclared | 0 | 0 | 22 | 22 | 22 |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 128 | 98% | 214 | 97% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.56 | 3.38 | 3.21 |
| Differentiate instruction for a variety of learning needs | 3.56 | 2.88 | 3.57 |
| Select instructional strategies to align with learning goals and standards | 3.37 | 3.11 | 3.64 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.65 | 3.71 | 3.57 |
| Provide students with meaningful feedback to guide next steps in learning | 3.5 | 3 | 3.21 |
| Collaborate with parents and guardians to support student learning | 3.35 | 3.14 | 3.5 |
| Would you recommend your teacher education program to another prospective teacher? | 3.65 | 3.33 | n/a |
| Number of Individuals surveyed | 21 | 13 | 15 |
| Response rate | 31.34% | 30.23% | 38.1% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.56 | 3.38 |
| Differentiate instruction for a variety of learning needs | 3.56 | 2.88 |
| Select instructional strategies to align with learning goals and standards | 3.37 | 3.11 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.65 | 3.71 |
| Provide students with meaningful feedback to guide next steps in learning | 3.5 | 3 |
| Collaborate with parents and guardians to support student learning | 3.35 | 3.14 |
| Would you recommend your teacher education program to another prospective teacher? | 3.65 | 3.33 |
| Number of Individuals surveyed | 21 | 13 |
| Response rate | 31.34% | 30.23% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | 3.44 |
| Differentiate instruction for a variety of learning needs | No data | 3.33 |
| Select instructional strategies to align with learning goals and standards | No data | 3.44 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | 3.56 |
| Provide students with meaningful feedback to guide next steps in learning | No data | 3.44 |
| Collaborate with parents and guardians to support student learning | No data | 3.2 |
| Would you recommend your teacher education program to another prospective teacher? | No data | 3.5 |
| Number of Individuals surveyed | No data | 16 |
| Response rate | No data | 25% |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 12 | 12 | 12 | 9.66 | 0 |
| Part-Time Faculty | 3 | 3 | 3 | 10 | 0 |

Concordia University St. Paul Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Concordia University, a university operated under the auspices of The Lutheran Church-Missouri Synod (LCMS), is located in the Midway neighborhood of Saint Paul, Minnesota. Of the traditional undergraduate students, 39 percent are persons of color. Among all undergraduate students, 32 percent are persons of color. At the graduate level, 20 percent are persons of color. First-generation students make up 34 percent of the undergraduate population and 32 percent of the graduate population. The College of Education is home to nearly 1,300 students who have declared “majors” in academic programs in the college and organized into the following three academic departments and two centers: Undergraduate Teacher Education, Graduate Teacher Education, and Doctoral Studies in Education, the Center for Inclusive Child Care, and the Dr. Barb Schoenbeck Hand-in-Hand Child Care Center. The mission of the college is as follows:

The College of Education prepares professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community.

The preparation of educators at the initial/undergraduate level has been the pride of Concordia University for nearly 60 years and is centered in the institutional mission to “prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God’s creation, all within the context of the Christian Gospel.”

Initial teaching licenses are available for the following:

Chemistry (Grades 9-12)

Communication Arts and Literature (Grades 5-12) Early Childhood (Birth through Grade 3)

Elementary Education (Kindergarten through Grade 6) English as a Second Language (K-12)

Health Education (Grades 5-12)

Life Science (Grades 9-12)

Mathematics (Grades 5-12) Music, Instrumental (K-12) Music, Vocal (K-12)

Parent and Family Education Physical Education (K-12) Social Studies (Grades 5-12) Visual Arts (K-12)

The following middle school endorsements are available: Communication Arts and Literature, Mathematics, and Social Studies. Also offered is a Pre-Primary endorsement and a Kindergarten endorsement. A Reading endorsement (K-12) can be added to an existing license. Special Education licenses can be added to existing licenses in the following areas: Autism Spectrum Disorders, Emotional Behavior Disorders, and Specific Learning Disabilities. All teacher education programs at Concordia University are high quality programs evidenced by state and national approvals and accreditation. All teacher licensure programs are fully approved by the Minnesota Professional Educator Licensing and Standards Board (MN PELSB) and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 199 | 0 | 149 | 243 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 7 | 0 | 0 | 0 |
| Early Childhood | Conventional | 25 | 0 | 9 | 0 |
| Elementary | Conventional | 83 | 0 | 131 | 0 |
| English as a Second Language | Conventional | 7 | 0 | 2 | 0 |
| Health | Conventional | 17 | 0 | 1 | 0 |
| Mathematics | Conventional | 6 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 3 | 0 | 0 | 0 |
| Middle Level Math | Conventional | 4 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 2 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Parent and Family Education | Conventional | 0 | 0 | 2 | 0 |
| Physical Education | Conventional | 17 | 0 | 1 | 0 |
| Preprimary | Conventional | 0 | 0 | 1 | 0 |
| Science: Chemistry | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 1 | 0 | 0 | 0 |
| Social Studies | Conventional | 10 | 0 | 0 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 0 | 77 |
| Special Education: Emotional and Behavioral Disorders | Conventional | 0 | 0 | 0 | 34 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 0 | 43 |
| Visual Arts | Conventional | 6 | 0 | 2 | 0 |
| Instrumental and Classroom Music | Conventional | 5 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 6 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| No data | No data |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 65 | 3.20 | 212 | 3.75 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 46 | 45 | 120 | 176 | 27 | 36 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 199 | 46 | 392 | 176 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 222 | 222 | 210 | 210 | 190 |
| White | 155 | 155 | 153 | 153 | 150 |
| Asian or Pacific Islander | 22 | 22 | 21 | 21 | 17 |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | 11 | 11 | 10 | 10 | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | 20 | 18 | 18 | 15 | 10 |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 190 | 87% | 424 | 88% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.57 | 3.6 | 3.5 |
| Differentiate instruction for a variety of learning needs | 3.65 | 3.4 | 3.42 |
| Select instructional strategies to align with learning goals and standards | 3.57 | 3.8 | 3.63 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.58 | 3.6 | 3.79 |
| Provide students with meaningful feedback to guide next steps in learning | 3.2 | 3.4 | 3.47 |
| Collaborate with parents and guardians to support student learning | 3.2 | 3.2 | 3.47 |
| Would you recommend your teacher education program to another prospective teacher? | 3.41 | 3.5 | n/a |
| Number of Individuals surveyed | 78 | 47 | 30 |
| Response rate | 81% | 21% | 76% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.46 | 3.53 |
| Differentiate instruction for a variety of learning needs | 3.52 | 3.47 |
| Select instructional strategies to align with learning goals and standards | 3.56 | 3.74 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.58 | 3.53 |
| Provide students with meaningful feedback to guide next steps in learning | 3.18 | 3.37 |
| Collaborate with parents and guardians to support student learning | 3.22 | 3.21 |
| Would you recommend your teacher education program to another prospective teacher? | 3.36 | 3.5 |
| Number of Individuals surveyed | 50 | 19 |
| Response rate | 83% | 49% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | n | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|-----|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 9 | 9 | 9 | 12 | 5 |
| Part-Time Faculty | 30 | 30 | 30 | 20 | 8 |

Crown College Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 60 | 52 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 10 | 0 | 0 | 0 |
| Elementary | Conventional | 36 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 0 | 0 | 0 | 0 |
| Health | Conventional | 3 | 0 | 0 | 0 |
| Mathematics | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 15 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 6 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 12 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|----------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Physical Education | Conventional | 4 | 0 | 0 | 0 |
| Preprimary | Conventional | 0 | 19 | 0 | 0 |
| Science: Life Science | Conventional | 1 | 0 | 0 | 0 |
| Social Studies | Conventional | 6 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 0 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 0 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 12 | 75 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 12 | 3.33 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 18 | 46 | 128 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 112 | 18 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 18 | 18 | 16 | No data | 12 |
| White | 18 | 18 | 16 | No data | 12 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 53 | 98 | 101 | 90% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.09 | 3.22 | 4 |
| Differentiate instruction for a variety of learning needs | 3.36 | 3.33 | 4 |
| Select instructional strategies to align with learning goals and standards | 3.73 | 3.33 | 4 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.32 | 3.44 | 4 |
| Provide students with meaningful feedback to guide next steps in learning | 3.55 | 3.22 | 4 |
| Collaborate with parents and guardians to support student learning | 3.23 | 3.00 | 4 |
| Would you recommend your teacher education program to another prospective teacher? | 3.36 | 3.00 | 4 |
| Number of Individuals surveyed | 22 | 14 | 10 |
| Response rate | 100% | 64% | 10% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.09 | 3.22 |
| Differentiate instruction for a variety of learning needs | 3.36 | 3.33 |
| Select instructional strategies to align with learning goals and standards | 3.73 | 3.33 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.32 | 3.44 |
| Provide students with meaningful feedback to guide next steps in learning | 3.55 | 3.22 |
| Collaborate with parents and guardians to support student learning | 3.23 | 3.00 |
| Would you recommend your teacher education program to another prospective teacher? | 3.36 | 3.00 |
| Number of Individuals surveyed | 22 | 14 |
| Response rate | 100% | 64% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 5 | 5 | 5 | 23 | 2 |
| Part-Time Faculty | 7 | 7 | 7 | 19 | 2.43 |

Gustavus Adolphus College Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The Education Programs at Gustavus Adolphus College have consistently produced strong teacher candidates and our graduates are hired by local districts as well as school in surrounding communities and states. Gustavus faculty have experience teaching, and continue to conduct research to enhance their own teaching and contribute to the education community. Our adjunct faculty all have extensive classroom teaching experience and expertise in their field. We have good connections with our partner schools and our candidates are out in the field across all courses in our programs. The middle level licensure is offered as an additional endorsement for our Elementary Education candidates. The Physical Education and Health licensures are offered in a dual program, and the number of candidates in this program is reflected in the Physical Education licensure area only. The data listed below is as accurate as possible.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| No data | No data | No data | No data |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 6 | 0 | 0 | 0 |
| Elementary | Conventional | 55 | 0 | 0 | 0 |
| Health | Conventional | 0 | 0 | 0 | 0 |
| Mathematics | Conventional | 3 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 5 | 0 | 0 | 0 |
| Middle Level Math | Conventional | 5 | 0 | 0 | 0 |
| Middle Level Science | Conventional | 2 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 8 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 2 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 1 | 0 | 0 | 0 |
| Science: Physics | Conventional | 1 | 0 | 0 | 0 |
| Social Studies | Conventional | 7 | 0 | 0 | 0 |
| Visual Arts | Conventional | 2 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 8 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 8 | 0 | 0 | 0 |
| World Language and Cultures: Latin-Greek | Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Non-Conventional | 5 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 49 | 91% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 44 | 3.45 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 30 | 48 | 34 | 0 | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 126 | 44 | 0 | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 44 | 44 | 36 | 38 | 35 |
| White | No data | No data | No data | No data | No data |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 98 | 99% | 193 | 94% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.42 | 2.94 | 3.8 |
| Differentiate instruction for a variety of learning needs | 3.72 | 3.25 | 3.4 |
| Select instructional strategies to align with learning goals and standards | 3.86 | 3.31 | 4 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.68 | 3.5 | 3.8 |
| Provide students with meaningful feedback to guide next steps in learning | 3.53 | 3.31 | 4 |
| Collaborate with parents and guardians to support student learning | 3.12 | 3.13 | 3.6 |
| Would you recommend your teacher education program to another prospective teacher? | 3.72 | 3.69 | n/a |
| Number of Individuals surveyed | 40 | 27 | 12 |
| Response rate | 88% | 80% | 43% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 9 | 9 | 9 | 7.55 | 0.55 |
| Part-Time Faculty | 6 | 6 | 6 | 14.17 | 6 |

Hamline University Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| No data | No data | No data | No data |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 11 | 0 | 30 | 1 |
| Dance/Theatre | Conventional | 1 | 1 | 11 | 2 |
| Elementary | Conventional | 36 | 0 | 78 | 17 |
| English as a Second Language | Conventional | 4 | 0 | 58 | 51 |
| Mathematics | Conventional | 9 | 0 | 12 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Mathematics | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 0 | 0 | 1 |
| Reading | Conventional | 0 | 0 | 0 | 55 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Science: Chemistry | Conventional | 1 | 0 | 3 | 0 |
| Science: General Science | Conventional | 0 | 0 | 5 | 5 |
| Science: Life Science | Conventional | 0 | 0 | 10 | 0 |
| Science: Physics | Conventional | 3 | 0 | 4 | 0 |
| Social Studies | Conventional | 16 | 0 | 23 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 0 | 15 |
| World Language and Cultures: German | Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 3 | 0 | 4 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 201 | 83% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 147 | 3.38 | 59 | 3.53 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 20 | 48 | 67 | 112 | 44 | 65 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 85 | 20 | 385 | 111 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 131 | 131 | 119 | No data | 89 |
| White | 99 | 99 | 92 | 92 | 66 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | 11 | 11 | 10 | 10 | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 239 | 99% | 491 | 94% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.53 | 3.33 | 3.17 |
| Differentiate instruction for a variety of learning needs | 3.59 | 3.48 | 3.33 |
| Select instructional strategies to align with learning goals and standards | 3.37 | 3.6 | 3 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.61 | 3.53 | 3.67 |
| Provide students with meaningful feedback to guide next steps in learning | 3.26 | 3.33 | 2.67 |
| Collaborate with parents and guardians to support student learning | 3.33 | 3.19 | 2.67 |
| Would you recommend your teacher education program to another prospective teacher? | 3.26 | 3.47 | n/a |
| Number of Individuals surveyed | 113 | 72 | 32 |
| Response rate | 86% | 56% | 25% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.52 | 3.65 |
| Differentiate instruction for a variety of learning needs | 3.48 | 3.49 |
| Select instructional strategies to align with learning goals and standards | 3.55 | 3.45 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.6 | 3.65 |
| Provide students with meaningful feedback to guide next steps in learning | 3.35 | 3.11 |
| Collaborate with parents and guardians to support student learning | 3.09 | 3 |
| Would you recommend your teacher education program to another prospective teacher? | 3.55 | 3.36 |
| Number of Individuals surveyed | 82 | 55 |
| Response rate | 83% | 57% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 17 | 17 | 17 | 12 | 0 |
| Part-Time Faculty | 25 | 25 | 25 | 15 | 1 |

Martin Luther College Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Martin Luther College's undergraduate and post-baccalaureate programs are identical. Therefore, we have nothing to put into the section titled "Additional".

We chose to record students who completed an elementary major with an endorsement/s as elementary. Our double majors of elementary and secondary were recorded as elementary. Our double early childhood and elementary majors were recorded as early childhood. Our double secondary majors were recorded by taking the first major in their programs.

MLC sends the majority of its graduates out of the state of Minnesota to teach due to the process of being "Called." The WELS places teachers wherever they are needed in our parochial schools throughout the United States and the world. Therefore, we have included those who received Calls outside of MN along with those who received Calls in MN and those who are teaching in the public schools in MN as the total number in the hired column in the Common Metrics survey data.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 561 | 0 | 4 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 11 | 0 | 0 | 0 |
| Computer/Keyboarding | Conventional | 0 | 0 | 0 | 0 |
| Early Childhood | Conventional | 103 | 0 | 0 | 0 |
| Elementary | Conventional | 368 | 0 | 0 | 0 |
| K-8 World Languages and Cultures | Conventional | 0 | 0 | 0 | 0 |
| Mathematics | Conventional | 7 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Social Studies | Conventional | 0 | 0 | 0 | 0 |
| Physical Education | Conventional | 21 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 2 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 5 | 0 | 0 | 0 |
| Science: Physics | Conventional | 0 | 0 | 0 | 0 |
| Social Studies | Conventional | 13 | 0 | 0 | 0 |
| Special Education: Academic and Behavioral Strategist | Conventional | 2 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 0 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 6 | 0 | 0 | 0 |
| World Languages and Cultures: Spanish | Conventional | 8 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 533 | 66% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 143 | 3.33 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|---------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 108 | 50 | 159 | No data | No data | No data |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 561 | 108 | 4 | 4 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | No data | 108 | 149 | 102 | 83 |
| White | No data | 105 | 145 | 99 | 81 |
| Asian or Pacific Islander | No data | Low n | Low n | Low n | Low n |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | Low n | Low n | Low n | Low n |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 239 | 98% | 454 | 93% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.06 | 2.82 | 3.1 |
| Differentiate instruction for a variety of learning needs | 3.31 | 3.27 | 3.24 |
| Select instructional strategies to align with learning goals and standards | 3.59 | 3.67 | 3.62 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.47 | 3.36 | 3.41 |
| Provide students with meaningful feedback to guide next steps in learning | 3.4 | 3.38 | 3.45 |
| Collaborate with parents and guardians to support student learning | 3.42 | 3.23 | 3.03 |
| Would you recommend your teacher education program to another prospective teacher? | 4 | 3.68 | n/a |
| Number of Individuals surveyed | 92 | 87 | 29 |
| Response rate | 100% | 25% | 52% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.06 | 2.82 |
| Differentiate instruction for a variety of learning needs | 3.31 | 3.27 |
| Select instructional strategies to align with learning goals and standards | 3.59 | 3.67 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.47 | 3.36 |
| Provide students with meaningful feedback to guide next steps in learning | 3.4 | 3.38 |
| Collaborate with parents and guardians to support student learning | 3.42 | 3.23 |
| Would you recommend your teacher education program to another prospective teacher? | 4 | 3.68 |
| Number of Individuals surveyed | 89 | 87 |
| Response rate | 100% | 24% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 69 | 69 | 67 | 10 | 1 |
| Part-Time Faculty | 20 | 20 | 15 | 6.5 | 0 |

Metropolitan State University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The School of Urban Education has seven undergraduate licensure programs and seven graduate-level programs (two with licensure) all approved by the Professional Educator Licensing and Standards Board (PELSB), formerly Board of Teaching. Our entire curriculum is focused on preparing urban teachers, particularly teachers of color and American Indian teachers to meet the needs of diverse learners in urban schools. The Urban Teacher Program (UTP) is the only teacher education program at Metropolitan State, and has a two-fold mission that reflects its legislative mandate:

1. To increase the number of well-prepared teachers of color in Minneapolis, Saint Paul and inner-ring suburbs so that the urban teaching workforce reflects the ethnically diverse population of students and their communities; and
2. To empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently under-served urban learners and to advocate for their right to receive a high quality education.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 362 | 0 | 71 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 45 | 0 | 16 | 0 |
| Early Childhood | Conventional | 84 | 0 | 0 | 0 |
| Elementary | Conventional | 174 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 0 | 0 | 1 | 0 |
| Mathematics | Conventional | 17 | 0 | 13 | 0 |
| Science: General | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 8 | 0 | 6 | 0 |
| Social Studies | Conventional | 34 | 0 | 10 | 0 |
| Special Education: Academic and Behavioral Strategist | Conventional | 0 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 157 | 60 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Initial candidates |
|-----------------------------|------------------------|--------------------------------|------------------------|
| 41 | 3.4 | 27 | 3.3 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 41 | 36 | 80 | 8 | 24 | 34 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 362 | 41 | 46 | 8 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 49 | 49 | 36 | 36 | 19 |
| White | 29 | 29 | 22 | 22 | 10 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | 12 | 12 | Low n | Low n | Low n |
| Multiracial | Low | Low n | Low n | Low n | Low n |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 113 | 93% | 178 | 73% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.8 | 4 | 4 |
| Differentiate instruction for a variety of learning needs | 3.5 | 4 | 3.5 |
| Select instructional strategies to align with learning goals and standards | 3.5 | 4 | 3.5 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.7 | 4 | 3.7 |
| Provide students with meaningful feedback to guide next steps in learning | 3.4 | 4 | 3.5 |
| Collaborate with parents and guardians to support student learning | 3.5 | 4 | 3.6 |
| Would you recommend your teacher education program to another prospective teacher? | 3.9 | 4 | n/a |
| Number of Individuals surveyed | 66 | 64 | 45 |
| Response rate | 74.2% | 67% | 33% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.8 | No data |
| Differentiate instruction for a variety of learning needs | 3.3 | No data |
| Select instructional strategies to align with learning goals and standards | 3.4 | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.7 | No data |
| Provide students with meaningful feedback to guide next steps in learning | 3.3 | No data |
| Collaborate with parents and guardians to support student learning | 3.2 | No data |
| Would you recommend your teacher education program to another prospective teacher? | 3.4 | No data |
| Number of Individuals surveyed | 35 | No data |
| Response rate | 71.40% | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 4 | No data |
| Differentiate instruction for a variety of learning needs | 3.6 | No data |
| Select instructional strategies to align with learning goals and standards | 3.8 | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.7 | No data |
| Provide students with meaningful feedback to guide next steps in learning | 3.5 | No data |
| Collaborate with parents and guardians to support student learning | 3.7 | No data |
| Would you recommend your teacher education program to another prospective teacher? | 3.5 | No data |
| Number of Individuals surveyed | 14 | No data |
| Response rate | 29% | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 8 | 8 | 8 | 8.1 | No data |
| Part-Time Faculty | 21 | 21 | 21 | 16 | No data |

Minnesota State University Mankato Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 1096 | 13 | 170 | 246 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|-----------------------------------|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 61 | 0 | 4 | 0 |
| Computer Keyboarding | Conventional | 0 | 0 | 0 | 0 |
| Dance | Conventional | 3 | 0 | 1 | 0 |
| Elementary | Conventional | 455 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 0 | 0 | 4 | 11 |
| Family and Consumer Sciences | Conventional | 43 | 0 | 3 | 0 |
| Health | Conventional | 1 | 0 | 0 | 0 |
| Health | Non-Conventional | 65 | 0 | 0 | 3 |
| Library Media Specialist | Conventional | 0 | 0 | 3 | 27 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Mathematics | Conventional | 43 | 0 | 1 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 0 | 0 | 0 |
| Physical Education | Non-Conventional | 65 | 0 | 1 | 0 |
| Reading | Conventional | 0 | 0 | 0 | 34 |
| Science: Chemistry | Conventional | 6 | 0 | 0 | 0 |
| Science: Earth and Space Science | Conventional | 0 | 0 | 1 | 0 |
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 22 | 0 | 5 | 0 |
| Science: Physics | Conventional | 6 | 0 | 0 | 0 |
| Social Studies | Conventional | 80 | 0 | 7 | 0 |
| Special Education: Academic and Behavioral Strategist | Conventional | 149 | 0 | 0 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 22 | 55 |
| Special Education: Developmental Adapted Physical Education | Conventional | 0 | 13 | 0 | 0 |
| Special Education: Developmental Disabilities | Conventional | 0 | 0 | 6 | 14 |
| Special Education: Early Childhood | Conventional | 0 | 0 | 57 | 57 |
| Special Education: Emotional Behavioral Disabilities | Conventional | 0 | 0 | 29 | 28 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 13 | 17 |
| Visual Arts | Conventional | 49 | 0 | 3 | 0 |
| Instrumental and Classroom Music | Conventional | 24 | 0 | 3 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---------------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Vocal and Classroom Music | Conventional | 12 | 0 | 1 | 0 |
| World Languages and Cultures: French | Conventional | 2 | 0 | 1 | 0 |
| World Languages and Cultures: German | Conventional | 0 | 0 | 0 | 0 |
| World Languages and Cultures: Spanish | Conventional | 10 | 0 | 5 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 654 | 83 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 228 | 3.43 | 85 | 3.67 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 154 | 52 | 147 | 58 | 34 | 28 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 1109 | 269 | 419 | 124 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 290 | 274 | 141 | 106 | 70 |
| White | 257 | 244 | 138 | 103 | 68 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | 10 | 10 | Low n | Low n | Low n |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | 0 | 0 | 0 | 0 | 0 |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 480 | 99% | 876 | 91% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.4 | 3.57 | 3.55 |
| Differentiate instruction for a variety of learning needs | 3.4 | 3.49 | 3.32 |
| Select instructional strategies to align with learning goals and standards | 3.5 | 3.38 | 3.62 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.31 | 3.4 | 3.67 |
| Provide students with meaningful feedback to guide next steps in learning | 3.33 | 3.58 | 3.38 |
| Collaborate with parents and guardians to support student learning | 3.27 | 3.27 | 3.47 |
| Would you recommend your teacher education program to another prospective teacher? | 3.52 | 3.53 | n/a |
| Number of Individuals surveyed | 191 | 67 | 60 |
| Response rate | 87% | 42% | 50% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.47 | 3.55 |
| Differentiate instruction for a variety of learning needs | 3.43 | 3.32 |
| Select instructional strategies to align with learning goals and standards | 3.54 | 3.62 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.51 | 3.67 |
| Provide students with meaningful feedback to guide next steps in learning | 3.32 | 3.38 |
| Collaborate with parents and guardians to support student learning | 3.35 | 3.47 |
| Would you recommend your teacher education program to another prospective teacher? | 3.28 | 3.53 |
| Number of Individuals surveyed | 174 | 60 |
| Response rate | 87% | 42% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 59 | 59 | 59 | 8 | 6 |
| Part-Time Faculty | 48 | 48 | 44 | 14 | 7 |

Minnesota State University Moorhead Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Minnesota State University Moorhead (MSUM) was founded as the State Teacher's College. Located in the northwest section of the state along the North Dakota border, MSUM offers twenty-seven licensure programs including an innovative Elementary Inclusive Education Program. MSUM also offers programs to meet high needs areas of teacher shortage such as special education, math, and science. Students majoring in the twenty-seven teacher preparation majors represent one of the largest groups on the campus of MSUM. The data presented in this report was extracted from a number of different sources including information from MSUM's Office of Institutional Effectiveness, MSUM's licensure processing data, the MN Educator Employment Report, MN and ND Licensure Look-Up, and NExT Common Metrics reports. A key to understanding specific data categories is provided at the end of the report.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 430 | 69 | 0 | 127 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | conventional | 31 | 0 | 0 | 0 |
| Early Childhood | conventional | 80 | 0 | 0 | 0 |
| Elementary | conventional | 225 | 0 | 0 | 0 |
| English as a Second Language | conventional | 12 | 0 | 0 | 0 |
| Health | conventional | 22 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | conventional | 20 | 0 | 0 | 0 |
| Middle Level Mathematics | conventional | 0 | 4 | 0 | 0 |
| Middle Level Science | conventional | 0 | 7 | 0 | 0 |
| Physical Education | conventional | 25 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Reading | conventional | 0 | 0 | 0 | 0 |
| Chemistry | conventional | 2 | 0 | 0 | 0 |
| Earth/Space | conventional | 0 | 0 | 0 | 0 |
| General Science | conventional | 0 | 7 | 0 | 0 |
| Life Science | conventional | 5 | 0 | 0 | 0 |
| Physics | conventional | 1 | 0 | 0 | 0 |
| Social Studies | conventional | 19 | 0 | 0 | 0 |
| Special Education: Academic Behavioral and Strategist | conventional | 0 | 42 | 0 | 0 |
| Special Education: Autism Spectrum Disorders | conventional | 0 | 0 | 0 | 0 |
| Special Education: Developmental Adapted Physical Education | conventional | 0 | 5 | 0 | 0 |
| Special Education: Developmental Disabilities | conventional | 2 | 0 | 0 | 15 |
| Special Education: Emotional Behavioral Disabilities | conventional | 4 | 0 | 0 | 18 |
| Special Education: Learning Disabilities | conventional | 0 | 4 | 0 | 14 |
| Special Education: Physical Health Disabilities | conventional | 0 | 0 | 0 | 34 |
| Visual Arts | conventional | 16 | 0 | 0 | 0 |
| Instrumental and Classroom Music | conventional | 0 | 0 | 0 | 0 |
| Vocal and Classroom Music | conventional | 10 | 0 | 0 | 0 |
| World Languages and Cultures: Spanish | conventional | 5 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 213 | 96.2 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 206 | 3.49 | 30 | 3.88 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 206 | 49 | 123 | 25 | 21 | 29 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 548 | 219 | 133 | 29 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 248 | 231 | 233 | 183 | 176 |
| White | No data | No data | No data | No data | No data |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 128 | 98% | 685 | 93% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.56 | 3.42 | 3.12 |
| Differentiate instruction for a variety of learning needs | 3.5 | 3.52 | 3.42 |
| Select instructional strategies to align with learning goals and standards | 3.68 | 3.66 | 3.37 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.67 | 3.75 | 3.64 |
| Provide students with meaningful feedback to guide next steps in learning | 3.4 | 3.41 | 3.09 |
| Collaborate with parents and guardians to support student learning | 3.64 | 3.44 | 3 |
| Would you recommend your teacher education program to another prospective teacher? | 3.71 | 3.63 | n/a |
| Number of Individuals surveyed | 120 | 39 | 34 |
| Response rate | 53% | 18% | 20% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 30 | 28 | 30 | 7.83 | 1.43 |
| Part-Time Faculty | 8 | 8 | 6 | 15.5 | 1.38 |

Additional Provider Information

Undergraduate enrollment data is based upon the number of students who have a declared major and full admittance via the SARTE process (<https://www.mnstate.edu/education/sarte.aspx>). Graduate enrollment data is based upon the number of students who have been admitted into a teacher education graduate licensure program. -The logic used for the skills passing rate is a check to see who was admitted via SARTE where the effective term falls into the academic reporting year. -Mean GPA for admitted undergraduate students is based upon cumulative GPA at the end of the term prior to the semester of admittance. For graduate students the mean GPA is based upon the end of the first term of admittance, therefore, this number only includes students who were admitted during the reporting year. The mean GPA for graduate students does not include all actively enrolled students. -Number of credits to complete for undergraduate is figured as a difference between the end number of credits at degree completion and the number of credits the term prior to receiving full admittance through SARTE. Average number of credits for graduate is based upon number of credits from beginning term of admittance until licensure requirements are completed. -Average time to complete undergraduate is based upon a student being admitted into the university as degree seeking and enrolled at the end of each term. This is total time to complete degree requirements, not total time to complete teacher education requirements. -Hired full-time numbers are based upon the MN Educator Employment Report, self-reports, and request for out-of-state verification due to employment. This number is not thought to be reflective of the total number of completers who have been hired full-time. The number also does not reflect completers who completed in one year, but did not receive full-time employment until the following academic year.

