

MO

Truman State University
Traditional Report AY 2022-23
Missouri

REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

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

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

IPEDS ID

178615

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Kirksville

STATE

Missouri

ZIP

63501

SALUTATION

Dr.

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List of Programs

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

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

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

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

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.99	Teacher Education - Other	PG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	PG	

Total number of teacher preparation programs:

15

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

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

☐ Yes

☒ No

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

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

Element	Admission	Completion
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

Postgraduate Requirements

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

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

- ☒ Yes
- ☐ No

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

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☐ Yes ☒ No
Fingerprint check	☐ Yes ☒ No	☐ Yes ☒ No
Background check	☐ Yes ☒ No	☐ Yes ☒ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☐ Yes ☒ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No

Element	Admission	Completion
Recommendation(s)	☒ Yes ☐ No	☐ Yes ☒ No
Essay or personal statement	☒ Yes ☐ No	☐ Yes ☒ No
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: 	☐ Yes ☒ No	☐ Yes ☒ No

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

2.75

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

3

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

The Elementary and Special Education MAE programs moved to a direct admissions system. The majority of MAE applicants are Truman State University undergraduates. The programs recognized that they were investing a lot of resources into processing applications at a 99% acceptance rate. Both programs set up the four gateways (academic plan on file; grade of B or higher in ED 393; Pass grade in ED 394; and Cumulative GPA of 2.75 or higher), so now, when students finish TSU's undergraduate program, they meet the gateways and are directly admitted to the MAE graduate program. The gateways are clear, and students receive advice from MAE faculty throughout their undergraduate program. We have removed the GPA 2.75 requirement from two pre-MAE classes, ED 393/394 and ED 389. We also recognized that we were turning away students who were potential teaching candidates and had enough time with early advising to meet the GPA requirements. The Missouri State Board of Education approved the removal of cumulative GPA from certification requirements. The rule change has now been published in the Missouri Register and went into effect on May 15, 2021.

Supervised Clinical Experience

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

Provide the following information about supervised clinical experience in 2022-23. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	100
Number of clock hours required for student teaching	720

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

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

- ☒ Yes
☐ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	100
Years required of teaching as the teacher of record in a classroom	0

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	11
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	7
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	527
Number of students in supervised clinical experience during this academic year	393

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

For the 608 Management of Instruction classes (methods classes), clinical experiences vary, so the number of clock hours varies. (i.e. elementary requires an additional 160 hours of clinical work before internship). The number of students in a supervised clinical experience may appear inflated because a student may take the methods class (with a field experience component) in the fall and complete the internship/student teaching in the spring.

Enrollment and Program Completers

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

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2022-23 Total	
Total Number of Individuals Enrolled	159
Subset of Program Completers	73

Gender	Total Enrolled	Subset of Program Completers
Male	42	15
Female	117	58
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	0	0
Hispanic/Latino of any race	1	1
Native Hawaiian or Other Pacific Islander	0	0
White	149	67

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	8	5
No Race/Ethnicity Reported	0	0

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

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

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

THIS PAGE INCLUDES:

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

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

- [Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2022-23.

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

What are CIP Codes?

☐ No teachers prepared in academic year 2022-23

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	1

CIP Code	Subject Area	Number Prepared
13.1202	Teacher Education - Elementary Education	29
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	8
13.1306	Teacher Education - Foreign Language	5
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	8
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	
13.1317	Teacher Education - Social Science	4
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	2
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	6
13.99	Education - Other Specify: 	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2022-23. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

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

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2022-23

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	

CIP Code	Academic Major	Number Prepared
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: 	
01	Agriculture	2
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	

CIP Code	Academic Major	Number Prepared
09	Communication or Journalism	1
11	Computer and Information Sciences	
12	Personal and Culinary Services	
14	Engineering	
16	Foreign Languages, Literatures, and Linguistics	5
19	Family and Consumer Sciences/Human Sciences	
21	Technology Education/Industrial Arts	
22	Legal Professions and Studies	
23	English Language/Literature	10
24	Liberal Arts/Humanities	
25	Library Science	
26	Biological and Biomedical Sciences	
27	Mathematics and Statistics	9
30	Multi/Interdisciplinary Studies	3
38	Philosophy and Religious Studies	1
40	Physical Sciences	2
41	Science Technologies/Technicians	
42	Psychology	8
44	Public Administration and Social Service Professions	
45	Social Sciences	4
46	Construction	
47	Mechanic and Repair Technologies	
50	Visual and Performing Arts	14
51	Health Professions and Related Clinical Sciences	
52	Business/Management/Marketing	3

