



AAQEP Annual Report for 2023

Provider/Program Name:	Truman State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 30, 2029

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

Founded by Joseph Baldwin in 1867, Truman State University was originally called the North Missouri Normal School and Commercial College. In 1870, the school received official recognition by the Missouri General Assembly, which designated it the first public teaching college in Missouri and the name was shortened to North Missouri Normal School. Between 1870 and 1968, the university's name changed twice; however, the mission remained the same. In 1968, the Board of Regents changed the name of the institution to Northeast Missouri State College and implemented programs other than teacher education, and in 1972, changed the name again to Northeast Missouri State University. In 1985, the university's mission changed from an open enrollment, regional, multipurpose university to Missouri's only statewide public liberal arts and sciences university. The state aimed to provide a public

institution that could compete with the nation's finest undergraduate liberal arts colleges. On July 1, 1996, the name changed to Truman State University.

The Education Department at Truman State University, which is housed in the School of Health Sciences and Education, offers the Master of Arts in Education (MAE), a professional teaching degree with initial certification. Developing the professional program is marked by strong cooperation with the P-12 community and is based on established education research and essential knowledge of sound professional practice. The MAE program exemplifies an integrated approach to liberal education, professional studies, and specialty studies, as Joseph Baldwin's original school did.

The Missouri Department of Elementary and Secondary (DESE) has approved eighteen teacher education certification areas for Truman State University's MAE program. There are fifteen areas for initial certification:

- Biology 9-12
- Chemistry 9-12
- Elementary 1-6
- English 9-12
- French K-12
- Latin K-12
- Mathematics 9-12
- Mild/Moderate Cross-Categorical Special Education K-12
- Music Instrumental K-12
- Music Vocal K-12
- Physics 9-12
- Physical Education K-12
- Social Sciences 9-12
- Spanish K-12
- Speech/Theatre 9-12

Three areas are approved for add-on certification:

- English Language Learners K-12
- Gifted Education K-12
- Health K-12

Candidates enrolling in the professional program must have a baccalaureate degree, and the majority of MAE students pursue their bachelor's degree at Truman. (Truman does not offer an undergraduate degree in Education.) The basic components of the professional teacher preparation program are (a.) graduate pedagogical coursework, (b.) 12 hours of graduate content in the teaching specialty, (c.) the teaching internship experience, and (d.) research. For the majority of Truman students seeking certification, many of the additional courses required for Missouri certification are met by careful planning of the Dialogues (the liberal arts general studies program) or through electives taken during their undergraduate degree program.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

[Teacher Preparation Program \: Federal and State Compliance Reports](#)

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
<i>Programs that lead to initial teaching credentials</i>			
<i>Master of Arts in Education</i>	<i>Initial Certification: Elementary (Grades 1-6)</i>	57	29
	<i>Initial Certification: Biology (Grades 9-12)</i>	8	2
	<i>Initial Certification: Chemistry (Grades 9-12)</i>	2	0
	<i>Initial Certification: English (Grades 9-12)</i>	29	8
	<i>Initial Certification: Mathematics (Grades 9-12)</i>	14	8
	<i>Initial Certification: Physics (Grades 9-12)</i>	0	0
	<i>Initial Certification: Social Science</i>	7	4

	<i>(Grades 9-12)</i>		
	<i>Initial Certification: Speech/Theatre (Grades 9-12)</i>	0	0
	<i>Initial Certification: French (Grades K-12)</i>	4	0
	<i>Initial Certification: Latin (Grades K-12)</i>	2	0
	<i>Initial Certification: Music - Instrumental (Grades K-12)</i>	15	9
	<i>Initial Certification: Music – Vocal (Grades K-12)</i>	3	2
	<i>Initial Certification: Physical Education (Grades K-12)</i>	9	5
	<i>Initial Certification: Spanish (Grades K-12)</i>	6	5
	<i>Initial Certification: Special Education (Grades K-12)</i>	3	1
Total for programs that lead to initial credentials		159	73
Programs that lead to additional or advanced credentials for already-licensed educators			
<i>Master of Arts</i>	<i>Initial Certification: Gifted (Grades K-12)</i>	34	10
<i>N/A</i>	<i>Initial Certification: ESOL (Grades K-12)</i>	6	6
<i>N/A</i>	<i>Initial Certification: Health (Grades K-12)</i>	0	0
Total for programs that lead to additional/advanced credentials		40	16
Programs that lead to credentials for other school professionals or to no specific credential			
<i>Master of Arts</i>	<i>Initial Student Services: School Counselor (Grades K-12)</i>	26	0