North Central University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Data is calculated on candidates who were formally admitted to the program during the reporting year, typically excluding freshmen and sophomores who have declared education as their major but not yet gone through the admissions process. Basic skills pass rates and admitted candidate GPA are based on those who made formal admission in the reporting year, although they will not formally begin in the program until the following academic year. Average months to complete is based on the number of semesters a candidate was enrolled as a full-time student, with each semester equaling four months. 2017 was our pilot year for common metrics surveys and data is based on low numbers.

Because we consistently have several excellent candidates who struggle with test taking, passing the basic skills test is not required for program admission. This affects our initial basic skills pass rate. However, our candidates are required to make adequate progress toward passing the skills tests prior to being approved for student teaching. The majority of our candidates are able to pass the tests by the time they graduate.

Hiring statistics are based on reports from MDE as well as student self-reporting. It may not include all completers who were hired at private or out-of-state schools, and it doesn't include completers who are working part-time or outside their licensure area. Licensing statistics do not include completers who solely received licensure outside of Minnesota.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 48 | 0 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 11 | 0 | 0 | 0 |
| Elementary | Conventional | 24 | 0 | 0 | 0 |
| Mathematics | Conventional | 4 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 4 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 4 | 0 | 0 |
| Social Studies | Conventional | 8 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 1 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 28 | 67.8 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 28 | 3.49 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 21 | 32 | 124 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 56 | 25 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 25 | 21 | 11 | Low n | Low n |
| White | 20 | 18 | 10 | Low n | Low n |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 31 | 100% | 48 | 88% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 2.93 | 3.23 | 3.86 |
| Differentiate instruction for a variety of learning needs | 3.43 | 3.69 | 3.33 |
| Select instructional strategies to align with learning goals and standards | 3.71 | 3.69 | 3.9 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.43 | 3.77 | 3.88 |
| Provide students with meaningful feedback to guide next steps in learning | 3.36 | 3.77 | 3.78 |
| Collaborate with parents and guardians to support student learning | 3.29 | 3.77 | 3.7 |
| Would you recommend your teacher education program to another prospective teacher? | 3.79 | 3.85 | n/a |
| Number of Individuals surveyed | 14 | 13 | 10 |
| Response rate | 100% | 65% | 77% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | n | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|-----|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 5 | 5 | 5 | 12.4 | 1.4 |
| Part-Time Faculty | 4 | 4 | 4 | 7.25 | 0.75 |

Southwest Minnesota State University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Only programs offered at the graduate level are for those who already hold initial licensure. Additional licensures are available at the graduate level are in ESL, K-12 Reading, and Anchor programs for SPED-ABS in EBD, DD, LD, and ASD.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 323 | 69 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Agricultural Education | Conventional | 12 | 0 | 0 | 0 |
| Communication Arts and Literature | Conventional | 9 | 0 | 0 | 0 |
| Early Childhood | Conventional | 102 | 0 | 0 | 0 |
| Elementary | Conventional | 86 | 0 | 23 | 0 |
| English as a Second Language | Conventional | 6 | 0 | 7 | 0 |
| Health | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: K-8 Spanish | Conventional | 0 | 0 | 0 | 0 |
| Mathematics | Conventional | 8 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 2 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Math | Conventional | 0 | 7 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 3 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 3 | 0 | 0 |
| Physical Education | Conventional | 23 | 0 | 0 | 0 |
| Physical Education | Non-Conventional | 0 | 0 | 0 | 0 |
| Preprimary | Conventional | 0 | 0 | 0 | 0 |
| Reading | Conventional | 0 | 0 | 0 | 15 |
| Science: Chemistry | Conventional | 5 | 0 | 0 | 0 |
| Science: General Science | Conventional | 2 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 5 | 0 | 0 | 0 |
| Social Studies | Non-Conventional | 3 | 0 | 0 | 0 |
| Special Education: Academic and Behavioral Disorders | Conventional | 35 | 0 | 10 | 0 |
| Special Education: Academic and Behavioral Disorders | Non-Conventional | 0 | 0 | 0 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 0 | 0 |
| Special Education: Developmental Adapted Physical Education | Conventional | 0 | 0 | 0 | 0 |
| Special Education: Developmental Disabilities | Conventional | 0 | 0 | 0 | 0 |
| Special Education: Early Childhood | Conventional | 13 | 0 | 0 | 0 |
| Special Education: Emotional Behavioral Disorders | Conventional | 0 | 0 | 0 | 0 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 0 | 0 |
| Visual Arts | Conventional | 3 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|----------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Instrumental and Classroom Music | Conventional | 4 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 3 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 226 | 82.8% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 323 | 3.66 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 61 | 49 | 120 | 0 | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 323 | 61 | 0 | 0 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 77 | 61 | 75 | 61 | 58 |
| White | 76 | 60 | 74 | 60 | 58 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 137 | 99% | 244 | 85% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.14 | 3.25 | 3.8 |
| Differentiate instruction for a variety of learning needs | 3.26 | 3 | 3.9 |
| Select instructional strategies to align with learning goals and standards | 3.45 | 3 | 3.6 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.37 | 3.5 | 3.3 |
| Provide students with meaningful feedback to guide next steps in learning | 3.27 | 3.5 | 3.6 |
| Collaborate with parents and guardians to support student learning | 3.3 | 3.25 | 3.9 |
| Would you recommend your teacher education program to another prospective teacher? | 3.14 | 3 | n/a |
| Number of Individuals surveyed | 61 | 34 | 18 |
| Response rate | 100% | 36% | 1% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.14 | 3.25 |
| Differentiate instruction for a variety of learning needs | 3.26 | 3 |
| Select instructional strategies to align with learning goals and standards | 3.45 | 3 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.37 | 3.5 |
| Provide students with meaningful feedback to guide next steps in learning | 3.27 | 3.5 |
| Collaborate with parents and guardians to support student learning | 3.3 | 3.25 |
| Would you recommend your teacher education program to another prospective teacher? | 3.14 | 3 |
| Number of Individuals surveyed | 60 | 34 |
| Response rate | 100% | 36% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | n | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|-----|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 11 | 11 | 11 | 18 | 6 |
| Part-Time Faculty | 15 | 15 | 12 | 23 | 5 |

St. Catherine University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

St. Catherine University has been preparing teachers for over a century and it remains committed to developing the most effective teachers for today's classrooms. St. Kate's is among 14 teacher education institutions across three states working collaboratively within the Network for Excellence in Teaching (NExT) to improve teacher preparation. These institutions are leveraging K-12 partnerships and using data to transform how they recruit, prepare and support teacher candidates from program entry through their first years of teaching. Data collected over several years has shown consistent growth in the efficacy of our teacher candidates. St. Catherine University serves one of the most diverse student populations in Minnesota and the Education Department is striving to match that diversity in its teacher candidates. With our urban location and strong partner schools in Minneapolis and St. Paul, we are able to provide all of our teacher candidates with opportunities to teach in diverse settings under the guidance of veteran teachers.

St. Kate's offers licensure programs for Early Childhood Education, K-6 Elementary Education, K-12 Spanish and K-12 Visual Arts, Communications, Arts and Literature 5-12, Social Studies 5-12, Math 5-12, Chemistry 9-12 and Life Sciences 9-12 and a variety of endorsements. The licensure programs serve graduate and undergraduate students both traditional and non-traditional. All Elementary Education candidates receive an Elementary Education STEM Teaching Certificate.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 47 | 1 | 30 | 1 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 2 | 0 | 1 | 0 |
| Early Childhood | Conventional | 17 | 0 | 0 | 0 |
| Elementary | Conventional | 24 | 0 | 13 | 0 |
| Elementary | Non-Conventional | 0 | 0 | 1 | 0 |
| Library Media Specialist | Conventional | 0 | 0 | 9 | 0 |
| Mathematics | Conventional | 0 | 0 | 1 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 1 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 1 | 0 | 1 |
| Middle Level Social Studies | Conventional | 0 | 1 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--------------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Preprimary | Conventional | 0 | 0 | 0 | 1 |
| Science: Chemistry | Conventional | 0 | 1 | 0 | 0 |
| Science: Life Science | Conventional | 1 | 0 | 0 | 0 |
| Social Studies | Conventional | 1 | 3 | 0 | 0 |
| Visual Arts | Conventional | 0 | 1 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 2 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 27 | 85% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 27 | 3.3 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 24 | 50 | 121.3 | 8 | 21 | 42 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 51 | 24 | 32 | 8 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 32 | 32 | 26 | 26 | 19 |
| White | 25 | 25 | 23 | 23 | 17 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | 0 | 0 | 0 | 0 | 0 |
| Other | Low n | No data | Low n | Low n | Low n |
| Undeclared | Low n | No data | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 65 | 100% | 104 | 96% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.42 | 2.4 | 3.17 |
| Differentiate instruction for a variety of learning needs | 3.3 | 2.2 | 3.17 |
| Select instructional strategies to align with learning goals and standards | 3.48 | 3.4 | 3.17 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.39 | 2.4 | 3 |
| Provide students with meaningful feedback to guide next steps in learning | 3.39 | 3 | 3.17 |
| Collaborate with parents and guardians to support student learning | 3.06 | 2.4 | 2.67 |
| Would you recommend your teacher education program to another prospective teacher? | 2.61 | 3 | n/a |
| Number of Individuals surveyed | 31 | 23 | 13 |
| Response rate | 100% | 34% | 46% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.44 | No data |
| Differentiate instruction for a variety of learning needs | 3.32 | No data |
| Select instructional strategies to align with learning goals and standards | 3.36 | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.4 | No data |
| Provide students with meaningful feedback to guide next steps in learning | 3.4 | No data |
| Collaborate with parents and guardians to support student learning | 3 | No data |
| Would you recommend your teacher education program to another prospective teacher? | 2.68 | No data |
| Number of Individuals surveyed | 25 | No data |
| Response rate | 100% | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 11 | 11 | 1 | 11.7 | 2 |
| Part-Time Faculty | 20 | 20 | 20 | 20 | 3.7 |

St. Cloud State University Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 1265 | 0 | 0 | 438 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 66 | 0 | 0 | 3 |
| Career and Technical Education: Communications Technology | Conventional | 0 | 0 | 0 | 0 |
| Career and Technical Education: Construction | Conventional | 0 | 0 | 0 | 0 |
| Career and Technical Education: Manufacturing | Conventional | 0 | 0 | 0 | 0 |
| Career and Technical Education: Transportation | Conventional | 0 | 0 | 0 | 0 |
| Driver and Traffic Safety | Conventional | 0 | 0 | 0 | 21 |
| Early Childhood | Conventional | 114 | 0 | 0 | 24 |
| Elementary | Non-Conventional | 431 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 1 | 0 | 137 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Health | Non-Conventional | 98 | 0 | 0 | 0 |
| Library and Media Specialist | Conventional | 0 | 0 | 0 | 61 |
| Mathematics | Conventional | 43 | 0 | 0 | 1 |
| Middle Level Mathematics | Conventional | 0 | 0 | 0 | 0 |
| Parent and Family | Non-Conventional | 0 | 0 | 0 | 3 |
| Physical Education | Conventional | 98 | 0 | 0 | 0 |
| Physical Education | Non-Conventional | 0 | 0 | 0 | 0 |
| Reading | Conventional | 0 | 0 | 0 | 9 |
| Science: Chemistry | Conventional | 12 | 0 | 0 | 0 |
| Science: Earth and Space Science | Conventional | 13 | 0 | 0 | 0 |
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 36 | 0 | 0 | 0 |
| Science: Physics | Conventional | 10 | 0 | 0 | 0 |
| Social Studies | Conventional | 125 | 0 | 0 | 0 |
| Special Education: Academic and Behavior Strategist | Conventional | 175 | 0 | 0 | 98 |
| Special Education: Academic and Behavior Strategist | Non-Conventional | 0 | 0 | 0 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 0 | 13 |
| Special Education: Developmental Disabilities | Conventional | 0 | 0 | 0 | 9 |
| Special Education: Emotional Behavior Disabilities | Conventional | 0 | 0 | 0 | 8 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 0 | 9 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--------------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Technology | Conventional | 23 | 0 | 0 | 40 |
| Instrumental and Classroom Music | Conventional | 47 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 4 | 0 | 0 | 0 |
| Visual Arts | Conventional | 46 | 0 | 0 | 0 |
| World Language and Cultures: Chinese | Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 25 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 168 | 90 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 1265 | 3.88 | 438 | 3.86 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 187 | 48 | 120 | 33 | 12 | 30 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 1265 | 187 | 438 | 33 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 406 | 393 | 213 | 189 | 129 |
| White | 330 | 322 | 195 | 175 | 120 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | 13 | 12 | Low n | Low n | Low n |
| Multiracial | No data | No data | No data | No data | No data |
| Other | 19 | 18 | Low n | Low n | Low n |
| Undeclared | 23 | 21 | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 484 | 99% | 740 | 94% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 76 | 86 | 93 |
| Differentiate instruction for a variety of learning needs | 83 | 71 | 93 |
| Select instructional strategies to align with learning goals and standards | 88 | 79 | 100 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 86 | 79 | 100 |
| Provide students with meaningful feedback to guide next steps in learning | 75 | 71 | 87 |
| Collaborate with parents and guardians to support student learning | 76 | 64 | 98 |
| Would you recommend your teacher education program to another prospective teacher? | 63 | 57 | n/a |
| Number of Individuals surveyed | 126 | 153 | 39 |
| Response rate | 100% | 17.6% | 56.4% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 75 | 86 |
| Differentiate instruction for a variety of learning needs | 84 | 71 |
| Select instructional strategies to align with learning goals and standards | 89 | 79 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 86 | 79 |
| Provide students with meaningful feedback to guide next steps in learning | 77 | 71 |
| Collaborate with parents and guardians to support student learning | 84 | 64 |
| Would you recommend your teacher education program to another prospective teacher? | 63 | 57 |
| Number of Individuals surveyed | 116 | 116 |
| Response rate | 100% | 100% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | No data | No data | No data | No data | No data |
| Part-Time Faculty | No data | No data | No data | No data | No data |

St. Mary's University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The School of Education vision and philosophy for teacher development at Saint Mary's University are grounded in our commitment to the principles of social constructivism and the pedagogical wisdom of Saint John Baptist de La Salle, founder of the Brothers of the Christian Schools and patron saint of Christian educators. The philosophical orientations and practices that flow from these two sources provide a developmental, performance-based framework for preparation of new teachers, that is inherently and explicitly culturally responsive. The Education Unit of Saint Mary's University spans undergraduate and graduate programs that are delivered across the Winona and Twin Cities campuses and K-12 School District partner sites. We offer a traditional 4-year, liberal arts undergraduate experience for initial licensure seekers at the College in Winona. At the graduate level, we offer the following programs: M.A. in Teaching (Winona campus: one-year full-time intensive program for initial licensure, on-ground delivery; Twin Cities campus: evenings and weekends, part-time, initial licensure, blended delivery); M.A. in Special Education (Twin Cities campus, blended, initial or additional licensure, or fully online, additional licensure); M.A. in ESL (Twin Cities campus and off-campus K-12 partner sites, initial and additional licensure, blended delivery); M.A. in Literacy Education (Winona and Twin Cities campuses, and off-campus K-12 partner sites in Minnesota and Wisconsin, blended delivery). Our Education Unit has received consistently strong evaluations as well as accolades for our mission centeredness, ongoing professional development and support for faculty, technology resources and integration, and intentional curriculum stranding and professional development in culturally responsive teaching. In addition, the Higher Learning Commission's review of our off-campus sites resulted in a very positive evaluation of our ability to maintain consistent quality across locations.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 90 | 23 | 385 | 273 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 2 | 0 | 21 | 0 |
| Elementary | Conventional | 51 | 0 | 66 | 0 |
| English as a Second Language | Conventional | 0 | 0 | 11 | 19 |
| K-8 World Language and Cultures: Spanish | Conventional | 0 | 3 | 0 | 0 |
| Mathematics | Conventional | 0 | 0 | 6 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 1 | 2 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 12 | 0 | 1 |
| Middle Level Science | Conventional | 0 | 2 | 3 | 0 |
| Middle Level Social Studies | Conventional | 0 | 4 | 0 | 33 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Reading | Conventional | 0 | 0 | 0 | 0 |
| Reading leader | Conventional | 0 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 0 | 0 | 1 | 0 |
| Science: Life Science | Conventional | 0 | 0 | 7 | 0 |
| Science: Physics | Conventional | 0 | 0 | 1 | 0 |
| Social Studies | Conventional | 14 | 0 | 17 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 19 | 44 |
| Special Education: Emotional Behavioral Disorders | Conventional | 0 | 0 | 61 | 51 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 55 | 50 |
| Visual Arts | Conventional | 0 | 0 | 9 | 0 |
| Instrumental and Classroom Music | Conventional | 1 | 0 | 4 | 0 |
| Vocal and Classroom Music | Conventional | 1 | 0 | 1 | 0 |
| World Language and Cultures: Spanish | Conventional | 3 | 0 | 7 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 203 | 91% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 204 | 3.2 | 273 | 3.55 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 29 | 40 | 52 | 154 | 29 | 34 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 100 | 29 | 494 | 174 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 203 | 203 | 45 | No data | 34 |
| White | No data | No data | 33 | No data | 23 |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | 10 | No data | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 186 | 99% | 377 | 97% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.81 | 3.48 | 3.7 |
| Differentiate instruction for a variety of learning needs | 3.8 | 3.44 | 3.73 |
| Select instructional strategies to align with learning goals and standards | 3.8 | 3.52 | 3.73 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.8 | 3.57 | 3.8 |
| Provide students with meaningful feedback to guide next steps in learning | 3.81 | 3.41 | 3.64 |
| Collaborate with parents and guardians to support student learning | 3.81 | 3.41 | 3.64 |
| Would you recommend your teacher education program to another prospective teacher? | 3.75 | 3.39 | n/a |
| Number of Individuals surveyed | 38 | 49 | 12 |
| Response rate | 23% | 26% | 63% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.72 | 3.52 |
| Differentiate instruction for a variety of learning needs | 3.7 | 3.5 |
| Select instructional strategies to align with learning goals and standards | 3.73 | 3.52 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.76 | 3.52 |
| Provide students with meaningful feedback to guide next steps in learning | 3.74 | 3.4 |
| Collaborate with parents and guardians to support student learning | 3.72 | 3.32 |
| Would you recommend your teacher education program to another prospective teacher? | 3.73 | 3.32 |
| Number of Individuals surveyed | 27 | 39 |
| Response rate | 23% | 33% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | 3.44 |
| Differentiate instruction for a variety of learning needs | No data | 3.33 |
| Select instructional strategies to align with learning goals and standards | No data | 3.44 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | 3.56 |
| Provide students with meaningful feedback to guide next steps in learning | No data | 3.44 |
| Collaborate with parents and guardians to support student learning | No data | 3.2 |
| Would you recommend your teacher education program to another prospective teacher? | No data | 3.5 |
| Number of Individuals surveyed | No data | 16 |
| Response rate | No data | 25% |

Faculty Data

| Faculty | n | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|-----|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 6 | 6 | 6 | 15 | 4 |
| Part-Time Faculty | 112 | 112 | 112 | 18.75 | 5.55 |

St. Olaf College Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Educator Preparation is an integral and integrated part of St. Olaf College. The responsibility for preparing effective and qualified teachers is shared by all departments and programs of the College, but the Educator Preparation Program is administrated by the Education Department. The College offers seven secondary teaching licenses (5-8, 5-12 or 9-12) and five K-12 licenses. Its largest licensure programs are music, English as a Second Language, and mathematics. All students earn Bachelor of Arts degrees with the exception of music majors who may audition and be selected to the Bachelor of Music program. The social studies education and Bachelor of Music programs are the only licensure areas in which candidates may major in education.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 112 | n/a | 9 | n/a |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|-----------------------------------|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 9 | 0 | 3 | 0 |
| English as a Second Language | Conventional | 12 | 0 | 0 | 0 |
| Mathematics | Conventional | 27 | 0 | 0 | 0 |
| Science - Chemistry | Conventional | 16 | 0 | 0 | 0 |
| Science – General Science | Conventional | 3 | 0 | 1 | 0 |
| Science – Life Science | Conventional | 4 | 0 | 0 | 0 |
| Science – Physics | Conventional | 0 | 0 | 1 | 0 |
| Social Studies | Conventional | 10 | 0 | 0 | 0 |
| Theater | Conventional | 5 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Visual Arts | Conventional | 4 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 24 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 33 | 0 | 0 | 0 |
| World Language and Cultures: French | Conventional | 4 | 0 | 0 | 0 |
| World Language and Cultures: German | Conventional | 2 | 0 | 0 | 0 |
| World Language and Cultures: Latin-Greek | Conventional | 1 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 1 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 115 | 96% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 39 | 3.39 | n/a | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 38 | 10.68 | 35 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 83 | 31 | n/a | 10 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 41 | 38 | 39 | 36 | 30 |
| White | 35 | 33 | 35 | 32 | 30 |
| Asian or Pacific Islander | No data | Low n | No data | No data | No data |
| Hispanic | 0 | 0 | 0 | 0 | 0 |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | 0 | 0 | 0 | 0 | 0 |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 70 | 100% | 78 | 100% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.25 | 3.19 | 3.3 |
| Differentiate instruction for a variety of learning needs | 3.5 | 3.38 | 2.9 |
| Select instructional strategies to align with learning goals and standards | 3.67 | 3.69 | 3.6 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.61 | 3.56 | 3.4 |
| Provide students with meaningful feedback to guide next steps in learning | 3.42 | 3.56 | 3.4 |
| Collaborate with parents and guardians to support student learning | 3.17 | 3.31 | 2.9 |
| Would you recommend your teacher education program to another prospective teacher? | 3.22 | 3.69 | n/a |
| Number of Individuals surveyed | 38 | 36 | 24 |
| Response rate | 100% | 44.44% | 41.67% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.16 | 3.08 |
| Differentiate instruction for a variety of learning needs | 3.39 | 3.23 |
| Select instructional strategies to align with learning goals and standards | 3.65 | 3.62 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.65 | 3.46 |
| Provide students with meaningful feedback to guide next steps in learning | 3.42 | 3.46 |
| Collaborate with parents and guardians to support student learning | 3.19 | 3.15 |
| Would you recommend your teacher education program to another prospective teacher? | 3.26 | 3.62 |
| Number of Individuals surveyed | 33 | 32 |
| Response rate | 100% | 37.5% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 13 | 13 | 13 | 6.92 | 0.00 |
| Part-Time Faculty | 7 | 7 | 7 | 16.43 | 2.00 |

University of Minnesota Crookston Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

University of Minnesota Crookston (UMC) is one of the five campuses comprising the University of Minnesota system. Crookston is a small city in rural northwest Minnesota located about 130 miles south of Winnepeg and 300 miles northwest of Minneapolis. The UMC Teacher Education unit is within the Liberal Arts and Education Department. The Teacher Education unit has three licensure programs: 1. Early Childhood Education, Birth through 3rd Grade 2. Elementary Education 3. Agricultural Education (include Work-Based Learning License). The mission of the UMC Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in any setting. Our vision of offering exemplary teacher education programs depends on reflective practices that integrates the following features: a. coherence in learning experiences b. strong core curriculum in child and adolescent development and learning, subject matter, pedagogy, assessment and social and cultural contexts c. explicit standards of performance and professional practice d. extensive supervised clinical experiences, linking theory and practice e. use of performance assessments and evaluation. UMC has an on-site child development facility. The Early Childhood Development Center (ECDC) is designed to meet three interrelated purposes: 1. provide teacher training laboratory for ECE majors 2. provide high quality care and education for infants, toddlers and preschool children and families 3. conduct applied research In addition, ECDC is equipped with two observation rooms with audio and video equipment, a resource room for teacher candidates, and a seminar room for class meetings and small group work. The Teacher Education unit has an active Future Educators Club that meets monthly.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| No data | No data | No data | No data |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|------------------------|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Agricultural Education | Conventional | 16 | 0 | 0 | 0 |
| Early Childhood | Conventional | 12 | 0 | 0 | 0 |
| Elementary | Conventional | 27 | 0 | 0 | 0 |
| Work-Based Learning | Conventional | 16 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 12 | 83% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 19 | 3.24 | n/a | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 8 | 28 | 104 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 71 | 13 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 13 | 8 | 10 | No data | 8 |
| White | Low n | Low n | Low n | Low n | Low n |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 22 | 100% | 31 | 84% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 2.86 | 3 | 3.5 |
| Differentiate instruction for a variety of learning needs | 3 | 2.8 | 3.75 |
| Select instructional strategies to align with learning goals and standards | 2.86 | 3 | 3.5 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.29 | 3 | 3.5 |
| Provide students with meaningful feedback to guide next steps in learning | 3 | 2.6 | 3.5 |
| Collaborate with parents and guardians to support student learning | 3.17 | 3 | 3.75 |
| Would you recommend your teacher education program to another prospective teacher? | 2.77 | 2.6 | n/a |
| Number of Individuals surveyed | 14 | 12 | 6 |
| Response rate | 50% | 75% | 67% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 6 | 6 | 6 | 11 | 7 |
| Part-Time Faculty | 5 | 5 | 4 | 13 | 1 |

University of Minnesota Duluth Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

UMD Teacher Education. Covering Early Childhood to Secondary Teacher education

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 328 | n/a | 3 | n/a |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|-----------------------------------|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 12 | 0 | 0 | 0 |
| Early Childhood | Non-conventional | 31 | 0 | 0 | 0 |
| Elementary | Non-conventional | 131 | 0 | 2 | 0 |
| Health | Conventional | 0 | 0 | 0 | 0 |
| Mathematics | Conventional | 11 | 0 | 0 | 0 |
| Physical Education | Conventional | 12 | 0 | 1 | 0 |
| Science: Chemistry | Conventional | 8 | 0 | 0 | 0 |
| Science: Earth and Space | Conventional | 3 | 0 | 0 | 0 |
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Science: Life Science | Conventional | 10 | 0 | 0 | 0 |
| Science: Physics | Conventional | 2 | 0 | 0 | 0 |
| Social Studies | Conventional | 37 | 0 | 0 | 0 |
| Special Education: Academic and Behavioral Strategist | Non-conventional | 131 | 0 | 0 | 0 |
| Special Education: Early Childhood Education | Non-conventional | 31 | 0 | 0 | 0 |
| Visual Arts | Conventional | 6 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 33 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 20 | 0 | 0 | 0 |
| World Languages and Cultures: French | Conventional | 0 | 0 | 0 | 0 |
| World Languages and Cultures: German | Conventional | 1 | 0 | 0 | 0 |
| World Languages and Cultures: Spanish | Conventional | 6 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| n/a | n/a |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 84 | 3.36 | n/a | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 129 | 48 | 126 | 4 | 24 | 36 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 328 | 129 | 3 | 4 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 132 | 132 | No data | No data | 112 |
| White | 116 | 116 | 107 | No data | No data |
| Asian or Pacific Islander | Low n | Low n | Low n | No data | No data |
| Hispanic | Low n | Low n | Low n | No data | No data |
| American Indian and Alaska Native | Low n | Low n | Low n | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | 10 | 10 | Low n | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 287 | 99% | 573 | 92% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.25 | 3.32 | 4.00 |
| Differentiate instruction for a variety of learning needs | 3.52 | 3.12 | 4.00 |
| Select instructional strategies to align with learning goals and standards | 3.63 | 4.00 | 3.73 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.61 | 3.94 | 4.00 |
| Provide students with meaningful feedback to guide next steps in learning | 3.54 | 3.73 | 3.73 |
| Collaborate with parents and guardians to support student learning | 3.27 | 2.72 | 3.71 |
| Would you recommend your teacher education program to another prospective teacher? | 3.43 | 3.83 | n/a |
| Number of Individuals surveyed | 83 | 31 | 14 |
| Response rate | 100% | 67% | 9% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 15 | 15 | 15 | 13.00 | 3.00 |
| Part-Time Faculty | 33 | 33 | 33 | 27.00 | 7.5 |

University of Minnesota Morris Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The University of Minnesota, Morris, Teacher Education Program (UMM TEP) has been an integral part of the college since its inception. The program is part of the lifelong development of an effective teacher and includes the study of liberal arts disciplines, pedagogy, teaching, and other life experiences. The program is based on a belief that a successful teacher is one who reflects on teaching and makes instructional decisions that ensure student learning for all students in all places. True to the undergraduate public liberal arts mission, advanced preparation is not offered but, instead, the focus is on the needs of preservice teachers seeking initial licensure.