CIP Code	Academic Major	Number Prepared
54	History	4
99	Other Specify: Exercise Science, Health Science & Communication Disorders	7

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

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

Program Assurances

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

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

☐ Program does not prepare special education teachers

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

All teacher candidates in the Master of Arts in Education Program are required to complete an action research project (or equivalent research-based project) during their internship and are strongly encouraged to work closely with their cooperating teachers and district administrators to shape research topics that meet the needs of their particular building and/or district. Candidates not only publish and/or present their findings as a part of their graduation requirement but they are also encouraged to share their results with school/district personnel as a professional contribution related to the internship experience. The research is defended publicly before peers and MAE faculty. In addition, the research is one artifact of the portfolio system. The Department of Elementary and Secondary Education (DESE), Office of Educator Quality (OEQ), and Educator Preparation requires the use of the Missouri Educator Evaluation System (MEES) as the Performance Assessment for Teachers, School Counselors, and Librarians for initial certification.

Results are reported to DESE as part of the Annual Performance Report. Faculty have received yearly training on updates to the MEES from our Regional Professional Development Center colleagues to increase our inter-rater reliability. The portfolio we have implemented requires the students to reflect on the MEES standards and attach an artifact with the indicator. Two of the reflections focus on culturally responsive teaching and technology. Program Completers' performance during student teaching using the MEES will include evaluations from cooperating teachers, teacher candidates, and program supervisors to be a strong stand-alone performance assessment for candidates based on nine quality indicators. The indicators are the key to candidate success, observable during a lesson, and align with the Missouri Annual Performance Report measures. Truman State University continues to be committed to providing our candidates with well-rounded pedagogical training and field experiences, matched with an emphasis on deep content knowledge. Because Truman State has no undergraduate Education program, all of our teacher candidates are required to hold an undergraduate degree (content degrees are required for secondary programs). The majority of our teacher candidates earn their Baccalaureate degrees at Truman, and the Liberal Arts and Sciences philosophy serves our Elementary and Special Education candidates particularly well because undergraduate students at Truman are required to take a variety of courses across disciplines in pursuit of cross-curricular connections. Our candidates earn multiple certifications routinely. Finally, our rural location and multiple field experience opportunities provide future teacher candidates with options to work with students from a variety of environments. The ESOL population in our local schools has increased due to an influx of Congolese families, so a majority of our candidates have had experiences with non-native speakers of English. We have professional development focusing on social justice and evaluate students' understanding of culturally responsive teaching and integration of culturally responsive teaching in their planning and/or instruction.

Annual Goals: Mathematics

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

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

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in mathematics in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We continue to explore various IT tools to devise options using department-based procedures online to maximize the ability of faculty to track, advise, and support recruits and potential recruits across STEM disciplines. The larger, overarching, and continuous goal is to revert from the current negative trend in STEM teachers’ 5-year rolling average graduation.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We continued to work directly in partnership with school districts. In these interactions, the school provided our students with insight into the teaching profession, resources and guidelines, and job applications. In addition, faculty from the university participated in the Northeast Missouri consortium events and worked directly with teacher-candidate mentors to better support their development through field experiences.

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

Regarding our goals for non-traditional recruitment of future teachers, our success was limited. While we have several applicants, none of them started

the program. That said, our total numbers were consistent with previous years despite the drop in overall enrollment. We have begun conversations with school districts that have, or seek to develop, "grow your own programs" and have initiated conversations to have their students complete preparation through our program. We also have informal arrangements with a couple of school districts to prioritize our Master's students completing teacher-of-record student-teaching internships with provisional certifications. Unfortunately, the need for teachers in these schools is greater than we can satisfy, and this is also dependent on our pre-service teachers. Given their credentials, they have high demand across all the state. Our attempt at developing alternative certification pathways has encountered administrative obstacles and, given the current university restructuring, is still in the works.

