



Truman State University  
Traditional Report AY 2020-21  
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

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

### ADDRESS

### CITY

### STATE



### ZIP

### SALUTATION



### FIRST NAME

### LAST NAME

Jones

**PHONE**

(660) 785-4385

**EMAIL**

jjones@truman.edu

# List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information 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](#)

## List of Programs

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:

13

# 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

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

- Yes  
 No

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

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

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

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

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

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

## Postgraduate Requirements

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

- Yes  
 No

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

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

Element	Admission	Completion
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

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

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

The Elementary and Special Education MAE programs moved to a direct admissions process. The majority (99%) of MAE applicants are Truman State University undergraduates. The programs recognized that they were investing a lot of resources into admissions and students who were not being denied. Both programs set up the 4 gateways and now when students begin TSU's undergraduate program, they meet the gateways and are directly admitted to the MAE graduate program. The gateways are clear and they receive advising earlier in their undergraduate program by MAE faculty. We have removed the GPA 2.75 requirement from two pre-MAE classes ED 393/394 and ED 389. We recognized that we were turning away students who were potential candidates for teaching 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

Provide the following information about supervised clinical experience in 2020-21. ([§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	<input type="text" value="100"/>
Number of clock hours required for student teaching	<input type="text" value="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

Number of years required for 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)

18

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

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

8

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

567

Number of students in supervised clinical experience during this academic year

521

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 average number of clock hours varies. (i.e. elementary requires an additional 160 hours of clinical work prior to internship). The number of students in a supervised clinical experience may seem 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

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

**(§205(a)(1)(C)(ii))**

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

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

## Enrollment and Program Completers

2020-21 Total	
Total Number of Individuals Enrolled	212
Subset of Program Completers	92

Gender	Total Enrolled	Subset of Program Completers
Male	64	25
Female	148	67
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	6	2
Black or African American	3	1
Hispanic/Latino of any race	4	2
Native Hawaiian or Other Pacific Islander	0	0
White	196	86



Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	2	0
No Race/Ethnicity Reported	0	0

## Teachers Prepared

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

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

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

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

- [Academic Major](#)

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2020-21.

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 2020-21

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="6"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="30"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	15
13.1306	Teacher Education - Foreign Language	8
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	14
13.1314	Teacher Education - Physical Education and Coaching	5
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	6
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	2
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="2"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2020-21. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes  
 No

No teachers prepared in academic year 2020-21

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

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

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	1 <input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	10
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	20
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	2
30	Multi/Interdisciplinary Studies	2
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	7
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	10
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	1
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	18
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	8

CIP Code	Academic Major	Number Prepared
99	<b>Other Specify:</b> <input data-bbox="289 121 1260 163" type="text" value="Exercise Science, Health Science &amp; Communication Disorders"/>	<input data-bbox="1292 90 1572 132" type="text" value="13"/>

# Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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 unit are required to complete an extensive action research project (or equivalent researched 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 encouraged to share their results with school/district personnel as a professional contribution related to the internship experience. The research is defended publicly with peers and MAE faculty. In addition, we are implementing a portfolio system where the research will be one artifact. The Department of Elementary and Secondary Education (DESE), Office of Educator Quality (OEQ), 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 by our Regional Professional Development Center colleagues to increase our inter-rater reliability. The portfolio we have implemented will



require the students to reflect on the MEES standards and attach an artifact with the indicator. Two of the reflections need to focus on social justice 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 emphasis on deep content knowledge. Because Truman State has no undergraduate Education program, all 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 frequently. Finally, our rural location and multiple field experience opportunities provide future teacher candidates opportunities to work with students from low socio-economic status and different environments from their own. We have recently increased the ESOL population in our local schools due to an influx of Congolese families so a majority of our candidates have had experiences with non-native speakers. We have professional development focusing on social justice and evaluate students understanding of social justice and integration of social justice 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\(a\)\)](#)

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 \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

### 1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes  
 No

### 2. Describe your goal.

Recruit students who had not declared teaching with the math major. Recruitment events include Freshman Orientation, Majors Day, and speaking to first level classes. We would like to increase the number of completers to five for the upcoming year. Based on 2020-2021 enrollments (first year and/or transfer students), there are 11 students who have declared a major in mathematics. Five will be pursuing a math undergrad major and elementary certification upon completing the master's degree. Six will pursuing secondary math certification upon completion of the baccalaureate and master's degree. (Truman has initial certification only at the master's level.)

