

Measure 1 (Initial): Completer effectiveness. (R4.1)

(a) Completer impact in contributing to P-12 student-learning growth

The creation and development of positive learning and work environments contributes to the longevity of teachers in the field of education and to providing supportive and welcoming classrooms and schools for teachers and students.

The Education Department engages stakeholders and completers in multiple ways. Examples of some of these varied modes of engagement include the MAE Advisory Board, semester updates and solicitation for feedback sent by the Department Chair to current pre-MAE undergraduate and graduate students, the Completer Survey and Focus Groups, soliciting mentor teacher feedback on measures used in field experiences (e.g., Professional Dispositions, Social Justice, MEES), and other periodic content-area specific solicitation of completers for suggestions for improvement. While these modes of engagement provide valuable data that have led to improvement and innovation, some of the processes of engaging the stakeholders and completers are conducted on an ad hoc basis. The semester updates, MAE Advisory Board, disposition rubrics, and Completer Survey are the three modes of engaging stakeholders and/or completers that are regular and ongoing.

We have brainstormed methods to stay connected to alumni with emails that are not just Truman addresses, because everyone does not check those emails. The Alumni Office can help with that communication potentially. In addition, the completers fill out a form indicating where they are employed as soon as they know, which will hopefully provide us with contact information that is current.

We hope to have robust numbers with our completer surveys and based upon the data we receive from them and more about our social justice rubric, we will have opportunities to provide more support to completers. Our website has a message to completers to reach out if they need support and some have.

The Education Department had one longitudinal study of our completers which ended years ago. Following that there was limited study except for faculty's individual needs assessments that would arise, focus groups around specific questions periodically, an initial list of who got jobs and where (that we still keep). Beyond that, there is no formal information collected from Truman completers by the Education Department. In the summer of 2020, an MAE completer survey was distributed with the intention of using the survey annually for our completers. The survey is comprehensive--asking questions about our MAE 2028 goals, accreditation and national recognition goals, demographic data and current trends in education. Our return rate has been low both semesters on this measure. One strategy to increase our return rate is to remind candidates in person during our Hooding Ceremony that they will get a survey during their first year of teaching and we appreciate the feedback. Another strategy is to send surveys to their Truman and current employer emails. Employment data is collected for each graduation cycle and kept by the Certification Officer.

Based upon the results of the MAE Completer Survey, we will ask completers who indicate willingness to participate in focus groups so that we can delve deeper into culturally responsive teaching and other areas of interest with qualitative data. These focus groups started in the Spring of 2021.

(b) Completer effectiveness in applying professional knowledge, skills, and dispositions

The First-Year Teacher Survey Questionnaire is a state-mandated measure designed to assess how well a completer, at the end of their first year of teaching, feels they were prepared by their EPP. Completers consistently report feeling well prepared with respect to content, pedagogical, and professional knowledge. Almost all of the completers (96%) from 2021 who responded to the survey agreed (28%) or strongly agreed (68%) that Truman prepared them well in their content area.

In the category of student learning, growth and development on the survey, 93% of 2020-2021 completers agreed (38%) or strongly agreed (55%) that they were prepared to design lessons that included differentiated instruction and 94% agreed (47%) or strongly agreed (47%) that they were prepared to create lesson plans to engage all learners. However, 78% agreed (50%) or strongly agreed (28%) that they were prepared to implement instruction based on a student's IEP, 66% agreed (42%) or strongly agreed (24%) that they were prepared to modify instruction for gifted learners, and only 47% agreed (28%) or strongly agreed (19%) that they were prepared to modify instruction for English language learners. The particular needs of students with IEPs, gifted learners, and English language learners represent areas of attention for the MAE program.

In the category of effective communication on the survey, 97% of 2020-2021 completers agreed (36%) or strongly agreed (61%) that they were prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.

Three items on the FYTSQ in the category of Student Assessment and Data Analysis offer compelling support for the claim that Truman completers are able to effectively use assessment of and for student learning. Ninety-five percent of 2020-2021 completers agreed (40%) or strongly agreed (55%) that they were prepared to develop assessments to evaluate learning and 92% agreed (38%) or strongly agreed (54%) that they were prepared to use assessments to evaluate learning. The overwhelming majority of 2020-2021 completers were prepared to analyze assessment data to improve instruction, with 85% either agreeing (38%) or strongly agreeing (47%) that they were prepared.