Total for additional programs	26	0
TOTAL enrollment and productivity for all programs	225	89
Unduplicated total of all program candidates and completers	219	83

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Added: Initial Certification: Latin (Grades K-12)
Added: Initial Certification: Speech/Theatre (Grades 9-12)

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
219
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
83
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
88 (1 completer ineligible for certification)
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.

Academic Year	Program	Initial Cohort	Graduated in 100% time (varies by program)	Graduated in 150% time (varies by program)	Graduation Rate % in 100% time	Graduation Rate % in 150% time
2022-2023	Elementary Education	29	26	3 ¹	89.66%	10.34%
2022-2023	English	8	6	2 ³	75%	25%
2022-2023	Exercise Science	5	5	0	100%	0%
2022-2023	FL: French	0	0	0	100%	100%
2022-2023	FL: Spanish	5	2	3 ¹⁺⁴	40%	60%
2022-2023	Mathematics**	8	5	3 ²	62.5%	37.5%
2022-2023	Music	11	9	2 ³	81.81%	18.18%
2022-2023	Science (Biology)	2	0	2 ²⁺⁴	0%	100%
2022-2023	Special Education	1	1	0	100%	0%
2022-2023	History/Social Science	4	4	0	100%	0%

Table 2 D. starts in the academic year 2022/2023 and will continue after that.

¹ Candidate took additional coursework to complete English Language Learners and was a full-year teacher of record, as civic engagement fulfilled a critical shortage need for underserved school districts.

² Candidates did a full-year teacher of record, as civic engagement fulfilled a critical shortage need for underserved school districts. The candidates also did an extra semester of graduate content coursework, which allows them to be qualified to teach dual credit courses.

³ Candidates earned two degrees.

⁴ Candidates took a short break.

** Mathematics students are highly encouraged to take the full-year internship.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

AY 22/23 Program Completers - Initial Certification

(In the Academic Year 2022/2023, there were no candidates for the Chemistry, French, or Physics program.)

Test Number	Test Name	Number passed	Total number	Pass rate
073	<i>Elementary Education: Mathematics & Science</i>	29	29	100%
074	<i>Elementary Education: English Language Arts & Social Studies</i>	29	29	100%
075	<i>Biology: Grades 9-12 Content Knowledge</i>	2	2	100%
076	<i>Chemistry: Grades 9-12 Content Knowledge</i>			
020	<i>English: Grades 9-12 Content Knowledge</i>	8	8	100%
082	<i>Mathematics: Grades 9-12 Content Knowledge</i>	8	8	100%
078	<i>Physics: Grades 9-12 Content Knowledge</i>			
071	<i>Social Science: Grades 9-12 Content Knowledge</i>	4	4	100%
043	<i>Music: Instrumental & Vocal Grades K-12 Content Knowledge</i>	10	11	90.9%
044	<i>Physical Education Grades K-12 Content Knowledge</i>	5	5	100%
039	<i>World Languages: French Grades K-12 Content Knowledge</i>			
045	<i>World Languages: Spanish Grades K-12 Content Knowledge</i>	5	5	100%
051	<i>Mild/Moderate Cross-Categorical Special Education Grades K-12 Content Knowledge</i>	1	1	100%

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

The Missouri Department of Elementary and Secondary Education (DESE) developed a survey to provide feedback to preparation programs as part of their commitment to ensuring new teachers are prepared to succeed. The First Year Teacher Survey (FYTS) is sent to completers in their first year of teaching. Questions 2-40 of the first-year teacher survey address the nine Missouri Educator Evaluation System (MEES) standards of their teaching experiences.

