

Accreditation

The Truman State University Teacher Education Program is recognized by the Council for the Accreditation of Educator Preparation (CAEP) and accredited by the Missouri Department of Elementary and Secondary Education (DESE).

The Department of Education offers accredited programs for Initial Licensure in the following areas:

<https://www.truman.edu/majors-programs/graduate-studies/masters-in-education/certification/>

- Biology 9-12
- Chemistry 9-12
- Elementary Education 1-6
- English 9-12
- Mathematics 9-12
- Music (vocal and instrumental) K-12
- Physical Education K-12
- Physics 9-12
- Social Science 9-12
- Special Education K-12
- World Languages – French and Spanish K-12

The Education Department offers Missouri DESE approved additional “add-on” licensures in the following areas:

- English Language Learners (ELL) (K-12)
- Gifted K-12
- Health K-12

All degree programs satisfy the appropriate requirements for teacher certification as established by the Missouri Department of Elementary and Secondary Education.

To be certified to teach, students must fulfill all degree requirements, achieve a passing score on the appropriate Missouri Content Area Assessment (MoCA) as mandated by the Missouri Department of Elementary and Secondary Education, receive passing score on the Missouri Educator Evaluation System (MEES) performance assessment, and according to section 168.031 of the Missouri School Laws, present evidence of good moral character.

CAEP Annual Reporting Measures

Annual Reporting Measures

As part of the CAEP accreditation process, every Education Preparation Provider (EPP) must report and prominently display data on its website relating to eight Annual Reporting Measures established by CAEP. EPPs may select the data they present as long as it is appropriate to CAEP's measures. Below is the data for Truman State University EPP.

Measure 1: Impact on P-12 Learning and Development

The Missouri Department of Elementary and Secondary Education (DESE) gathers data annually on all first-year teachers in the state of Missouri, disaggregated by EPP. The survey is completed by principals of first-year teachers. The survey contains a question asking principals to rate each first-year teachers' impact upon P-12 students. The following document displays data pertaining to first-year teachers who completed an Education program at Truman.

Question/Standard	Year		Ineffective (1)	Minimally effective (2)	Effective (3)	Highly Effective (4)	Mean	StdDev
Based upon the performance-based evaluation of this first-year teacher, how would you rate his/her impact upon students?	2019-2020	TSU (EPP)	0%	11%	29%	60%	3.19	.69
		Missouri (State)	3%	12%	51%	34%	3.16	.70

Measure 2a : Indicators of Teaching Effectiveness (MEES Performance Assessment)

DESE has established a statewide Standards-Based Performance Assessment, aligned with the Missouri Teacher Standards that is used to demonstrate candidate performance in content, coursework, and field experiences during the candidates' internship(s).

The Performance Assessment is used as an indicator on DESE's Annual Performance Report (APR) which determines initial certification and accreditation of Education programs in the state. This performance assessment is used to evaluate teacher candidates during student teaching. Both the K-12 site-based cooperating teachers and the Truman EPP-based university supervisors complete the evaluation at multiple time-points. The results included here are summative results from the end of student teaching for the 2018-2019 academic year. Because of COVID 19, DESE waived this measure for the 2019-2020 academic year.

Rubric Performance Levels (higher is better):

- 0 = Candidate
- 1 = Emerging
- 2 = Developing
- 3 = Skilled – Target Level
- 4 = Exceeding

- MEES Performance scores reported by performance standards for 2018-2019.

	Cooperating Teacher Average Score	University Supervisor Average Score	Average Score
Standard 1: Content knowledge aligned with appropriate instruction	3.59	3.50	3.55
Standard 2: Student Learning, Growth, and Development	3.55	3.40	3.48
Standard 3: Curriculum Implementation	3.51	3.41	3.46
Standard 4: Critical Thinking	3.43	3.23	3.34
Standard 5: Positive Classroom Environment	3.45	3.40	3.43
Standard 6: Effective Communication	3.58	3.47	3.53
Standard 7: Student Assessment and Data Analysis	3.44	3.35	3.40
Standard 8: Professionalism	3.67	3.55	3.61
Standard 9: Professional Collaboration	3.61	3.47	3.54

Measure 2b : Indicators of Teaching Effectiveness (MOCA scores)

All teachers in Missouri are required to pass one or more Missouri Content Assessments (MOCA) in their area of content expertise. Passing scores for these assessments are determined by the Missouri Department of Elementary and Secondary Education (DESE).

Passing rates on the Missouri Content Assessments are used as an indicator on DESE's Annual Performance Report (APR) which determines initial certification and accreditation of Education programs in the state.