Truman completers create and develop positive learning environments for their students and work collaboratively with colleagues to create and develop positive work environments that support student learning. In Standard 5, the category of Positive Classroom Environment on the survey, 97% of 2020-2021 completers agreed (25%) or strongly agreed (72%) that they were prepared to foster positive student relationships. In Standard 9, Professional Collaboration, 98% of 2020-2021 completers agreed (39%) or strongly agreed (59%) that they were prepared to collaborate with colleagues to support student learning.

First-Year Teacher Survey Questionnaire data demonstrates that completers are prepared to collaborate with parents to support student learning, with 88% of 2020-2021 completers indicating that they agreed (58%) or strongly agreed (30%) with that statement and 100% agreed (37%) or strongly agreed (63%) that they were prepared to collaborate with colleagues to support student learning.

Truman 2020-2021 completers' responses on the FYTSQ indicate that they feel they are able to engage in culturally responsive educational practice. An overwhelming 97% of 2020-2021 completers agreed (36%) or strongly agreed (61%) that they were prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.

Truman completers create and develop productive learning environments because they understand how students learn, develop, and differ in their approaches to learning, create positive classroom environments, and engage in professional collaboration to enhance student learning. Ninety-three percent of completers from 2020-2021 indicated that they agreed (38%) or strongly agreed (55%) that they were prepared to design lessons that included differentiated instruction and 94% agreed (30%) or strongly agreed (64%) that they were prepared to create a classroom environment that encourages student engagement. Further, 98% agreed (39%) or strongly agreed (59%) that they were prepared to collaborate with colleagues to support student learning. The responses to these three items offer support to that claim that Truman completers are able to create productive learning environments.

Truman completers engage in professional growth through reflective practice. An overwhelming 99% of completers from 2020-2021 indicated that they agreed (42%) or strongly agreed (57%) that they were prepared to reflect on their practices for professional growth and 82% agreed (35%) or strongly agreed (47%) that they were prepared to analyze data to reflect on areas for professional growth.

Responses on the FYTSQ support the claim that Truman completers successfully collaborate with colleagues to support professional learning. Almost all (98%) of completers from 2020-2021 agreed (39%) or strongly agreed (59%) that they were prepared to collaborate with colleagues to support student learning.

Professional Development Program. Between now and our next review, we hope to have our professional development grow to include completers and current students with on-target professional development based upon the needs expressed by candidates and completers. Our most recent First-Year Teacher Survey Questionnaire data indicates program improvement and professional development needs in the areas of differentiation for specialized learning, including working with students with IEPs, gifted learners, and English language learners. We intend to continue to mine our data to inform the professional development program offerings in the years to come and hope to grow the participation in the program by candidates, completers, and area teachers who are not Truman alumni.

The First-Year Teacher Survey Questionnaire is a state-mandated measure designed to assess how well a completer, at the end of their first year of teaching, feels they were prepared by their EPP. Aligned with the nine Missouri Teaching Standards, the measure contains 50 Likert-type or dichotomous items and two open-response items.

The questionnaire was developed by DESE in collaboration with the Office of Social and Economic Data Analysis (OSED), which is affiliated with the University of Missouri-Columbia. (OSED has supported several DESE initiatives for more than a decade. OSED's faculty have varied academic backgrounds. See <http://oseda.missouri.edu/mission.shtml> for more information.) By administering a standard instrument to a statewide census sample of first-year teachers, DESE has assured that the survey provides EPPs with comparable and broadly representative data. DESE disaggregated data by EPP institutions so the specific EPP can analyze the data. The EPP can compare their data to the aggregated Missouri state data. DESE only shares data by program if the $n=10$ or greater so data is not reported for smaller MAE programs.

Measure 2 (Initial): Satisfaction of employers and stakeholder involvement. (R4.2 | R5.3 | RA4.1)

The Principal of First-Year Teachers Survey Questionnaire is a state-mandated measure designed to assess how well a principal believes a given teacher, at the end of their first year of teaching, has been prepared by their EPP. Confirming our completers' evaluations on the parallel measure, principals also consistently rate our completers as being well prepared with respect to content, pedagogical, and professional knowledge. The data from 2021 demonstrated that 89% of principals who responded to the survey agreed (36%) or strongly agreed (53%) that Truman prepared their first-year teacher well in their content area.