Completers from the 2021/2022 academic year (AY) are part of the 2023 collected data in the table below. Truman completers from the 21/22 AY reported their most robust preparation areas in questions 3 and 27. Unlike the Missouri statewide teacher mean, Truman completers rank the areas considerably higher than the others within the state. In comparison, question #3 TSU completers reported a rate of .56, more elevated than the state mean.

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#3 – I was prepared in my content area	4.61	4.05
#27 – I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.	4.64	4.24

The weakest areas of preparation reported by the Truman State University completers from the AY 21/22 included being “prepared to modify instruction for English language learners” and “The Beginner Teacher Assistance Program (BTAP) activities contributed to my effectiveness as a teacher during the current school year.” While TSU was very similar to the statewide average on question #8, TSU did show some deficiency over the state on question #57. Truman is committed to improving the weaknesses reflected in the data collected from the FYTS. We plan to host a Professional Development series on BTAP during the 23/24 academic year to introduce students to the program and to identify how to incorporate it into teaching practices. While BTAP is out of our control, we can share the reflection with local school districts and the Rural Professional Development Center.

For two consecutive years, completers have reflected a weakness in preparing to modify instruction for English language learners. Therefore, the faculty will explore ways to help prepare teacher candidates for the challenge. The overall state survey results also reflect the Teachers' and Teachers' principals' top weakness, the “modified instruction for English language learners.”

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
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#8 - I was prepared to modify instruction for English language learners.	3.24	3.28
#57 – The Beginner Teacher Assistance Program (BTAP) activities contributed to my teaching effectiveness during the current school year.	3.29	3.49

Link to the Missouri’s First Year Educator Survey - Teacher is at <https://apps.chp.missouri.edu/firstyear/PublicReport.aspx>.

G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.

The Missouri Department of Elementary and Secondary Education also developed a survey to reflect how principals believe the first-year teachers performed. The First Year Teacher’s Principal Survey (FYTPS) was sent to principals of completers in their first year of teaching. These are the same questions as the FYTS but completed by the principals.

FYTPS for AY 21/22 indicated TSU completers were strongest in “prepared in his or her content area” (question 2) and “prepared to foster positive student relationships” (question 21). FYTPS question 2 aligns directly with FYTS question 3, which TSU completers also ranked high in their survey. FYTPS has ranked TSU completers high in preparedness to foster positive student relationships for two consecutive years.

FYTS Question	Truman Teacher’s Principal Mean (1-5 scale)	Missouri Statewide Teacher’s Principal Mean (1-5 scale)
#2 - The teacher was prepared in their content area.	4.56	4.07
#21 – The teacher was prepared to foster positive student relationships.	4.53	4.21

The weakest areas reflected in the FYTPS of AY 21/22 TSU completers were questions 39d and 39b. The completers and the principals did not align on weaknesses. However, Truman completers ranked higher than the state average in both areas.

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#39d – Based upon the performance based evaluation of this first year teacher, how would you rate his/her ability to achieve the expected level of student growth.	3.28	3.00
#39b – Based upon the performance-based evaluation of this first-year teacher, how would you rate their impact on students?	3.34	3.05

The Link to Missouri’s First Year Educator Survey – Teacher’s Principal is <https://apps.chp.missouri.edu/firstyear/PublicReport.aspx>.

H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

TSU’s Graduate Studies Office and Certification Officer sends a Google Form (MAE Employment Card) to each MAE graduation candidate as part of their graduation clearance. The Google Form or an email is sent to the same pool mid-summer to catch those who might have received employment after graduation. We seek job placement (title/position, school, school district, and/or continuing education). The information is then shared with faculty and used in various reports.

