



Missouri Southern State University
Traditional Report AY 2017-18
Missouri



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

3950 East Newman Road

CITY

Joplin

STATE

Missouri

ZIP

64801

SALUTATION

Mr.

FIRST NAME

Matthew

LAST NAME

Beavr

PHONE

(417) 659-4318

EMAIL

beaver-m@mssu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Art K-12	No	
Biology 9-12	No	
Business Education 9-12	No	
Business Education 5-9	No	
Chemistry 9-12	No	
Early Childhood Education B-3	No	
Elementary Education 1-6	No	
English 9-12	No	
English For Speakers Of Other Languages K-12	No	
French K-12	No	
General Science 5-9	No	
Language Arts 5-9	No	
Mathematics 5-9	No	
Mathematics 9-12	No	
Mild/Moderate: Cross Categorical K-12	No	

Total number of teacher preparation programs: 24

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Music - Instrumental K-12	No	
Music - Vocal K-12	No	
Physical Education K-12	No	
Physics 9-12	No	
Social Science 5-9	No	
Social Science 9-12	No	
Spanish K-12	No	
Speech And Theatre 5-9	No	
Speech And Theatre 9-12	No	

Total number of teacher preparation programs: 24

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Junior year



If Other, please specify:

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

<http://www.mssu.edu/academics/education/teacher/tentative-application.php>

4. Please provide any additional information about or exceptions to the admissions information provided above:

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Required for Entry	Required for Exit
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input 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 checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input 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 type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" 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.)

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.513

4. 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.)

2.75

5. What was the median GPA of individuals completing the program in academic year 2017-18?

3.585

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

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

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

Yes

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 rest of the page blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Required for Entry	Required for Exit
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
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 was the median GPA of individuals accepted into the program in academic year 2017-18?

4. 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.)

5. What was the median GPA of individuals completing the program in academic year 2017-18?

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

[Additional guidance on reporting supervised clinical experience and nonclinical coursework.](#)

Average number of clock hours of supervised clinical experience required prior to student teaching	77
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	3
Number of full-time equivalent faculty supervising clinical experience during this academic year	22
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	268
Number of students in supervised clinical experience during this academic year	246

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

Beginning with the fall 2010 semester the student teaching clinical experience was extended to 17 weeks. The Co-Teaching model was piloted during the 2013-2014 school year. EDUC 415 was added to elementary education majors increasing the total number of supervising clinical faculty.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2017-18	<input type="text" value="160"/>
Unduplicated number of males enrolled in 2017-18	<input type="text" value="42"/>
Unduplicated number of females enrolled in 2017-18	<input type="text" value="118"/>

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	<input type="text" value="10"/>
<i>Race</i>	

2017-18

Number Enrolled

American Indian or Alaska Native

6

Asian

2

Black or African American

2

Native Hawaiian or Other Pacific Islander

0

White

132

Two or more races

5

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.

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 2017-18. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="5"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="3"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="57"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="12"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="15"/>
13.1206	Teacher Education - Multiple Levels	<input type="text" value="6"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	2
13.1305	Teacher Education - English/Language Arts	9
13.1306	Teacher Education - Foreign Language	<input type="text"/>
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	5
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	4
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	2
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<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"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	1

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
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 2017-18. 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.

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	5
13.1210	Teacher Education - Early Childhood Education	3
13.1202	Teacher Education - Elementary Education	57
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	12
13.1205	Teacher Education - Secondary Education	15
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text" value="2"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="9"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
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	<input type="text" value="5"/>
13.1312	Teacher Education - Music	<input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="4"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text" value="2"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<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" value="1"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text" value="1"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	3
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
40.01	Physical Sciences	<input type="text"/>
40.02	Astronomy and Astrophysics	<input type="text"/>
40.04	Atmospheric Sciences and Meteorology	<input type="text"/>
40.05	Chemistry	<input type="text"/>
40.06	Geological and Earth Sciences/Geosciences	<input type="text"/>
40.08	Physics	<input type="text"/>
52	Business/Business Administration/Accounting	<input type="text"/>
11	Computer and Information Sciences	<input type="text"/>
99	Other Specify: <input type="text"/>	<input type="text"/>

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2017-18 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2017-18	91
2016-17	102
2015-16	84

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2017-18?

3

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- Yes
- No
- Not applicable

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:

Continued the strategies of including a single middle school math certification , reducing the hours for a 9-12 math degree program, and offering the TEACH grant for students Math certification. A student flyer advertised this need. Targeted current students with high math ability and encouraged them to consider math education. Held departmental and campus committee meetings with faculty, staff, colleagues, and Pk-12 partners to review data and discuss options of recruitment. Teacher Education Discovery day for prospective freshmen and transfer students that identifies the importance of

majoring in a high need area.

Academic year 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2018-19?

4

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

4

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

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- Yes
- No
- Not applicable

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:

Continued the strategies of including a single middle school science certification, reducing the hours for a 9-12 science degree program, and offering the TEACH grant for students seeking Science certification. Worked with Admissions and Marketing to increase awareness of the need for science majors at College Fairs and Community Colleges. A student flyer advertised this need . Targeted current students with high math and science ability and encouraged them to consider science education . Held departmental and campus committee meetings with faculty, staff, colleagues, and Pk-12 partners to review data and discuss options of recruitment. Teacher Education Discovery day is held annually for prospective freshmen and transfer students that identifies the importance of majoring in a high need area.

