Title II

SUBMIT REPORTS

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Institution Information

Name of Institution: Missouri Southern State University

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Missouri

Address: 3950 East Newman Road

Joplin, MO, 64801

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a 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 http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art K-12	No
Art K-9	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
German K-12	No
Language Arts 5-9	No
Mathematics 5-9	No
Mathematics 9-12	No
Mild/Moderate: Cross Categorical K-12	No
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
Technology And Engineering 5-9	No
Technology And Engineering 9-12	No
Unified Science: Biology 9-12	No
Unified Science: Chemistry 9-12	No
Unified Science: Physics 9-12	No

> Total number of teacher preparation programs: 31

Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

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

http://www.mssu.edu/academics/education/index.php

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

The information regarding the Missouri Southern Teacher Education program can be found at the departmental web site:

http://www.mssu.edu/academics/

Section I.b Undergraduate Requirements

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

Are there initial teacher certification programs at the undergraduate 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 Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	Yes	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	No	Yes
Interview	No	Yes
Other		

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2011-12

3.461

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2011-12

3.53

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

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.

Total number of students enrolled in 2011-12:	201
Unduplicated number of males enrolled in 2011-12:	41
Unduplicated number of females enrolled in 2011-12:	160

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	2
Race	
American Indian or Alaska Native:	4
Asian:	3
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	1
White:	190
Two or more races:	0

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	64
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	18
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	262
Number of students in supervised clinical experience during this academic year	248

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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	70
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	22
Teacher Education - Multiple Levels	14
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	3
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	6
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	12
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	

Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	9
Teacher Education - Elementary Education	70
Teacher Education - Junior High/Intermediate/Middle School Education	10
Teacher Education - Secondary Education	22
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	3
Teacher Education - English/Language Arts	9
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	6
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	6
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	3
Teacher Education - Social Studies	9
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1

Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	2
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	

Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2011-12: 116

2010-11: 137

2009-10: 110

Section II. 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 http://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 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1. Addition of single middle school math certification beginning the fall of 2010.

2. Continued offering a Math anxiety course.

3. Reduction in hours for degree programs.

4. Received the TEACH grant for students seeking Math certification beginning with the 11-12 school year.

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

1. Target entering students with high math ability to advise them to consider math education.

2. Departmental and campus committee meetings with faculty staff, colleagues, and pk-12 partners to review data and discuss options.

3. Ongoing review of data to monitor strategies implemented and engage in program improvement.

Provide any additional comments, exceptions and explanations below:

The addition of a single certification middle school math degree has had the most impact.

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Section II. 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 http://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 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

2

Did your program meet the goal for prospective teachers set in science in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

1. Addition of single middle school science certification beginning the fall of 2010.

2. Reduction in hours for the degree program.

3. Received the TEACH grant for science degree programs beginning with the 11-12 school year.

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

1. Target entering students with high science ability to advise them to consider math education.

2. Departmental and campus committee meetings with faculty staff, colleagues, and pk-12 partners to review data and discuss options.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

The addition of the Middle School Science single certification area during the 2010-2011 school is expected to impact the number of Science majors.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

The addition of the Middle School Science single certification area during the 2010-2011 school is expected to impact the number of Science majors.

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route 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
http://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 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

2

Did your program meet the goal for prospective teachers set in special education in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1. Reduction in the number of hours for the degree program.

2. Targeted area in recruitment presentations for freshmen and transfer students.

3. Addition of the TEACH grant beginning the 2010- 2011 school year to attract candidates.

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

1. Departmental and campus committee meetings with faculty, staff, colleagues, and pk-12 partners to review data and discuss options of attracting candidates.

2. Research, discuss incentives that can be offered to increase the number of students pursuing special education as a course of study.

Provide any additional comments, exceptions and explanations below:

In Missouri, Special Education is an area that can be added by testing once candidates are certified in an initial area. Once certified several our program completers add this certification area.

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

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
http://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 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

2

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

1. Continuation of Project S.P.E.A.K (Speaking Proficiently-Enables All Kids) to better prepare and attract candidates to this degree/certification area.

2. Recruiting presentation component by teacher education transfer advisor and Project SPEAK facilitator.

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

1. Departmental and campus committee meetings with faculty, staff, colleagues, and pk-12 partners to review data and discuss options.

2. Research/discuss incentives that can be offered to increase the number of students pursuing ESOL education as a course of study.

Provide any additional comments, exceptions and explanations below:

During the fall of 2011, the spring of 2012, and the summer of 2012, Project Speak had 31 program completers. The 31 program completers were comprised of certified teachers returning to obtain this additional certification and teacher education candidates who would not complete the initial program until 2012-2013 or 2013-2014 school years.

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

2

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

Section II. 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.