Coursework in elementary and secondary education is designed to meet standards of effective practice required for licensure in the state of Minnesota and to provide prospective teachers with opportunities to understand central concepts, tools of inquiry, and structures of disciplines taught in the elementary and secondary schools; understand child and adolescent development theory, individual and group motivation and diversity among learners; create instructional opportunities adapted to learners of diverse cultural backgrounds and abilities; use instructional strategies and technologies that reflect personal knowledge of effective verbal, nonverbal, and media communication techniques; encourage development of critical thinking, problem solving, and performance skills; understand and use formal and informal methods of student assessment; and collaborate with parents/guardians, families, school colleagues, and the community in an ethical manner.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 56 | 0 | 0 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 1 | 0 | 0 | 0 |
| Elementary | Conventional | 43 | 0 | 0 | 0 |
| Mathematics | Conventional | 4 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 2 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 4 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Social Studies | Conventional | 0 | 4 | 0 | 0 |
| Preprimary | Conventional | 0 | 8 | 0 | 0 |
| Science: Chemistry | Conventional | 0 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--------------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Science: General Science | Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 1 | 0 | 0 | 0 |
| Science: Physics | Conventional | 0 | 0 | 0 | 0 |
| Social Studies | Conventional | 3 | 0 | 0 | 0 |
| Visual Arts | Conventional | 2 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 0 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 1 | 0 | 0 | 0 |
| World Language and Cultures: French | Conventional | 2 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 0 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 56 | 98.21% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Initial candidates |
|-----------------------------|------------------------|--------------------------------|------------------------|
| 33 | 3.3 | 4 | 3.34 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 26 | 48 | 120 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 75 | 34 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 34 | 26 | 34 | 26 | 20 |
| White | 29 | 22 | 29 | 22 | 17 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 57 | 98% | 112 | 96% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.29 | 3.55 | 3.67 |
| Differentiate instruction for a variety of learning needs | 3.46 | 3.55 | 3.71 |
| Select instructional strategies to align with learning goals and standards | 3.75 | 3.77 | 3.88 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.58 | 3.77 | 3.73 |
| Provide students with meaningful feedback to guide next steps in learning | 3.33 | 3.32 | 3.88 |
| Collaborate with parents and guardians to support student learning | 3.33 | 3.5 | 3.71 |
| Would you recommend your teacher education program to another prospective teacher? | 3.42 | 3.77 | n/a |
| Number of Individuals surveyed | 24 | 22 | 17 |
| Response rate | 100% | 65% | 61% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 7 | 7 | 7 | 11.71 | 0 |
| Part-Time Faculty | 6 | 6 | 6 | 22.83 | 0 |

University of Minnesota Twin Cities Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The College of Education and Human Development (CEHD) serves as the professional education unit for UMN Twin Cities Campus. Professional education programs are primarily housed within CEHD departments, with programs also located in the College of Liberal Arts (Music Education) and the College of Food, Agricultural, and Natural Resource Sciences (Agriculture Education and Work Based Learning). The University of Minnesota has many distinct teacher licensure programs. We include 19 initial preparation and 11 additional license program areas, providing 109 specific licensure options. Most initial licensure programs are post-baccalaureate, requiring about 15 months of active, consecutive enrollment with the option to also complete an M.Ed. The University also has three undergraduate programs in Agriculture Education, Music Education (Vocal and Instrumental) and Special Education - ABS (Academic and Behavioral Specialist). The undergraduate programs complete most of the teacher education courses and clinical experience in the junior and senior years. There are also many additional licensure opportunities, including a Reading Endorsement. The UMN Twin Cities Campus has initial and additional licenses in Parent and Family Education. The Adult Education licensure program (initial and additional license) is not accepting new applicants and has closed.

In partnership with K-12 school districts, the UMN also offers licensure programs in residency and/or Grow Your Own models. These post-baccalaureate initial licensure programs are in Special Education Emotional and Behavioral Disabilities, Elementary Education, and in Elementary Education with a focus on teaching in language immersion settings. The University of Minnesota partnered with Teach for America for three cohorts beginning in 2014 in the Alternative Pathway to Teaching (APT) program. The last cohort of APT teacher candidates enrolled in 2016 and completed in 2018. A new program (Minnesota Grow Your Own) is seeking its first Elementary licensure candidates to begin in 2019.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 58 | 6 | 348 | 73 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Adult Basic Education | Non-Conventional | 0 | 0 | 13 | 3 |
| Agricultural Education | Non-Conventional | 6 | 0 | 5 | 0 |
| Communication Arts and Literature | Non-Conventional | 0 | 0 | 20 | 1 |
| Dance | Non-Conventional | 0 | 0 | 2 | 0 |
| Early Childhood | Non-Conventional | 0 | 0 | 20 | 1 |
| Elementary | Non-Conventional | 0 | 0 | 124 | 0 |
| English as a Second Language | Non-Conventional | 0 | 0 | 13 | 4 |
| Mathematics | Non-Conventional | 0 | 0 | 13 | 0 |
| Middle Level Communication Arts and Literature | Non-Conventional | 0 | 0 | 0 | 1 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Middle Level Math | Non-Conventional | 0 | 0 | 0 | 3 |
| Middle Level Science | Non-Conventional | 0 | 0 | 0 | 0 |
| Parent and Family | Non-Conventional | 0 | 0 | 26 | 26 |
| Reading | Non-Conventional | 0 | 0 | 0 | 7 |
| Science: Chemistry | Non-Conventional | 0 | 0 | 7 | 0 |
| Science: Earth and Space Science | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: General Science | Non-Conventional | 0 | 0 | 14 | 0 |
| Science: Life Science | Non-Conventional | 0 | 0 | 8 | 0 |
| Science: Physics | Non-Conventional | 0 | 0 | 3 | 0 |
| Social Studies | Non-Conventional | 0 | 0 | 26 | 0 |
| Special Education: Academic and Behavioral Disorders | Non-Conventional | 38 | 0 | 7 | 2 |
| Special Education: Autism Spectrum Disorders | Non-Conventional | 0 | 0 | 11 | 6 |
| Special Education: Deaf Hard of Hearing | Non-Conventional | 0 | 0 | 9 | 1 |
| Special Education: Developmental Disabilities | Non-Conventional | 0 | 0 | 2 | 4 |
| Special Education: Early Childhood | Non-Conventional | 0 | 0 | 10 | 2 |
| Special Education: Emotional Behavioral Disorders | Non-Conventional | 0 | 0 | 4 | 0 |
| Special Education: Learning Disabilities | Non-Conventional | 0 | 0 | 0 | 3 |
| Special Education: Oral/Aural | Non-Conventional | 0 | 0 | 0 | 0 |
| Theater | Non-Conventional | 0 | 0 | 4 | 0 |
| Visual Arts | Non-Conventional | 0 | 0 | 17 | 5 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Instrumental and Classroom Music | Non-Conventional | 10 | 0 | 1 | 0 |
| Vocal and Classroom Music | Non-Conventional | 4 | 0 | 2 | 0 |
| World Language and Cultures: Arabic | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Chinese | Non-Conventional | 0 | 0 | 3 | 1 |
| World Language and Cultures: French | Non-Conventional | 0 | 0 | 2 | 0 |
| World Language and Cultures: German | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Latin-Greek | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Norwegian | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Ojibwe | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Other | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Russian | Non-Conventional | 0 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Non-Conventional | 0 | 0 | 8 | 0 |
| Work-Based Learning | Non-Conventional | 0 | 6 | 0 | 5 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 373 | 84% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 416 | 3.3 | 70 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 64 | 36 | 122 | 447 | 12 | 30 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 64 | 14 | 447 | 389 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 303 | 357 | 330 | 330 | 306 |
| White | No data | 274 | 258 | 258 | 239 |
| Asian or Pacific Islander | No data | 21 | 21 | 21 | 17 |
| Hispanic | No data | 12 | 12 | 12 | 12 |
| American Indian and Alaska Native | Low n | Low n | Low n | Low n | Low n |
| African American or Black | No data | 15 | 11 | 11 | 10 |
| Multiracial | No data | 23 | 19 | 19 | 19 |
| Other | No data | Low n | Low n | Low n | Low n |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 688 | 97% | 913 | 95% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.49 | 3.45 | 3.45 |
| Differentiate instruction for a variety of learning needs | 3.45 | 3.41 | 3.39 |
| Select instructional strategies to align with learning goals and standards | 3.42 | 3.51 | 3.61 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.61 | 3.58 | 3.55 |
| Provide students with meaningful feedback to guide next steps in learning | 3.35 | 3.45 | 3.29 |
| Collaborate with parents and guardians to support student learning | 3.16 | 3.18 | 3.71 |
| Would you recommend your teacher education program to another prospective teacher? | 3.26 | 3.55 | n/a |
| Number of Individuals surveyed | 312 | 263 | 139 |
| Response rate | 100% | 90% | 48% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.51 | 3.44 |
| Differentiate instruction for a variety of learning needs | 3.44 | 3.39 |
| Select instructional strategies to align with learning goals and standards | 3.40 | 3.52 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.62 | 3.57 |
| Provide students with meaningful feedback to guide next steps in learning | 3.35 | 3.46 |
| Collaborate with parents and guardians to support student learning | 3.14 | 3.18 |
| Would you recommend your teacher education program to another prospective teacher? | 3.29 | 3.59 |
| Number of Individuals surveyed | 256 | 207 |
| Response rate | 100% | 90% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.32 | 3.54 |
| Differentiate instruction for a variety of learning needs | 3.43 | 3.54 |
| Select instructional strategies to align with learning goals and standards | 3.29 | 3.46 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.43 | 3.54 |
| Provide students with meaningful feedback to guide next steps in learning | 3.21 | 3.54 |
| Collaborate with parents and guardians to support student learning | 2.96 | 2.92 |
| Would you recommend your teacher education program to another prospective teacher? | 2.96 | 3.46 |
| Number of Individuals surveyed | 28 | 24 |
| Response rate | 100% | 89% |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | 3.40 |
| Differentiate instruction for a variety of learning needs | No data | 3.40 |
| Select instructional strategies to align with learning goals and standards | No data | 3.40 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | 3.70 |
| Provide students with meaningful feedback to guide next steps in learning | No data | 3.33 |
| Collaborate with parents and guardians to support student learning | No data | 3.10 |
| Would you recommend your teacher education program to another prospective teacher? | No data | 3.50 |
| Number of Individuals surveyed | No data | 11 |
| Response rate | No data | 85% |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.46 | 3.5 |
| Differentiate instruction for a variety of learning needs | 3.62 | 3.33 |
| Select instructional strategies to align with learning goals and standards | 3.69 | 3.5 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.77 | 3.83 |
| Provide students with meaningful feedback to guide next steps in learning | 3.54 | 3.33 |
| Collaborate with parents and guardians to support student learning | 3.62 | 3.33 |
| Would you recommend your teacher education program to another prospective teacher? | 3.23 | 3.33 |
| Number of Individuals surveyed | 13 | 11 |
| Response rate | 100% | 92% |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.64 | No data |
| Differentiate instruction for a variety of learning needs | 3.64 | No data |
| Select instructional strategies to align with learning goals and standards | 3.5 | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.73 | No data |
| Provide students with meaningful feedback to guide next steps in learning | 3.42 | No data |
| Collaborate with parents and guardians to support student learning | 3.45 | No data |
| Would you recommend your teacher education program to another prospective teacher? | 3.33 | No data |
| Number of Individuals surveyed | 11 | No data |
| Response rate | 100% | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 29 | 29 | 29 | 11.67 | 3.11 |
| Part-Time Faculty | 235 | 100 | 233 | 11.48 | 3.17 |

Additional Provider Information

The University of Minnesota does not collect Grade Point Average (GPA) information on additional licensure candidates because candidates have already successfully earned an initial license. Current licensure teaching experience, a resume, references, and a personal statement are required for application. The University had three supervisors that had a baccalaureate degree, teacher licensure, and over 30 graduate level courses in a Ph.D. program which accounts for fewer than 100% of supervisors that have a masters degree. Because the 30 credits are equivalent to a master's degree, PELSB allowed a waiver to allow these candidates to meet supervisor faculty qualifications of a masters degree as long as the candidate met all other qualification requirements.

Alumni and Survey Reporting - The U of MN cannot report data if numbers are lower than 10. Data by ethnic groups with lower than 10 are not reported.

University of Northwestern Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 241 | 16 | 1 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | conventional | 17 | 0 | 0 | 0 |
| Early Childhood | conventional | 20 | 0 | 0 | 0 |
| Elementary | conventional | 94 | 0 | 0 | 0 |
| English as a Second Language | conventional | 25 | 0 | 0 | 0 |
| Health | conventional | 16 | 0 | 0 | 0 |
| Mathematics | conventional | 10 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | conventional | 0 | 5 | 0 | 0 |
| Middle Level Math | conventional | 0 | 3 | 0 | 0 |
| Middle Level Social Studies | conventional | 0 | 1 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|----------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| Physical Education | conventional | 1 | 0 | 0 | 0 |
| Preprimary | conventional | 0 | 7 | 0 | 0 |
| Social Studies | conventional | 15 | 0 | 0 | 0 |
| Visual Arts | conventional | 9 | 0 | 0 | 0 |
| Instrumental and Classroom Music | conventional | 12 | 0 | 0 | 0 |
| Vocal and Classroom Music | conventional | 14 | 0 | 0 | 0 |
| WLC: Spanish | conventional | 8 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 29 | 75.86 |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 67 | 3.5 | 5 | 3.7 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 35 | 48 | 153.3 | n/a | n/a | n/a |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 257 | 35 | n/a | n/a |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 35 | 35 | 37 | 34 | 25 |
| White | No data | No data | No data | No data | No data |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 86 | 99% | 105 | 97% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.48 | 3.46 | 3.91 |
| Differentiate instruction for a variety of learning needs | 3.52 | 3.42 | 3.54 |
| Select instructional strategies to align with learning goals and standards | 3.72 | 3.71 | 3.85 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.64 | 3.63 | 4 |
| Provide students with meaningful feedback to guide next steps in learning | 3.72 | 3.46 | 3.77 |
| Collaborate with parents and guardians to support student learning | 3.52 | 3.13 | 4 |
| Would you recommend your teacher education program to another prospective teacher? | 3.56 | 3.54 | n/a |
| Number of Individuals surveyed | 36 | 26 | 13 |
| Response rate | 69% | 57% | 45% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 16 | 16 | 16 | 8.98 | 0.2 |
| Part-Time Faculty | 22 | 22 | 21 | 12.05 | 0.25 |

University of St. Thomas Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

The University of St. Thomas is the largest private university in Minnesota, with a total of 9,878 students, including 6,199 undergraduate and 3,679 graduate students. The School of Education teacher licensure programs at the University of St. Thomas has over 500 students studying for teaching or school-based professions. A total of 19 percent of students in the School of Education teacher licensure programs are persons of color, and 70 percent are female. The University of St. Thomas School of Education teacher licensure programs faculty, students, staff, and alumni have had a deep and historic impact on educating children, youth and young adults from pre-kindergarten through high school and beyond.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 127 | 0 | 156 | 32 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|-----------------------------------|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Communication Arts and Literature | Conventional | 8 | 0 | 5 | 0 |
| Elementary | Conventional | 67 | 0 | 16 | 0 |
| Elementary | Non-Conventional | 0 | 0 | 15 | 0 |
| English as a Second Language | Conventional | 0 | 0 | 1 | 0 |
| Health | Conventional | 2 | 0 | 5 | 0 |
| Mathematics | Conventional | 15 | 0 | 2 | 0 |
| Mathematics | Non-Conventional | 0 | 0 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 0 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Physical Education | Conventional | 2 | 0 | 5 | 0 |
| Reading | Conventional | 0 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 0 | 0 | 0 | 0 |
| Science: Earth and Space Science | Conventional | 1 | 0 | 1 | 0 |
| Science: Earth and Space Science | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: General Science | Conventional | 2 | 2 | 0 | 4 |
| Science: General Science | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 2 | 0 | 3 | 0 |
| Science: Physics | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: Physics | Conventional | 0 | 0 | 0 | 0 |
| Social Studies | Non-Conventional | 19 | 0 | 6 | 0 |
| Special Education: Academic and Behavioral Disorders | Conventional | 0 | 0 | 7 | 9 |
| Special Education: Academic and Behavioral Disorders | Non-Conventional | 0 | 0 | 29 | 0 |
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 23 | 11 |
| Special Education: Developmental Disabilities | Conventional | 0 | 0 | 9 | 2 |
| Special Education: Early Childhood | Conventional | 0 | 0 | 17 | 4 |
| Special Education: Emotional Behavioral Disorders | Conventional | 0 | 0 | 4 | 2 |
| Special Education: Learning Disabilities | Conventional | 0 | 0 | 11 | 3 |
| Instrumental and Classroom Music | Conventional | 2 | 0 | 1 | 0 |
| Vocal and Classroom Music | Conventional | 10 | 0 | 1 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--------------------------------------|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|
| World Language and Cultures: Spanish | Conventional | 1 | 0 | 0 | 1 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 68 | 63.2% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Initial candidates |
|-----------------------------|------------------------|--------------------------------|------------------------|
| 128 | 3.43 | 8 | 3.4 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 42 | 43 | 132 | 146 | 36 | 34 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 129 | 42 | 188 | 146 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 188 | 188 | 180 | 180 | 96 |
| White | 139 | 139 | 131 | 131 | 75 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | Low n |
| Hispanic | 10 | 10 | 10 | 10 | 4 |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | 17 | 17 | 17 | 17 | 10 |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | 0 | 0 | 0 | 0 | 0 |
| Undeclared | 17 | 17 | 17 | 17 | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 290 | 97% | 447 | 87% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.43 | 3.24 | 3.43 |
| Differentiate instruction for a variety of learning needs | 3.39 | 3.25 | 3.39 |
| Select instructional strategies to align with learning goals and standards | 3.49 | 3.28 | 3.39 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.5 | 3.33 | 3.5 |
| Provide students with meaningful feedback to guide next steps in learning | 3.32 | 3.15 | 3.32 |
| Collaborate with parents and guardians to support student learning | 3.14 | 3.09 | 3.14 |
| Would you recommend your teacher education program to another prospective teacher? | 3.2 | 3.38 | n/a |
| Number of Individuals surveyed | 151 | 159 | 144 |
| Response rate | 81.40% | 49.60% | 28.40% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.37 | 3.11 |
| Differentiate instruction for a variety of learning needs | 3.37 | 3.04 |
| Select instructional strategies to align with learning goals and standards | 3.46 | 3.09 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.48 | 3.2 |
| Provide students with meaningful feedback to guide next steps in learning | 3.28 | 3.02 |
| Collaborate with parents and guardians to support student learning | 3.03 | 3.04 |
| Would you recommend your teacher education program to another prospective teacher? | 3.08 | 3.22 |
| Number of Individuals surveyed | 105 | 107 |
| Response rate | 86% | 50% |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|--------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.85 | 3.36 |
| Differentiate instruction for a variety of learning needs | 3.69 | 3.64 |
| Select instructional strategies to align with learning goals and standards | 3.79 | 3.64 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.77 | 3.73 |
| Provide students with meaningful feedback to guide next steps in learning | 3.57 | 3.36 |
| Collaborate with parents and guardians to support student learning | 3.69 | 3.26 |
| Would you recommend your teacher education program to another prospective teacher? | 3.86 | 3.82 |
| Number of Individuals surveyed | 17 | 23 |
| Response rate | 82.35% | 56.52% |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.17 | No data |
| Differentiate instruction for a variety of learning needs | 3.08 | No data |
| Select instructional strategies to align with learning goals and standards | 3.25 | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.25 | No data |
| Provide students with meaningful feedback to guide next steps in learning | 3.25 | No data |
| Collaborate with parents and guardians to support student learning | 3.17 | No data |
| Would you recommend your teacher education program to another prospective teacher? | 3.17 | No data |
| Number of Individuals surveyed | 15 | No data |
| Response rate | 80% | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 12 | 12 | 12 | 8.2 | 0 |
| Part-Time Faculty | 67 | 67 | 67 | 17 | 0 |

Walden University Teacher Preparation Program Data

Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Walden's online Bachelor's Program in Elementary Education combines teaching theory with practical experience, exploring topics ranging from classroom management to technology. In the BS in Elementary Education Program, candidates embark on a clear and comprehensive path to becoming an elementary school teacher. Candidates are prepared to lead their own classrooms as they progress through a course of study that features demonstration teaching as well as supervised in-person field placements. Graduates of Walden's online elementary education degree program will be prepared to:

- Demonstrate content knowledge, skills, and pedagogy appropriate to elementary education.
- Demonstrate the skills and dispositions of a professional educator.
- Promote K–6 children's development and learning across content areas through the design and implementation of engaging, differentiated learning experiences that support children's development and learning across all domains.
- Use data to assess student growth to make informed instructional decisions that build on the strengths and meet the needs of individual children.
- Practice cultural responsiveness to build positive trusting relationships with children, families, and colleagues and to create supportive learning environments for all.
- Use technology appropriately, resourcefully, and innovatively to personalize and improve teaching and learning.
- Demonstrate the ability to work collaboratively with children, families, colleagues, and communities to improve outcomes for every child and effect positive social change.

Walden's online Master of Arts in Teaching with a specialization in Special Education (K–Age 21) is ideal for those who already have a bachelor's degree or higher and are interested in becoming a teacher. This online program is well-suited for independent, self-directed learners with excellent time-management skills. It incorporates a series of academic requirements, or milestones, designed to ensure candidates have acquired the necessary competencies and expertise to be a more effective educator. At each milestone, candidates' progress within the program will be evaluated using assessments that align with national professional standards.