Academic year 2018-19

7. Is your program preparing teachers in science in 2018-19?

- Yes
- No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2018-19?

4

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

4

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

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 to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- Yes
 No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2017-18?

4

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- Yes
 No
 Not applicable

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:

Graduates are able to add certification in special education to their first certification by passing the state required content assessment. Many students take advantage of this in order to save on the expense of an extra semester of college to complete the degree requirements.

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2018-19?

6

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

8

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

We are creating Elementary Pathways that will reduce hours to add on certifications. This should increase the number of special education completers. The total hours have been reduce by about 14.

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential 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\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <https://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- Yes
- No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

3

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- Yes
- No
- Not applicable

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:

The TESOL Program is offered entirely online to promote ease of scheduling. The TESOL program is offered in its entirety each year to allow a student to complete the certificate in a fall, spring, and summer each academic year.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2018-19?

5

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

We have added a Master's Degree in ELL to increase numbers of ELL certification candidates.

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2019-20?

5

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

We are creating Elementary Pathways that will reduce hours to add on certifications. This should increase the number of ELL completers. The total hours have been reduce by about 14.

Assurances

Please certify that your institution is in compliance with the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#), [§206\(b\)](#)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. 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:

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends. Yes Departmental and campus committee meetings with unit administration and pk-12 partners to review data and discuss school district needs and feedback. Ongoing review of data to monitor and engage in program improvement at the content area and departmental level. Prospective teachers participate in Student Teaching Seminars that address Critical Issues such as diversity, legal and ethical issues, differentiated instruction, and current issues related to the experiences of the prospective teachers in the field. Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes Departmental and campus committee meetings with unit administration, faculty, staff, campus content area colleagues and pk-12 partners to review data and discuss content area program needs and feedback. Partnerships between area school districts and the addition of a Math practicum were the results of ongoing discussion between PK-12 and Higher Ed that linked practice to school needs. Ongoing program improvement (curricular, instructional, and technology) by department faculty, staff, and administration. Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects. Yes Content area course sequence for the special education degree/endorsement. Content and structure of the junior block component (EDUC 432, EDUC 321, and EDUC 423): Educ 321 – Microteaching (1 hrs. cr.): A required part of Education 329. Short teaching episodes are prepared, taught, and analyzed via video-tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline. Must be taken concurrently with Educ 329 and Educ 423. Educ 329 - Pedagogical Theory, Methods and Practices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle, and secondary school classroom provides an opportunity to refine theory into practical applications. Must be taken concurrently with Educ 321 and Educ 423. Any off campus offerings require instructor's permission prior to enrollment. Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring. Must be taken concurrently with Educ 329 and Educ 321. General education teachers receive training in providing instruction to children with disabilities. Yes Degree requirements for all program completers – either EDUC 302 (The Exceptional Child) or EDUC 304 (The Exceptional Student): Educ 302 (F, S, Demand) 2 hrs. cr.: The Exceptional Child - This course is designed for all majors and will include a series of awareness experiences dealing with the added complexities an exceptional student presents to a regular classroom teacher. This course emphasizes methods of meeting the diverse educational needs of today's secondary students through techniques of teaching, unit construction, and daily planning. Includes characteristics of the exceptional student, resources in the community, and legislation that determines school policy. General education teachers receive training in providing instruction to limited English proficient students. Components of the aforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional and administrative experts. General education teachers receive training in providing instruction to children from low-income families. Yes Components of the aforementioned EDUC 329 course, presentations by teacher education and pk-12 instructional/administrative experts, and the Missouri Educator Evaluation System (MEES). In order to document that MSSU teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students, the department uses the Teacher Candidate Formative Assessment and Teacher Candidate Summative Assessment produce by the Missouri Department of Elementary and Secondary Education. Faculty incorporated the nine MoSPE Standards into the design of the MSSU Teacher Candidate Assessments. The MSSU Rubric is divided into nine sections aligned with the nine MoSPE Teacher standards and components of the Missouri Educator Evaluation System: I. Content Knowledge, II. Student Learning, III. Curriculum Implementation, IV. Critical Thinking, V. Positive Classroom Environment, VI. Effective Communication, VII. Student Assessment and Data Analysis, VIII. Professionalism, and IX. Professional Collaboration. The MEES is standards-based instructional sequence; employ decision-making processes that continuously search for the most appropriate fit among the various aspects of instructional context, subject matter knowledge, and repertoire of appropriate instructional strategies and procedures; document student performance; and then reflect on the effects of his/her instruction on student learning. The MEES is aligned with the MoSPE Teacher Standards completed during student teaching, and evaluated by full time faculty advisors. The levels on the scoring rubric are Baseline =0, Emerging 1 = 1, Emerging 2 = 2 and Developing = 3. These data validate that candidates have the pedagogical content knowledge and skills required in their respective certification areas. Prospective teachers receive training on how to effectively teach in urban and rural schools, as

applicable. Yes The aforementioned courses and components of the teacher education program as well as the clinical and field experience component whereby students engage in a diversity experience to learn more about classrooms and settings other than those from their sending community or personal/professional experience.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