- Assessment Pass Rates from Title II report

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

<https://www.truman.edu/wp-content/uploads/2021/04/Title-II-Program-Report-Final-2021-for-2019-2020.pdf?x95322>

The Missouri Department of Elementary and Secondary Education (DESE) gathers data annually on all first-year teachers in the state of Missouri, disaggregated by EPP. The survey is completed by principals of first-year teachers. The survey contains a question asking principals to rate their perspective of the overall quality of the teacher preparation program in which their first-year teacher was prepared, as well as questions about the first year teacher’s level of preparation in specific areas. The following documents display data pertaining to first-year teachers who completed an Education program at Truman.

Question/Standard	Year		Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (4)	Mean	StdDev
Please click on the response that best reflects your perspective about the overall quality of the professional education program your teacher completed.	2019-2020	TSU (EPP)	0%	3%	11%	29%	57%	4.4	.0.8
		Missouri (State)	1%	4%	14%	45%	36%	4.14	.85

Missouri Teacher’s Principal Survey

<http://apps.oseda.missouri.edu/firstyear/PublicReport.aspx>

2020-2021 for 2019-2020 completers

Measure 4: Satisfaction of Completers

The Missouri Department of Elementary and Secondary Education (DESE) gathers data annually on all first-year teachers in the state of Missouri, disaggregated by program. The survey is completed by first-year teachers (EPP completers). The survey contains multiple questions related to the first year teachers’ self-reported feelings of preparation in specific areas, as well as overall satisfaction with their teacher preparation program. The following documents display data pertaining to first-year teachers who completed an Education program at Truman.

Missouri’s First Year Educator Survey

<http://apps.oseda.missouri.edu/firstyear/InstitutionReport.aspx>

Measure 5: Graduation Rates

The Truman EPP reports the number of teacher candidates admitted into Teacher Education initial certification programs and the program completers. The program is designed to ensure that 100% of completers meet all state requirements for certification as a recommendation for certification is required for program completion.

Admitted

Fall 2018 – 17

Spring 2019 – 22

Summer 2019 – 55

Completers

Fall 2019 – 6

Spring 2020 – 63

Summer 2020 – 11

Several factors should be considered when reviewing the number of admits and the number of completers (in the semester in which the candidate graduates with the MAE degree initial certification and becomes a completer eligible for the initial certification endorsement).

Truman's Master of Arts in Education (MAE) degree is typically a three-semester program which usually begins in the summer and concludes in the following spring with the student teaching internship. However, some students pursue both a Master of Arts (MA) in a content area and the MAE and take respective coursework concurrently, thus extending the time by at least a semester and sometimes a full year.

There were at least two student who were admitted to the MAE, but declined the offer. Those were included in the admissions numbers.

Measure 6: Ability of Completers to Meet Licensing

The Truman EPP reports the number of teacher candidates admitted into Teacher Education initial certification programs and the program completers. Truman's MAE program is designed to ensure that 100% of completers meet all state requirements for certification as a recommendation for certification is required for program completion. Thus, Measures 5, 6 and 7 are the have the same number of completers.

Fall 2019 Spring 2020 Summer 2020	
<i>Program</i>	<i>Completers</i>
Biology	2
Chemistry	2
Elementary	32
English	9
French	0
Mathematics	2
Music	9
Physics	2
Physical Education	3
Social Science	7
Spanish	1
Special Education	9

Measure 7: Ability of Completers to be Hired in Education Positions

The Truman EPP collects self-reported data to determine the rate at which certified Initial program completers are employed in teaching or other positions after program completion.

Fall 2019 Spring 2020 Summer 2020					
<i>Program</i>	<i>Completers</i>	<i>Teachers</i>	<i>Seeking employment</i>	<i>Grad school</i>	<i>other</i>
Biology	2	2			
Chemistry	2	2			
Elementary	32	30			2
English	9	9			
French	0	0			
Mathematics	2	2			
Music	9	9			
Physics	2	2			
Physical Education	3	3			
Social Science	7	6			1
Spanish	1	1			
Special Education	9	8	1		

95% placement rate

Measure 8: Student Loan Default Rates and Other Consumer Information

Truman State University reports Cohort Default Rate (CDR) for the university, as well as other consumer information on the Truman **Student Financial Aid Information** page.

<https://consumerinformation.truman.edu/financial-aid/>

The most recent report (October, 2020) default rate for Truman as a whole (data specific to the teacher education are not provided to the institution) is 3.5%.