Walden's faculty help candidates master core concepts and principles, while our student support services provide additional academic, advising, and technical assistance. Successful advancement beyond each milestone certifies that candidates have the knowledge, skills, and professional dispositions to make a positive impact in their classrooms, schools, and communities. This program features:

- Virtual Field Experiences as well as school-based field experiences.
- Assignments that provide classroom-based teaching experiences.
- A reflective, research-based approach to learning.
- Best practices from national industry experts via videos.
- A curriculum based on state and national industry standards.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 13 | 0 | 7 | 0 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Elementary | Conventional | 13 | 0 | 0 | 0 |
| Special Education: Academic and Behavioral Strategist | Conventional | 0 | 0 | 7 | 0 |
| Reading | Conventional | 0 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 10 | 90% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Additional candidates |
|-----------------------------|------------------------|--------------------------------|---------------------------|
| 3 | 3.85 | 0 | n/a |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 0 | n/a | n/a | 2 | 23 | 46 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 13 | 0 | 7 | 2 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | Low n | Low n | Low n | Low n | Low n |
| White | No data | No data | No data | No data | No data |
| Asian or Pacific Islander | No data | No data | No data | No data | No data |
| Hispanic | No data | No data | No data | No data | No data |
| American Indian and Alaska Native | No data | No data | No data | No data | No data |
| African American or Black | No data | No data | No data | No data | No data |
| Multiracial | No data | No data | No data | No data | No data |
| Other | No data | No data | No data | No data | No data |
| Undeclared | No data | No data | No data | No data | No data |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 27 | 93% | 33 | 73% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.67 | 3.57 | 3.5 |
| Differentiate instruction for a variety of learning needs | 3.83 | 3.43 | 4 |
| Select instructional strategies to align with learning goals and standards | 3.78 | 2.89 | 4 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.72 | 3.43 | 4 |
| Provide students with meaningful feedback to guide next steps in learning | 3.83 | 2.89 | 4 |
| Collaborate with parents and guardians to support student learning | 3.83 | 3.43 | 4 |
| Would you recommend your teacher education program to another prospective teacher? | 3.72 | 3.43 | n/a |
| Number of Individuals surveyed | 18 | 11 | 2 |
| Response rate | 100% | 31% | 14% |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.82 | No data |
| Differentiate instruction for a variety of learning needs | 3.73 | No data |
| Select instructional strategies to align with learning goals and standards | 3.73 | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.91 | No data |
| Provide students with meaningful feedback to guide next steps in learning | 3.73 | No data |
| Collaborate with parents and guardians to support student learning | 3.82 | No data |
| Would you recommend your teacher education program to another prospective teacher? | 3.73 | No data |
| Number of Individuals surveyed | 11 | No data |
| Response rate | 100% | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 0 | n/a | n/a | n/a | n/a |
| Part-Time Faculty | 17 | 17 | 17 | 16 | 4 |

Additional Provider Information

Important notes regarding the data in this report:

- *Walden enrolls candidates from states across the country, but for consistency with Title II reporting only Minnesota candidates are reported in the Candidate, Completer, and Alumni sections of this report.*
- *In 2017-2018, Walden discontinued the Reading Endorsement program.*
- *Walden implemented the Common Metrics Surveys during the 2017-2018 academic year. The samples for Common Metrics Surveys include all exiting candidates (Exit Survey), alumni (Transition to Teaching Survey), and employers of alumni (Supervisor Survey), regardless of state of residence, to increase the likelihood of obtaining a representative sample.*
- *The basic skills test pass rate calculation is based on Minnesota candidates who have been fully admitted to the initial licensure programs during the 2017-18 academic year.*

Winona State University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the [PELSB website](#).

Provider Summary

Welcome to Winona State University (WSU) and our ongoing 159 year story of transforming teacher preparation particularly through the historical foundation of the Winona Model School, the Archibald Bush Foundation NExT Teacher Effectiveness Initiative, and the future Education Village opening in 2019. Since its legislated establishment in 1858 to “prepare teachers for the common schools of the state,” WSU has maintained its rich heritage of educating and preparing quality teachers and other educational professionals to create good and successful schools. Last year, WSU hosted five peer reviewers representing the Minnesota Board of Teaching (BOT- now PELSB) to assess compliance of program accreditation requirements. WSU is pleased to announce that the BOT team recommended and approved full continuing accreditation until 2025, with no deficiencies or areas for improvement (AFIs) cited. Additionally, commendations were cited for the Winona State guarantee, professional growth and shared decision-making, and assessment and data reporting. Our success is reflected in our data driven decision making culture (D3). The D3 culture can be traced back to the implementation of the Assessment System and Plan that guides teacher training. The Assessment System and Plan serves as a blueprint to facilitate assessment-related efforts and provides all stakeholders with a coherent and research-based foundation upon which to base their practice. In essence, the Assessment System and Plan outlines how the College of Education systematically and consistently tracks all teacher candidates over time and across all teacher education programs. Multiple assessment strategies are identified and implemented at signature events in a candidate’s educational journey in teacher education. Exemplary assessment policies, procedures, and processes allow administration, faculty, and staff to make informed decisions that ultimately improve student performance and program effectiveness. The stakeholders utilize these data to monitor progress, provide feedback, inform practice, and determine overall program quality and effectiveness, and earn public support and confidence. Additionally, the efforts have proved fruitful, as WSU has received full accreditation with PELSB, HLC, and NCATE/CAEP.

Provider Data

Unduplicated Enrollment

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Initial | Additional | Initial | Additional |
| 794 | 171 | 22 | 1 |

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|-----------------------------------|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Bilingual Bicultural | Conventional | 0 | 5 | 0 | 0 |
| Business | Conventional | 6 | 0 | 0 | 0 |
| Business | Non-Conventional | 0 | 0 | 3 | 0 |
| Communication Arts and Literature | Conventional | 20 | 0 | 0 | 0 |
| Communication Arts and Literature | Non-Conventional | 0 | 0 | 0 | 0 |
| Early Childhood | Conventional | 203 | 0 | 0 | 0 |
| Elementary | Conventional | 422 | 0 | 0 | 0 |
| Elementary | Non-Conventional | 66 | 0 | 0 | 0 |
| English as a Second Language | Conventional | 13 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|--|------------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Health | Conventional | 49 | 0 | 0 | 0 |
| Mathematics | Conventional | 29 | 0 | 0 | 0 |
| Mathematics | Non-Conventional | 0 | 0 | 0 | 0 |
| Middle Level Communication Arts and Literature | Conventional | 0 | 20 | 0 | 0 |
| Middle Level Math | Conventional | 0 | 58 | 0 | 0 |
| Middle Level Science | Conventional | 0 | 15 | 0 | 0 |
| Physical Education | Conventional | 63 | 0 | 0 | 0 |
| Preprimary | Conventional | 0 | 0 | 0 | 0 |
| Science: Chemistry | Conventional | 4 | 0 | 0 | 0 |
| Science: Chemistry | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: Earth and Space Science | Conventional | 5 | 0 | 0 | 0 |
| Science: Earth and Space Science | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: Life Science | Conventional | 9 | 0 | 0 | 0 |
| Science: Life Science | Non-Conventional | 0 | 0 | 2 | 0 |
| Science: Physics | Non-Conventional | 0 | 0 | 0 | 0 |
| Science: Physics | Conventional | 0 | 0 | 0 | 0 |
| Social Studies | Conventional | 36 | 0 | 0 | 0 |
| Social Studies | Non-Conventional | 0 | 0 | 4 | 0 |
| Special Education: Academic and Behavioral Disorders | Conventional | 30 | 0 | 4 | 0 |
| Special Education: Academic and Behavioral Disorders | Non-Conventional | 0 | 0 | 0 | 0 |

| Licensure Area | Program Type | Undergrad Initial Enrollment | Undergrad Additional Enrollment | Graduate Initial Enrollment | Graduate Additional Enrollment |
|---|--------------|------------------------------|---------------------------------|-----------------------------|--------------------------------|
| Special Education: Autism Spectrum Disorders | Conventional | 0 | 0 | 0 | 0 |
| Special Education: Developmental Adapted Physical Education | Conventional | 0 | 55 | 0 | 0 |
| Special Education: Developmental Disabilities | Conventional | 82 | 0 | 9 | 1 |
| Special Education: Learning Disabilities | Conventional | 65 | 0 | 9 | 1 |
| Visual Arts | Conventional | 16 | 0 | 0 | 0 |
| Instrumental and Classroom Music | Conventional | 7 | 0 | 0 | 0 |
| Vocal and Classroom Music | Conventional | 8 | 0 | 0 | 0 |
| World Language and Cultures: Spanish | Conventional | 9 | 0 | 0 | 0 |

Candidate Data

Skills Exam Passing Rate

The percentage of candidates who passed the entire battery (reading, writing and math) of one of the board-adopted skills exams at admission in the selected academic year.

| <i>n</i> | Percent Passing |
|----------|-----------------|
| 275 | 75% |

Grade Point Average: Admitted Students

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

| <i>n</i> Initial candidates | GPA Initial candidates | <i>n</i> Additional candidates | GPA Initial candidates |
|-----------------------------|------------------------|--------------------------------|------------------------|
| 275 | 3.5 | 52 | 3.49 |

Completer Data

Average Time to Complete Program

For undergraduate candidates, the average number of months and credits includes time spent on general education requirements.

| Undergraduate | | | Post-Baccalaureate | | |
|---------------|--------|---------------------|--------------------|--------|---------------------|
| <i>n</i> | Months | Credits to Complete | <i>n</i> | Months | Credits to Complete |
| 221 | 49 | 152 | 7 | 16 | 30 |

Enrolled and Completer Students

| Undergraduate | | Post-Baccalaureate | |
|---------------|------------|--------------------|------------|
| Enrolled | Completers | Enrolled | Completers |
| 1317 | 3161 | 33 | 7 |

Alumni Data

Alumni Licensure and Employment

| Race | Completers | Unduplicated Completer | Received a Standard License | Unduplicated Standard License | Hired Full-Time |
|-----------------------------------|------------|------------------------|-----------------------------|-------------------------------|-----------------|
| All | 323 | 228 | 216 | 305 | 172 |
| White | 217 | 310 | 208 | 296 | 164 |
| Asian or Pacific Islander | Low n | Low n | Low n | Low n | 0 |
| Hispanic | Low n | Low n | Low n | Low n | Low n |
| American Indian and Alaska Native | 0 | 0 | 0 | 0 | 0 |
| African American or Black | Low n | Low n | Low n | Low n | Low n |
| Multiracial | Low n | Low n | Low n | Low n | Low n |
| Other | Low n | Low n | Low n | Low n | Low n |
| Undeclared | Low n | Low n | Low n | Low n | Low n |

Alumni Test Results

| Pedagogy Exams | | Content Exams | |
|----------------|-----------------|---------------|-----------------|
| <i>n</i> | Percent Passing | <i>n</i> | Percent Passing |
| 483 | 100% | 959 | 93% |

Survey Data

Survey Data – Total

| Question | Current Students | Alumni | Supervisors |
|---|------------------|--------|-------------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.2 | 3.38 | 3.7 |
| Differentiate instruction for a variety of learning needs | 3.37 | 3.48 | 3.35 |
| Select instructional strategies to align with learning goals and standards | 3.54 | 3.39 | 3.5 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.45 | 3.5 | 3.58 |
| Provide students with meaningful feedback to guide next steps in learning | 3.39 | 3.41 | 3.32 |
| Collaborate with parents and guardians to support student learning | 3.1 | 1.89 | 3.58 |
| Would you recommend your teacher education program to another prospective teacher? | 3.47 | 3.66 | n/a |
| Number of Individuals surveyed | 222 | 263 | No data |
| Response rate | 97% | 36% | No data |

Survey Data – White

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | 3.54 | 3.36 |
| Differentiate instruction for a variety of learning needs | 3.37 | 3.46 |
| Select instructional strategies to align with learning goals and standards | 3.54 | 3.38 |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | 3.45 | 3.48 |
| Provide students with meaningful feedback to guide next steps in learning | 3.39 | 3.4 |
| Collaborate with parents and guardians to support student learning | 3.1 | 1.87 |
| Would you recommend your teacher education program to another prospective teacher? | 3.49 | 3.64 |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Asian

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Hispanic

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – American Indian or Alaska Native

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – African American or Black

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Multiracial

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Other

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Survey Data – Undeclared

| Question | Current Students | Alumni |
|---|------------------|---------|
| Effectively teach students from culturally and ethnically diverse backgrounds and communities | No data | No data |
| Differentiate instruction for a variety of learning needs | No data | No data |
| Select instructional strategies to align with learning goals and standards | No data | No data |
| Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected | No data | No data |
| Provide students with meaningful feedback to guide next steps in learning | No data | No data |
| Collaborate with parents and guardians to support student learning | No data | No data |
| Would you recommend your teacher education program to another prospective teacher? | No data | No data |
| Number of Individuals surveyed | No data | No data |
| Response rate | No data | No data |

Faculty Data

| Faculty | <i>n</i> | Holding Bachelor's Degree | Holding Advanced Degree | Average Years of Teaching Experience | Average Years of Administrator Experience |
|-------------------|----------|---------------------------|-------------------------|--------------------------------------|---|
| Full-Time Faculty | 50 | 50 | 50 | 5 | 3 |
| Part-Time Faculty | 58 | 58 | 52 | 20 | 5 |

Section 2: Aggregate Data of Teaching Candidates Taking Board-Adopted Skills Examinations

Data reported in alignment with the requirements of Minn. Stat. § 122A.091, Subd. 2(b).



Minnesota Teacher Licensure ExaminationsSM

Annual Pass Rate Analyses

2018 - 2019

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Interpretive Notes and Cautions

The notes below are an integral part of the accompanying tables.

- All information provided in this report is based on the population of Minnesota test-takers who took the Minnesota Teacher Licensure Examinations (MTLE) between September 1, 2018 and August 31, 2019.
- All MTLE test fields are scored on the 100 – 300 scale.
- The passing score is set at 240 for all MTLE subtests. Examinees must pass all subtests of the assessment.
- All passing rates and performance information are based on the best attempts.
- Extreme caution should be used in interpreting data for small numbers of examinees. The examinees for whom results are presented in this document may not reflect the same proportion of all the types and capabilities of examinees in the population who will take the tests in the future.
- This document includes materials that are test secure and/or confidential for other reasons and should not be circulated to unauthorized persons. The accompanying notes are an integral part of this document.

Percent Passing Each Assessment

This report provides the following information for each MTLE assessment (an examination field consisting of more than one subtests):

- N – number of examinees who took the assessment in the specified time period
- N Pass – number of examinees who passed the assessment in the specified time period
- N Fail – number of examinees who failed the assessment in the specified time period
- % Pass – percent of examinees who passed the assessment in the specified time period

Percent Passing Each Subtest

This report provides the following information for each MTLE subtest (best attempt):

- N Tested - number of examinees who took the subtest in the specified time period
- N Pass - number of examinees who passed the subtest in the specified time period
- N Fail - number of examinees who failed the subtest in the specified time period
- % Pass - percent of examinees who passed the subtest in the specified time period
- Total Scaled Score
 - Mean
 - Median
 - Min
 - Max

Percent Passing Each Subtest by Gender and Ethnicity

This report provides the following information for each MTLE subtest (best attempt) by gender and by Ethnicity:

- N Tested - number of examinees who took the subtest in the specified time period
- N Pass - number of examinees who passed the subtest in the specified time period
- N Fail - number of examinees who failed the subtest in the specified time period
- % Pass - percent of examinees who passed the subtest in the specified time period
- Total Scaled Score
 - Mean
 - Median
 - Min
 - Max

All demographic information is self-reported by the examinees during the registration process. Performance information for groups with fewer than 10 examinees is not reported.

Percent Passing Each Subtest by Educational Preparation Institution

This report provides the following information for each MTLE subtest (best attempt) by Educational Preparation Institution:

- N Tested - number of examinees who took the subtest in the specified time period
- N Pass - number of examinees who passed the subtest in the specified time period
- N Fail - number of examinees who failed the subtest in the specified time period
- % Pass - percent of examinees who passed the subtest in the specified time period
- Total Scaled Score
 - Mean
 - Median
 - Min
 - Max

Institutional affiliation is self-reported by the examinees during the registration process. Performance information for groups with fewer than 10 examinees is not reported.

Appendices

Appendix A: Percent Passing Each Assessment

Appendix B: Percent Passing Each Subtest

Appendix C: Percent Passing Each Subtest by Gender and Ethnicity

Appendix D: Percent Passing Each Subtest by Educational Preparation Institution

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Assessment
September 1, 2018 - August 31, 2019

| Assessment | N | N Pass | N Fail | % Pass |
|--|--------|--------|--------|--------|
| All Examinees | 12,919 | 11,381 | 1,538 | 88.1 |
| Pedagogy: Early Childhood (Birth to Grade 3) | 380 | 378 | 2 | 99.5 |
| Pedagogy: Elementary (Grades K-6) | 2,460 | 2,332 | 128 | 94.8 |
| Pedagogy: Secondary (Grades 5-12) | 1,784 | 1,750 | 34 | 98.1 |
| Early Childhood Education (Birth to Grade 3) | 443 | 420 | 23 | 94.8 |
| Middle Level Social Studies (Grades 5-8) | 41 | 38 | 3 | 92.7 |
| Middle Level Mathematics (Grades 5-8) | 152 | 115 | 37 | 75.7 |
| Middle Level Science (Grades 5-8) | 153 | 143 | 10 | 93.5 |
| Communication Arts/Literature (Grades 5-12) | 329 | 317 | 12 | 96.4 |
| Social Studies (Grades 5-12) | 342 | 274 | 68 | 80.1 |
| Mathematics (Grades 5-12) | 242 | 184 | 58 | 76.0 |
| Health (Grades 5-12) | 128 | 127 | 1 | 99.2 |
| Chemistry (Grades 9-12) | 62 | 60 | 2 | 96.8 |
| Earth and Space Science (Grades 9-12) | 24 | 15 | 9 | 62.5 |
| Life Science (Grades 9-12) | 129 | 102 | 27 | 79.1 |
| Physics (Grades 9-12) | 47 | 26 | 21 | 55.3 |
| Technology (Grades 5-12) | 17 | 17 | 0 | 100.0 |
| Business (Grades 5-12) | 40 | 33 | 7 | 82.5 |
| Family and Consumer Sciences (Grades 5-12) | 32 | 30 | 2 | 93.8 |
| Agricultural Education (Grades 5-12) | 41 | 40 | 1 | 97.6 |
| Reading Teacher (Grades K-12) | 226 | 216 | 10 | 95.6 |
| Library Media Specialist (Grades K-12) | 39 | 36 | 3 | 92.3 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Assessment
September 1, 2018 - August 31, 2019

| Assessment | N | N Pass | N Fail | % Pass |
|--|-------|--------|--------|--------|
| Visual Arts (Grades K-12) | 128 | 113 | 15 | 88.3 |
| Theatre (Grades K-12) | 19 | 18 | 1 | 94.7 |
| Dance (Grades K-12) | 8 | 7 | 1 | 87.5 |
| Physical Education (Grades K-12) | 199 | 192 | 7 | 96.5 |
| Computer, Keyboarding, and Related Technology (Grades K-12) | 11 | 11 | 0 | 100.0 |
| World Language and Culture: Chinese (Mandarin) (Grades K-12) | 8 | 7 | 1 | 87.5 |
| World Language and Culture: French (Grades K-12) | 9 | 8 | 1 | 88.9 |
| World Language and Culture: German (Grades K-12) | 1 | 1 | 0 | 100.0 |
| World Language and Culture: Spanish (Grades K-12) | 90 | 82 | 8 | 91.1 |
| Instrumental Classroom Music (Grades K-12) | 103 | 97 | 6 | 94.2 |
| Vocal Classroom Music (Grades K-12) | 106 | 102 | 4 | 96.2 |
| Minnesota NES Essential Academic Skills | 1,596 | 985 | 611 | 61.7 |
| Elementary Education (Grades K-6) | 2,043 | 1,737 | 306 | 85.0 |
| English as a Second Language (Grades K - 12) | 211 | 192 | 19 | 91.0 |
| Middle Level Communication Arts/Literature (Grades 5-8) | 48 | 41 | 7 | 85.4 |
| PrePrimary (Age 3 to PreKindergarten) | 58 | 34 | 24 | 58.6 |
| Special Education Core Skills (Birth to Age 21) | 1,170 | 1,101 | 69 | 94.1 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest (Best Attempt)
September 1, 2018 - August 31, 2019

Tests Scored on a Scale=100-300

| Test | N Tested | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--|----------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 25,963 | 24,234 | 1,729 | 93 | 265 | 267 | 159 | 300 |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 386 | 386 | 0 | 100 | 282 | 284 | 243 | 300 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 389 | 387 | 2 | 99 | 278 | 280 | 231 | 300 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 2,531 | 2,445 | 86 | 97 | 266 | 268 | 196 | 300 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 2,544 | 2,434 | 110 | 96 | 267 | 268 | 185 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 1,815 | 1,784 | 31 | 98 | 268 | 268 | 184 | 297 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 1,797 | 1,780 | 17 | 99 | 274 | 275 | 197 | 300 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 460 | 433 | 27 | 94 | 266 | 268 | 191 | 300 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 446 | 433 | 13 | 97 | 268 | 268 | 194 | 300 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 43 | 40 | 3 | 93 | 257 | 256 | 235 | 295 |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 42 | 39 | 3 | 93 | 257 | 256 | 218 | 289 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 167 | 126 | 41 | 75 | 248 | 248 | 180 | 300 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 156 | 139 | 17 | 89 | 254 | 255 | 196 | 289 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 153 | 150 | 3 | 98 | 271 | 273 | 226 | 297 |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 162 | 151 | 11 | 93 | 265 | 265 | 218 | 300 |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 333 | 328 | 5 | 98 | 272 | 275 | 213 | 297 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 335 | 322 | 13 | 96 | 265 | 268 | 207 | 300 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 351 | 320 | 31 | 91 | 259 | 260 | 198 | 293 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 387 | 314 | 73 | 81 | 249 | 248 | 184 | 300 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 264 | 205 | 59 | 78 | 255 | 254 | 184 | 300 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 248 | 197 | 51 | 79 | 257 | 260 | 184 | 300 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest (Best Attempt)
September 1, 2018 - August 31, 2019

Tests Scored on a Scale=100-300

| Test | N Tested | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--|----------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 056 Health (Grades 5-12) Subtest 1 | 130 | 129 | 1 | 99 | 269 | 269 | 230 | 297 |
| 057 Health (Grades 5-12) Subtest 2 | 130 | 130 | 0 | 100 | 269 | 268 | 240 | 297 |
| 058 Chemistry (Grades 9-12) Subtest 1 | 65 | 61 | 4 | 94 | 270 | 270 | 231 | 297 |
| 059 Chemistry (Grades 9-12) Subtest 2 | 62 | 61 | 1 | 98 | 271 | 270 | 218 | 295 |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 24 | 20 | 4 | 83 | 254 | 256 | 228 | 280 |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 28 | 19 | 9 | 68 | 245 | 249 | 208 | 291 |
| 062 Life Science (Grades 9-12) Subtest 1 | 139 | 117 | 22 | 84 | 258 | 261 | 194 | 293 |
| 063 Life Science (Grades 9-12) Subtest 2 | 136 | 107 | 29 | 79 | 254 | 255 | 176 | 296 |
| 064 Physics (Grades 9-12) Subtest 1 | 50 | 37 | 13 | 74 | 253 | 257 | 206 | 296 |
| 065 Physics (Grades 9-12) Subtest 2 | 57 | 31 | 26 | 54 | 236 | 240 | 159 | 296 |
| 080 Technology (Grades 5-12) Subtest 1 | 17 | 17 | 0 | 100 | 264 | 262 | 243 | 285 |
| 081 Technology (Grades 5-12) Subtest 2 | 19 | 19 | 0 | 100 | 262 | 259 | 240 | 287 |
| 082 Business (Grades 5-12) Subtest 1 | 43 | 37 | 6 | 86 | 254 | 251 | 212 | 280 |
| 083 Business (Grades 5-12) Subtest 2 | 41 | 36 | 5 | 88 | 257 | 260 | 206 | 296 |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 32 | 32 | 0 | 100 | 269 | 268 | 248 | 293 |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 32 | 30 | 2 | 94 | 258 | 259 | 229 | 289 |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 42 | 40 | 2 | 95 | 264 | 266 | 237 | 289 |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 42 | 42 | 0 | 100 | 268 | 269 | 240 | 291 |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 229 | 225 | 4 | 98 | 271 | 272 | 215 | 300 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 233 | 224 | 9 | 96 | 267 | 268 | 212 | 300 |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 40 | 37 | 3 | 93 | 259 | 260 | 200 | 284 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest (Best Attempt)
September 1, 2018 - August 31, 2019

Tests Scored on a Scale=100-300

| Test | N Tested | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--|----------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 40 | 36 | 4 | 90 | 257 | 261 | 197 | 283 |
| 104 Visual Arts (Grades K-12) Subtest 1 | 133 | 120 | 13 | 90 | 262 | 266 | 208 | 291 |
| 105 Visual Arts (Grades K-12) Subtest 2 | 136 | 124 | 12 | 91 | 257 | 256 | 208 | 288 |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 196 | 193 | 3 | 98 | 267 | 270 | 218 | 293 |
| 108 Theatre (Grades K-12) Subtest 1 | 20 | 18 | 2 | 90 | 258 | 261 | 215 | 282 |
| 109 Theatre (Grades K-12) Subtest 2 | 19 | 19 | 0 | 100 | 273 | 274 | 240 | 287 |
| 110 Dance (Grades K-12) Subtest 1 | 8 | 7 | 1 | 88 | 265 | 265 | 236 | 289 |
| 111 Dance (Grades K-12) Subtest 2 | 8 | 8 | 0 | 100 | 267 | 267 | 254 | 282 |
| 112 Physical Education (Grades K-12) Subtest 1 | 201 | 196 | 5 | 98 | 264 | 263 | 214 | 296 |
| 113 Physical Education (Grades K-12) Subtest 2 | 202 | 198 | 4 | 98 | 263 | 263 | 217 | 297 |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 12 | 12 | 0 | 100 | 276 | 278 | 247 | 297 |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 11 | 11 | 0 | 100 | 275 | 278 | 262 | 284 |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 11 | 10 | 1 | 91 | 275 | 278 | 229 | 300 |
| 159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2 | 11 | 8 | 3 | 73 | 271 | 300 | 180 | 300 |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 14 | 12 | 2 | 86 | 253 | 257 | 184 | 287 |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 13 | 11 | 2 | 85 | 283 | 300 | 204 | 300 |
| 162 World Language and Culture: German (Grades K-12) Subtest 1 | 1 | 1 | 0 | 100 | 253 | 253 | 253 | 253 |
| 163 World Language and Culture: German (Grades K-12) Subtest 2 | 2 | 1 | 1 | 50 | 240 | 240 | 231 | 249 |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 115 | 98 | 17 | 85 | 258 | 257 | 199 | 300 |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 101 | 99 | 2 | 98 | 276 | 278 | 225 | 300 |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 118 | 107 | 11 | 91 | 257 | 257 | 210 | 296 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest (Best Attempt)
September 1, 2018 - August 31, 2019

Tests Scored on a Scale=100-300

| Test | N Tested | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 113 | 110 | 3 | 97 | 265 | 268 | 219 | 293 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 2,196 | 1,952 | 244 | 89 | 261 | 263 | 184 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 2,169 | 1,960 | 209 | 90 | 263 | 267 | 187 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 2,355 | 2,089 | 266 | 89 | 264 | 267 | 193 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 216 | 194 | 22 | 90 | 263 | 265 | 167 | 300 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 234 | 226 | 8 | 97 | 270 | 270 | 220 | 300 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 50 | 45 | 5 | 90 | 261 | 263 | 229 | 293 |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 49 | 47 | 2 | 96 | 264 | 266 | 233 | 289 |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 58 | 40 | 18 | 69 | 243 | 245 | 191 | 284 |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 61 | 39 | 22 | 64 | 241 | 240 | 196 | 284 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1,244 | 1,192 | 52 | 96 | 263 | 262 | 215 | 297 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 1,246 | 1,187 | 59 | 95 | 263 | 263 | 173 | 300 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest (Best Attempt)
September 1, 2018 - August 31, 2019