The principals' ratings of our 2020-2021 first-year completers largely align with their self-evaluations. Regarding preparation to design lessons that included differentiated instruction, 82% of principals agreed (46%) or strongly agreed (36%) that completers were prepared to do so and 81% agreed (42%) or strongly agreed (39%) that Truman completers were prepared to engage all learners. The principals also rated our completers similarly with respect to modifying instruction for gifted learners, with 64% of principals either agreeing (47%) or strongly agreeing (17%) that they were prepared. Interestingly, principals rated our 2020-2021 completers more highly than the completers rated themselves regarding their preparation to implement instruction based on a student's IEP, with 86% agreeing (57%) or strongly agreeing (29%) that the completers were prepared, and 54% either agreeing (45%) or strongly agreeing (17%) that our completers were prepared to modify instruction for English language learners. While it is encouraging that principals rate our completers as being more prepared than they feel they are themselves, these areas still represent areas of growth for the MAE program.

Principals of 2020-2021 first-year completers overwhelmingly indicate that our completers are prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities, with 89% agreeing (50%) or strongly agreeing (39%) that they were prepared.

Three parallel items on the principal's questionnaire in the category of Student Assessment and Data Analysis offer further support for the claim that Truman completers are able to effectively use assessment of and for student learning. Eighty-two percent of the principals of 2020-2021 completers who responded to the survey agreed (50%) or strongly agreed (32%) that they were prepared to develop assessments to evaluate learning and 89% agreed (49%) or strongly agreed (40%) that they were prepared to use assessments to evaluate learning. Further, 77% of principals of 2020-2021 completers agreed (46%) or strongly agreed (31%) that completers were prepared to analyze assessment data to improve instruction.

Principals of 2020-2021 first-year teachers offer further support that Truman completers create and develop positive learning and work environments, with 89% agreeing (33%) or strongly agreeing (56%) that they were prepared to foster positive student relationships and 88% agreeing (46%) or strongly agreeing (42%) that Truman completers were prepared to collaborate with colleagues to support student learning.

The principals of 2020-2021 first-year teacher completers further support the claim that Truman completers understand and engage local school and community cultures and foster relationships with families. Ninety-one percent of principals agreed (58%) or strongly agreed (26%) that our completers were prepared to collaborate with parents to support student learning and 88% agreed (46%) or strongly agreed (42%) that they were prepared to collaborate with colleagues to support student learning.

Principals of 2020-2021 first-year completers provide further evidence that our completers are prepared to engage in culturally responsive educational practice, with 89% agreeing (50%) or strongly agreeing (39%) that they were prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.

Principals of 2020-2021 first-year teachers offer further support that Truman completers create and develop productive learning environments, with 82% agreeing (46%) or strongly agreeing (36%) that completers were prepared to design lessons that included differentiated instruction and 82% agreeing (42%) or strongly agreeing (40%) that they were prepared to create a classroom environment that encourages student engagement. Eighty-eight percent of principals of 2020-2021 completers agreed (46%) or strongly agreed (42%) that they were prepared to collaborate with colleagues to support student learning.

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Principals of 2020-2021 first-year completers offer further support that Truman completers engage in professional growth through reflective practice, with 89% of principals agreeing (49%) or strongly agreed (40%) that Truman 2020-2021 completers were prepared to reflect on their practices for professional growth and 82% agreeing (49%) or strongly agreeing (33%) that they were prepared to analyze data to reflect on areas for professional growth.

Responses on the parallel measure for principals of first-year completers offers further support to the claim that Truman completers successfully collaborate with colleagues to support professional learning, with 88% of principals of 2020-2021 Truman first-year completers agreeing (46%) or strongly agreeing (42%) that completers were prepared to collaborate with colleagues to support student learning.

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The survey has been developed by the Missouri Department of Elementary and Secondary Education (DESE) in collaboration with the Office of Social and Economic Data Analysis (OSED), which is affiliated with the University of Missouri-Columbia. (OSED has supported several DESE initiatives for more than a decade. By administering a standard instrument to a statewide census sample of first-year teachers to their principals, DESE has assured that the surveys provide EPPs with comparable and broadly representative data. DESE disaggregated data by EPP institutions so the specific EPP can analyze the data. The EPP can compare their data to the aggregated Missouri state data. DESE only shares data by program if the $n=10$ or greater so data are not reported for smaller MAE programs.