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

n/a

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

We have identified both non-traditional recruitment and in-program retention as areas that need to be addressed to increase the number of Mathematics teachers. In this sense and based on our 2022-23 experience, we will explore the following aspects: formal arrangements with schools to recruit future teachers and prepare teacher candidates as they complete their programs. In addition to this, we are working on adding an alternative certification path in grades 5-8 mathematics, an area we do not currently certify.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Our goal for designing alternative certification pathways is still in progress, as we see it as the most effective manner to provide high-quality teachers to satisfy the needs of schools. In addition to this, our initial success in establishing conversations with school districts directly has yielded positive results, and we intend to continue building on it, including considering helping shape grow-your-own program guidelines with the Initial Certification Master’s approach we use at Truman. Furthermore, we intend to establish more formal connections between our teacher candidates and local teacher organizations such as the Northeast Missouri (NEMO) consortium for Mathematics teachers.

Annual Goals: Science

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

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

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

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

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

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in science in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We continue to explore various IT tools to devise options using department-based procedures online to maximize the ability of faculty to track, advise, and support recruits and potential recruits across STEM disciplines. The larger, overarching, and continuous goal is to revert from the current negative trend in STEM teachers’ 5-year rolling average graduation.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We continued to work directly in partnership with school districts. In these interactions, the school provided our students with insight into the teaching profession, resources and guidelines, and job applications. In addition, faculty from the university participated in the Northeast Missouri consortium events and worked directly with teacher-candidate mentors to better support their development through field experiences.

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

Regarding our goals for non-traditional recruitment of future teachers, our success was limited. While we have a number of applicants, only one of them

started the program. Unfortunately, he was teaching abroad as an ex-pat and likely intends to go back to the international teaching circuit. That said, our total numbers were consistent with previous years despite the drop in overall enrollment. We have begun conversations with school districts that have, or seek to develop, "grow your own programs" and have initiated conversations to have their students complete preparation through our program. We also have informal arrangements with a couple of school districts to prioritize our Master's students completing teacher-of-record student-teaching internships with provisional certifications. Unfortunately, the need for teachers in these schools is greater than we can satisfy, and we are thus also dependent on our pre-service teachers. Given their credentials, they have high demand across all the state. Our attempt at developing alternative certification pathways has encountered administrative obstacles and, given the current university restructuring, is still in the works.

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

n/a

Review Current Year's Goal (2023-24)

7. Is your program preparing teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We have identified both non-traditional recruitment and in-program retention as areas that need to be addressed to increase the number of Science teachers. In this sense and based on our 2022-2023 experience, we will explore the following aspects: formal arrangements with schools to recruit future teachers and prepare teacher candidates as they complete their programs. In addition to this, we are working on adding alternative certification paths in areas we either do not currently certify (Agricultural Science and grades 5-8 Sciences) or have low enrollment (grades 9-12 Physics and grades 9-12 Chemistry).

Set Next Year's Goal (2024-25)

9. Will your program prepare teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

Our goal for designing alternative certification pathways is still in progress, as we see it as the most effective manner to provide high-quality teachers to satisfy the needs of schools. In addition to this, our initial success in establishing conversations with school districts directly has yielded positive results, and we intend to continue building on it, including considering helping shape grow-your-own program guidelines with the Initial Certification Master's approach we use at Truman. Furthermore, we intend to establish more formal connections between our teacher candidates and local teacher organizations, such as the Northeast Missouri consortium for science teachers, including the use of university facilities for teachers' professional development activities.

Annual Goals: Special Education

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2022-23\)](#)
- >> [Review Current Year’s Goal \(2023-24\)](#)
- >> [Set Next Year’s Goal \(2024-25\)](#)

Report Progress on Last Year’s Goal (2022-23)

1. Did your program prepare teachers in special education in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The cohort is smaller than usual due to students leaving the University as part of the covid response to non-returning to pursue a degree. Our goal is to increase the MAE Special Education cohort numbers back to pre-Covid numbers.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

We anticipate maintaining our numbers at 3-4 students starting in the new cohort summer 2024.

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

The director of special education at Truman State University is highly involved in the Living Learning Community (LLC) as the faculty liaison. Her involvement has generated one or two special education Master of Arts pursuers through that continued contact for the retention of students at Truman.

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

n/a

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in special education in 2023-24? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

We anticipate three students in our special education program in 2023-2024. Our goal is to recruit more students to be in the cohort to keep increasing the MAE Special Education teachers prepared.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in special education in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

The special education department consists of one full-time faculty and one part-time faculty. However, the part-time faculty will retire in the spring of 2025. The goal of the program will be to obtain additional faculty support or a new hire along with the drive to get more students into the program.