Academic Year 2022/2023 Program Completers

<i>MAE Degree/Specialty Track</i>	<i>Degrees Awarded</i>	<i>Responses Received</i>	<i>Employed As Teachers</i>	<i>Continuing Education</i>	<i>Total Placement</i>
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<i>Elementary Education, MAE</i>	29	29	26	0	89.6%
<i>Science, MAE</i>	2	2	2	0	100%
<i>English, MAE</i>	8	8	8	0	100%
<i>Mathematics, MAE</i>	8	8	8	0	100%
<i>Special Education, MAE</i>	1	1	1	0	100%
<i>Music, MAE</i>	11	11	9	0	81.81%
<i>Exercise Science, MAE</i>	5	5	5	0	100%
<i>History/Social Science, MAE</i>	4	4	4	0	100%
<i>Foreign Language: French</i>	0	0	0	0	0%
<i>Foreign Language: Spanish</i>	5	5	4	0	80%

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
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<p>Missouri Educator Evaluation System (MEES) for standards 1-9</p>	<p>The MEES is a Missouri DESE-required assessment for all Missouri intern candidates. Successful performance on the MEES demonstrates that completers have the requisite content, pedagogical, and professional knowledge to be effective educators. The cooperating teachers and university supervisors score the interns on each standard for a combined target score of 42 or higher. A score of 2 indicates a “developing candidate,” 3 designates a “skilled candidate,” and 4 an “exceeding candidate.” (QAR 2021/2022)</p>	<table border="1"> <thead> <tr> <th data-bbox="1331 217 1562 305">Content AY 22/23</th> <th data-bbox="1562 217 1730 305">Mentor Teacher</th> <th data-bbox="1730 217 1887 305">Supervisor</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 305 1562 393">Physical Education</td> <td data-bbox="1562 305 1730 393">3.42</td> <td data-bbox="1730 305 1887 393">3.40</td> </tr> <tr> <td data-bbox="1331 393 1562 456">Special Education</td> <td data-bbox="1562 393 1730 456">3.56</td> <td data-bbox="1730 393 1887 456">3.56</td> </tr> <tr> <td data-bbox="1331 456 1562 544">Music - Instrument</td> <td data-bbox="1562 456 1730 544">3.09</td> <td data-bbox="1730 456 1887 544">3.09</td> </tr> <tr> <td data-bbox="1331 544 1562 607">Music – Vocal</td> <td data-bbox="1562 544 1730 607">3.44</td> <td data-bbox="1730 544 1887 607">3.16</td> </tr> <tr> <td data-bbox="1331 607 1562 670">English</td> <td data-bbox="1562 607 1730 670">3.24</td> <td data-bbox="1730 607 1887 670">3.32</td> </tr> <tr> <td data-bbox="1331 670 1562 734">Elementary</td> <td data-bbox="1562 670 1730 734">3.46</td> <td data-bbox="1730 670 1887 734">3.46</td> </tr> <tr> <td data-bbox="1331 734 1562 797">Mathematics</td> <td data-bbox="1562 734 1730 797">3.40</td> <td data-bbox="1730 734 1887 797">3.21</td> </tr> <tr> <td data-bbox="1331 797 1562 885">History/Social Sciences</td> <td data-bbox="1562 797 1730 885">3.17</td> <td data-bbox="1730 797 1887 885">3.22</td> </tr> <tr> <td data-bbox="1331 885 1562 948">Biology</td> <td data-bbox="1562 885 1730 948">2.94</td> <td data-bbox="1730 885 1887 948">3.00</td> </tr> <tr> <td data-bbox="1331 948 1562 1011">Spanish</td> <td data-bbox="1562 948 1730 1011">3.36</td> <td data-bbox="1730 948 1887 1011">3.44</td> </tr> <tr> <td data-bbox="1331 1011 1562 1058">Grand Mean</td> <td data-bbox="1562 1011 1730 1058">3.34</td> <td data-bbox="1730 1011 1887 1058">3.33</td> </tr> </tbody> </table>			Content AY 22/23	Mentor Teacher	Supervisor	Physical Education	3.42	3.40	Special Education	3.56	3.56	Music - Instrument	3.09	3.09	Music – Vocal	3.44	3.16	English	3.24	3.32	Elementary	3.46	3.46	Mathematics	3.40	3.21	History/Social Sciences	3.17	3.22	Biology	2.94	3.00	Spanish	3.36	3.44	Grand Mean	3.34	3.33