Measure 3 (Initial): Candidate competency at completion (3.3)

Degree/Program Name and Level	State Certificate, License, Endorsement, or Other Credential	Number of Completers 2018-2019	Number of Completers 2019-2020	Number of Completers 2020-2021
Master of Arts in Education (MAE) – initial certification endorsements at master’s level only	<u>Initial Certifications</u>	89*	80**	90**
	Elementary 1-6	36	32	29
	Secondary 9-12			
	Biology	2	2	4
	Chemistry	1	2	0
	English	10	9	15
	Mathematics	3	2	3
	Physics	0	2	0
	Social Science	11	7	6
	K-12			
	French	1	0	2
	Music – Instrumental	4	9	11
	Music – Vocal	4	2	3
	Physical Education	6	3	5
	Spanish	5	1	6
	Special Education	6	9	6
	<u>Add-on Certifications</u>			
Gifted K-12	0	0	0	
ESOL K-12	3	3	2	
Health K-12	0	0	0	

Note. * Indicates that only one student earned an undergraduate degree from a different university. ** Indicates that no students earned an undergraduate degree from a different university.

MAE completers are prepared with the content, pedagogical, and professional knowledge relevant to the certification area(s) for which they are endorsed by Truman State University. Numerous direct and indirect measures demonstrate the various types of knowledge Truman graduates possess. These measures include DESE-required measures, including GPAs, the Missouri Content Assessment (MoCA), the Missouri Educator Evaluation System (MEES), and the First-Year Teacher Survey Questionnaire (FYTSQ), the Principal of First-Year Teachers Survey Questionnaire, and Truman measures, such as the coursework students complete to earn their content-specific undergraduate degrees and the MAE coursework, Professional Disposition Rubric, Portfolio, Graduate Studies Exit Questionnaire (GSEQ), and Professional Development Plans (PDPs).

Measures Required by DESE

GPAs

While GPAs may not be a universally precise measure, they are often helpful indicators of how thoroughly a student has mastered the requisite course content. DESE requires certification candidates to meet particular GPA thresholds according to category of knowledge: overall, pedagogical, and content. Pedagogical courses consist of the core education coursework that, with some small exceptions by content area, all MAE students are required to take. Content courses are specific to the MAE programs and are grounded in the disciplines and, at the graduate level, candidates complete advanced content knowledge courses. Further, all Truman certification areas exceed minimum DESE content area requirements. Taken together, these GPA measures demonstrate that Truman completers have strong content, pedagogical, and professional knowledge. DESE requires that students earn a 3.0 GPA in approved content courses and a 3.0 in approved professional courses as a component of certification.

Missouri Educator Evaluation System (MEES). The MEES is a required assessment for all Missouri intern candidates. Successful performance on the MEES demonstrates that completers have the requisite content, pedagogical, and professional knowledge to be effective educators. All Truman MAE completers have successfully not only passed the MEES assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman completers’ scores on the MEES assessment offers additional evidence that our completers have the content, pedagogical, and professional

knowledge relevant to the credential sought. A total score of 42 on the MEES (from both the mentor and university supervisor's ratings) is required for the intern candidate to earn certification.

Missouri Content Assessments (MoCA). The MoCA assessments must be completed and passed by the candidate to be recommended for certification and measures both content and pedagogical knowledge. One hundred percent (100%) of Truman students passed the MoCA in the 2018-2019 and 2019-2020 academic years and 97.8% (all but two students) passed in the 2020-2021 academic year. A minimum score of 220 is required on this measure to earn certification in Missouri.

Measure 4 (Initial): Ability of completers to be hired.

Truman State University MAE completers are highly sought-after in and beyond Missouri because they possess the skills, knowledge, and dispositions necessary to support success for all learners, through a professional teaching degree that exceeds the Missouri Department of Elementary and Secondary Education (DESE) accreditation and certification requirements. Truman does not offer an undergraduate degree in education and instead endorses candidates for initial certification only at the master's level. The majority of MAE program candidates are from TSU's undergraduate programs and thus are grounded by a strong liberal arts and sciences foundation.

The MAE program has a ~95% placement rate for employment within six months of graduation and graduates are highly-sought-after for teaching positions. Consistent feedback from P-12 partners indicates that program completers are well-prepared for the various professional responsibilities an educator must fulfill.