Annual Goals: Instruction of Limited English Proficient Students

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

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2022-23\)](#)
- >> [Review Current Year's Goal \(2023-24\)](#)
- >> [Set Next Year's Goal \(2024-25\)](#)

Report Progress on Last Year's Goal (2022-23)

1. Did your program prepare teachers in instruction of limited English proficient students in 2022-23?

If no, leave remaining questions for 2022-23 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

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

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

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

Review Current Year’s Goal (2023-24)

7. Is your program preparing teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2024-25)

9. Will your program prepare teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

Assessment Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

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

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
075 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
075 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
075 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	2			
075 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	4			
075 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	4				
076 -CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8				
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	8				
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	29	263	29	100	
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	20	265	20	100	
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8				
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	7				
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2022-23	29	253	29	100	
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	20	256	20	100	
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	267	15	100	
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	261	29	100	
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	279	15	100	
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	271	29	100	
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	267	15	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	260	29	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	261	15	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	254	29	100
020 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	2			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	8			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	9			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	15	242	15	100
082 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
082 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	5			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	3			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	7			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6				
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2022-23	11	256	10	91	
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2021-22	7				
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2020-21	14	251	14	100	
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5				
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5				
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5				
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	4				
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	15	257	15	100	
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	6				
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2021-22	2				
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2020-21	2				
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2022-23	5				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2021-22	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2020-21	6			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(S205\(a\)\(1\)\(B\)\)](#)

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2022-23	73	72	99
All program completers, 2021-22	93	93	100
All program completers, 2020-21	91	91	100

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

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☒ AAQEP
- ☐ Other specify:

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

- ☐ Yes
- ☒ No

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

Truman candidates model and apply technology standards in design, implementation, and assessment in practice. Examination of the standards and indicators matrix indicates that technology is introduced early in the course sequence and affirmed throughout. Technology is addressed as an essential component of candidate preparation. Candidates are required to use a variety of technological devices, apps, and programs within instructional planning. Collaborative course activities require the use of Brightspace and Google Drive. A Truman alum, who is a Technologist and member of the Advisory Board, provides an annual workshop for all students and faculty on technology, IT goals, analysis of website platforms, top 10 applications, and ethical/legal use of technology in schools. Our future teacher candidates are exposed to Google certification with the elementary cohort completing Level 1 of the certification, and many go on to earn Level 2. Students have learned how to implement virtual reality, Nureva span space for communicating, and other technical applications, including a growth mindset regarding technology. This growth mindset has been very apparent with the move to remote teaching. Our students who were in their internships developed leadership skills when working with their mentors and other staff at schools by sharing information that they had learned. A technology assignment has been developed and implemented in ED 388, the introductory education class. The assignment asks students to complete an online resume/website. The project is designed to provide students with the opportunity to create the framework of a professional portfolio from their teaching experiences in the program. As students take additional courses, the intent is to allow them to update their learning experiences. Students learn and demonstrate important technological knowledge and skills with the assignment, and the online resume becomes a valuable tool in their job search after graduation. The students in this class are also encouraged to complete the Google online training to become a Google Certified Educator. This process requires approximately fifteen hours of training plus testing. At the intermediate field