On this page, review the assessment pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson Other enrolled students	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2015-16	4			
016 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	3			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2017-18	2			
017 -BUSINESS Evaluation Systems group of Pearson All program completers, 2016-17	2			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	3			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	3			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	31	245	27	87
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	57	243	57	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	65	244	65	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	34	247	34	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	31	247	25	81
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	57	246	57	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	65	251	65	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	34	257	34	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	31	244	26	84
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	57	242	57	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	65	244	65	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	34	247	34	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	31	232	25	81
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	57	239	57	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	65	241	65	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	34	241	34	100
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	6			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	7			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2016-17	6			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2015-16	6			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	2			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	4			
011 -MIDDLE SCHOOL EDUCATION: LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	4			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	3			
012 -MIDDLE SCHOOL EDUCATION: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	6			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	4			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
013 -MIDDLE SCHOOL EDUCATION: SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	2			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
014 -MIDDLE SCHOOL EDUCATION: SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	5			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	5			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	11	253	11	100
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	6			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2016-17	2			
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) Other enrolled students	10	38	7	70

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2017-18	87	44	83	95
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2016-17	100	43	98	98
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2015-16	80	40	78	98
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2016-17	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2015-16	5			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	11	251	11	100
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	11	241	11	100
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	6			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	6			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	6			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	6			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	6			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson Other enrolled students	6			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2016-17	1			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2015-16	6			
031 -SPEECH & THEATER Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2017-18	1			
039 -WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2015-16	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2017-18	1			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2016-17	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2015-16	2			

Summary Pass Rates

On this page, review the summary pass rates. 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 Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	87	83	95
All program completers, 2016-17	102	100	98
All program completers, 2015-16	83	81	98

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. 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.

Low-Performing

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

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
 NCATE
 TEAC
 CAEP
 Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- 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.

The MSSU Teacher Education Program considers technology a very important component of professional and pedagogical knowledge and skills. In EDUC 321 Microteaching candidates are required to demonstrate effective use of technology, including using the Smart board, to support lesson objectives. All methods courses require candidates to demonstrate that they can effectively integrate technology into lesson plans. The MSSU Lesson Plan requires candidates to document use of technology in each lesson plan. Content and structure of the junior block component (EDUC 432, EDUC 321, and EDUC 423): Educ 321 – Microteaching (1 hrs. cr.): A required part of Education 329. Short teaching episodes are prepared, taught, and analyzed via video-tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline. Must be taken concurrently with Educ 329 and Educ 423. Educ 329 - Pedagogical Theory, Methods and Practices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle, and secondary school classroom provides an opportunity to refine theory into practical applications. Must be taken concurrently with Educ 321 and Educ 423. Any off campus offerings require instructor's permission prior to enrollment. Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to prevent discipline problems, what to do when problems occur, and what to do to

decrease the possibility of problems recurring. Must be taken concurrently with Educ 329 and Educ 321. In order to document that MSSU teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students, the department uses the Teacher Candidate Formative Assessment and Teacher Candidate Summative Assessment produce by the Missouri Department of Elementary and Secondary Education. Faculty incorporated the nine MoSPE Standards into the design of the MSSU Teacher Candidate Assessments. The MSSU Rubric is divided into nine sections aligned with the nine MoSPE Teacher standards and components of the Missouri Educator Evaluation System: I. Content Knowledge, II. Student Learning, III. Curriculum Implementation, IV. Critical Thinking, V. Positive Classroom Environment, VI. Effective Communication, VII. Student Assessment and Data Analysis, VIII. Professionalism, and IX. Professional Collaboration. The MEES is standards-based instructional sequence; employ decision-making processes that continuously search for the most appropriate fit among the various aspects of instructional context, subject matter knowledge, and repertoire of appropriate instructional strategies and procedures; document student performance; and then reflect on the effects of his/her instruction on student learning. The MEES is aligned with the MoSPE Teacher Standards completed during student teaching, and evaluated by full time faculty advisors. The levels on the scoring rubric are Baseline = 0, Emerging 1 = 1, Emerging 2 = 2 and Developing = 3. These data validate that candidates have the pedagogical content knowledge and skills required in their respective certification areas. Graduate data: The state (DESE) survey for 1st year teachers and administrators validates the program. The mean score of MSSU students falls above the state average for Use of Technology.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. 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.

Teacher Training

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

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Content and structure of the junior block component (EDUC 432, EDUC 321, and EDUC 423):

Educ 321 – Microteaching (1 hrs. cr.): A required part of Education 329. Short teaching episodes are prepared, taught, and analyzed via video-tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline. Must be taken concurrently with Educ 329 and Educ 423.

Educ 329 - Pedagogical Theory, Methods and Practices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle, and secondary school classroom provides an opportunity to refine theory into practical applications. Must be taken concurrently with Educ 321 and Educ 423. Any off campus offerings require instructor's permission prior to enrollment.

Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring. Must be taken concurrently with Educ 329 and Educ 321.