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

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

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

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

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

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

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

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 (2 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 (2 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 5-9 Middle School, K-12 Physical Education, and 9-12 Secondary 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.

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.

General education teachers receive training in providing instruction to limited English proficient students. Yes - No

Components of the aforementioned EDUC 302, EDUC 304, 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 Teacher Work Sample (TWS). 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 faculty surveyed teacher work samples from other institutions and studied the documents from Renaissance Partnership for Improving Teacher Quality which developed the TWS approach to documenting K-12 student learning. Faculty incorporated the seven Teacher Work Sample Standards into the design of the MSSU Teacher Work Sample. The MSSU Teacher Work Sample Scoring Rubric is divided into seven sections aligned with the seven TWS standards and components of the TWS: I. Contextual Factors, II.Student Learning Goals/Objectives, III. Assessment Plan, IV.Design for Instructional Sequence, V. Instructional Decision-Making, VI.Analysis of Learning Results, and VII. The TWS 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 Teacher Work Sample is aligned with the MoSTEP Quality Indicators, completed during student teaching, and evaluated by full time faculty advisors. The levels on the scoring rubric are Deficient =1, Acceptable = 2, Proficient = 3. A composite score of at least 80% or 53 of 66 points is considered acceptable. Any section with a Deficient rating must be rewritten and resubmitted before credit is given for the Teacher Work Sample. The first four sections of the TWS require pedagogical knowledge specific to the content areas— contextual factors, state, and national standards; assessment techniques; lesson planning; use of technology; and teaching methods applicable to a specific content area. Every mean score exceeds the Acceptable level. 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.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
0134 -ART: CONTENT KNOWLEDGE II Educational Testing Service (ETS) Other enrolled students	1			
	2			

0134 -ART: CONTENT KNOWLEDGE II Educational Testing Service (ETS) All program completers, 2011-12				
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	3			
0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2010-11	2			
0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	5			
0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0101 -BUSINESS EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) Other enrolled students	26	179	24	92
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2011-12	66	180	66	100
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	70	180	70	100
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2009-10	62	178	62	100
5011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2011-12	4			
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4			
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE	7			

Educational Testing Service (ETS) All program completers, 2011-12				
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	15	181	15	100
0041 -ENGLISH LANGUAGE, LITERATURE AND COMPOSITION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	5			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
0049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2011-12	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	5			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	6			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	2			
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	4			
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	1			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2011-12	2			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2010-11	1			
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2009-10	1			

0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3			
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	6			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	20	160	20	100
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	13	162	13	100
5091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	10	166	10	100
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	8			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	8			
0191 -SPANISH: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1			
5195 -SPANISH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	1			
	2			

0221 -SPEECH COMMUNICATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11				
0050 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2011-12	1			

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	116	116	100
All program completers, 2010-11	137	137	100
All program completers, 2009-10	110	110	100

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

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)?
No

Section V. Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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. Teacher candidates are required to complete EDUC 301 Computer Software in Education prior to student teaching. Most candidates complete the course before tentative admission to the Teacher Education Program. In EDUC 321 Microteaching candidates are required to demonstrate effective use of technology, including Smartboard, 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. The portfolio requirement for graduation is electronic. Candidates must have the informational and instructional technological tools and skills to successfully complete the portfolio. The artifact and reflection submitted by candidates for Quality Indicator 11 is completed in EDUC 301 and is a multimedia project designed to support a learning objective. The project itself is evaluated by course instructors using the three-level Multimedia Presentation Rubric. The mean scores for Quality Indicator 11 on the electronic portfolio presented show a high level of quality above 85.75 % for all semesters of data.

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

Educ 321 – Microteaching (2 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 (2 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.

Components of the aforementioned EDUC 329 course, presentations by teacher education and pk-12 instructional/administrative experts, and the Teacher Work Sample (TWS). 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 faculty surveyed teacher work samples from other institutions and studied the documents from Renaissance Partnership for Improving Teacher Quality which developed the TWS approach to documenting K-12 student learning. Faculty incorporated the seven Teacher Work Sample Standards into the design of the MSSU Teacher Work Sample. The MSSU Teacher Work Sample Scoring Rubric is divided into seven sections aligned with the seven TWS standards and components of the TWS: I. Contextual Factors, II.Student Learning Goals/Objectives, III. Assessment Plan, IV.Design for Instructional Sequence, V. Instructional Decision-Making, VI.Analysis of Learning Results, and VII. The TWS 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 Teacher Work Sample is aligned with the MoSTEP Quality Indicators, completed during student teaching, and evaluated by full time faculty advisors. The levels on the scoring rubric are Deficient =1, Acceptable = 2, Proficient = 3. A composite score of at least 80% or 53 of 66 points is considered acceptable. Any section with a Deficient rating must be rewritten and resubmitted before credit is given for the Teacher Work Sample. The first four sections of the TWS require pedagogical knowledge specific to the content areas—

contextual factors, state, and national standards; assessment techniques; lesson planning; use of technology; and teaching methods applicable to a specific content area. Every mean score exceeds the Acceptable level. 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 Quality Indicator 11 (Use of Technology).