experience level, students have the option of completing field experience hours with a school district that has implemented a 1 to 1 Technology Initiative for students with an Apple-certified teacher. At the graduate level, candidates have created a “Flipped Classroom” which inverts traditional classroom methods, delivering instruction online outside of class and moving “homework” into the classroom with selected technology options and WebQuest. A SmartBoard workshop featured a live presentation, which was recorded for viewing on Panopto. Other technology strategies implemented include domain strategies in math for each grade level and surveys of apps for phonemic awareness and phonics. Also, at the graduate level, students generate lists of technical resources for appropriate grade levels and content to use in clinical settings. IRIS materials create and infuse online resources about evidence-based practices into preparation programs, especially for students with disabilities. Initial efforts to coordinate the use of IRIS materials began late in the fall of 2014. Using IRIS materials, faculty model the use of digital teaching applications in their teaching. Modeling the use of technology is an important component of preparing candidates to integrate technology into their work effectively. The IRIS modules and resources are excellent technology-based teaching tools. Truman offers a course called Instructional Interventions for Secondary Students (Grades 6-12) with Reading Deficiencies. This course is required by the Department of Elementary and Secondary Education (DESE) for the secondary content areas of mathematics, sciences, and social studies and ESOL to fulfill the secondary literacy requirement of instructional intervention for students with reading deficits as part of Missouri’s educator preparation. The course will implement IRIS materials as part of the curriculum. The Education Department has received approval to install equipment with videoconferencing capabilities, which can include distance learning and opportunities for online student internship supervision. The Education Department converted an old computer lab into a state-of-the-art technology lab. It has a mobile Smartboard, VR/AR capabilities, 3 Nureva walls, and flexible seating. The Education Department has a designated GTRA (Graduate Teaching Research Assistant) who offered professional development to faculty and students multiple times throughout the semester, conducted two research studies on the use of technology, and taught local northeast Missouri fifth graders. COVID technology use with remote learning continued to grow this year. All faculty members have received professional development in using Zoom and Quality Matters. In addition, our teacher candidates have had a variety of experiences teaching virtually.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

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

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Teacher Training

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

a. Teach students with disabilities effectively

All MAE students are required to take ED 605G-Psychology of the Exceptional Learner. This is a survey course that addresses multiple special needs including ESL learners. In addition, all MAE students take ED 389-Foundations of Education, which addresses issues in education including bilingual/multilingual and special needs. Students are also required to take ED 603G-Academic Content Literacy and/or Management of Instruction classes which address English Language Learning issues. Finally, all MAE students have an 18-week internship where they work with students in their specialty areas in classrooms that routinely have students with special needs and ESL needs. Students in teaching placements are supervised in those experiences. Graduates from Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, and ESOL are required to take an additional literacy course that will address instruction for ESL students. All students participate in trauma-informed training during their Management of Instruction courses in each program. Truman does offer English as a Second Language (ESL) as an add-on certification option. The goal of professional ESOL preparation is to assist candidates in the teacher preparation program to gain the knowledge, theory, and pedagogical skills to meet the language and learning needs of ELL’s in K-12 schools.

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

Candidates observe in IEP meetings during their student teaching placements, have access to IEP data, and may participate with in IEP meetings if appropriate.

c. Effectively teach students who are limited English proficient.

All MAE students must take the beginning level sequence of a foreign language to fulfill either the BA (4 semesters) or BS (2 semesters) degree requirements. These courses strive to meet the need to engage in culturally responsive educational practices. Language instructors primarily use a communicative teaching methodology that, because of its inherent focus on sharing and task-based language learning, creates a space of respect in the classroom, where each student often shares their different backgrounds and opinions in the target languages as they complete a vast range of grammar and vocabulary activities. Instructors measure intercultural competence in speaking assignments by using rubrics that are not only based on fluency, comprehensibility, and grammatical and vocabulary accuracy but also measure issues of pragmatics such as knowing when to use formal vs. informal registers and being able to use appropriate language in a given context. These issues pervade our grammatical and linguistic instruction no matter the topic at hand. All MAE students take ED 389-Foundations of Education, which addresses issues in education including bilingual/multilingual and special needs. Students are also required to take ED 603G-Academic Content Literacy and/or Management of Instruction classes which address English Language Learning issues. Students have an 18-week internship where they work with special needs and ESL students. Graduates from Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, and ESOL are required to take an additional literacy course that will discuss instruction for ESL students.

2. Does your program prepare special education teachers?

☒ Yes

☐ No

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

a. Teach students with disabilities effectively

All Special Education MAE students participate in an intensive professional development school in the fall semester with area schools. Students teach in this program and take classes that relate directly to the experiences they have in the field. During the spring semester, their internships last for 18 weeks and they effectively teach students with disabilities. The PDS and internship provide close supervision and feedback to help our candidates better meet the needs of students with disabilities. Students participate in IEP program teams during both of these experiences. In the PDS model, students participate in classes within a class as they do during their internship, where they also get experience working with ESL students. In SED 530-Psychology of the Exceptional Learner, students learn to effectively teach students who are LEP.

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

As part of the pre-internship and internship experiences, Truman MAE students have opportunities to participate in IEP team meetings. They engage as active participants in the referral, evaluation, eligibility determination, and revision of plans for K-12 students throughout the special education process.

c. Effectively teach students who are limited English proficient.