Degree requirements for all program completers – either EDUC 302 (The Exceptional Child) or EDUC 304 (The Exceptional Student):

Educ 302 (F, S, Demand) 2 hrs. cr.: The Exceptional Child - This course is designed for all majors and will include a series of awareness experiences dealing with the added complexities an exceptional student presents to a regular classroom teacher. This course emphasizes methods of meeting the diverse educational needs of today's secondary students through techniques of teaching, unit construction, and daily planning. Includes characteristics of the exceptional student, resources in the community, and legislation that determines school policy. Components of the aforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional and administrative experts.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Content and structure of the junior block component (EDUC 432, EDUC 321, and EDUC 423):

Educ 321 – Microteaching (1 hrs. cr.): A required part of Education 329. Short teaching episodes are prepared, taught, and analyzed via video-tape. The basic concern is with the demonstration of effective teaching skills as enumerated in the outline. Must be taken concurrently with Educ 329 and Educ 423. Educ 329 - Pedagogical Theory, Methods and Practices (4 hrs. cr.): Examines the theoretical basis for the decision making model of the teacher education program. Provides the methodological basis for making pedagogical decisions concerning lesson design, identification of learning styles, and assessment techniques. Microteaching provides an opportunity to practice methods and techniques for teaching. Thirty-two hours of junior internship in the elementary, middle, and secondary school classroom provides an opportunity to refine theory into practical applications. Must be taken concurrently with Educ 321 and Educ 423. Any off campus offerings require instructor's permission prior to enrollment. Educ 423 - Classroom Management (3 hrs. cr.): Classroom Management introduces concepts, skills, and models for developing a personalized three-dimensional approach to behavior and classroom management. How to prevent discipline problems, what to do when problems occur, and what to do to decrease the possibility of problems recurring. Must be taken concurrently with Educ 329 and Educ 321. Degree requirements for special education program completers – either EDUC 302 (The Exceptional Child) or EDUC 304 (The Exceptional Student):

Educ 304 (F, S, Demand) 3 hrs. cr.: The Exceptional Student - This course is designed for 1-6 Elementary, 5-9 Middle School, and K-12 Art, Music, Foreign Language, ECE, TESOL, and Special Education majors. It includes an introduction to the five areas of mild/moderate disabilities: learning disabled, mentally handicapped, behavior disordered, physically disabled, and other health impaired. A series of awareness experiences dealing with the added complexities an exceptional child presents to K-12 regular and special education teachers. This course emphasizes methods of meeting the diverse educational needs of today's K-12 students through techniques of teaching, unit construction, and daily planning. Includes characteristics of the exceptional child, resources in the community, and legislation which determines school policy. Required for 1-6 Elementary, and K-12 Art, Music, Foreign Language, ECE, TESOL, and Special Education majors. Psy 305 (F, S) 4 hrs. cr. Child & Adolescent Development - Aspects of human development from conception to adolescence are examined, including, physical, emotional, social, and cognitive development. Emphasis is given to theoretical frameworks and their practical implications. Cross-cultural comparisons are included wherever appropriate. Prerequisite: Psy 100 with a grade of 'C' or above. One hour credit will be given toward the total number of hours toward graduation if Psy 300 or Psy 301 have been completed. Educ 348 (S) 2 hrs. cr. Transition Services - A coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to postschool activities, including post-secondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, or community participation. Study of coordinated activities, including instruction, community experiences, employment, and other post school adult living objectives. Prerequisite: Educ 304. May be taken concurrently with the Junior Block or the Professional Semester. Educ 420 (F, S) 3 hrs. cr. Introduction to Counseling (Writing Intensive) - Survey course exploring the role and function of counseling, including theories, techniques, legal issues, ethical issues, diversity, and current issues and trends. Designed as an overview for the classroom teacher, reading specialist, and the special educator for use with students and parents: Prerequisite: Educ 304 and Junior Block. Educ 430 (F) 3 hrs. cr.: Language Development for Exceptional Children - Required for certification in special education. Basic structures of language, normal sequence of language acquisition, and characteristics of language disabilities. Strategies suggested for both assessing and remediating language delays or disorders, (Should be taken concurrently with Junior Block courses.) Prerequisite: Educ 304. Educ 474 (F) 3 hrs. cr.: Educational-Psychological Testing in Special Education - Comprehensive study of the various psycho-educational assessment techniques for diagnosis of learning problems of exceptional children, including educational, intelligence, and psychomotor. Emphasis on translating assessment data to remedial programs. Prerequisites: Educ 304 and Psy 310. Educ 410 (S) 3 hrs. cr.: Teaching in the Mild/Moderate: Cross-Categorical Classroom: K-12 - A methods course designed to give students numerous examples of curricular and instructional methodologies in the teaching of elementary and secondary students with mild disabilities in cross-categorical classrooms. Methodologies for students with learning disabilities, mental handicaps, behavior disorders, physical disabilities, and other health impairments are discussed. Prerequisite: Educ 304 and Junior Block. Educ 446 (F, Demand) 3 hrs. cr.: Practicum in Special Education - Clinical experience in special education settings with students who have mild/moderate disabilities. This