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<p>Missouri Content Exam (MoCA)</p>	<p>The candidate must complete and pass the MoCA assessments to be recommended for certification and measure both content and pedagogical knowledge. One hundred percent (100 %) of Truman students passed the MoCA in the 2018-2019 and 2019-2020 academic year. In 2020-2021, the pass rate was 97.8%, with only two not passing (one passed later the following year). For 2022-2023, all but one student passed for a 98.63% pass rate. Elementary Education content exams comprise Subset exams I and II; therefore, we separated the scores for our graduates. A passing score is 220 out of 300.</p>	<table border="1"> <thead> <tr> <th data-bbox="1331 217 1608 321">Content AY 22/23</th> <th colspan="2" data-bbox="1608 217 1881 321">Average MoCA Score</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 321 1608 378">Physical Education</td> <td colspan="2" data-bbox="1608 321 1881 378">262</td> </tr> <tr> <td data-bbox="1331 378 1608 435">Special Education</td> <td colspan="2" data-bbox="1608 378 1881 435">259</td> </tr> <tr> <td data-bbox="1331 435 1608 492">Music</td> <td colspan="2" data-bbox="1608 435 1881 492">252</td> </tr> <tr> <td data-bbox="1331 492 1608 548">English</td> <td colspan="2" data-bbox="1608 492 1881 548">245</td> </tr> <tr> <td data-bbox="1331 548 1608 605">Elementary Education I</td> <td colspan="2" data-bbox="1608 548 1881 605">264</td> </tr> <tr> <td data-bbox="1331 605 1608 662">Elementary Education II</td> <td colspan="2" data-bbox="1608 605 1881 662">252</td> </tr> <tr> <td data-bbox="1331 662 1608 719">Mathematics</td> <td colspan="2" data-bbox="1608 662 1881 719">249</td> </tr> <tr> <td data-bbox="1331 719 1608 776">History/Social Sciences</td> <td colspan="2" data-bbox="1608 719 1881 776">264</td> </tr> <tr> <td data-bbox="1331 776 1608 833">Biology</td> <td colspan="2" data-bbox="1608 776 1881 833">264</td> </tr> <tr> <td data-bbox="1331 833 1608 889">Spanish</td> <td colspan="2" data-bbox="1608 833 1881 889">251</td> </tr> </tbody> </table>			Content AY 22/23	Average MoCA Score		Physical Education	262		Special Education	259		Music	252		English	245		Elementary Education I	264		Elementary Education II	252		Mathematics	249		History/Social Sciences	264		Biology	264		Spanish	251	
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<p>Completer Average GPA and median</p>	<p>GPA's provide one piece of evidence that supports the claim that Truman candidates and completers acquire the requisite knowledge related to learners and learning theory, and the 3.00 minimum Professional GPA standard required by the Missouri Department of Elementary and Secondary Education is the GPA that demonstrates this most directly.</p>	<table border="1"> <thead> <tr> <th data-bbox="1331 997 1516 1101">Content AY 22/23</th> <th data-bbox="1516 997 1719 1101">Professional GPA</th> <th data-bbox="1719 997 1881 1101">Content GPA</th> </tr> </thead> <tbody> <tr> <td data-bbox="1331 1101 1516 1157">Biology</td> <td data-bbox="1516 1101 1719 1157">3.84</td> <td data-bbox="1719 1101 1881 1157">3.39</td> </tr> <tr> <td data-bbox="1331 1157 1516 1214">Median</td> <td data-bbox="1516 1157 1719 1214">3.84</td> <td data-bbox="1719 1157 1881 1214">3.39</td> </tr> <tr> <td data-bbox="1331 1214 1516 1271">Elementary</td> <td data-bbox="1516 1214 1719 1271">3.91</td> <td data-bbox="1719 1214 1881 1271">3.78</td> </tr> <tr> <td data-bbox="1331 1271 1516 1328">Median</td> <td data-bbox="1516 1271 1719 1328">4.00</td> <td data-bbox="1719 1271 1881 1328">3.86</td> </tr> <tr> <td data-bbox="1331 1328 1516 1385">English</td> <td data-bbox="1516 1328 1719 1385">3.75</td> <td data-bbox="1719 1328 1881 1385">3.69</td> </tr> </tbody> </table>			Content AY 22/23	Professional GPA	Content GPA	Biology	3.84	3.39	Median	3.84	3.39	Elementary	3.91	3.78	Median	4.00	3.86	English	3.75	3.69															
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		Special Education	4.00	3.63
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		Music	3.92	3.79
		Median	4.00	3.83
		Physical Education	3.91	3.36
		Median	3.89	3.33
		Social Science	3.95	3.67
		Median	4.00	3.77
		Spanish	3.80	3.40
		Median	3.88	3.22
		Average GPA	3.90	3.66
		Median	4.00	3.75