Tests Scored on a Scale=400-600

| Test | N Tested | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 5,924 | 4,465 | 1,459 | 75 | 538 | 538 | 400 | 600 |
| 188 MN NES Essential Academic Skills I: Reading | 1,807 | 1,548 | 259 | 86 | 549 | 551 | 400 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 2,116 | 1,449 | 667 | 68 | 529 | 530 | 403 | 600 |
| 190 MN NES Essential Academic Skills III: Mathematics | 2,001 | 1,468 | 533 | 73 | 537 | 538 | 409 | 600 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 386 | 386 | 0 | 100 | 282 | 284 | 243 | 300 |
| No response | 5 | -- | -- | -- | -- | -- | -- | -- |
| Male | 12 | 12 | 0 | 100 | 277 | 279 | 254 | 289 |
| Female | 369 | 369 | 0 | 100 | 282 | 284 | 243 | 300 |
| African American/Black (not of Hispanic origin) | 13 | 13 | 0 | 100 | 279 | 281 | 250 | 292 |
| Asian or Pacific Islander | 8 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 17 | 17 | 0 | 100 | 275 | 280 | 243 | 295 |
| White (not of Hispanic origin) | 336 | 336 | 0 | 100 | 283 | 284 | 249 | 300 |
| Multiracial | 3 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 6 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 389 | 387 | 2 | 99 | 278 | 280 | 231 | 300 |
| No response | 5 | -- | -- | -- | -- | -- | -- | -- |
| Male | 12 | 12 | 0 | 100 | 273 | 275 | 254 | 291 |
| Female | 372 | 370 | 2 | 99 | 278 | 280 | 231 | 300 |
| African American/Black (not of Hispanic origin) | 13 | 13 | 0 | 100 | 273 | 274 | 243 | 294 |
| Asian or Pacific Islander | 7 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 17 | 16 | 1 | 94 | 271 | 274 | 231 | 295 |
| White (not of Hispanic origin) | 340 | 339 | 1 | 100 | 279 | 280 | 231 | 300 |
| Multiracial | 3 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 6 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=012 Pedagogy: Elementary (Grades K-6) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,531 | 2,445 | 86 | 97 | 266 | 268 | 196 | 300 |
| No response | 12 | 12 | 0 | 100 | 272 | 279 | 251 | 292 |
| Male | 371 | 354 | 17 | 95 | 262 | 264 | 208 | 296 |
| Female | 2,148 | 2,079 | 69 | 97 | 266 | 268 | 196 | 300 |
| African American/Black (not of Hispanic origin) | 63 | 53 | 10 | 84 | 253 | 252 | 216 | 284 |
| American Indian or Alaskan Native | 14 | 12 | 2 | 86 | 254 | 256 | 232 | 281 |
| Asian or Pacific Islander | 87 | 81 | 6 | 93 | 259 | 260 | 224 | 292 |
| Hispanic | 69 | 60 | 9 | 87 | 258 | 256 | 196 | 292 |
| White (not of Hispanic origin) | 2,207 | 2,154 | 53 | 98 | 267 | 268 | 204 | 300 |
| Multiracial | 44 | 42 | 2 | 95 | 267 | 271 | 220 | 296 |
| Other | 14 | 12 | 2 | 86 | 257 | 256 | 224 | 280 |
| Undeclared | 33 | 31 | 2 | 94 | 269 | 276 | 212 | 288 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=013 Pedagogy: Elementary (Grades K-6) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,544 | 2,434 | 110 | 96 | 267 | 268 | 185 | 300 |
| No response | 11 | 11 | 0 | 100 | 280 | 286 | 254 | 295 |
| Male | 361 | 343 | 18 | 95 | 265 | 268 | 185 | 300 |
| Female | 2,172 | 2,080 | 92 | 96 | 268 | 268 | 185 | 300 |
| African American/Black (not of Hispanic origin) | 58 | 47 | 11 | 81 | 254 | 254 | 208 | 291 |
| American Indian or Alaskan Native | 14 | 12 | 2 | 86 | 256 | 256 | 226 | 286 |
| Asian or Pacific Islander | 91 | 77 | 14 | 85 | 257 | 258 | 185 | 291 |
| Hispanic | 68 | 55 | 13 | 81 | 256 | 258 | 185 | 295 |
| White (not of Hispanic origin) | 2,224 | 2,156 | 68 | 97 | 269 | 272 | 189 | 300 |
| Multiracial | 42 | 41 | 1 | 98 | 268 | 270 | 226 | 295 |
| Other | 14 | 14 | 0 | 100 | 268 | 272 | 240 | 291 |
| Undeclared | 33 | 32 | 1 | 97 | 271 | 268 | 212 | 295 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=014 Pedagogy: Secondary (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 1,815 | 1,784 | 31 | 98 | 268 | 268 | 184 | 297 |
| No response | 28 | 27 | 1 | 96 | 272 | 273 | 219 | 297 |
| Male | 725 | 711 | 14 | 98 | 266 | 265 | 184 | 296 |
| Female | 1,062 | 1,046 | 16 | 98 | 270 | 272 | 193 | 297 |
| African American/Black (not of Hispanic origin) | 59 | 51 | 8 | 86 | 254 | 254 | 184 | 293 |
| American Indian or Alaskan Native | 9 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 63 | 58 | 5 | 92 | 259 | 260 | 201 | 293 |
| Hispanic | 65 | 57 | 8 | 88 | 260 | 261 | 193 | 289 |
| White (not of Hispanic origin) | 1,529 | 1,520 | 9 | 99 | 269 | 270 | 227 | 297 |
| Multiracial | 41 | 41 | 0 | 100 | 269 | 268 | 243 | 293 |
| Other | 11 | 10 | 1 | 91 | 261 | 261 | 233 | 289 |
| Undeclared | 38 | 38 | 0 | 100 | 269 | 271 | 240 | 287 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=015 Pedagogy: Secondary (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 1,797 | 1,780 | 17 | 99 | 274 | 275 | 197 | 300 |
| No response | 28 | 27 | 1 | 96 | 278 | 282 | 227 | 293 |
| Male | 717 | 713 | 4 | 99 | 272 | 273 | 207 | 300 |
| Female | 1,052 | 1,040 | 12 | 99 | 275 | 277 | 197 | 300 |
| African American/Black (not of Hispanic origin) | 48 | 46 | 2 | 96 | 265 | 265 | 207 | 293 |
| American Indian or Alaskan Native | 9 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 62 | 59 | 3 | 95 | 266 | 267 | 219 | 296 |
| Hispanic | 65 | 60 | 5 | 92 | 264 | 268 | 197 | 293 |
| White (not of Hispanic origin) | 1,522 | 1,515 | 7 | 100 | 275 | 275 | 222 | 300 |
| Multiracial | 41 | 41 | 0 | 100 | 276 | 277 | 244 | 300 |
| Other | 12 | 12 | 0 | 100 | 267 | 267 | 240 | 300 |
| Undeclared | 38 | 38 | 0 | 100 | 278 | 280 | 254 | 293 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=020 Early Childhood Education (Birth to Grade 3) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 460 | 433 | 27 | 94 | 266 | 268 | 191 | 300 |
| No response | 4 | -- | -- | -- | -- | -- | -- | -- |
| Male | 13 | 12 | 1 | 92 | 258 | 256 | 232 | 285 |
| Female | 443 | 417 | 26 | 94 | 266 | 268 | 191 | 300 |
| African American/Black (not of Hispanic origin) | 42 | 33 | 9 | 79 | 250 | 244 | 191 | 293 |
| Asian or Pacific Islander | 11 | 9 | 2 | 82 | 254 | 256 | 223 | 276 |
| Hispanic | 21 | 17 | 4 | 81 | 251 | 249 | 224 | 292 |
| White (not of Hispanic origin) | 375 | 365 | 10 | 97 | 269 | 272 | 214 | 300 |
| Multiracial | 1 | -- | -- | -- | -- | -- | -- | -- |
| Other | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 6 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=021 Early Childhood Education (Birth to Grade 3) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 446 | 433 | 13 | 97 | 268 | 268 | 194 | 300 |
| No response | 4 | -- | -- | -- | -- | -- | -- | -- |
| Male | 13 | 13 | 0 | 100 | 257 | 253 | 240 | 277 |
| Female | 429 | 416 | 13 | 97 | 268 | 268 | 194 | 300 |
| African American/Black (not of Hispanic origin) | 39 | 36 | 3 | 92 | 255 | 256 | 212 | 288 |
| Asian or Pacific Islander | 9 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 20 | 15 | 5 | 75 | 255 | 261 | 194 | 288 |
| White (not of Hispanic origin) | 370 | 365 | 5 | 99 | 270 | 272 | 226 | 300 |
| Multiracial | 1 | -- | -- | -- | -- | -- | -- | -- |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 6 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=032 Middle Level Social Studies (Grades 5-8) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 43 | 40 | 3 | 93 | 257 | 256 | 235 | 295 |
| Male | 12 | 12 | 0 | 100 | 263 | 262 | 243 | 295 |
| Female | 31 | 28 | 3 | 90 | 255 | 256 | 235 | 287 |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 38 | 36 | 2 | 95 | 258 | 257 | 235 | 295 |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=033 Middle Level Social Studies (Grades 5-8) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 42 | 39 | 3 | 93 | 257 | 256 | 218 | 289 |
| Male | 12 | 12 | 0 | 100 | 259 | 256 | 240 | 289 |
| Female | 30 | 27 | 3 | 90 | 256 | 256 | 218 | 278 |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 37 | 35 | 2 | 95 | 256 | 256 | 218 | 289 |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=034 Middle Level Mathematics (Grades 5-8) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 167 | 126 | 41 | 75 | 248 | 248 | 180 | 300 |
| No response | 2 | -- | -- | -- | -- | -- | -- | -- |
| Male | 27 | 22 | 5 | 81 | 246 | 248 | 180 | 285 |
| Female | 138 | 103 | 35 | 75 | 248 | 246 | 191 | 300 |
| African American/Black (not of Hispanic origin) | 3 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 5 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 151 | 117 | 34 | 77 | 249 | 248 | 180 | 300 |
| Multiracial | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 5 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=035 Middle Level Mathematics (Grades 5-8) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 156 | 139 | 17 | 89 | 254 | 255 | 196 | 289 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 26 | 22 | 4 | 85 | 254 | 262 | 196 | 278 |
| Female | 129 | 116 | 13 | 90 | 254 | 255 | 212 | 289 |
| African American/Black (not of Hispanic origin) | 3 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 143 | 130 | 13 | 91 | 255 | 256 | 196 | 289 |
| Undeclared | 4 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=036 Middle Level Science (Grades 5-8) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 153 | 150 | 3 | 98 | 271 | 273 | 226 | 297 |
| Male | 57 | 55 | 2 | 96 | 272 | 273 | 235 | 295 |
| Female | 96 | 95 | 1 | 99 | 270 | 271 | 226 | 297 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 3 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 133 | 133 | 0 | 100 | 272 | 273 | 240 | 297 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Other | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=037 Middle Level Science (Grades 5-8) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 162 | 151 | 11 | 93 | 265 | 265 | 218 | 300 |
| Male | 57 | 54 | 3 | 95 | 266 | 265 | 221 | 294 |
| Female | 105 | 97 | 8 | 92 | 264 | 265 | 218 | 300 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 3 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 141 | 132 | 9 | 94 | 266 | 268 | 221 | 300 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Other | 5 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=050 Communication Arts/Literature (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 333 | 328 | 5 | 98 | 272 | 275 | 213 | 297 |
| No response | 5 | -- | -- | -- | -- | -- | -- | -- |
| Male | 91 | 90 | 1 | 99 | 275 | 277 | 215 | 297 |
| Female | 237 | 233 | 4 | 98 | 271 | 273 | 213 | 297 |
| African American/Black (not of Hispanic origin) | 7 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 8 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 11 | 10 | 1 | 91 | 263 | 268 | 215 | 286 |
| White (not of Hispanic origin) | 289 | 289 | 0 | 100 | 274 | 275 | 244 | 297 |
| Multiracial | 8 | -- | -- | -- | -- | -- | -- | -- |
| Other | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 7 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=051 Communication Arts/Literature (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 335 | 322 | 13 | 96 | 265 | 268 | 207 | 300 |
| No response | 5 | -- | -- | -- | -- | -- | -- | -- |
| Male | 91 | 89 | 2 | 98 | 268 | 270 | 212 | 293 |
| Female | 239 | 228 | 11 | 95 | 264 | 266 | 207 | 300 |
| African American/Black (not of Hispanic origin) | 8 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 10 | 8 | 2 | 80 | 252 | 253 | 227 | 278 |
| Hispanic | 12 | 9 | 3 | 75 | 261 | 259 | 212 | 300 |
| White (not of Hispanic origin) | 287 | 281 | 6 | 98 | 267 | 268 | 216 | 300 |
| Multiracial | 8 | -- | -- | -- | -- | -- | -- | -- |
| Other | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 7 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=052 Social Studies (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 351 | 320 | 31 | 91 | 259 | 260 | 198 | 293 |
| No response | 5 | -- | -- | -- | -- | -- | -- | -- |
| Male | 206 | 187 | 19 | 91 | 260 | 261 | 198 | 293 |
| Female | 140 | 129 | 11 | 92 | 256 | 258 | 205 | 289 |
| African American/Black (not of Hispanic origin) | 12 | 7 | 5 | 58 | 243 | 244 | 198 | 282 |
| American Indian or Alaskan Native | 4 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 7 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 10 | 8 | 2 | 80 | 250 | 249 | 205 | 286 |
| White (not of Hispanic origin) | 301 | 281 | 20 | 93 | 260 | 261 | 212 | 293 |
| Multiracial | 9 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 5 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=053 Social Studies (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 387 | 314 | 73 | 81 | 249 | 248 | 184 | 300 |
| No response | 5 | -- | -- | -- | -- | -- | -- | -- |
| Male | 223 | 186 | 37 | 83 | 251 | 251 | 206 | 300 |
| Female | 159 | 124 | 35 | 78 | 246 | 247 | 184 | 281 |
| African American/Black (not of Hispanic origin) | 13 | 8 | 5 | 62 | 240 | 240 | 188 | 270 |
| American Indian or Alaskan Native | 4 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 8 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 14 | 9 | 5 | 64 | 239 | 244 | 184 | 266 |
| White (not of Hispanic origin) | 328 | 272 | 56 | 83 | 250 | 248 | 203 | 300 |
| Multiracial | 9 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 8 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=054 Mathematics (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 264 | 205 | 59 | 78 | 255 | 254 | 184 | 300 |
| No response | 3 | -- | -- | -- | -- | -- | -- | -- |
| Male | 102 | 86 | 16 | 84 | 262 | 261 | 198 | 300 |
| Female | 159 | 116 | 43 | 73 | 251 | 247 | 184 | 300 |
| African American/Black (not of Hispanic origin) | 11 | 3 | 8 | 27 | 229 | 229 | 198 | 268 |
| American Indian or Alaskan Native | 3 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 15 | 9 | 6 | 60 | 250 | 247 | 208 | 296 |
| Hispanic | 3 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 218 | 179 | 39 | 82 | 257 | 258 | 184 | 300 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 9 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=055 Mathematics (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 248 | 197 | 51 | 79 | 257 | 260 | 184 | 300 |
| No response | 3 | -- | -- | -- | -- | -- | -- | -- |
| Male | 101 | 86 | 15 | 85 | 262 | 265 | 205 | 297 |
| Female | 144 | 108 | 36 | 75 | 254 | 257 | 184 | 300 |
| African American/Black (not of Hispanic origin) | 12 | 3 | 9 | 25 | 228 | 230 | 205 | 243 |
| American Indian or Alaskan Native | 3 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 16 | 10 | 6 | 63 | 251 | 252 | 219 | 293 |
| Hispanic | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 202 | 170 | 32 | 84 | 260 | 261 | 184 | 300 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 9 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=056 Health (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 130 | 129 | 1 | 99 | 269 | 269 | 230 | 297 |
| Male | 70 | 70 | 0 | 100 | 267 | 267 | 243 | 293 |
| Female | 60 | 59 | 1 | 98 | 271 | 270 | 230 | 297 |
| African American/Black (not of Hispanic origin) | 4 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 121 | 120 | 1 | 99 | 269 | 270 | 230 | 297 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=057 Health (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 130 | 130 | 0 | 100 | 269 | 268 | 240 | 297 |
| Male | 69 | 69 | 0 | 100 | 269 | 268 | 249 | 297 |
| Female | 61 | 61 | 0 | 100 | 269 | 268 | 240 | 297 |
| African American/Black (not of Hispanic origin) | 3 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 122 | 122 | 0 | 100 | 269 | 268 | 240 | 297 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=058 Chemistry (Grades 9-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 65 | 61 | 4 | 94 | 270 | 270 | 231 | 297 |
| Male | 32 | 30 | 2 | 94 | 275 | 278 | 234 | 297 |
| Female | 33 | 31 | 2 | 94 | 264 | 261 | 231 | 294 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 50 | 48 | 2 | 96 | 271 | 270 | 231 | 294 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=059 Chemistry (Grades 9-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 62 | 61 | 1 | 98 | 271 | 270 | 218 | 295 |
| Male | 30 | 30 | 0 | 100 | 275 | 275 | 245 | 295 |
| Female | 32 | 31 | 1 | 97 | 266 | 266 | 218 | 295 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 48 | 47 | 1 | 98 | 272 | 273 | 218 | 295 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=060 Earth and Space Science (Grades 9-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 24 | 20 | 4 | 83 | 254 | 256 | 228 | 280 |
| Male | 9 | -- | -- | -- | -- | -- | -- | -- |
| Female | 15 | 14 | 1 | 93 | 258 | 256 | 236 | 280 |
| White (not of Hispanic origin) | 23 | 19 | 4 | 83 | 254 | 256 | 228 | 280 |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=061 Earth and Space Science (Grades 9-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 28 | 19 | 9 | 68 | 245 | 249 | 208 | 291 |
| Male | 12 | 6 | 6 | 50 | 243 | 242 | 212 | 277 |
| Female | 16 | 13 | 3 | 81 | 246 | 249 | 208 | 291 |
| White (not of Hispanic origin) | 26 | 17 | 9 | 65 | 244 | 249 | 208 | 291 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=062 Life Science (Grades 9-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 139 | 117 | 22 | 84 | 258 | 261 | 194 | 293 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 54 | 46 | 8 | 85 | 258 | 260 | 207 | 286 |
| Female | 84 | 70 | 14 | 83 | 258 | 261 | 194 | 293 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 7 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 121 | 104 | 17 | 86 | 259 | 261 | 198 | 293 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=063 Life Science (Grades 9-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 136 | 107 | 29 | 79 | 254 | 255 | 176 | 296 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 50 | 41 | 9 | 82 | 256 | 256 | 206 | 296 |
| Female | 85 | 65 | 20 | 76 | 252 | 251 | 176 | 288 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 7 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 116 | 95 | 21 | 82 | 255 | 255 | 208 | 296 |
| Multiracial | 5 | -- | -- | -- | -- | -- | -- | -- |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=064 Physics (Grades 9-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 50 | 37 | 13 | 74 | 253 | 257 | 206 | 296 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 30 | 26 | 4 | 87 | 262 | 261 | 206 | 296 |
| Female | 19 | 10 | 9 | 53 | 239 | 240 | 210 | 291 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 3 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 40 | 31 | 9 | 78 | 255 | 257 | 210 | 296 |
| Multiracial | 3 | -- | -- | -- | -- | -- | -- | -- |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=065 Physics (Grades 9-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 57 | 31 | 26 | 54 | 236 | 240 | 159 | 296 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 31 | 20 | 11 | 65 | 241 | 244 | 159 | 296 |
| Female | 25 | 10 | 15 | 40 | 229 | 227 | 180 | 279 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 3 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 45 | 24 | 21 | 53 | 237 | 240 | 180 | 291 |
| Multiracial | 3 | -- | -- | -- | -- | -- | -- | -- |
| Other | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=080 Technology (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 17 | 17 | 0 | 100 | 264 | 262 | 243 | 285 |
| Male | 11 | 11 | 0 | 100 | 268 | 275 | 243 | 285 |
| Female | 6 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 16 | 16 | 0 | 100 | 263 | 262 | 243 | 284 |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019

Test=081 Technology (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|-----------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 19 | 19 | 0 | 100 | 262 | 259 | 240 | 287 |
| Male | 13 | 13 | 0 | 100 | 262 | 259 | 240 | 287 |
| Female | 6 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 17 | 17 | 0 | 100 | 262 | 259 | 240 | 287 |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=082 Business (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 43 | 37 | 6 | 86 | 254 | 251 | 212 | 280 |
| Male | 22 | 19 | 3 | 86 | 255 | 255 | 212 | 280 |
| Female | 21 | 18 | 3 | 86 | 252 | 251 | 219 | 280 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 37 | 33 | 4 | 89 | 255 | 251 | 219 | 280 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=083 Business (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 41 | 36 | 5 | 88 | 257 | 260 | 206 | 296 |
| Male | 22 | 20 | 2 | 91 | 261 | 264 | 206 | 296 |
| Female | 19 | 16 | 3 | 84 | 253 | 252 | 219 | 283 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 34 | 30 | 4 | 88 | 259 | 261 | 219 | 296 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=084 Family and Consumer Sciences (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---------------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 32 | 32 | 0 | 100 | 269 | 268 | 248 | 293 |
| Male | 2 | -- | -- | -- | -- | -- | -- | -- |
| Female | 30 | 30 | 0 | 100 | 270 | 270 | 248 | 293 |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 29 | 29 | 0 | 100 | 270 | 270 | 248 | 293 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=085 Family and Consumer Sciences (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 32 | 30 | 2 | 94 | 258 | 259 | 229 | 289 |
| Male | 2 | -- | -- | -- | -- | -- | -- | -- |
| Female | 30 | 28 | 2 | 93 | 259 | 261 | 229 | 289 |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 29 | 27 | 2 | 93 | 258 | 259 | 229 | 289 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=086 Agricultural Education (Grades 5-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---------------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 42 | 40 | 2 | 95 | 264 | 266 | 237 | 289 |
| Male | 16 | 15 | 1 | 94 | 264 | 269 | 237 | 289 |
| Female | 26 | 25 | 1 | 96 | 264 | 263 | 237 | 289 |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 41 | 39 | 2 | 95 | 264 | 266 | 237 | 289 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=087 Agricultural Education (Grades 5-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---------------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 42 | 42 | 0 | 100 | 268 | 269 | 240 | 291 |
| Male | 16 | 16 | 0 | 100 | 269 | 270 | 246 | 286 |
| Female | 26 | 26 | 0 | 100 | 268 | 269 | 240 | 291 |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 41 | 41 | 0 | 100 | 269 | 269 | 240 | 291 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=100 Reading Teacher (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 229 | 225 | 4 | 98 | 271 | 272 | 215 | 300 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 7 | -- | -- | -- | -- | -- | -- | -- |
| Female | 221 | 217 | 4 | 98 | 271 | 272 | 215 | 300 |
| African American/Black (not of Hispanic origin) | 11 | 10 | 1 | 91 | 252 | 251 | 215 | 272 |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 6 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 198 | 196 | 2 | 99 | 272 | 275 | 233 | 300 |
| Multiracial | 3 | -- | -- | -- | -- | -- | -- | -- |
| Other | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 5 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=101 Reading Teacher (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 233 | 224 | 9 | 96 | 267 | 268 | 212 | 300 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 8 | -- | -- | -- | -- | -- | -- | -- |
| Female | 224 | 216 | 8 | 96 | 268 | 268 | 212 | 300 |
| African American/Black (not of Hispanic origin) | 12 | 8 | 4 | 67 | 245 | 244 | 212 | 268 |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 6 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 201 | 197 | 4 | 98 | 269 | 270 | 220 | 300 |
| Multiracial | 3 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 4 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=102 Library Media Specialist (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 40 | 37 | 3 | 93 | 259 | 260 | 200 | 284 |
| Male | 7 | -- | -- | -- | -- | -- | -- | -- |
| Female | 33 | 31 | 2 | 94 | 260 | 260 | 232 | 280 |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 35 | 32 | 3 | 91 | 258 | 260 | 200 | 284 |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=103 Library Media Specialist (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 40 | 36 | 4 | 90 | 257 | 261 | 197 | 283 |
| Male | 7 | -- | -- | -- | -- | -- | -- | -- |
| Female | 33 | 30 | 3 | 91 | 258 | 257 | 223 | 283 |
| Asian or Pacific Islander | 3 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 34 | 31 | 3 | 91 | 257 | 261 | 197 | 283 |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=104 Visual Arts (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 133 | 120 | 13 | 90 | 262 | 266 | 208 | 291 |
| No response | 6 | -- | -- | -- | -- | -- | -- | -- |
| Male | 29 | 26 | 3 | 90 | 262 | 268 | 227 | 291 |
| Female | 98 | 88 | 10 | 90 | 261 | 263 | 208 | 291 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 6 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 113 | 102 | 11 | 90 | 263 | 266 | 208 | 291 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 5 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=105 Visual Arts (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 136 | 124 | 12 | 91 | 257 | 256 | 208 | 288 |
| No response | 6 | -- | -- | -- | -- | -- | -- | -- |
| Male | 31 | 27 | 4 | 87 | 255 | 252 | 216 | 288 |
| Female | 99 | 91 | 8 | 92 | 258 | 256 | 208 | 288 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 6 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 116 | 106 | 10 | 91 | 258 | 260 | 208 | 288 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Other | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 5 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 196 | 193 | 3 | 98 | 267 | 270 | 218 | 293 |
| No response | 3 | -- | -- | -- | -- | -- | -- | -- |
| Male | 76 | 75 | 1 | 99 | 268 | 270 | 229 | 293 |
| Female | 117 | 115 | 2 | 98 | 267 | 266 | 218 | 293 |
| Asian or Pacific Islander | 4 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 5 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 178 | 177 | 1 | 99 | 268 | 270 | 229 | 293 |
| Multiracial | 7 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=108 Theatre (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 20 | 18 | 2 | 90 | 258 | 261 | 215 | 282 |
| Male | 8 | -- | -- | -- | -- | -- | -- | -- |
| Female | 12 | 11 | 1 | 92 | 256 | 258 | 226 | 279 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 17 | 16 | 1 | 94 | 260 | 261 | 226 | 282 |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=109 Theatre (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 19 | 19 | 0 | 100 | 273 | 274 | 240 | 287 |
| Male | 8 | -- | -- | -- | -- | -- | -- | -- |
| Female | 11 | 11 | 0 | 100 | 271 | 274 | 257 | 283 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 16 | 16 | 0 | 100 | 275 | 277 | 257 | 287 |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=110 Dance (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 8 | -- | -- | -- | -- | -- | -- | -- |
| Male | 1 | -- | -- | -- | -- | -- | -- | -- |
| Female | 7 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 8 | -- | -- | -- | -- | -- | -- | -- |

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019

Test=111 Dance (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 8 | -- | -- | -- | -- | -- | -- | -- |
| Male | 1 | -- | -- | -- | -- | -- | -- | -- |
| Female | 7 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 8 | -- | -- | -- | -- | -- | -- | -- |