experience will occur in one of the following classroom settings: cross-categorical, learning disabled, mentally handicapped, or behavior disordered. Includes both time in special education classes and on-campus seminar sessions. Prerequisites: Educ 304 and 3 credit hours of special education methods. Components of the aforementioned EDUC 302 and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional and administrative experts.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Missouri Southern State University is a state-supported, four-year, moderately selective undergraduate teaching institution located in Joplin, MO. Faithful to its original charter, the University also offers continuing education courses and a number of two-year programs in technical and vocational areas for the benefit of the community. Missouri Southern is a fully NCATE accredited institution. The university's primary emphasis is the offering of a baccalaureate program that fosters the total education of each student. Central to the mission is a strong commitment to international education through the institution's enhanced International Mission. The citizens of Joplin, who in the late 1930s asked the public school district to offer college classes, could not have envisioned the sprawling campus and multidiscipline curriculum that today is Missouri Southern State University. From that initial request came Joplin Junior College, founded in 1937 as part of the Joplin school system. Nine faculty members and 114 students began classes under the auspices of the Extension Division of the University of Missouri in the new high school building. In the spring of 1938, voters approved almost five-to one a bond proposal that would assure the continuation of the junior college. During the next 25 years Joplin Junior College established a national reputation for outstanding academic strength, a strong foundation for what was to come. By the mid-1960s, area citizens again recognized the need for expanded educational opportunities. In 1964, the citizens voted eight to one to create the Junior College District of Jasper County with a Board of Trustees to govern the newly named Jasper County Junior College. The following year, the Missouri General Assembly established a two-year senior college to be funded by the state when facilities of the junior college became available. The district would continue to fund the freshman and sophomore years. The area again responded with enthusiastic and generous support to fund the building of a new campus on the site of the Mission Hills Farm to house the growing college. Administration and faculty, working with other college educators around the state, began developing the new curriculum. In August 1967, students gathered for the first time on the new campus of Missouri Southern State College. The dual funding arrangement with the state continued until 1977 when on July 1 the State of Missouri officially took on the responsibility of funding the entire college. The next major milestone occurred August 28, 2003 when the college officially became Missouri Southern State University – Joplin. The Joplin reference was later dropped by legislation. With this latest change the institution took on a broader state mission and expanded its programs. Partnering with other universities in Missouri, joint graduate degree programs were offered. In August, 2014, the first cohort was begun in a stand-alone graduate program in Curriculum and Instruction. Plans for additional programs in Educational Administration and TESOL are at various stages of approval. Today Missouri Southern State University remains a proud member of the state's higher education family while continuing to serve the region that is an integral part of its past and beyond. The University's primary goal is to offer a baccalaureate program that fosters the total education of each student. Central to that mission is the strong commitment to international education, to the liberal arts, to professional and pre-professional programs, and to the complementary relationship that must exist between liberal and professional education in order to prepare individuals for success in careers and lifelong learning. Inherent in its international approach to undergraduate education is the University's desire to prepare its students to understand world affairs, international issues and other cultures as seen through their history, geography, language, literature, philosophy, economics and politics. Knowledge and understanding of other cultures of the world also promote better understanding of our own valuable cultural diversity. Missouri Southern State University's commitment to the liberal arts is reflected in a comprehensive program of general education requirements for all students to ensure that they have a breadth of educational experiences which will enable them to develop communication and critical thinking skills and to acquire and apply aesthetic, contemporary, civic, international, historical, mathematical, scientific and value-oriented perspectives. The faculty and staff of Missouri Southern State University emphasize quality teaching and learning as the most important attributes of the institution, complemented by scholarly and creative expression and dedicated community service. Community service involves responsiveness to the Southwest Missouri region as well as serving as the intellectual, creative and cultural center of the area. In harmony with the University's international mission, teacher education majors have opportunities to participate in international studies directly related to their major. Student teaching experiences in Southampton, England and Tortola, BVI have been available to Teacher Education majors. Currently student teaching experiences are available in Belize during the fall semester of each academic year. Teacher Education majors also have the opportunity to participate in Comparative Education Studies culminating in on-site visits to schools in the selected countries. In implementation of this mission, all teacher education majors must complete EDUC 280, Foundations of Education in a Global Society. Missouri Southern State University is a state-supported, comprehensive university with a statewide mission in international education. Faithful to its original statutory charter, the University also offers lifelong learning courses and a number of technical and vocational areas for the benefit of the community. The statewide mission in international education is supported by curriculum enhancements, foreign language proficiency measures, themed semesters, student and faculty exchanges, study-abroad programs and numerous international seminars and conferences. Missouri