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Professional Development Plan	All MAE students enrolled in their internship complete a Professional Development Plan that provides candidates with a structured way to focus on areas in which they want to grow during their internship.	In collaboration with their mentor teacher and University Supervisor, interns set at least three professional development goals at the beginning of their internship. They identify tangible activities that will help them meet these goals, indicators of mastery, and sources of support in meeting those goals. As the semester/year continues, they record which events they attended and participated in and their goals for their first year of teaching for professional development.
Portfolio	The portfolio consists of submitting a one-page reflection and an artifact to support the reflection for each of the nine MEES standards. All MAE students enrolled in their internship are required to complete a portfolio.	<p>Students are completing the portfolio; however, faculty are considering minimizing the portfolio to collect only the data needed and to minimize students' time to respect learners. This review will take place in the fall of 2023, with implementation in the fall of 2024.</p> <p>In the spring of 2023, Truman State University encountered a cyber-attack less than a month before the semester ended. For this reason, the faculty waived the portfolio requirement for the semester.</p>
MAE Completer Survey	Research conducted using focus group interviews helps determine Truman's Masters of Arts in Education (MAE) meeting the needs of graduate completers. The interviews will show if the MAE completers believe Truman State University prepared them well	Data collected for the past three years show a consistent strength of clinical experiences positively impacting completers and substantial coursework. Consistent areas of improvement show the need for continued

	while giving them tools to retain performance in education, including response to COVID-19 pandemic issues.	discussion of differentiation for student diversity and curriculum refinement.
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5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

<ul style="list-style-type: none"> ❖ Truman received a \$100,000 grant from the Missouri Department of Elementary and Secondary Education in April of 2023. The grant was disbursed to students in the form of need-based financial aid scholarships over two semesters (summer and fall of 2023). ❖ Truman MAE program continues to hold Professional Development (PD) series for students, alums and local practitioners based on request or identified weaknesses from the Missouri Department of Elementary and Secondary Education First Year Teacher Survey <ul style="list-style-type: none"> ➤ The 2022-2023 PD Series: <ul style="list-style-type: none"> ■ Wellness ■ Effective Communication ■ Classroom Management ■ Professional Collaboration ■ Teacher-Student Relations ■ Classroom Management/Student Engagement ➤ The 2023-2024 PD Series: <ul style="list-style-type: none"> ■ Beginner Teacher Assistance Program (BTAP) ■ Wellness and Work-Life Balance as an Educator ■ Curriculum Design ■ Incorporating Culture and Diversity into the Classroom ■ Building Teacher-Student Relationships ■ Technology in the Classroom ❖ Truman continues to hold a substitute teacher workshop in the fall and spring semester. The purpose of these workshops is to provide information on how to become a substitute teacher in Northeast Missouri schools. ❖ Truman State University will have for the first time with AAQEP, two professors presenting at the spring 2024 AAQEP Conference on their work on Social Justice Disposition. Their work is also being included in a book.
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