All MAE students must take the beginning level sequence of a foreign language to fulfill either the BA (4 semesters) or BS (2 semesters) degree requirements. These courses strive to meet the need to engage in culturally responsive educational practices. Language instructors primarily use a communicative teaching methodology that, because of its inherent focus on sharing and task-based language learning, creates a space of respect in the classroom, where each student often shares their different backgrounds and opinions in the target languages as they complete a vast range of grammar and vocabulary activities. Instructors measure intercultural competence in speaking assignments by using rubrics that are not only based on fluency, comprehensibility, and grammatical and vocabulary accuracy but also ones that measure issues of pragmatics such as knowing when to use formal vs. informal registers and being able to use appropriate language in a given context. These issues pervade our grammatical and linguistic instruction no matter the topic at hand. All MAE students take ED 389-Foundations of Education, which addresses issues in education including bilingual/multilingual and special needs. Students are required to take Management of Instruction classes that address English Language Learning issues. Students have an 18-week internship where they work with special needs and ESL students. Graduates from Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, and ESOL are required to take an additional literacy course that will discuss instruction for ESL students.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Students in the teacher preparation program at Truman State University are required to take the Missouri Educator Gateway Assessments (MEGA) for teacher certification. MEGA is a comprehensive approach to assess the pre-professional development of students working for educator certification in Missouri. These assessments provide a common, statewide foundation of content knowledge, and professional practice, required for teacher certification in the state of Missouri. The assessments are placed at different transition points throughout the preparation program. 1. Disposition survey created by the Education Faculty: Disposition results will provide the student and advisor with information about the candidate’s growth throughout the program. We have found that most students score a 3 (highest score) on each component of the measure for each field experience. 2. Missouri Content Assessments: The results of these assessments are used to indicate that a student has a specific level of knowledge in their chosen content area(s). 3. The Department of Elementary and Secondary Education (DESE) has the following GPA standards for candidates seeking initial teacher certification in Missouri: a.) 3.00 GPA – (overall – undergraduate/graduate combined) content courses which are program-specific certification requirements b.) 3.00 GPA – (overall – undergraduate/graduate combined) professional education We have added worksheets that calculate the GPAs for each program on each website so students are aware of their standing if they have a question. 4. The MEES is the required performance assessment for student teachers across the state. The model evaluation system was developed by the Missouri Department of Elementary and Secondary Education in partnership with educators, school district officials, education organizations, and teacher education programs at the state’s colleges and universities. The MEES focuses on the improvement of effective educational practices and the professional development of teachers, principals, and school superintendents. The MEES underwent a revision process that included language, score range, and format for the assessment instrument and rubric. Additionally, each Educator Preparation Program (EPP) determines the required artifacts for candidates. Artifacts may be required to provide essential evidence to determine if a candidate has met a standard to an acceptable level. As prescribed in the Missouri Standards for the Preparation of Educators (MoSPE), Teacher Candidates in their Clinical Experience are to be assessed using the Missouri Educator Evaluation System (MEES). The Missouri Educator Evaluation System contains thirty-six Quality Indicators across nine standards. In the Clinical Experience, each of the nine standards will receive one score; representative indicators are included for each standard. Thus, thirteen of the thirty-six Quality Indicators have been selected for assessing the performance of the Teacher Candidate. We are utilizing a portfolio to measure interns’ abilities to meet the MEES and to provide reliability among MAE faculty. Teacher Candidates are an essential part of Missouri’s Professional Continuum. Teacher Candidates are in the preparation process to enter the profession. In the Clinical Experience, Teacher Candidates are afforded the opportunity to put preparation into practice. Missouri law requires all school districts in the state to evaluate educators employed by the district. Truman MAE students are evaluated with a similar assessment during their student teaching internships in preparation for their transition to first-year educator. 5. Social Justice Disposition—the MAE faculty and stakeholders have created a social justice rubric which was piloted spring 2021 semester with students enrolled in ED 608 G and then the internship course ED 609 G. 6. All interns are required to complete a portfolio that holds reflections and artifacts that address the MEES standards, especially with social justice and technology.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. John Jones

TITLE:

Education Department Chair

Certification of review of submission

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

NAME OF REVIEWER:

Charisse Hatfield

TITLE:

Certification Officer | Assessment Coordinator