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=112 Physical Education (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 201 | 196 | 5 | 98 | 264 | 263 | 214 | 296 |
| Male | 123 | 119 | 4 | 97 | 263 | 263 | 214 | 296 |
| Female | 78 | 77 | 1 | 99 | 264 | 265 | 225 | 289 |
| African American/Black (not of Hispanic origin) | 12 | 10 | 2 | 83 | 253 | 258 | 214 | 274 |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 3 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 178 | 175 | 3 | 98 | 264 | 263 | 229 | 289 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=113 Physical Education (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 202 | 198 | 4 | 98 | 263 | 263 | 217 | 297 |
| Male | 122 | 119 | 3 | 98 | 262 | 260 | 217 | 297 |
| Female | 80 | 79 | 1 | 99 | 265 | 267 | 230 | 290 |
| African American/Black (not of Hispanic origin) | 11 | 8 | 3 | 73 | 252 | 247 | 230 | 273 |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 3 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 180 | 179 | 1 | 99 | 264 | 263 | 217 | 297 |
| Multiracial | 4 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 12 | 12 | 0 | 100 | 276 | 278 | 247 | 297 |
| Male | 7 | -- | -- | -- | -- | -- | -- | -- |
| Female | 5 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 10 | 10 | 0 | 100 | 278 | 278 | 258 | 297 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 11 | 11 | 0 | 100 | 275 | 278 | 262 | 284 |
| Male | 7 | -- | -- | -- | -- | -- | -- | -- |
| Female | 4 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 10 | 10 | 0 | 100 | 275 | 275 | 262 | 284 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 11 | 10 | 1 | 91 | 275 | 278 | 229 | 300 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 2 | -- | -- | -- | -- | -- | -- | -- |
| Female | 8 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 10 | 10 | 0 | 100 | 280 | 278 | 248 | 300 |
| White (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 11 | 8 | 3 | 73 | 271 | 300 | 180 | 300 |
| Male | 2 | -- | -- | -- | -- | -- | -- | -- |
| Female | 9 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 8 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=160 World Language and Culture: French (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 14 | 12 | 2 | 86 | 253 | 257 | 184 | 287 |
| Male | 4 | -- | -- | -- | -- | -- | -- | -- |
| Female | 10 | 9 | 1 | 90 | 253 | 254 | 184 | 287 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 10 | 9 | 1 | 90 | 257 | 260 | 184 | 287 |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=161 World Language and Culture: French (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 13 | 11 | 2 | 85 | 283 | 300 | 204 | 300 |
| Male | 1 | -- | -- | -- | -- | -- | -- | -- |
| Female | 12 | 10 | 2 | 83 | 282 | 300 | 204 | 300 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 11 | 9 | 2 | 82 | 283 | 300 | 204 | 300 |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=162 World Language and Culture: German (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=163 World Language and Culture: German (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|--------------------------------|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2 | -- | -- | -- | -- | -- | -- | -- |
| Male | 2 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=164 World Language and Culture: Spanish (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 115 | 98 | 17 | 85 | 258 | 257 | 199 | 300 |
| No response | 2 | -- | -- | -- | -- | -- | -- | -- |
| Male | 24 | 21 | 3 | 88 | 258 | 254 | 230 | 290 |
| Female | 89 | 75 | 14 | 84 | 257 | 259 | 199 | 300 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 30 | 27 | 3 | 90 | 256 | 254 | 199 | 288 |
| White (not of Hispanic origin) | 78 | 67 | 11 | 86 | 259 | 259 | 209 | 300 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=165 World Language and Culture: Spanish (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 101 | 99 | 2 | 98 | 276 | 278 | 225 | 300 |
| No response | 2 | -- | -- | -- | -- | -- | -- | -- |
| Male | 24 | 24 | 0 | 100 | 279 | 285 | 240 | 300 |
| Female | 75 | 73 | 2 | 97 | 275 | 278 | 225 | 300 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 25 | 25 | 0 | 100 | 288 | 300 | 240 | 300 |
| White (not of Hispanic origin) | 70 | 69 | 1 | 99 | 274 | 270 | 233 | 300 |
| Other | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=184 Instrumental Classroom Music (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 118 | 107 | 11 | 91 | 257 | 257 | 210 | 296 |
| No response | 2 | -- | -- | -- | -- | -- | -- | -- |
| Male | 51 | 46 | 5 | 90 | 259 | 261 | 210 | 291 |
| Female | 65 | 60 | 5 | 92 | 256 | 253 | 223 | 296 |
| African American/Black (not of Hispanic origin) | 1 | -- | -- | -- | -- | -- | -- | -- |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 3 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 109 | 99 | 10 | 91 | 257 | 257 | 210 | 296 |
| Multiracial | 2 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=185 Vocal Classroom Music (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|-----------------------------------|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 113 | 110 | 3 | 97 | 265 | 268 | 219 | 293 |
| No response | 2 | -- | -- | -- | -- | -- | -- | -- |
| Male | 38 | 37 | 1 | 97 | 266 | 268 | 236 | 293 |
| Female | 73 | 71 | 2 | 97 | 264 | 265 | 219 | 293 |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 4 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 100 | 99 | 1 | 99 | 266 | 268 | 229 | 293 |
| Multiracial | 5 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=188 MN NES Essential Academic Skills I: Reading

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 1,807 | 1,548 | 259 | 86 | 549 | 551 | 400 | 600 |
| No response | 9 | -- | -- | -- | -- | -- | -- | -- |
| Male | 419 | 375 | 44 | 89 | 554 | 563 | 400 | 600 |
| Female | 1,379 | 1,164 | 215 | 84 | 547 | 551 | 440 | 600 |
| African American/Black (not of Hispanic origin) | 103 | 61 | 42 | 59 | 522 | 532 | 440 | 594 |
| American Indian or Alaskan Native | 12 | 11 | 1 | 92 | 557 | 557 | 500 | 600 |
| Asian or Pacific Islander | 94 | 72 | 22 | 77 | 534 | 538 | 440 | 588 |
| Hispanic | 74 | 62 | 12 | 84 | 545 | 551 | 471 | 600 |
| White (not of Hispanic origin) | 1,443 | 1,271 | 172 | 88 | 551 | 557 | 400 | 600 |
| Multiracial | 29 | 27 | 2 | 93 | 560 | 563 | 483 | 588 |
| Other | 18 | 12 | 6 | 67 | 536 | 539 | 440 | 588 |
| Undeclared | 34 | 32 | 2 | 94 | 568 | 569 | 502 | 600 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=189 MN NES Essential Academic Skills II: Writing

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,116 | 1,449 | 667 | 68 | 529 | 530 | 403 | 600 |
| No response | 13 | 11 | 2 | 85 | 555 | 565 | 493 | 590 |
| Male | 502 | 358 | 144 | 71 | 530 | 535 | 415 | 600 |
| Female | 1,601 | 1,080 | 521 | 67 | 528 | 530 | 403 | 595 |
| African American/Black (not of Hispanic origin) | 127 | 45 | 82 | 35 | 503 | 505 | 403 | 590 |
| American Indian or Alaskan Native | 19 | 12 | 7 | 63 | 523 | 530 | 451 | 560 |
| Asian or Pacific Islander | 117 | 60 | 57 | 51 | 514 | 520 | 440 | 589 |
| Hispanic | 98 | 50 | 48 | 51 | 517 | 520 | 430 | 585 |
| White (not of Hispanic origin) | 1,662 | 1,213 | 449 | 73 | 533 | 533 | 435 | 600 |
| Multiracial | 37 | 30 | 7 | 81 | 534 | 531 | 475 | 575 |
| Other | 18 | 8 | 10 | 44 | 512 | 512 | 446 | 565 |
| Undeclared | 38 | 31 | 7 | 82 | 541 | 542 | 483 | 590 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=190 MN NES Essential Academic Skills III: Mathematics

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,001 | 1,468 | 533 | 73 | 537 | 538 | 409 | 600 |
| No response | 13 | 10 | 3 | 77 | 550 | 569 | 457 | 594 |
| Male | 439 | 382 | 57 | 87 | 553 | 557 | 409 | 600 |
| Female | 1,549 | 1,076 | 473 | 69 | 533 | 532 | 409 | 600 |
| African American/Black (not of Hispanic origin) | 122 | 61 | 61 | 50 | 511 | 517 | 409 | 589 |
| American Indian or Alaskan Native | 19 | 8 | 11 | 42 | 517 | 514 | 451 | 600 |
| Asian or Pacific Islander | 91 | 67 | 24 | 74 | 539 | 538 | 457 | 600 |
| Hispanic | 83 | 54 | 29 | 65 | 526 | 526 | 446 | 594 |
| White (not of Hispanic origin) | 1,588 | 1,206 | 382 | 76 | 540 | 543 | 409 | 600 |
| Multiracial | 38 | 28 | 10 | 74 | 530 | 532 | 451 | 589 |
| Other | 20 | 10 | 10 | 50 | 514 | 512 | 457 | 600 |
| Undeclared | 40 | 34 | 6 | 85 | 549 | 553 | 458 | 600 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=191 Elementary Education (Grades K-6) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,196 | 1,952 | 244 | 89 | 261 | 263 | 184 | 300 |
| No response | 15 | 13 | 2 | 87 | 268 | 285 | 210 | 296 |
| Male | 280 | 244 | 36 | 87 | 257 | 255 | 188 | 296 |
| Female | 1,901 | 1,695 | 206 | 89 | 262 | 263 | 184 | 300 |
| African American/Black (not of Hispanic origin) | 46 | 29 | 17 | 63 | 245 | 246 | 188 | 296 |
| American Indian or Alaskan Native | 6 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 71 | 50 | 21 | 70 | 248 | 251 | 184 | 293 |
| Hispanic | 77 | 46 | 31 | 60 | 242 | 244 | 184 | 296 |
| White (not of Hispanic origin) | 1,931 | 1,766 | 165 | 91 | 263 | 263 | 188 | 300 |
| Multiracial | 36 | 33 | 3 | 92 | 262 | 261 | 221 | 296 |
| Other | 9 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 20 | 17 | 3 | 85 | 264 | 274 | 225 | 293 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=192 Elementary Education (Grades K-6) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,169 | 1,960 | 209 | 90 | 263 | 267 | 187 | 300 |
| No response | 15 | 13 | 2 | 87 | 270 | 283 | 207 | 300 |
| Male | 259 | 245 | 14 | 95 | 270 | 273 | 197 | 300 |
| Female | 1,895 | 1,702 | 193 | 90 | 262 | 263 | 187 | 300 |
| African American/Black (not of Hispanic origin) | 47 | 21 | 26 | 45 | 236 | 237 | 200 | 293 |
| American Indian or Alaskan Native | 7 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 66 | 56 | 10 | 85 | 258 | 260 | 217 | 297 |
| Hispanic | 79 | 44 | 35 | 56 | 243 | 243 | 197 | 300 |
| White (not of Hispanic origin) | 1,903 | 1,777 | 126 | 93 | 265 | 267 | 187 | 300 |
| Multiracial | 36 | 33 | 3 | 92 | 264 | 267 | 210 | 297 |
| Other | 10 | 7 | 3 | 70 | 245 | 250 | 210 | 280 |
| Undeclared | 21 | 17 | 4 | 81 | 260 | 263 | 210 | 297 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=193 Elementary Education (Grades K-6) Subtest 3

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 2,355 | 2,089 | 266 | 89 | 264 | 267 | 193 | 300 |
| No response | 16 | 15 | 1 | 94 | 277 | 289 | 234 | 300 |
| Male | 273 | 260 | 13 | 95 | 272 | 277 | 199 | 300 |
| Female | 2,066 | 1,814 | 252 | 88 | 262 | 263 | 193 | 300 |
| African American/Black (not of Hispanic origin) | 44 | 33 | 11 | 75 | 248 | 248 | 200 | 300 |
| American Indian or Alaskan Native | 7 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 75 | 56 | 19 | 75 | 252 | 250 | 197 | 300 |
| Hispanic | 79 | 52 | 27 | 66 | 250 | 247 | 199 | 297 |
| White (not of Hispanic origin) | 2,080 | 1,880 | 200 | 90 | 265 | 267 | 193 | 300 |
| Multiracial | 38 | 36 | 2 | 95 | 267 | 271 | 212 | 297 |
| Other | 11 | 8 | 3 | 73 | 252 | 250 | 223 | 287 |
| Undeclared | 21 | 20 | 1 | 95 | 275 | 280 | 230 | 297 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=194 English as a Second Language (Grades K-12) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 216 | 194 | 22 | 90 | 263 | 265 | 167 | 300 |
| No response | 3 | -- | -- | -- | -- | -- | -- | -- |
| Male | 23 | 19 | 4 | 83 | 260 | 257 | 220 | 300 |
| Female | 190 | 172 | 18 | 91 | 263 | 267 | 167 | 300 |
| African American/Black (not of Hispanic origin) | 10 | 7 | 3 | 70 | 244 | 250 | 167 | 297 |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 19 | 13 | 6 | 68 | 247 | 243 | 227 | 270 |
| Hispanic | 20 | 13 | 7 | 65 | 245 | 245 | 193 | 287 |
| White (not of Hispanic origin) | 151 | 145 | 6 | 96 | 268 | 270 | 210 | 300 |
| Multiracial | 6 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 6 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=195 English as a Second Language (Grades K-12) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 234 | 226 | 8 | 97 | 270 | 270 | 220 | 300 |
| No response | 4 | -- | -- | -- | -- | -- | -- | -- |
| Male | 27 | 26 | 1 | 96 | 265 | 267 | 233 | 293 |
| Female | 203 | 196 | 7 | 97 | 270 | 270 | 220 | 300 |
| African American/Black (not of Hispanic origin) | 16 | 16 | 0 | 100 | 253 | 250 | 240 | 280 |
| American Indian or Alaskan Native | 1 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 22 | 20 | 2 | 91 | 255 | 255 | 233 | 280 |
| Hispanic | 21 | 17 | 4 | 81 | 260 | 267 | 220 | 293 |
| White (not of Hispanic origin) | 158 | 156 | 2 | 99 | 274 | 277 | 230 | 300 |
| Multiracial | 6 | -- | -- | -- | -- | -- | -- | -- |
| Other | 3 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 7 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 50 | 45 | 5 | 90 | 261 | 263 | 229 | 293 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 6 | -- | -- | -- | -- | -- | -- | -- |
| Female | 43 | 39 | 4 | 91 | 262 | 263 | 233 | 293 |
| African American/Black (not of Hispanic origin) | 3 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 46 | 42 | 4 | 91 | 262 | 263 | 233 | 293 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 49 | 47 | 2 | 96 | 264 | 266 | 233 | 289 |
| No response | 1 | -- | -- | -- | -- | -- | -- | -- |
| Male | 6 | -- | -- | -- | -- | -- | -- | -- |
| Female | 42 | 40 | 2 | 95 | 264 | 266 | 233 | 289 |
| African American/Black (not of Hispanic origin) | 3 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 45 | 43 | 2 | 96 | 264 | 266 | 233 | 289 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=198 PrePrimary (Age 3 to Prekindergarten) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 58 | 40 | 18 | 69 | 243 | 245 | 191 | 284 |
| Male | 1 | -- | -- | -- | -- | -- | -- | -- |
| Female | 57 | 40 | 17 | 70 | 243 | 245 | 191 | 284 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 54 | 39 | 15 | 72 | 244 | 248 | 191 | 284 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=199 PrePrimary (Age 3 to Prekindergarten) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 61 | 39 | 22 | 64 | 241 | 240 | 196 | 284 |
| Male | 1 | -- | -- | -- | -- | -- | -- | -- |
| Female | 60 | 38 | 22 | 63 | 241 | 240 | 196 | 284 |
| African American/Black (not of Hispanic origin) | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 2 | -- | -- | -- | -- | -- | -- | -- |
| Hispanic | 1 | -- | -- | -- | -- | -- | -- | -- |
| White (not of Hispanic origin) | 55 | 36 | 19 | 65 | 242 | 245 | 196 | 284 |
| Other | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=200 Special Education Core Skills (Birth to Age 21) Subtest 1

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 1,244 | 1,192 | 52 | 96 | 263 | 262 | 215 | 297 |
| No response | 6 | -- | -- | -- | -- | -- | -- | -- |
| Male | 263 | 237 | 26 | 90 | 256 | 256 | 215 | 291 |
| Female | 975 | 949 | 26 | 97 | 265 | 265 | 218 | 297 |
| African American/Black (not of Hispanic origin) | 57 | 37 | 20 | 65 | 247 | 249 | 215 | 284 |
| American Indian or Alaskan Native | 3 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 36 | 34 | 2 | 94 | 253 | 255 | 224 | 272 |
| Hispanic | 11 | 11 | 0 | 100 | 260 | 253 | 249 | 284 |
| White (not of Hispanic origin) | 1,083 | 1,055 | 28 | 97 | 264 | 265 | 218 | 297 |
| Multiracial | 28 | 27 | 1 | 96 | 261 | 264 | 234 | 291 |
| Other | 6 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 20 | 19 | 1 | 95 | 271 | 275 | 231 | 287 |

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Gender and Ethnicity
September 1, 2018 - August 31, 2019**

Test=201 Special Education Core Skills (Birth to Age 21) Subtest 2

| | N | N Pass | N Fail | % Pass | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| All Examinees | 1,246 | 1,187 | 59 | 95 | 263 | 263 | 173 | 300 |
| No response | 6 | -- | -- | -- | -- | -- | -- | -- |
| Male | 252 | 232 | 20 | 92 | 257 | 257 | 193 | 297 |
| Female | 988 | 949 | 39 | 96 | 265 | 267 | 173 | 300 |
| African American/Black (not of Hispanic origin) | 53 | 36 | 17 | 68 | 245 | 247 | 193 | 290 |
| American Indian or Alaskan Native | 2 | -- | -- | -- | -- | -- | -- | -- |
| Asian or Pacific Islander | 35 | 30 | 5 | 86 | 251 | 250 | 213 | 280 |
| Hispanic | 13 | 12 | 1 | 92 | 260 | 260 | 237 | 290 |
| White (not of Hispanic origin) | 1,091 | 1,061 | 30 | 97 | 264 | 263 | 173 | 300 |
| Multiracial | 26 | 23 | 3 | 88 | 260 | 263 | 233 | 287 |
| Other | 7 | -- | -- | -- | -- | -- | -- | -- |
| Undeclared | 19 | 18 | 1 | 95 | 267 | 267 | 237 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=202 Augsburg College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 43 | 95 | 41 | 2 | 266 | 268 | 220 | 293 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 44 | 93 | 41 | 3 | 266 | 268 | 222 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 48 | 100 | 48 | 0 | 269 | 268 | 240 | 293 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 48 | 100 | 48 | 0 | 276 | 275 | 251 | 296 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 11 | 73 | 8 | 3 | 244 | 247 | 208 | 259 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=202 Augsburg College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 062 Life Science (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 33 | 42 | 14 | 19 | 513 | 508 | 440 | 594 |
| 189 MN NES Essential Academic Skills II: Writing | 49 | 43 | 21 | 28 | 507 | 515 | 403 | 580 |
| 190 MN NES Essential Academic Skills III: Mathematics | 39 | 51 | 20 | 19 | 511 | 520 | 409 | 588 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 29 | 79 | 23 | 6 | 259 | 255 | 210 | 296 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 30 | 70 | 21 | 9 | 260 | 263 | 217 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 32 | 81 | 26 | 6 | 263 | 268 | 203 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 20 | 90 | 18 | 2 | 261 | 263 | 230 | 290 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 26 | 100 | 26 | 0 | 263 | 262 | 243 | 300 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=202 Augsburg College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 35 | 94 | 33 | 2 | 262 | 262 | 231 | 284 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 35 | 97 | 34 | 1 | 264 | 263 | 233 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=203 Bemidji State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 110 | 87 | 96 | 14 | 257 | 260 | 204 | 288 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 115 | 88 | 101 | 14 | 258 | 258 | 217 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 56 | 98 | 55 | 1 | 264 | 263 | 237 | 286 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 59 | 100 | 59 | 0 | 270 | 272 | 240 | 293 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 13 | 46 | 6 | 7 | 234 | 236 | 191 | 255 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 11 | 73 | 8 | 3 | 249 | 255 | 212 | 276 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 12 | 100 | 12 | 0 | 270 | 269 | 254 | 289 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 12 | 100 | 12 | 0 | 268 | 267 | 248 | 284 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 10 | 70 | 7 | 3 | 247 | 248 | 215 | 272 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=203 Bemidji State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 056 Health (Grades 5-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 15 | 67 | 10 | 5 | 248 | 247 | 207 | 275 |
| 063 Life Science (Grades 9-12) Subtest 2 | 11 | 73 | 8 | 3 | 255 | 259 | 221 | 296 |
| 064 Physics (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 080 Technology (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 081 Technology (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 162 | 86 | 140 | 22 | 549 | 551 | 465 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 191 | 68 | 130 | 61 | 528 | 530 | 460 | 589 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=203 Bemidji State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 190 MN NES Essential Academic Skills III: Mathematics | 174 | 70 | 121 | 53 | 533 | 532 | 440 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 111 | 76 | 84 | 27 | 249 | 248 | 203 | 296 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 102 | 87 | 89 | 13 | 257 | 257 | 203 | 297 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 130 | 74 | 96 | 34 | 253 | 253 | 205 | 297 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 21 | 67 | 14 | 7 | 239 | 245 | 191 | 267 |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 21 | 52 | 11 | 10 | 234 | 240 | 196 | 267 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 50 | 100 | 50 | 0 | 265 | 265 | 240 | 284 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 47 | 100 | 47 | 0 | 266 | 267 | 240 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=204 Bethany Lutheran College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 13 | 85 | 11 | 2 | 545 | 545 | 502 | 582 |
| 189 MN NES Essential Academic Skills II: Writing | 13 | 69 | 9 | 4 | 531 | 535 | 495 | 578 |
| 190 MN NES Essential Academic Skills III: Mathematics | 12 | 75 | 9 | 3 | 532 | 532 | 477 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 10 | 90 | 9 | 1 | 254 | 251 | 225 | 281 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 193 Elementary Education (Grades K-6) Subtest 3 | 10 | 100 | 10 | 0 | 263 | 262 | 243 | 287 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=204 Bethany Lutheran College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=205 Bethel University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 68 | 99 | 67 | 1 | 266 | 268 | 224 | 296 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 66 | 95 | 63 | 3 | 268 | 268 | 226 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 67 | 100 | 67 | 0 | 266 | 268 | 240 | 289 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 66 | 100 | 66 | 0 | 273 | 274 | 247 | 293 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 13 | 100 | 13 | 0 | 263 | 261 | 243 | 286 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 14 | 100 | 14 | 0 | 254 | 255 | 240 | 268 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=205 Bethel University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 062 Life Science (Grades 9-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 082 Business (Grades 5-12) Subtest 1 | 11 | 100 | 11 | 0 | 259 | 261 | 240 | 279 |
| 083 Business (Grades 5-12) Subtest 2 | 11 | 91 | 10 | 1 | 260 | 264 | 219 | 276 |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 110 Dance (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 111 Dance (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=205 Bethel University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 51 | 90 | 46 | 5 | 554 | 560 | 477 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 53 | 74 | 39 | 14 | 535 | 535 | 483 | 590 |
| 190 MN NES Essential Academic Skills III: Mathematics | 58 | 74 | 43 | 15 | 541 | 541 | 477 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 47 | 94 | 44 | 3 | 266 | 270 | 199 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 45 | 100 | 45 | 0 | 274 | 273 | 247 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 48 | 92 | 44 | 4 | 269 | 275 | 200 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 59 | 97 | 57 | 2 | 262 | 262 | 231 | 291 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 59 | 95 | 56 | 3 | 263 | 260 | 227 | 300 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=206 Capella University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 57 | 79 | 45 | 12 | 251 | 248 | 201 | 300 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 52 | 90 | 47 | 5 | 258 | 256 | 212 | 300 |
| 082 Business (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 083 Business (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 31 | 97 | 30 | 1 | 263 | 265 | 229 | 289 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 33 | 88 | 29 | 4 | 256 | 260 | 212 | 276 |
| 189 MN NES Essential Academic Skills II: Writing | 1 | -- | -- | -- | -- | -- | -- | -- |
| 191 Elementary Education (Grades K-6) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 192 Elementary Education (Grades K-6) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=207 Carleton College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 052 Social Studies (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=208 College of St. Benedict/St. John's University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 46 | 96 | 44 | 2 | 265 | 268 | 228 | 296 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 47 | 94 | 44 | 3 | 264 | 263 | 226 | 291 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 20 | 100 | 20 | 0 | 267 | 265 | 251 | 286 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 20 | 100 | 20 | 0 | 266 | 266 | 240 | 293 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 16 | 69 | 11 | 5 | 241 | 244 | 203 | 266 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 15 | 87 | 13 | 2 | 251 | 248 | 236 | 272 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=208 College of St. Benedict/St. John's University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 4 | -- | -- | -- | -- | -- | -- | -- |
| 189 MN NES Essential Academic Skills II: Writing | 6 | -- | -- | -- | -- | -- | -- | -- |
| 190 MN NES Essential Academic Skills III: Mathematics | 4 | -- | -- | -- | -- | -- | -- | -- |
| 191 Elementary Education (Grades K-6) Subtest 1 | 44 | 91 | 40 | 4 | 260 | 261 | 218 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 43 | 93 | 40 | 3 | 265 | 267 | 213 | 293 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 48 | 92 | 44 | 4 | 260 | 263 | 200 | 297 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=209 College of St. Scholastica

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 47 | 96 | 45 | 2 | 265 | 264 | 216 | 288 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 47 | 96 | 45 | 2 | 270 | 272 | 231 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 30 | 100 | 30 | 0 | 269 | 268 | 240 | 289 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 29 | 100 | 29 | 0 | 276 | 275 | 254 | 293 |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 15 | 100 | 15 | 0 | 261 | 260 | 244 | 279 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 17 | 94 | 16 | 1 | 255 | 251 | 236 | 278 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 16 | 100 | 16 | 0 | 278 | 279 | 251 | 296 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 16 | 100 | 16 | 0 | 271 | 270 | 248 | 288 |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=209 College of St. Scholastica

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 53 | 87 | 46 | 7 | 551 | 557 | 465 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 63 | 71 | 45 | 18 | 533 | 535 | 465 | 590 |
| 190 MN NES Essential Academic Skills III: Mathematics | 53 | 66 | 35 | 18 | 536 | 543 | 440 | 588 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 54 | 81 | 44 | 10 | 254 | 255 | 199 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 54 | 83 | 45 | 9 | 259 | 263 | 210 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 57 | 88 | 50 | 7 | 264 | 267 | 213 | 297 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=210 Concordia College/Moorhead

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 25 | 100 | 25 | 0 | 269 | 268 | 248 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 25 | 100 | 25 | 0 | 270 | 268 | 249 | 282 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 34 | 97 | 33 | 1 | 274 | 275 | 237 | 289 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 34 | 100 | 34 | 0 | 277 | 278 | 258 | 296 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=210 Concordia College/Moorhead

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 15 | 100 | 15 | 0 | 268 | 266 | 251 | 289 |
| 112 Physical Education (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 162 World Language and Culture: German (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 163 World Language and Culture: German (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 4 | -- | -- | -- | -- | -- | -- | -- |
| 189 MN NES Essential Academic Skills II: Writing | 5 | -- | -- | -- | -- | -- | -- | -- |
| 190 MN NES Essential Academic Skills III: Mathematics | 5 | -- | -- | -- | -- | -- | -- | -- |
| 191 Elementary Education (Grades K-6) Subtest 1 | 24 | 100 | 24 | 0 | 263 | 265 | 244 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 23 | 100 | 23 | 0 | 270 | 272 | 243 | 293 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=210 Concordia College/Moorhead

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 193 Elementary Education (Grades K-6) Subtest 3 | 24 | 100 | 24 | 0 | 270 | 269 | 247 | 297 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=211 Concordia University/St. Paul