### 3. Did your program meet the goal?

- Yes  
 No

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

We managed to engage with freshmen students across our main STEM pipelines and our Mathematics juniors. However, the impact on recruiting from this effort may not be apparent yet. The program coordinator for STEM education worked with freshmen seminar faculty across disciplines to engage students in a 1-hour presentation/workshop to present/discuss professional careers in the field of education. In addition to this, we also engaged the Mathematics juniors during their professional careers week.

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

Our goal of greater exposure to potential career changers was achieved. However, given the current teacher preparation and retention trends, we realize that this is one level of a much-needed multi-tiered approach. At this point, our overarching goal will be to establish a non-negative trend in our 5-year

average teacher graduation numbers. Thus we need to add a more efficient tracking system that involves faculty across our departments.

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

Our current mechanisms of tracking and support of recruited students (or potential recruits) are not as effective as we'd like them to be.

## Review Current Year's Goal (2021-22)

**7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal of gaining greater exposure to increase recruitment was achieved. Impact of our previous goals, to increase recruitment via Noyce scholarships likely peaked out with 11 total STEM pre-service teachers in our central course reflected this. We will now focus on less exceptional measures (like externally or limited funding) and develop more robust support structures to maintain and maybe even grow our program in a time when most programs suffer from significant attrition.

## Set Next Year's Goal (2022-23)

**9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

We will look into using current IT tools and explore 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 will be redefined to be establishing a non-negative trend in the 5-year rolling average graduation of STEM 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\(a\)\)](#)

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 \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

## Report Progress on Last Year's Goal (2020-21)

1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Continue recruitment efforts to include Freshman Orientation sessions and other campus activities (Majors Day, Activities Day) in addition to other recruitment activities to help increase enrollment by three pre-MAE students. Three students had interest in the Biology MAE at Freshman Orientation in summer 2020 for fall 2021 enrollment.

3. Did your program meet the goal?

- Yes  
 No

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

The program coordinator for STEM education worked with freshmen seminar faculty across disciplines to engage students in a 1-hour presentation/workshop to present/discuss professional careers in the field of education. In addition to this, we also engaged the Biology, Chemistry, and Physics juniors during their professional careers week.

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

Our goal of greater exposure to potential career changers was achieved. However, given the current teacher preparation and retention trends, we realize that this is one level of a much-needed multi-tiered approach. At this point, our overarching goal will be to establish a non-negative trend in our 5-year average teacher graduation numbers. Thus we need to add a more efficient tracking system that involves faculty across our departments.

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

Our current mechanisms of tracking and support of recruited students (or potential recruits) are not as effective as we'd like them to be.

## Review Current Year's Goal (2021-22)

**7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

Our goal of gaining greater exposure to increase recruitment was achieved. Impact of our previous goals, to increase recruitment via Noyce scholarships likely peaked out with 11 total STEM pre-service teachers in our central course reflected this. We will now focus on less exceptional measures (like externally or limited funding) and develop more robust support structures to maintain and maybe even grow our program in a time when most programs suffer from significant attrition.

## Set Next Year's Goal (2022-23)

**9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

We will look into using current IT tools and explore 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 will be redefined to be establishing a non-negative trend in the 5-year rolling average graduation of STEM teachers.

# Annual Goals: Special Education

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

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\(a\)\)](#)

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 (2020-21)

1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

Continue recruitment efforts to include Freshman Orientation sessions and other campus activities (Majors Day, Activities Day) in addition to other recruitment activities. On Truman's campus are six sub-communities scattered throughout the residence halls. These special living areas within the residence halls are known as Living Learning Communities, or LLC's for short. The Future Teachers LLC is home to many different education majors on campus who want to live near those with similar career interests. One of the professors who teaches Special Education courses is using the LLC as a recruitment opportunity for not only students seeking Special Education certification, but any of the certification areas for the MAE.

3. Did your program meet the goal?

- Yes  
 No

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

We meet the goal by using the Living Learning Community (LLC) as ongoing recruitment for teachers, special education included. The program does a book study in the fall focusing on teaching culturally responsive as part of the Teaching LLC. Other social events such as coffee breaks, scavenger hunts, and email check-in correspondence in the spring semester for LLC connections

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

Steps to improve performance include continued intentional meetings to stay connected are needed. Along with tracking Living Learning Community student involvement in education extra-curricular clubs and organizations help retain students in the MAE track.

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

Being able to physically be present to meet facilitates a sense of belonging and community as future educators.

## Review Current Year's Goal (2021-22)

**7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

There are seven students enrolled in the Special Education Management of Instruction class for fall 2021. These students will be student teaching in spring 2022.