Southern's commitment to the liberal arts is reflected in a comprehensive program of General Education requirements for all students to ensure that they have a breadth of educational experiences which will enable them to develop communication and critical thinking skills and to acquire and apply aesthetic, contemporary, civic, international, historical, mathematical, scientific and value perspectives. The faculty and staff of Missouri Southern State University emphasize quality teaching and learning as the most important attributes of the University, complemented by scholarly and creative expression and dedicated community service. Community service involves responsiveness to the Southwest Missouri region as well as serving as the intellectual, creative and cultural center of the area. Joplin is located in southwest Missouri in the "four states" region encompassing Oklahoma, Kansas, Missouri and Arkansas. At the edge of the Ozark Mountain region, Joplin has a current population of 50,789. The daytime population swells to 270,000 while the population within a 40-mile radius of Joplin is 400,000, making it Missouri's fourth largest metropolitan area. Joplin combines the beauty and hospitality of country living with the convenience and commerce of city vitality. The Teacher Education Department offers a total of twenty four areas of Missouri teaching certifications obtainable through completion of coursework and field experiences. These include Early Childhood, Elementary Education, Special Education, TESOL, Middle School Education, Physical Education (K- 12), Art Education (K-12), Foreign Languages (K-12 Spanish and French), Music Education (K-12 Vocal & Instrumental), Secondary Education (Math, Business, English, Speech & Drama, Social Science, Biology, Chemistry, and Physics. Mission Statement of the Teacher Education Program The Missouri Southern State University Department of Teacher Education faculty and staff are dedicated to developing reflective educators for a global society. Vision Statement The MSSU Teacher Education faculty and staff are dedicated to developing competent teachers who will incorporate into their classrooms a strong foundation of knowledge and pedagogy; a lifelong love of teaching and learning; and motivation to improve practice through reflection, self-study, and professional development. It is our goal to assure that all candidates become ethical classroom practitioners, cognizant of the need to help all students meet their full learning potential. Philosophy Statement The MSSU Teacher Education faculty and staff realize we live and interact in a diverse and dynamic world. We believe that overall growth and learning is accomplished experientially, through problem solving, evaluation, and reflection. We believe that the school is a diverse, democratic community, a microcosm of the larger society, so that the process of collaboration, problem solving, and reflection, characterize best practice in education. A new teacher must possess the knowledge, skills, and dispositions to assess problems, devise solutions, test those solutions, and make appropriate education decisions to create a cyclical process that continually improves the learning environment of every student. Conceptual Framework: Teacher as a Reflective Decision Maker The conceptual framework, "Teacher as a Reflective Decision Maker," is derived from the mission and philosophy of the Missouri Southern Teacher Education Program with the purpose of developing reflective educators for a global society. Successful achievement of the program mission is linked to the teacher's ability to think critically and to formulate decisions related to the multiple roles of teaching. Knowledge, skills, and dispositions that have been gathered from research and reported effective practices from learned societies in areas such as human growth and development; cultural diversity and special needs; specialty field content, skills, technology, and methods; global issues and current events; Missouri state policies; historical, psychological, social, and philosophical foundations; learning theory; school effectiveness research; principles of effective instruction; assessment and evaluation; and clinical field experiences are the foundation of the conceptual framework that distinguishes the MSSU Teacher Education Program. "Teacher as an Educational Decision Maker" toward "Teacher as a Reflective Decision Maker" Theories on decision making in education can be traced to Dewey who stated that teachers act in an "intentional manner" rather than being guided by a "blind and impulsive manner." Authors Callahan (2002) and Kellough and Kellough (2003) identified four phases in the decision-making process to guide educators in effective practice. The authors' first two phases consists of the lesson planning process and the actual delivery/implementation of a given lesson. Although the first two phases are important and universally accepted in educational research the next segment is vital for making methodological and moral and ethical decisions related to student success (Armstrong and Savage, 2002). The third phase identified in the decision-making process consists of analysis and evaluation or a methodology of reflection. This process helps educators reconstruct past ideas to generate new concepts of knowledge in order to transform practice. The reflective process facilitates sound classroom practices based on educational research that has proven to be effective. As educators, our faculty believes that sound educational research and proven practices must guide our decision-making processes (Tomlinson, 1995; Strong-Wilson, 2006). Thus our move from identification of the "Teacher as an Educational Decision Maker" to "Teacher as a Reflective Decision Maker" embodies a process of not only the planning and delivery in the teaching process but also the critical self-examination of the decisions and alternatives. The development of candidates to plan, implement, and evaluate a lesson is an essential component in their professional training (Kellough and Kellough, 2003; Romano & Gibson, 2006). As a faculty we believe reflection on practice is a key in making further modifications to ensure the success of all learners. Knowledge, Skills, and Dispositions of the Teacher Education Program The conceptual framework for the Teacher Education Program at MSSU is woven through four distinct, yet integrated components: (1) general education requirements, (2) professional knowledge, (3) professional skills, and (4) professional dispositions. Collectively and interdependently, the categorical components provide a core of research, content, skills, concepts, mandates, philosophies, values, and attitudes that comprise the Teacher Education Program. This conceptual framework derives credibility from research findings and best practice data. (See attached Holistic Lesson Plan and Supporting Research.) Knowledge of these theoretical and practical constructs enables the candidate to think critically and to formulate reflective decisions related to the multiple roles of teaching. (see diagram attached). The General Education Curriculum The MSSU General Education Curriculum is a coherent liberal arts sequence designed to provide relevant content, which challenges students to form higher order interdisciplinary connections from a global perspective. Global, interdisciplinary understanding is vital for communicating with people and making informed decisions that impact society and the education profession. The university accepts four intellectual skills as essential for well-educated people: (1) communicating, (2) higher-order thinking, (3) valuing, and (4) managing information. The university accepts seven broad areas of knowledge as necessary for well educated people to understand and function effectively in today's complex and changing world: (1) social and behavioral sciences, (2) humanities and fine arts, (3) mathematics, (4) life and physical sciences, (5) international cultural studies, (6) health and wellness, and (7) economics. A description of the general education curriculum is included in the current catalog in the Academic Affairs section, Baccalaureate Degree Requirements area. Specific core requirements for elementary education, early childhood education, TESOL and special education candidates appear in the current catalog in the School of Education section, Teacher Education area. Professional Knowledge The MSSU Teacher Education Program Professional Knowledge base supports the conceptual framework and includes (1) MSSU General Education and Content Knowledge, (2) Historical and Social Foundations, (3) Philosophical Foundations, (4) Psychological Foundations, (5) Human Growth and Development, (6) Learning Theories, (7) Legal Issues, and (8) School Effectiveness Research. The knowledge and understandings obtained through study of these components form the foundation for the reflective decision making required of all MSSU candidates. Professional Skills The MSSU Teacher Education Program Professional Skills component includes: (1) Clinical Field Experiences, (2) Principles of Effective Instruction, (3) Classroom Management, (4) Lesson Design and Implementation, (5) Curriculum Development (6) Assessment and Evaluation, (7) Student Outcomes and Program Evaluation, (8) Specialty Areas/Content, Skills, Technology, and Methods Skills. The skills studied, practiced, and learned during coursework in these specific areas equip the candidate with processes, strategies, techniques, approaches, and behaviors to be an effective practitioner. Professional Dispositions The MSSU Teacher Education Faculty believes that teacher candidates should