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 72 | 96 | 69 | 3 | 262 | 264 | 196 | 296 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 74 | 91 | 67 | 7 | 263 | 266 | 208 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 19 | 89 | 17 | 2 | 255 | 261 | 219 | 275 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 20 | 80 | 16 | 4 | 251 | 252 | 226 | 270 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 10 | 70 | 7 | 3 | 255 | 254 | 225 | 289 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=211 Concordia University/St. Paul

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 057 Health (Grades 5-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 19 | 100 | 19 | 0 | 277 | 277 | 254 | 300 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 18 | 100 | 18 | 0 | 276 | 274 | 263 | 296 |
| 104 Visual Arts (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 75 | 87 | 65 | 10 | 547 | 551 | 458 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 79 | 70 | 55 | 24 | 528 | 531 | 456 | 595 |
| 190 MN NES Essential Academic Skills III: Mathematics | 83 | 66 | 55 | 28 | 525 | 526 | 409 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 73 | 82 | 60 | 13 | 254 | 251 | 184 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 69 | 78 | 54 | 15 | 254 | 253 | 203 | 293 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 74 | 80 | 59 | 15 | 258 | 260 | 193 | 297 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=211 Concordia University/St. Paul

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 31 | 100 | 31 | 0 | 263 | 265 | 240 | 294 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 32 | 97 | 31 | 1 | 264 | 263 | 233 | 283 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=212 Crown College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 12 | 100 | 12 | 0 | 260 | 262 | 244 | 274 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 12 | 100 | 12 | 0 | 265 | 266 | 240 | 286 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 17 | 88 | 15 | 2 | 545 | 545 | 483 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 16 | 69 | 11 | 5 | 525 | 528 | 445 | 560 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=212 Crown College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 190 MN NES Essential Academic Skills III: Mathematics | 17 | 65 | 11 | 6 | 527 | 532 | 452 | 575 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 12 | 100 | 12 | 0 | 256 | 254 | 240 | 285 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 12 | 100 | 12 | 0 | 259 | 259 | 240 | 283 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 12 | 100 | 12 | 0 | 265 | 270 | 243 | 290 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=213 Gustavus Adolphus College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 12 | 100 | 12 | 0 | 270 | 266 | 256 | 284 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 12 | 100 | 12 | 0 | 271 | 275 | 245 | 286 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 15 | 100 | 15 | 0 | 274 | 275 | 257 | 287 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 15 | 100 | 15 | 0 | 278 | 279 | 261 | 293 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=213 Gustavus Adolphus College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 19 | 89 | 17 | 2 | 553 | 560 | 477 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 23 | 78 | 18 | 5 | 537 | 535 | 484 | 580 |
| 190 MN NES Essential Academic Skills III: Mathematics | 21 | 81 | 17 | 4 | 550 | 551 | 489 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 12 | 83 | 10 | 2 | 257 | 259 | 225 | 281 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 10 | 90 | 9 | 1 | 270 | 272 | 233 | 290 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 13 | 85 | 11 | 2 | 254 | 257 | 210 | 277 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=214 Hamline University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 53 | 98 | 52 | 1 | 272 | 276 | 212 | 289 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 54 | 98 | 53 | 1 | 273 | 277 | 212 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 54 | 98 | 53 | 1 | 272 | 271 | 236 | 293 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 55 | 100 | 55 | 0 | 277 | 280 | 247 | 297 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 12 | 100 | 12 | 0 | 270 | 272 | 261 | 279 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 13 | 92 | 12 | 1 | 264 | 270 | 227 | 285 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 10 | 100 | 10 | 0 | 270 | 267 | 253 | 286 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 12 | 100 | 12 | 0 | 253 | 251 | 240 | 278 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=214 Hamline University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 23 | 100 | 23 | 0 | 280 | 282 | 254 | 296 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 23 | 100 | 23 | 0 | 279 | 276 | 260 | 300 |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 108 Theatre (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 109 Theatre (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 110 Dance (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 111 Dance (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 24 | 100 | 24 | 0 | 564 | 569 | 520 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 31 | 74 | 23 | 8 | 539 | 540 | 475 | 585 |
| 190 MN NES Essential Academic Skills III: Mathematics | 32 | 91 | 29 | 3 | 549 | 550 | 469 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 54 | 87 | 47 | 7 | 259 | 259 | 214 | 289 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 52 | 85 | 44 | 8 | 260 | 260 | 213 | 293 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 58 | 90 | 52 | 6 | 264 | 267 | 210 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 35 | 97 | 34 | 1 | 271 | 277 | 223 | 293 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019**

Educational Preparation Institution=214 Hamline University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 39 | 100 | 39 | 0 | 276 | 280 | 240 | 300 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=216 Martin Luther College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 22 | 100 | 22 | 0 | 286 | 290 | 269 | 295 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 22 | 100 | 22 | 0 | 279 | 280 | 269 | 289 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 109 | 99 | 108 | 1 | 266 | 268 | 232 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 109 | 94 | 103 | 6 | 262 | 263 | 222 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 37 | 100 | 37 | 0 | 267 | 267 | 244 | 287 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 37 | 97 | 36 | 1 | 271 | 275 | 233 | 293 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 27 | 100 | 27 | 0 | 268 | 270 | 248 | 293 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 26 | 100 | 26 | 0 | 271 | 272 | 240 | 291 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 12 | 100 | 12 | 0 | 267 | 266 | 240 | 300 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 11 | 91 | 10 | 1 | 266 | 266 | 236 | 288 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 15 | 100 | 15 | 0 | 280 | 282 | 259 | 294 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 15 | 100 | 15 | 0 | 270 | 273 | 253 | 280 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 19 | 100 | 19 | 0 | 259 | 258 | 240 | 283 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 20 | 75 | 15 | 5 | 248 | 247 | 226 | 279 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=216 Martin Luther College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 058 Chemistry (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 13 | 100 | 13 | 0 | 268 | 266 | 255 | 282 |
| 113 Physical Education (Grades K-12) Subtest 2 | 13 | 100 | 13 | 0 | 263 | 263 | 250 | 280 |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 10 | 80 | 8 | 2 | 252 | 253 | 228 | 278 |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 1 | -- | -- | -- | -- | -- | -- | -- |
| 189 MN NES Essential Academic Skills II: Writing | 1 | -- | -- | -- | -- | -- | -- | -- |
| 190 MN NES Essential Academic Skills III: Mathematics | 1 | -- | -- | -- | -- | -- | -- | -- |
| 191 Elementary Education (Grades K-6) Subtest 1 | 139 | 91 | 127 | 12 | 264 | 266 | 188 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 134 | 96 | 128 | 6 | 273 | 277 | 213 | 300 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019**

Educational Preparation Institution=216 Martin Luther College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 193 Elementary Education (Grades K-6) Subtest 3 | 138 | 93 | 128 | 10 | 272 | 277 | 220 | 300 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=217 Metropolitan State University

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 28 | 82 | 23 | 5 | 255 | 254 | 224 | 284 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 29 | 76 | 22 | 7 | 253 | 254 | 185 | 286 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 23 | 91 | 21 | 2 | 261 | 260 | 219 | 293 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 20 | 100 | 20 | 0 | 270 | 274 | 243 | 286 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 11 | 100 | 11 | 0 | 268 | 274 | 240 | 291 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 10 | 100 | 10 | 0 | 268 | 268 | 244 | 286 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 10 | 20 | 2 | 8 | 234 | 229 | 212 | 286 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 10 | 30 | 3 | 7 | 236 | 232 | 220 | 277 |
| 056 Health (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=217 Metropolitan State University

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 080 Technology (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 081 Technology (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 32 | 72 | 23 | 9 | 534 | 533 | 471 | 594 |
| 189 MN NES Essential Academic Skills II: Writing | 45 | 53 | 24 | 21 | 519 | 520 | 465 | 584 |
| 190 MN NES Essential Academic Skills III: Mathematics | 45 | 60 | 27 | 18 | 523 | 520 | 440 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 27 | 52 | 14 | 13 | 239 | 240 | 195 | 285 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 28 | 54 | 15 | 13 | 239 | 240 | 203 | 287 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 27 | 52 | 14 | 13 | 246 | 240 | 200 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=217 Metropolitan State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=218 Minnesota State University/Mankato

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 18 | 100 | 18 | 0 | 283 | 285 | 260 | 298 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 17 | 100 | 17 | 0 | 282 | 284 | 256 | 295 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 128 | 95 | 122 | 6 | 263 | 264 | 220 | 296 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 124 | 95 | 118 | 6 | 262 | 263 | 212 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 96 | 99 | 95 | 1 | 267 | 268 | 222 | 297 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 95 | 100 | 95 | 0 | 271 | 272 | 240 | 300 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 11 | 100 | 11 | 0 | 268 | 271 | 246 | 289 |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 11 | 100 | 11 | 0 | 270 | 265 | 253 | 291 |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 17 | 100 | 17 | 0 | 272 | 275 | 250 | 289 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 17 | 100 | 17 | 0 | 265 | 263 | 244 | 300 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 10 | 80 | 8 | 2 | 247 | 248 | 215 | 274 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 10 | 100 | 10 | 0 | 266 | 267 | 243 | 280 |
| 057 Health (Grades 5-12) Subtest 2 | 10 | 100 | 10 | 0 | 273 | 272 | 262 | 287 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=218 Minnesota State University/Mankato

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 080 Technology (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 081 Technology (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 082 Business (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 083 Business (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 20 | 100 | 20 | 0 | 266 | 267 | 240 | 289 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 20 | 100 | 20 | 0 | 264 | 264 | 240 | 288 |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 10 | 100 | 10 | 0 | 258 | 258 | 240 | 276 |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 10 | 100 | 10 | 0 | 259 | 261 | 240 | 274 |
| 104 Visual Arts (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 10 | 80 | 8 | 2 | 249 | 246 | 232 | 272 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=218 Minnesota State University/Mankato

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 10 | 100 | 10 | 0 | 263 | 261 | 254 | 274 |
| 113 Physical Education (Grades K-12) Subtest 2 | 10 | 100 | 10 | 0 | 263 | 265 | 243 | 273 |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 186 | 89 | 166 | 20 | 547 | 551 | 467 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 215 | 68 | 146 | 69 | 526 | 525 | 456 | 589 |
| 190 MN NES Essential Academic Skills III: Mathematics | 187 | 79 | 148 | 39 | 542 | 545 | 463 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 94 | 88 | 83 | 11 | 258 | 259 | 206 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 93 | 91 | 85 | 8 | 262 | 263 | 210 | 297 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 117 | 84 | 98 | 19 | 257 | 259 | 207 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=218 Minnesota State University/Mankato

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 111 | 95 | 106 | 5 | 261 | 259 | 215 | 291 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 111 | 97 | 108 | 3 | 263 | 260 | 230 | 293 |

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=219 Minnesota State University/Moorhead

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 27 | 100 | 27 | 0 | 279 | 279 | 260 | 297 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 28 | 100 | 28 | 0 | 277 | 279 | 256 | 294 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 109 | 98 | 107 | 2 | 265 | 268 | 232 | 289 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 113 | 94 | 106 | 7 | 266 | 268 | 203 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 48 | 94 | 45 | 3 | 265 | 266 | 233 | 286 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 47 | 100 | 47 | 0 | 270 | 272 | 243 | 293 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 27 | 100 | 27 | 0 | 264 | 268 | 240 | 293 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 27 | 96 | 26 | 1 | 265 | 264 | 228 | 295 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 10 | 100 | 10 | 0 | 273 | 274 | 250 | 289 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 10 | 100 | 10 | 0 | 262 | 262 | 253 | 274 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 14 | 93 | 13 | 1 | 252 | 251 | 219 | 283 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 20 | 75 | 15 | 5 | 248 | 248 | 229 | 265 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 10 | 80 | 8 | 2 | 253 | 251 | 201 | 289 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 14 | 100 | 14 | 0 | 270 | 273 | 250 | 293 |
| 057 Health (Grades 5-12) Subtest 2 | 14 | 100 | 14 | 0 | 265 | 262 | 249 | 284 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=219 Minnesota State University/Moorhead

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 058 Chemistry (Grades 9-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 17 | 100 | 17 | 0 | 260 | 263 | 244 | 272 |
| 113 Physical Education (Grades K-12) Subtest 2 | 16 | 100 | 16 | 0 | 260 | 257 | 247 | 280 |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 25 | 80 | 20 | 5 | 544 | 545 | 477 | 600 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=219 Minnesota State University/Moorhead

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 189 MN NES Essential Academic Skills II: Writing | 35 | 69 | 24 | 11 | 521 | 525 | 460 | 569 |
| 190 MN NES Essential Academic Skills III: Mathematics | 27 | 59 | 16 | 11 | 529 | 526 | 428 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 95 | 89 | 85 | 10 | 256 | 255 | 214 | 289 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 94 | 100 | 94 | 0 | 268 | 267 | 240 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 112 | 89 | 100 | 12 | 259 | 257 | 200 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 10 | 100 | 10 | 0 | 268 | 269 | 247 | 283 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 53 | 98 | 52 | 1 | 263 | 262 | 224 | 297 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 58 | 97 | 56 | 2 | 264 | 263 | 237 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=220 North Central University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 11 | 100 | 11 | 0 | 265 | 264 | 248 | 280 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 13 | 92 | 12 | 1 | 261 | 263 | 226 | 282 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 12 | 100 | 12 | 0 | 266 | 263 | 247 | 283 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 12 | 100 | 12 | 0 | 265 | 270 | 244 | 277 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 13 | 77 | 10 | 3 | 537 | 532 | 483 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 16 | 44 | 7 | 9 | 518 | 515 | 475 | 564 |
| 190 MN NES Essential Academic Skills III: Mathematics | 20 | 65 | 13 | 7 | 526 | 526 | 451 | 575 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 12 | 92 | 11 | 1 | 262 | 266 | 218 | 289 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 13 | 77 | 10 | 3 | 253 | 253 | 213 | 286 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 14 | 86 | 12 | 2 | 259 | 262 | 217 | 284 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=220 North Central University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=221 University of Northwestern - St. Paul

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 24 | 100 | 24 | 0 | 270 | 268 | 248 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 24 | 96 | 23 | 1 | 272 | 272 | 235 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 22 | 100 | 22 | 0 | 269 | 269 | 240 | 293 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 22 | 100 | 22 | 0 | 275 | 278 | 251 | 293 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=221 University of Northwestern - St. Paul

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 113 Physical Education (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 24 | 88 | 21 | 3 | 552 | 551 | 507 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 24 | 88 | 21 | 3 | 544 | 541 | 505 | 590 |
| 190 MN NES Essential Academic Skills III: Mathematics | 25 | 80 | 20 | 5 | 545 | 551 | 483 | 588 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 21 | 95 | 20 | 1 | 272 | 278 | 229 | 296 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 21 | 95 | 20 | 1 | 263 | 263 | 233 | 290 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 23 | 91 | 21 | 2 | 267 | 272 | 223 | 290 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=222 Southwest Minnesota State University

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 48 | 100 | 48 | 0 | 279 | 280 | 249 | 298 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 47 | 98 | 46 | 1 | 275 | 275 | 231 | 295 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 38 | 95 | 36 | 2 | 259 | 260 | 228 | 280 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 37 | 97 | 36 | 1 | 263 | 258 | 231 | 286 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 15 | 100 | 15 | 0 | 259 | 257 | 244 | 289 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 15 | 93 | 14 | 1 | 261 | 261 | 233 | 289 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 48 | 94 | 45 | 3 | 265 | 266 | 228 | 300 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 46 | 100 | 46 | 0 | 268 | 270 | 240 | 296 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=222 Southwest Minnesota State University

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 056 Health (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 11 | 100 | 11 | 0 | 269 | 268 | 240 | 289 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 11 | 100 | 11 | 0 | 263 | 264 | 240 | 280 |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 97 | 84 | 81 | 16 | 542 | 540 | 440 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 117 | 59 | 69 | 48 | 518 | 520 | 440 | 585 |
| 190 MN NES Essential Academic Skills III: Mathematics | 120 | 65 | 78 | 42 | 526 | 526 | 434 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 27 | 81 | 22 | 5 | 252 | 255 | 195 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 24 | 92 | 22 | 2 | 259 | 259 | 227 | 293 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation
September 1, 2018 to August 31, 2019

Educational Preparation Institution=222 Southwest Minnesota State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 193 Elementary Education (Grades K-6) Subtest 3 | 35 | 71 | 25 | 10 | 247 | 247 | 203 | 290 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 36 | 92 | 33 | 3 | 257 | 258 | 221 | 287 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 34 | 97 | 33 | 1 | 257 | 257 | 207 | 287 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=223 St. Catherine University

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 22 | 91 | 20 | 2 | 265 | 268 | 216 | 300 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 22 | 91 | 20 | 2 | 268 | 272 | 212 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 11 | 100 | 11 | 0 | 271 | 272 | 254 | 283 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 12 | 100 | 12 | 0 | 274 | 279 | 258 | 293 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=223 St. Catherine University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 10 | 100 | 10 | 0 | 266 | 266 | 244 | 280 |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 10 | 100 | 10 | 0 | 262 | 264 | 240 | 279 |
| 104 Visual Arts (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 10 | 90 | 9 | 1 | 550 | 554 | 477 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 13 | 85 | 11 | 2 | 530 | 525 | 460 | 600 |
| 190 MN NES Essential Academic Skills III: Mathematics | 15 | 80 | 12 | 3 | 535 | 531 | 486 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 17 | 82 | 14 | 3 | 262 | 263 | 218 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 18 | 94 | 17 | 1 | 267 | 270 | 220 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 19 | 95 | 18 | 1 | 267 | 273 | 213 | 300 |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=224 St. Cloud State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 18 | 100 | 18 | 0 | 278 | 278 | 254 | 297 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 21 | 100 | 21 | 0 | 273 | 275 | 248 | 297 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 138 | 93 | 129 | 9 | 260 | 260 | 214 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 141 | 94 | 133 | 8 | 261 | 263 | 208 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 84 | 100 | 84 | 0 | 262 | 262 | 240 | 290 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 81 | 100 | 81 | 0 | 268 | 268 | 244 | 296 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 18 | 94 | 17 | 1 | 259 | 258 | 220 | 281 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 18 | 94 | 17 | 1 | 263 | 266 | 236 | 283 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 12 | 100 | 12 | 0 | 272 | 274 | 258 | 287 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 14 | 86 | 12 | 2 | 262 | 265 | 229 | 288 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 18 | 89 | 16 | 2 | 249 | 249 | 220 | 279 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 19 | 74 | 14 | 5 | 245 | 247 | 218 | 272 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 14 | 93 | 13 | 1 | 259 | 262 | 230 | 290 |
| 057 Health (Grades 5-12) Subtest 2 | 14 | 100 | 14 | 0 | 263 | 265 | 240 | 281 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=224 St. Cloud State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 058 Chemistry (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 11 | 91 | 10 | 1 | 252 | 248 | 224 | 281 |
| 064 Physics (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 080 Technology (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 081 Technology (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 082 Business (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 083 Business (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 13 | 100 | 13 | 0 | 260 | 261 | 244 | 278 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=224 St. Cloud State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 113 Physical Education (Grades K-12) Subtest 2 | 13 | 100 | 13 | 0 | 262 | 260 | 243 | 277 |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 93 | 81 | 75 | 18 | 543 | 545 | 465 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 128 | 63 | 80 | 48 | 523 | 525 | 446 | 584 |
| 190 MN NES Essential Academic Skills III: Mathematics | 104 | 79 | 82 | 22 | 540 | 545 | 415 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 71 | 77 | 55 | 16 | 250 | 251 | 199 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 71 | 93 | 66 | 5 | 260 | 260 | 219 | 293 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 80 | 85 | 68 | 12 | 256 | 253 | 200 | 290 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 15 | 80 | 12 | 3 | 254 | 257 | 223 | 283 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 17 | 88 | 15 | 2 | 261 | 260 | 233 | 290 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 87 | 97 | 84 | 3 | 261 | 262 | 218 | 287 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 91 | 95 | 86 | 5 | 260 | 260 | 233 | 293 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=225 St. Mary's University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 48 | 98 | 47 | 1 | 266 | 268 | 228 | 288 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 45 | 98 | 44 | 1 | 269 | 268 | 235 | 291 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 39 | 100 | 39 | 0 | 270 | 273 | 244 | 293 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 41 | 100 | 41 | 0 | 275 | 275 | 247 | 297 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 12 | 83 | 10 | 2 | 252 | 253 | 198 | 289 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 12 | 58 | 7 | 5 | 246 | 246 | 214 | 272 |
| 062 Life Science (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=225 St. Mary's University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 104 Visual Arts (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 24 | 79 | 19 | 5 | 553 | 562 | 483 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 27 | 70 | 19 | 8 | 535 | 536 | 484 | 575 |
| 190 MN NES Essential Academic Skills III: Mathematics | 27 | 70 | 19 | 8 | 531 | 538 | 452 | 588 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 33 | 94 | 31 | 2 | 263 | 263 | 210 | 296 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 33 | 97 | 32 | 1 | 268 | 270 | 227 | 297 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 32 | 94 | 30 | 2 | 271 | 277 | 221 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 10 | 100 | 10 | 0 | 274 | 277 | 240 | 293 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 32 | 100 | 32 | 0 | 266 | 268 | 240 | 284 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 31 | 100 | 31 | 0 | 271 | 273 | 247 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=226 St. Olaf College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 28 | 100 | 28 | 0 | 271 | 271 | 251 | 287 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 28 | 100 | 28 | 0 | 275 | 275 | 254 | 293 |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 14 | 100 | 14 | 0 | 277 | 278 | 248 | 293 |
| 108 Theatre (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 109 Theatre (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=226 St. Olaf College

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|---|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 1 | -- | -- | -- | -- | -- | -- | -- |
| 189 MN NES Essential Academic Skills II: Writing | 2 | -- | -- | -- | -- | -- | -- | -- |
| 190 MN NES Essential Academic Skills III: Mathematics | 1 | -- | -- | -- | -- | -- | -- | -- |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=227 University of St. Thomas

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 10 | 100 | 10 | 0 | 283 | 284 | 270 | 297 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 10 | 100 | 10 | 0 | 280 | 283 | 269 | 291 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 71 | 97 | 69 | 2 | 267 | 268 | 212 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 72 | 93 | 67 | 5 | 268 | 272 | 212 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 56 | 96 | 54 | 2 | 269 | 268 | 233 | 296 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 58 | 100 | 58 | 0 | 276 | 277 | 250 | 293 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 13 | 100 | 13 | 0 | 267 | 272 | 240 | 280 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 13 | 92 | 12 | 1 | 251 | 255 | 225 | 266 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 056 Health (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=227 University of St. Thomas

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 063 Life Science (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 59 | 83 | 49 | 10 | 552 | 560 | 465 | 594 |
| 189 MN NES Essential Academic Skills II: Writing | 65 | 66 | 43 | 22 | 532 | 540 | 440 | 584 |
| 190 MN NES Essential Academic Skills III: Mathematics | 75 | 76 | 57 | 18 | 536 | 543 | 434 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 37 | 92 | 34 | 3 | 264 | 266 | 229 | 293 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 36 | 97 | 35 | 1 | 269 | 271 | 227 | 297 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 38 | 95 | 36 | 2 | 271 | 276 | 230 | 297 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019**

Educational Preparation Institution=227 University of St. Thomas

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 90 | 92 | 83 | 7 | 263 | 262 | 231 | 294 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 84 | 92 | 77 | 7 | 264 | 267 | 227 | 293 |

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=228 University of Minnesota/Duluth

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 14 | 100 | 14 | 0 | 279 | 278 | 265 | 300 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 14 | 100 | 14 | 0 | 277 | 280 | 253 | 295 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 62 | 95 | 59 | 3 | 266 | 268 | 236 | 296 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 61 | 98 | 60 | 1 | 267 | 268 | 235 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 82 | 100 | 82 | 0 | 266 | 267 | 240 | 290 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 78 | 99 | 77 | 1 | 270 | 270 | 236 | 290 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 19 | 89 | 17 | 2 | 255 | 253 | 236 | 278 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 19 | 100 | 19 | 0 | 258 | 257 | 245 | 280 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 19 | 100 | 19 | 0 | 268 | 268 | 244 | 284 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 17 | 100 | 17 | 0 | 262 | 261 | 248 | 279 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 17 | 88 | 15 | 2 | 251 | 251 | 222 | 279 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 18 | 83 | 15 | 3 | 246 | 248 | 222 | 265 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 13 | 69 | 9 | 4 | 239 | 240 | 208 | 268 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 13 | 69 | 9 | 4 | 249 | 247 | 215 | 279 |
| 056 Health (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=228 University of Minnesota/Duluth

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 058 Chemistry (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 11 | 91 | 10 | 1 | 260 | 266 | 229 | 278 |
| 109 Theatre (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 113 Physical Education (Grades K-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=228 University of Minnesota/Duluth

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 57 | 89 | 51 | 6 | 547 | 551 | 400 | 594 |
| 189 MN NES Essential Academic Skills II: Writing | 74 | 73 | 54 | 20 | 531 | 531 | 480 | 584 |
| 190 MN NES Essential Academic Skills III: Mathematics | 59 | 73 | 43 | 16 | 540 | 545 | 458 | 594 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 61 | 92 | 56 | 5 | 258 | 259 | 210 | 289 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 60 | 93 | 56 | 4 | 264 | 267 | 197 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 71 | 92 | 65 | 6 | 260 | 263 | 215 | 294 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 102 | 98 | 100 | 2 | 260 | 259 | 234 | 287 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 107 | 98 | 105 | 2 | 260 | 260 | 220 | 283 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=229 University of Minnesota/Crookston

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 13 | 69 | 9 | 4 | 534 | 545 | 483 | 588 |
| 189 MN NES Essential Academic Skills II: Writing | 12 | 50 | 6 | 6 | 523 | 518 | 493 | 575 |
| 190 MN NES Essential Academic Skills III: Mathematics | 14 | 79 | 11 | 3 | 529 | 526 | 480 | 569 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 192 Elementary Education (Grades K-6) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 193 Elementary Education (Grades K-6) Subtest 3 | 12 | 75 | 9 | 3 | 253 | 253 | 230 | 278 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=230 University of Minnesota/Twin Cities

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 21 | 100 | 21 | 0 | 292 | 292 | 284 | 300 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 21 | 100 | 21 | 0 | 285 | 289 | 254 | 297 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 159 | 97 | 155 | 4 | 269 | 272 | 224 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 165 | 96 | 159 | 6 | 270 | 272 | 208 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 145 | 99 | 143 | 2 | 271 | 273 | 184 | 296 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 144 | 99 | 143 | 1 | 276 | 279 | 207 | 296 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 20 | 95 | 19 | 1 | 275 | 278 | 236 | 300 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 19 | 100 | 19 | 0 | 278 | 284 | 240 | 296 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 23 | 100 | 23 | 0 | 277 | 280 | 256 | 296 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 23 | 100 | 23 | 0 | 272 | 273 | 240 | 292 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 21 | 95 | 20 | 1 | 263 | 265 | 222 | 282 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 22 | 91 | 20 | 2 | 253 | 254 | 206 | 281 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 23 | 96 | 22 | 1 | 278 | 285 | 222 | 300 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 22 | 91 | 20 | 2 | 275 | 279 | 223 | 300 |
| 056 Health (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=230 University of Minnesota/Twin Cities