Section VI. 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.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

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 (2 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 (2 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 5-9 Middle School, K-12 Physical Education, and 9-12 Secondary 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.

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.

Components of the aforementioned EDUC 302, EDUC 304, and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional and administrative experts.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

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 (2 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 (2 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, EDUC 304, and EDUC 329 courses as well as presentations by teacher education and pk-12 instructional and administrative experts.

Section VII. 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. 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. 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 are available to Teacher Education majors. Teacher Education majors also have the prospect 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. With a strong commitment to the international aspects of education and to the liberal arts, the University's primary emphasis is the offering of baccalaureate and master's programs that foster a student's total education and develop human potential. Central to that mission is a strong commitment to professional and pre-professional programs, and the complementary relationship that must exist between liberal and professional education in order to prepare individuals for success in careers and lifelong learning. Our commitment to international education is directed to all students to enhance their overall

understanding of global affairs. 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 49,024. 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, French, and German), Music Education (K-12 Vocal & Instrumental), Secondary Education (Math, Business, English, Speech & Drama, Social Science, Industrial Technology, Biology, Chemistry, Physics, and Unified Science. 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) core curriculum 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 Core Curriculum The MSSU Core 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 core 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, special education, and reading 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 Core 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. The following dispositions were selected and approved by the MSSU Teacher Education Faculty: (1) Disposition Toward Self - ethical, conscientious, responsible, emotionally mature; (2) Disposition Toward Others - tolerant, patient, respectful, collegial, empathic; (3) Perception of Purpose - passionate about teaching and learning, holistic, reflective; (4) Frame of Reference - people oriented, flexible, good-humored. Candidate dispositions are assessed in multiple ways throughout the MSSU Teacher Education Program. These include candidate's coursework, field work, and use of formal assessments including Assessing Educator Dispositions: A Perceptual Psychological Approach (HRI) and the Teacher Dispositions Index (TDI)-- and informal--Performance Based Teacher Evaluation (PBTE) form, the Student Teaching Mid-Term & Final Evaluation form, and the (JI) Microteaching Rating Sheet. 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. (see diagram attached) 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. Teacher Education Program Objectives (MoSTEP) As additional research occurs regarding best practice, learning theory, learning styles, human growth and development, instructional systems, and technology in education, the concept of the teacher is continually modified to reflect the advances in teaching and learning. Currently, the eleven (11) MoSTEP Quality Indicators and forty-two (42) Performance Indicators provide the foundation for the professional education requirements at Missouri Southern State University. These Quality Indicators and the Performance Indicators are as follows: Quality Indicator 1. The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students. Quality Indicator 2. The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. Quality Indicator 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. Quality Indicator 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards. to long and short-term goals and adjusts them to meet student needs and to enhance learning. Quality Indicator 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. Quality Indicator 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Quality Indicator 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. Quality Indicator 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. Quality Indicator 9. The pre-service

teacher is a reflective practitioner who continually assesses the effects of choice and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students. Quality Indicator 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being. Quality Indicator 11. The pre-service teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students. 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 and is monitored by NCATE Committee Two with input from the Teacher Education Council. Both committees have P-12 administrators and teachers as members. 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) core curriculum 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. 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 2004 the Unit's Conceptual Framework underwent refinement to better reflect the Professional Education Unit's (PEU) aim to align with revised NCATE standards and changing standards set forth by the Specialist Program Associations (SPA's) and the Missouri Standards for Teacher Education (MoSTEP). Committee structure and unit governance were changed to include representatives from across campus and the P-12 Community. Committee assignments since 2004-2005 include P-12 administrators and teachers in the Conceptual Framework Committee, the Teacher Education Council, and the six NCATE committees. Minutes verify participation of P-12 members. The PEU operated under the 2000 mission "Teacher As Educational Decision Maker". In the summer of 2005, a new Dean of Education and new Head of Teacher Education were appointed. Following a semester of committee discussions, presentations, and endorsements, the new Conceptual Framework was adopted by the PEU in fall 2005. The new Conceptual Framework, "Teacher As a Reflective Decision Maker", includes a revised shared vision, a new mission statement, a simplification of the Conceptual Framework narrative, including Professional Knowledge,

Professional Skills and Professional Dispositions, and a new visual so the document could be more easily understood by our candidates and the P-12 community.

Supporting Files

End of the Year Report 11-12

Assessment Committee Project Record Academic Year. September 2011

Missouri Southern State University

Traditional Program

2011-12

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