exhibit certain professional dispositions in order to be effective teachers. Before revising the MSSU Teacher Education Program dispositions, the faculty studied the research on teacher dispositions, the recommendations from learned societies, and the dispositions of other teacher education programs. The rights, needs, and contributions of culturally diverse and special populations are valued within the Teacher Education Program. This moral imperative to work beyond tolerance is addressed in our Mission, the Standards of Conduct for Candidates, and the Teacher Education Diversity Proficiencies. MSSU Teacher Education has created a Professional Dispositions Assessment that has included the input of our P-12 partners and is undergoing a content validity and inter-rater reliability study. MSSU Teacher Education Outcomes for Candidates Although the graduate of the MSSU Teacher Education Program has demonstrated competency in knowledge acquisition and teaching skills performance that is consistent of a well-trained novice and has demonstrated the capability to make many of the decisions that are required of the teaching professional opportunity, experience, and longevity are required before the teacher can realize his or her potential. Therefore, the administrators, faculty, and staff in the Teacher Education Program believe that effective teaching is a vital, developmental process that evolves over time with hard work, dedication, and guidance. Effective teaching works beyond classroom environments and dynamics to include school, community, and personal development. Following graduation, the new teacher will be responsible for building on that foundation and continuing his/her teaching growth and influence. The Teacher Education Program Outcomes include teaching and learning that is conducive to fulfilling the five remaining teacher role expectations of teacher as lifelong learner, teacher as provider of service, teacher as change agent, and teacher as researcher. Each is described below.

Teacher as a Practitioner Skilled decision making is at the heart of effective teaching. At MSSU five areas of decision making have been delineated and include (1) classroom management, (2) classroom culture and climate, (3) lesson design implementation, (4) curriculum development, and (5) student outcomes and program evaluations. The Teacher Education Program through coursework and field experiences provides repeated opportunities and experiences that help candidates become adept at making effective, appropriate decisions in each of the above areas.

Teacher as Lifelong Learner Teachers in the future will be required to teach concepts, skills, and generalizations and to perform tasks that do not yet exist. Future teachers will have to teach this new knowledge to students who must live and prosper in a changing global community. MSSU teacher candidates are taught the importance of being lifelong learners in order to further their own preparation and knowledge base. Their role as reflective decision makers helps them to determine which of the possibilities for continued growth and development—graduate studies, professional development, professional societies are appropriate to their goals and ambitions.

Teacher as Researcher While the mission for this undergraduate program is not to develop researchers, faculty encourage candidates to ask questions and consult current research and theory in order to find answers which promote learning in more effective ways. Candidates are encouraged to incorporate the two prongs of research—pure and action—to support their reflective decision making. They consult the research to see what it recommends, and then they use that information to conduct action research to find the best ways to promote optimal student outcomes in their classrooms. This element of the conceptual framework operates in tandem with the teacher as practitioner and the teacher as lifelong learner elements.

Teacher as Provider of Service As teachers begin to gather expertise in one or more areas of teaching, they realize the importance of sharing that expertise with peers. MSSU candidates are informed of the various tasks and basic requirements that are necessary to be contributing members to the education profession, their school, and their community. Forms of professional service that are discussed in courses at MSSU include the ability to function as an educational consultant at various levels, as a member of school and/or community committees, as a provider of staff development programs and in-service preparation at the building and district level, and as a presenter at conferences.

Teacher as Change Agent The administration, faculty, and staff of the Teacher Education Program are dedicated to the profession, its refinement, and its ethics. Because teaching is broader than mere classroom instruction, MSSU candidates are encouraged to view themselves as active forces for educational reform. Through the study of historical foundations, issues, and current trends in education, candidates learn they have a professional responsibility to make a positive impact on education and the society in which they live and work. They are encouraged to advocate for change whenever issues and conditions deem it is professionally and ethically important to do so.

The MSSU Teacher Education Goals/Objectives aligned with the MoSPE standards are:

- Goal #1 Content knowledge and perspectives aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
- Goal #2 Understanding and Encouraging Student Learning, Growth and Development The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
- Goal #3: Implementing the Curriculum The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
- Goal #4: Teaching for critical thinking The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.
- Goal #5: Creating a positive classroom learning environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
- Goal #6: Utilizing Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Goal #7: Use of Student Assessment Data to Analyze and Modify Instruction The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.
- Goal #8: Professional Practice: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
- Goal #9: Professional Collaboration The teacher has effective working relationships with students, parents, school colleagues, and community members.