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 058 Chemistry (Grades 9-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 14 | 93 | 13 | 1 | 263 | 265 | 198 | 293 |
| 063 Life Science (Grades 9-12) Subtest 2 | 13 | 100 | 13 | 0 | 265 | 270 | 240 | 285 |
| 064 Physics (Grades 9-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 10 | 90 | 9 | 1 | 265 | 266 | 237 | 289 |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 19 | 100 | 19 | 0 | 271 | 272 | 249 | 286 |
| 105 Visual Arts (Grades K-12) Subtest 2 | 20 | 100 | 20 | 0 | 266 | 266 | 244 | 288 |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 108 Theatre (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 109 Theatre (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 110 Dance (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=230 University of Minnesota/Twin Cities

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 111 Dance (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 30 | 93 | 28 | 2 | 566 | 574 | 446 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 40 | 65 | 26 | 14 | 531 | 531 | 440 | 595 |
| 190 MN NES Essential Academic Skills III: Mathematics | 36 | 75 | 27 | 9 | 545 | 548 | 440 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 104 | 96 | 100 | 4 | 273 | 274 | 221 | 296 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 109 | 92 | 100 | 9 | 269 | 277 | 197 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 107 | 97 | 104 | 3 | 273 | 277 | 200 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=230 University of Minnesota/Twin Cities

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 72 | 92 | 66 | 6 | 264 | 265 | 218 | 291 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 73 | 95 | 69 | 4 | 263 | 267 | 173 | 293 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=231 University of Minnesota/Morris

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 20 | 100 | 20 | 0 | 271 | 270 | 248 | 292 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 20 | 95 | 19 | 1 | 273 | 272 | 235 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 054 Mathematics (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 055 Mathematics (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 17 | 88 | 15 | 2 | 544 | 540 | 495 | 582 |
| 189 MN NES Essential Academic Skills II: Writing | 19 | 47 | 9 | 10 | 520 | 515 | 490 | 565 |
| 190 MN NES Essential Academic Skills III: Mathematics | 19 | 74 | 14 | 5 | 538 | 532 | 480 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 20 | 95 | 19 | 1 | 263 | 268 | 206 | 293 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

**Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019**

Educational Preparation Institution=231 University of Minnesota/Morris

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 192 Elementary Education (Grades K-6) Subtest 2 | 20 | 95 | 19 | 1 | 264 | 263 | 213 | 297 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 22 | 82 | 18 | 4 | 264 | 270 | 213 | 297 |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=232 Walden University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 21 | 100 | 21 | 0 | 260 | 260 | 244 | 280 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 20 | 100 | 20 | 0 | 263 | 263 | 240 | 286 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 4 | -- | -- | -- | -- | -- | -- | -- |
| 189 MN NES Essential Academic Skills II: Writing | 9 | -- | -- | -- | -- | -- | -- | -- |
| 190 MN NES Essential Academic Skills III: Mathematics | 10 | 60 | 6 | 4 | 519 | 520 | 434 | 589 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 18 | 89 | 16 | 2 | 255 | 253 | 221 | 289 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 16 | 69 | 11 | 5 | 248 | 246 | 227 | 277 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 16 | 81 | 13 | 3 | 261 | 265 | 224 | 291 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 10 | 100 | 10 | 0 | 270 | 275 | 243 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=233 Winona State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 43 | 100 | 43 | 0 | 280 | 278 | 260 | 300 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 43 | 100 | 43 | 0 | 276 | 275 | 256 | 295 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 148 | 93 | 138 | 10 | 259 | 260 | 208 | 300 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 154 | 95 | 146 | 8 | 263 | 263 | 194 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 53 | 100 | 53 | 0 | 266 | 265 | 240 | 289 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 52 | 100 | 52 | 0 | 270 | 273 | 240 | 283 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 55 | 98 | 54 | 1 | 267 | 270 | 232 | 289 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 57 | 98 | 56 | 1 | 267 | 268 | 235 | 295 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 23 | 61 | 14 | 9 | 238 | 240 | 180 | 274 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 21 | 86 | 18 | 3 | 248 | 248 | 196 | 270 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 10 | 80 | 8 | 2 | 245 | 246 | 218 | 265 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 11 | 73 | 8 | 3 | 247 | 247 | 219 | 282 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 10 | 70 | 7 | 3 | 245 | 246 | 223 | 261 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=233 Winona State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 056 Health (Grades 5-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 063 Life Science (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 082 Business (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 083 Business (Grades 5-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 14 | 100 | 14 | 0 | 262 | 262 | 244 | 281 |
| 113 Physical Education (Grades K-12) Subtest 2 | 14 | 100 | 14 | 0 | 264 | 262 | 247 | 283 |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 142 | 86 | 122 | 20 | 543 | 545 | 446 | 594 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=233 Winona State University

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 189 MN NES Essential Academic Skills II: Writing | 191 | 65 | 124 | 67 | 523 | 525 | 451 | 584 |
| 190 MN NES Essential Academic Skills III: Mathematics | 170 | 78 | 132 | 38 | 539 | 538 | 428 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 164 | 88 | 145 | 19 | 257 | 259 | 203 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 156 | 92 | 143 | 13 | 260 | 260 | 198 | 297 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 174 | 87 | 151 | 23 | 258 | 257 | 213 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 70 | 94 | 66 | 4 | 256 | 256 | 224 | 281 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 67 | 96 | 64 | 3 | 261 | 263 | 220 | 287 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=297 Other in-state Institution

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 052 Social Studies (Grades 5-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 053 Social Studies (Grades 5-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 105 Visual Arts (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 54 | 80 | 43 | 11 | 544 | 545 | 440 | 594 |
| 189 MN NES Essential Academic Skills II: Writing | 54 | 72 | 39 | 15 | 525 | 528 | 415 | 585 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=297 Other in-state Institution

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 190 MN NES Essential Academic Skills III: Mathematics | 50 | 68 | 34 | 16 | 532 | 538 | 451 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 192 Elementary Education (Grades K-6) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 193 Elementary Education (Grades K-6) Subtest 3 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=298 Out-of-state Institution

| Test | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 112 | 100 | 112 | 0 | 285 | 285 | 243 | 300 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 111 | 99 | 110 | 1 | 279 | 281 | 231 | 300 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 778 | 99 | 770 | 8 | 270 | 272 | 208 | 300 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 777 | 99 | 767 | 10 | 273 | 272 | 189 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 581 | 98 | 572 | 9 | 270 | 272 | 193 | 297 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 571 | 99 | 566 | 5 | 276 | 279 | 197 | 300 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 124 | 98 | 122 | 2 | 273 | 276 | 219 | 296 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 122 | 98 | 119 | 3 | 272 | 272 | 194 | 300 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 15 | 100 | 15 | 0 | 259 | 256 | 243 | 287 |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 14 | 93 | 13 | 1 | 258 | 262 | 235 | 273 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 55 | 80 | 44 | 11 | 251 | 248 | 225 | 293 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 48 | 98 | 47 | 1 | 259 | 258 | 224 | 289 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 56 | 98 | 55 | 1 | 272 | 274 | 235 | 297 |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 60 | 93 | 56 | 4 | 265 | 265 | 227 | 294 |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 108 | 100 | 108 | 0 | 275 | 277 | 247 | 297 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 108 | 96 | 104 | 4 | 268 | 270 | 216 | 300 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 94 | 94 | 88 | 6 | 265 | 265 | 217 | 293 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 96 | 82 | 79 | 17 | 252 | 251 | 203 | 300 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 91 | 84 | 76 | 15 | 260 | 258 | 191 | 300 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 84 | 83 | 70 | 14 | 264 | 268 | 205 | 297 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=298 Out-of-state Institution

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 056 Health (Grades 5-12) Subtest 1 | 33 | 100 | 33 | 0 | 269 | 267 | 253 | 293 |
| 057 Health (Grades 5-12) Subtest 2 | 31 | 100 | 31 | 0 | 272 | 272 | 249 | 297 |
| 058 Chemistry (Grades 9-12) Subtest 1 | 27 | 96 | 26 | 1 | 274 | 276 | 237 | 297 |
| 059 Chemistry (Grades 9-12) Subtest 2 | 25 | 100 | 25 | 0 | 271 | 267 | 248 | 292 |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 42 | 86 | 36 | 6 | 261 | 265 | 194 | 293 |
| 063 Life Science (Grades 9-12) Subtest 2 | 41 | 76 | 31 | 10 | 255 | 256 | 176 | 292 |
| 064 Physics (Grades 9-12) Subtest 1 | 20 | 85 | 17 | 3 | 261 | 261 | 210 | 296 |
| 065 Physics (Grades 9-12) Subtest 2 | 22 | 68 | 15 | 7 | 247 | 249 | 184 | 296 |
| 080 Technology (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 081 Technology (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 082 Business (Grades 5-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 083 Business (Grades 5-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 19 | 100 | 19 | 0 | 271 | 270 | 251 | 293 |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 19 | 89 | 17 | 2 | 257 | 259 | 229 | 289 |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 21 | 100 | 21 | 0 | 268 | 266 | 249 | 289 |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 21 | 100 | 21 | 0 | 269 | 271 | 240 | 286 |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 53 | 96 | 51 | 2 | 269 | 270 | 233 | 297 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 54 | 96 | 52 | 2 | 266 | 264 | 229 | 296 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=298 Out-of-state Institution

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 43 | 98 | 42 | 1 | 267 | 270 | 227 | 291 |
| 105 Visual Arts (Grades K-12) Subtest 2 | 43 | 95 | 41 | 2 | 263 | 264 | 232 | 288 |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 80 | 100 | 80 | 0 | 269 | 270 | 240 | 293 |
| 108 Theatre (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 109 Theatre (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 110 Dance (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 111 Dance (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 57 | 95 | 54 | 3 | 263 | 265 | 214 | 296 |
| 113 Physical Education (Grades K-12) Subtest 2 | 58 | 97 | 56 | 2 | 264 | 263 | 217 | 290 |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 37 | 95 | 35 | 2 | 267 | 269 | 223 | 300 |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 36 | 100 | 36 | 0 | 279 | 285 | 240 | 300 |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 57 | 89 | 51 | 6 | 255 | 257 | 223 | 291 |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 45 | 100 | 45 | 0 | 269 | 272 | 240 | 293 |
| 188 MN NES Essential Academic Skills I: Reading | 272 | 92 | 250 | 22 | 560 | 567 | 452 | 600 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=298 Out-of-state Institution

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 189 MN NES Essential Academic Skills II: Writing | 297 | 79 | 236 | 61 | 542 | 545 | 445 | 595 |
| 190 MN NES Essential Academic Skills III: Mathematics | 302 | 78 | 235 | 67 | 546 | 549 | 446 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 668 | 95 | 634 | 34 | 269 | 270 | 191 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 674 | 93 | 625 | 49 | 266 | 267 | 203 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 704 | 94 | 664 | 40 | 269 | 273 | 200 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 63 | 89 | 56 | 7 | 263 | 263 | 193 | 300 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 61 | 97 | 59 | 2 | 273 | 277 | 227 | 297 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 17 | 88 | 15 | 2 | 260 | 263 | 233 | 281 |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 18 | 100 | 18 | 0 | 264 | 263 | 240 | 289 |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 304 | 98 | 299 | 5 | 267 | 268 | 231 | 297 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 298 | 97 | 289 | 9 | 266 | 267 | 223 | 297 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=299 Unaffiliated

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 19 | 100 | 19 | 0 | 280 | 280 | 263 | 297 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 19 | 100 | 19 | 0 | 276 | 278 | 240 | 300 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 100 | 94 | 94 | 6 | 264 | 268 | 216 | 296 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 93 | 94 | 87 | 6 | 264 | 263 | 185 | 295 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 111 | 94 | 104 | 7 | 265 | 268 | 201 | 293 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 110 | 96 | 106 | 4 | 274 | 275 | 219 | 300 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 23 | 91 | 21 | 2 | 265 | 272 | 191 | 296 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 22 | 95 | 21 | 1 | 272 | 274 | 226 | 291 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 11 | 91 | 10 | 1 | 257 | 253 | 234 | 284 |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 33 | 94 | 31 | 2 | 269 | 273 | 215 | 293 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 31 | 87 | 27 | 4 | 264 | 268 | 212 | 293 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 19 | 89 | 17 | 2 | 261 | 268 | 222 | 287 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 23 | 91 | 21 | 2 | 252 | 254 | 214 | 275 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 17 | 65 | 11 | 6 | 244 | 247 | 184 | 293 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 15 | 67 | 10 | 5 | 241 | 244 | 184 | 286 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=299 Unaffiliated

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 056 Health (Grades 5-12) Subtest 1 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 057 Health (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 058 Chemistry (Grades 9-12) Subtest 1 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 059 Chemistry (Grades 9-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 062 Life Science (Grades 9-12) Subtest 1 | 10 | 60 | 6 | 4 | 245 | 247 | 208 | 279 |
| 063 Life Science (Grades 9-12) Subtest 2 | 9 | -- | -- | -- | -- | -- | -- | -- |
| 064 Physics (Grades 9-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 065 Physics (Grades 9-12) Subtest 2 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 080 Technology (Grades 5-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 081 Technology (Grades 5-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 082 Business (Grades 5-12) Subtest 1 | 17 | 76 | 13 | 4 | 255 | 251 | 222 | 280 |
| 083 Business (Grades 5-12) Subtest 2 | 16 | 94 | 15 | 1 | 260 | 257 | 228 | 296 |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 7 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=299 Unaffiliated

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 104 Visual Arts (Grades K-12) Subtest 1 | 15 | 73 | 11 | 4 | 253 | 261 | 208 | 279 |
| 105 Visual Arts (Grades K-12) Subtest 2 | 14 | 86 | 12 | 2 | 249 | 252 | 208 | 276 |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 7 | -- | -- | -- | -- | -- | -- | -- |
| 108 Theatre (Grades K-12) Subtest 1 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 109 Theatre (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 110 Dance (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 111 Dance (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 18 | 94 | 17 | 1 | 260 | 265 | 229 | 275 |
| 113 Physical Education (Grades K-12) Subtest 2 | 18 | 94 | 17 | 1 | 257 | 253 | 230 | 280 |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2 | 4 | -- | -- | -- | -- | -- | -- | -- |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 5 | -- | -- | -- | -- | -- | -- | -- |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 15 | 80 | 12 | 3 | 257 | 252 | 233 | 288 |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 13 | 100 | 13 | 0 | 279 | 285 | 240 | 300 |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 3 | -- | -- | -- | -- | -- | -- | -- |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=299 Unaffiliated

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 6 | -- | -- | -- | -- | -- | -- | -- |
| 188 MN NES Essential Academic Skills I: Reading | 198 | 85 | 168 | 30 | 553 | 562 | 440 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 202 | 71 | 144 | 58 | 533 | 535 | 430 | 595 |
| 190 MN NES Essential Academic Skills III: Mathematics | 196 | 73 | 143 | 53 | 541 | 545 | 434 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 105 | 75 | 79 | 26 | 252 | 255 | 184 | 296 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 106 | 75 | 80 | 26 | 252 | 250 | 187 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 106 | 81 | 86 | 20 | 257 | 257 | 197 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 13 | 77 | 10 | 3 | 251 | 250 | 220 | 277 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 16 | 94 | 15 | 1 | 262 | 262 | 237 | 273 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 76 | 87 | 66 | 10 | 260 | 262 | 224 | 287 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 82 | 82 | 67 | 15 | 258 | 260 | 207 | 290 |

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=ALL

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 010 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 1 | 386 | 100 | 386 | 0 | 282 | 284 | 243 | 300 |
| 011 Pedagogy: Early Childhood (Birth to Grade 3) Subtest 2 | 389 | 99 | 387 | 2 | 278 | 280 | 231 | 300 |
| 012 Pedagogy: Elementary (Grades K-6) Subtest 1 | 2,531 | 97 | 2,445 | 86 | 266 | 268 | 196 | 300 |
| 013 Pedagogy: Elementary (Grades K-6) Subtest 2 | 2,544 | 96 | 2,434 | 110 | 267 | 268 | 185 | 300 |
| 014 Pedagogy: Secondary (Grades 5-12) Subtest 1 | 1,815 | 98 | 1,784 | 31 | 268 | 268 | 184 | 297 |
| 015 Pedagogy: Secondary (Grades 5-12) Subtest 2 | 1,797 | 99 | 1,780 | 17 | 274 | 275 | 197 | 300 |
| 020 Early Childhood Education (Birth to Grade 3) Subtest 1 | 460 | 94 | 433 | 27 | 266 | 268 | 191 | 300 |
| 021 Early Childhood Education (Birth to Grade 3) Subtest 2 | 446 | 97 | 433 | 13 | 268 | 268 | 194 | 300 |
| 032 Middle Level Social Studies (Grades 5-8) Subtest 1 | 43 | 93 | 40 | 3 | 257 | 256 | 235 | 295 |
| 033 Middle Level Social Studies (Grades 5-8) Subtest 2 | 42 | 93 | 39 | 3 | 257 | 256 | 218 | 289 |
| 034 Middle Level Mathematics (Grades 5-8) Subtest 1 | 167 | 75 | 126 | 41 | 248 | 248 | 180 | 300 |
| 035 Middle Level Mathematics (Grades 5-8) Subtest 2 | 156 | 89 | 139 | 17 | 254 | 255 | 196 | 289 |
| 036 Middle Level Science (Grades 5-8) Subtest 1 | 153 | 98 | 150 | 3 | 271 | 273 | 226 | 297 |
| 037 Middle Level Science (Grades 5-8) Subtest 2 | 162 | 93 | 151 | 11 | 265 | 265 | 218 | 300 |
| 050 Communication Arts/Literature (Grades 5-12) Subtest 1 | 333 | 98 | 328 | 5 | 272 | 275 | 213 | 297 |
| 051 Communication Arts/Literature (Grades 5-12) Subtest 2 | 335 | 96 | 322 | 13 | 265 | 268 | 207 | 300 |
| 052 Social Studies (Grades 5-12) Subtest 1 | 351 | 91 | 320 | 31 | 259 | 260 | 198 | 293 |
| 053 Social Studies (Grades 5-12) Subtest 2 | 387 | 81 | 314 | 73 | 249 | 248 | 184 | 300 |
| 054 Mathematics (Grades 5-12) Subtest 1 | 264 | 78 | 205 | 59 | 255 | 254 | 184 | 300 |
| 055 Mathematics (Grades 5-12) Subtest 2 | 248 | 79 | 197 | 51 | 257 | 260 | 184 | 300 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=ALL

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 056 Health (Grades 5-12) Subtest 1 | 130 | 99 | 129 | 1 | 269 | 269 | 230 | 297 |
| 057 Health (Grades 5-12) Subtest 2 | 130 | 100 | 130 | 0 | 269 | 268 | 240 | 297 |
| 058 Chemistry (Grades 9-12) Subtest 1 | 65 | 94 | 61 | 4 | 270 | 270 | 231 | 297 |
| 059 Chemistry (Grades 9-12) Subtest 2 | 62 | 98 | 61 | 1 | 271 | 270 | 218 | 295 |
| 060 Earth and Space Science (Grades 9-12) Subtest 1 | 24 | 83 | 20 | 4 | 254 | 256 | 228 | 280 |
| 061 Earth and Space Science (Grades 9-12) Subtest 2 | 28 | 68 | 19 | 9 | 245 | 249 | 208 | 291 |
| 062 Life Science (Grades 9-12) Subtest 1 | 139 | 84 | 117 | 22 | 258 | 261 | 194 | 293 |
| 063 Life Science (Grades 9-12) Subtest 2 | 136 | 79 | 107 | 29 | 254 | 255 | 176 | 296 |
| 064 Physics (Grades 9-12) Subtest 1 | 50 | 74 | 37 | 13 | 253 | 257 | 206 | 296 |
| 065 Physics (Grades 9-12) Subtest 2 | 57 | 54 | 31 | 26 | 236 | 240 | 159 | 296 |
| 080 Technology (Grades 5-12) Subtest 1 | 17 | 100 | 17 | 0 | 264 | 262 | 243 | 285 |
| 081 Technology (Grades 5-12) Subtest 2 | 19 | 100 | 19 | 0 | 262 | 259 | 240 | 287 |
| 082 Business (Grades 5-12) Subtest 1 | 43 | 86 | 37 | 6 | 254 | 251 | 212 | 280 |
| 083 Business (Grades 5-12) Subtest 2 | 41 | 88 | 36 | 5 | 257 | 260 | 206 | 296 |
| 084 Family and Consumer Sciences (Grades 5-12) Subtest 1 | 32 | 100 | 32 | 0 | 269 | 268 | 248 | 293 |
| 085 Family and Consumer Sciences (Grades 5-12) Subtest 2 | 32 | 94 | 30 | 2 | 258 | 259 | 229 | 289 |
| 086 Agricultural Education (Grades 5-12) Subtest 1 | 42 | 95 | 40 | 2 | 264 | 266 | 237 | 289 |
| 087 Agricultural Education (Grades 5-12) Subtest 2 | 42 | 100 | 42 | 0 | 268 | 269 | 240 | 291 |
| 100 Reading Teacher (Grades K-12) Subtest 1 | 229 | 98 | 225 | 4 | 271 | 272 | 215 | 300 |
| 101 Reading Teacher (Grades K-12) Subtest 2 | 233 | 96 | 224 | 9 | 267 | 268 | 212 | 300 |

(Continued)

The accompanying interpretive notes page is an integral part of this table.

Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=ALL

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|--|-----|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 102 Library Media Specialist (Grades K-12) Subtest 1 | 40 | 93 | 37 | 3 | 259 | 260 | 200 | 284 |
| 103 Library Media Specialist (Grades K-12) Subtest 2 | 40 | 90 | 36 | 4 | 257 | 261 | 197 | 283 |
| 104 Visual Arts (Grades K-12) Subtest 1 | 133 | 90 | 120 | 13 | 262 | 266 | 208 | 291 |
| 105 Visual Arts (Grades K-12) Subtest 2 | 136 | 91 | 124 | 12 | 257 | 256 | 208 | 288 |
| 106 Instrumental and Vocal Classroom Music (Grades K-12) Subtest 1 | 196 | 98 | 193 | 3 | 267 | 270 | 218 | 293 |
| 108 Theatre (Grades K-12) Subtest 1 | 20 | 90 | 18 | 2 | 258 | 261 | 215 | 282 |
| 109 Theatre (Grades K-12) Subtest 2 | 19 | 100 | 19 | 0 | 273 | 274 | 240 | 287 |
| 110 Dance (Grades K-12) Subtest 1 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 111 Dance (Grades K-12) Subtest 2 | 8 | -- | -- | -- | -- | -- | -- | -- |
| 112 Physical Education (Grades K-12) Subtest 1 | 201 | 98 | 196 | 5 | 264 | 263 | 214 | 296 |
| 113 Physical Education (Grades K-12) Subtest 2 | 202 | 98 | 198 | 4 | 263 | 263 | 217 | 297 |
| 130 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 1 | 12 | 100 | 12 | 0 | 276 | 278 | 247 | 297 |
| 131 Computer, Keyboarding, and Related Technology (Grades K-12) Subtest 2 | 11 | 100 | 11 | 0 | 275 | 278 | 262 | 284 |
| 158 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 1 | 11 | 91 | 10 | 1 | 275 | 278 | 229 | 300 |
| 159 World Language and Culture: Chinese (Mandarin) (Grades K-12) Subtest 2 | 11 | 73 | 8 | 3 | 271 | 300 | 180 | 300 |
| 160 World Language and Culture: French (Grades K-12) Subtest 1 | 14 | 86 | 12 | 2 | 253 | 257 | 184 | 287 |
| 161 World Language and Culture: French (Grades K-12) Subtest 2 | 13 | 85 | 11 | 2 | 283 | 300 | 204 | 300 |
| 162 World Language and Culture: German (Grades K-12) Subtest 1 | 1 | -- | -- | -- | -- | -- | -- | -- |
| 163 World Language and Culture: German (Grades K-12) Subtest 2 | 2 | -- | -- | -- | -- | -- | -- | -- |
| 164 World Language and Culture: Spanish (Grades K-12) Subtest 1 | 115 | 85 | 98 | 17 | 258 | 257 | 199 | 300 |

(Continued)

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Minnesota Teacher Licensure Examinations (MTLE)
Percent Passing each Subtest by Educational Preparation Institution
September 1, 2018 - August 31, 2019

Educational Preparation Institution=ALL

| | N | % Pass | N Pass | N Fail | Total Scaled Score | | | |
|---|-------|--------|--------|--------|--------------------|--------|-----|-----|
| | | | | | Mean | Median | Min | Max |
| Test | | | | | | | | |
| 165 World Language and Culture: Spanish (Grades K-12) Subtest 2 | 101 | 98 | 99 | 2 | 276 | 278 | 225 | 300 |
| 184 Instrumental Classroom Music (Grades K-12) Subtest 2 | 118 | 91 | 107 | 11 | 257 | 257 | 210 | 296 |
| 185 Vocal Classroom Music (Grades K-12) Subtest 2 | 113 | 97 | 110 | 3 | 265 | 268 | 219 | 293 |
| 188 MN NES Essential Academic Skills I: Reading | 1,807 | 86 | 1,548 | 259 | 549 | 551 | 400 | 600 |
| 189 MN NES Essential Academic Skills II: Writing | 2,116 | 68 | 1,449 | 667 | 529 | 530 | 403 | 600 |
| 190 MN NES Essential Academic Skills III: Mathematics | 2,001 | 73 | 1,468 | 533 | 537 | 538 | 409 | 600 |
| 191 Elementary Education (Grades K-6) Subtest 1 | 2,196 | 89 | 1,952 | 244 | 261 | 263 | 184 | 300 |
| 192 Elementary Education (Grades K-6) Subtest 2 | 2,169 | 90 | 1,960 | 209 | 263 | 267 | 187 | 300 |
| 193 Elementary Education (Grades K-6) Subtest 3 | 2,355 | 89 | 2,089 | 266 | 264 | 267 | 193 | 300 |
| 194 English as a Second Language (Grades K-12) Subtest 1 | 216 | 90 | 194 | 22 | 263 | 265 | 167 | 300 |
| 195 English as a Second Language (Grades K-12) Subtest 2 | 234 | 97 | 226 | 8 | 270 | 270 | 220 | 300 |
| 196 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 1 | 50 | 90 | 45 | 5 | 261 | 263 | 229 | 293 |
| 197 Middle Level Communication Arts/Literature (Grades 5-8) Subtest 2 | 49 | 96 | 47 | 2 | 264 | 266 | 233 | 289 |
| 198 PrePrimary (Age 3 to Prekindergarten) Subtest 1 | 58 | 69 | 40 | 18 | 243 | 245 | 191 | 284 |
| 199 PrePrimary (Age 3 to Prekindergarten) Subtest 2 | 61 | 64 | 39 | 22 | 241 | 240 | 196 | 284 |
| 200 Special Education Core Skills (Birth to Age 21) Subtest 1 | 1,244 | 96 | 1,192 | 52 | 263 | 262 | 215 | 297 |
| 201 Special Education Core Skills (Birth to Age 21) Subtest 2 | 1,246 | 95 | 1,187 | 59 | 263 | 263 | 173 | 300 |

The accompanying interpretive notes page is an integral part of this table.