## Set Next Year's Goal (2022-23)

**9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank.**

- Yes  
 No

**10. 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.

# Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2020-21\)](#)
- >> [Review Current Year's Goal \(2021-22\)](#)
- >> [Set Next Year's Goal \(2022-23\)](#)

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\(a\)\)](#)

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 (2020-21)

1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 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 (2021-22)

7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes  
 No

8. Describe your goal.

## Set Next Year's Goal (2022-23)

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## 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 Other enrolled students	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2020-21	5			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2019-20	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	2			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	270	14	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	261	29	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	28	261	28	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	36	266	36	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	280	14	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	271	29	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	28	268	28	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	36	273	36	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	266	14	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	260	29	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, 2019-20	28	259	27	96
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	36	261	36	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	264	14	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	29	254	29	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	28	253	26	93
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	36	252	36	100
020 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2020-21	15	242	15	100
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	7			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	10	253	10	100
041 -HEALTH Evaluation Systems group of Pearson All program completers, 2019-20	2			
023 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
023 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2020-21	3			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	6			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	8			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2020-21	14	251	14	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20	11	254	11	100
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2018-19	8			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2020-21	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	6			
024 -PHYSICS Evaluation Systems group of Pearson All program completers, 2019-20	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2020-21	6			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	5			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	11	258	11	100
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	11	247	11	100
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	11	259	11	100
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	11	259	11	100
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	11	253	11	100
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	11	263	11	100
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson Other enrolled students	1			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2020-21	2			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2018-19	1			

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, 2020-21	6			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2018-19	5			

## Summary Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2020-21	91	90	99
All program completers, 2019-20	69	67	97
All program completers, 2018-19	89	89	100



# Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

## Low-Performing

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

- Yes
- No

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

- State
- CAEP
- AAQEP
- Other specify:

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

- Yes
- No

# Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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.

Technology is a priority for 21st century learners. Truman candidates model and apply tech 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 to 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 Blackboard 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 and the elementary cohort are completing Level 1 of the certification and many who earn Level 2. In addition, we have revamped a laboratory classroom that has the newest technology available and flexible seating. 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 teaching for 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 progress to future courses,

the intent is to allow them to update their learning experiences. Students learn and demonstrate important technology 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 also encouraged to complete the Google on-line 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 districts which has implemented a 1 to 1 Technology Initiative for student 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 classroom with selected technology options and WebQuest. A Smart Board workshop featured a live presentation which was recorded for viewing on Panopto. Other technology strategies implement include domain strategies in math for each grade level and surveys of aps for phonemic awareness and phonics. Also at the graduate level, students generate lists of technical resources for appropriate grade level 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 fall 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 effectively integrate technology in their work. The IRIS modules and resources are excellent technology-based teaching tools. Truman offers a course: 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 video conferencing capabilities which can include distance learning and opportunities for on-line student internship supervision. The Education Department converted an old computer lab to a state-of-the-art classroom loaded with technology. We have a mobile Smartboard, VR/AR capabilities, 3 Nueva walls and flexible seating. We have 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 NEMO fifth graders. Again this year with COVID technology use with remote learning continued to grow. All faculty have received professional development for using Zoom and Quality Matters. In addition, our teacher candidates have had a variety of experiences teaching virtually.

# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

## 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 address 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 typical classrooms which frequently have students with special needs and ESL needs. Students in student teaching placements are supervised in those experiences. Graduates from Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, ESOL are required to take an additional literacy course which 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 goals 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 participate 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 beginning level sequence of a foreign language to fulfill either the BA (4 semesters) or BS (2 semesters) degree requirements. These courses are keenly aware of and 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 address 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, ESOL are required to take an additional literacy course which 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 and that is also where they 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 beginning level sequence of a foreign language to fulfill either the BA (4 semesters) or BS (2 semesters) degree requirements. These courses are keenly aware of and 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 address issues in education including bilingual/multilingual and special needs. Students are required to take 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, ESOL are required to take an additional literacy course which will discuss instruction for ESL students.

# Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

## 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 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 these GPA standards for candidates seeking initial teacher certification in Missouri: a.) 2.75 GPA (overall – undergraduate/graduated combined) change from 2.50 GPA (Removal of the cumulative overall GPA has been approved by the Missouri State Board of Education effective in summer 2021.) b.) 3.00 GPA – (overall – undergraduate/graduate combined) content courses which are program specific certification requirements c.) 3.00 GPA – (overall – undergraduate/graduate combined) profession education We have added worksheets that calculate the GPA's 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 state 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 which included language, score range and format for the assessment instrument and rubric. Additionally, each Educator Preparation Program (EPP) determines 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 a 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