Unit's Assessment System The purpose of the Teacher Education Program Assessment System is to provide documentation of the candidate's progression through the Missouri Southern Teacher Education Program. The current assessment system was developed by the departmental assessment committee and is Committee 5, Quality Assurance with input from the Teacher Education Council and the Conceptual Framework Committee. These entities include representation from content departments at the university as well as PK-12 partners. The Teacher Education Program Assessment System is intended to provide data support in order to make systematic, data-driven decisions. Student progress is defined by the Conceptual Framework as well as institutional, state, and national standards. Since the Teacher Education Faculty Retreat in 1989, when the Teacher Education program was restructured to a competency-based system, efforts have been continuous to improve the program. The MSSU Teacher Education program assessment plan reflects unit and professional (learned society) standards and identifies how candidate performance specific to the Conceptual Framework is assessed. The assessment system provides structure for all unit assessments at the appropriate benchmarks and analysis of data by program and candidate. This disaggregation of data is essential for making pedagogical and content decisions. The conceptual framework for the Teacher Education Program at MSSU is woven through four distinct, yet integrated components: (1) general education curriculum requirements, (2) professional knowledge, (3) professional skills, and (4) professional dispositions. Collectively and interdependently, the categorical components provide a foundation of research, content, skills, concepts, mandates, philosophies, values, and attitudes that comprise the Teacher Education Program. This conceptual framework derives

credibility from research findings and best practice data. Knowledge of these theoretical and practical constructs enables the candidate to think critically and to formulate reflective decisions related to the multiple roles of teaching. All general assessments collected for teacher education candidates are utilized to provide ongoing assessment of professional knowledge, skills, and dispositions articulated in the MSSU Conceptual Framework. In addition, the MSSU assessment plan documents multiple internal and external data sources that are used to guide program development and assess candidate outcomes related to expected knowledge (cognitive), skills (behaviors) and dispositions (affective). Such things as adding new courses, deleting existing courses, program admission or exit requirements, and adding new programs require review of appropriate committees. The MSSU Teacher Education faculty members realize we live and interact in a diverse and dynamic world. We believe that overall growth and learning is accomplished experientially, through problem solving, evaluation, and reflection. Like Dewey, we believe that school is a diverse, democratic community, a microcosm of larger society, so that the process of collaboration, problem solving, and reflection, characterize best practice in education. A new teacher must possess knowledge, skills, and dispositions in order to assess problems, devise solutions, test solutions, and make appropriate education decisions to create a cyclical process that continually improves the learning environment of every student. Thus, the pragmatic philosophy of John Dewey provides key support for the vision of Teacher as a Reflective Decision Maker. Furthermore, faculty members believe:

- The Teacher Education Program should sustain and promulgate high standards to achieve the goals of teacher education.
- Faculty should model quality teaching in the university classroom.
- Faculty should be agents for scholarship and change.
- Curricula and the delivery system for teacher education programs should be rooted in current research and best practice.
- Candidates need a high level of professional preparation in order to serve a diverse and dynamic society.
- Candidates need training to become reflective instructional decision makers.
- Area school systems, community agencies, and parent groups are best served by faculty through programs and information that improve the quality of educational practice in our region.

Beginning in the summer of 2012, the Professional Education Unit (PEU) moved to align the program with revised Council for the Accreditation of Educator Preparation (CAEP) and Interstate Teacher Assessment and Support Consortium (INTASC) standards. At this time, the Missouri Standards for Professional Educators (MoSPE) were accepted and integrated into the program as well. Committee structure was changed to align with the new CAEP standards and reduced from six standard committees to five. The new committees include: Committee 1, Candidate Content and Pedagogical Knowledge; Committee 2, Clinical partnerships and Practices; Committee 3, Strategic Enrollment; Committee 4, Program Impact; and Committee 5, Quality Assurance. All standard committees as well as the Conceptual Framework committee and Teacher Education Council continue to include representatives from across campus and the P-12 Community. Minutes verify participation of P-12 members. The PEU continues to operate under the Conceptual Framework, "Teacher As a Reflective Decision Maker", which includes a shared vision, mission statement, and simplification of the Conceptual Framework narrative, including Professional Knowledge, Professional Skills and Professional Dispositions.

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.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **160**.

Number of program completers from Section I: Program Information, Program Completers is **91**.

For a total enrollment of **251**.

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:

Matthew Beaver

TITLE:

Teacher Education Coordinator

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:

Lorinda Hackett

TITLE:

Interim Dean, School of Education

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	142	160	12.68%
Male Enrollment	21	42	100.00%
Female Enrollment	121	118	-2.48%
Hispanic/Latino Enrollment	7	10	42.86%
American Indian or Alaska Native Enrollment	5	6	20.00%
Asian Enrollment	1	2	100.00%
Black or African American Enrollment	3	2	-33.33%
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	116	132	13.79%
Two or more races Enrollment	0	5	
Average number of clock hours required prior to student teaching	64	77	20.31%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	3	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	10	22	120.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	108	268	148.15%
Number of students in supervised clinical experience during this academic year	191	246	28.80%
Total completers for current academic year	102	91	-10.78%
Total completers for prior academic year	84	102	21.43%
Total completers for second prior academic year	108	84	-22.22%