



## AAQEP Annual Report for 2024

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

### PART I: Publicly Available Program Performance and Candidate Achievement Data

#### 1. Overview and Context

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

Founded by Joseph Baldwin in 1867, Truman State University was originally called the North Missouri Normal School and Commercial College. In 1870, the school received official recognition by the Missouri General Assembly, which designated it the first public teaching college in Missouri and the name was shortened to North Missouri Normal School. Between 1870 and 1968, the university’s name changed twice; however, the mission remained the same. In 1968, the Board of Regents changed the name of the institution to Northeast Missouri State College and implemented programs other than teacher education, and in 1972, changed the name again to Northeast Missouri State University. In 1985, the university’s mission changed from an open enrollment, regional, multipurpose university to Missouri’s only statewide public liberal arts and sciences university. The state aimed to provide a public institution that could compete with the nation’s finest undergraduate liberal arts colleges. On July 1, 1996, the name changed to Truman State University. The Education Department at Truman State University, which is housed in the School of Business and Professional Studies, offers the Master of Arts in Education (MAE), a professional teaching degree with initial certification. Developing the professional program is marked by strong cooperation with the P-12 community and is based on established educational research and essential knowledge of sound professional practice. The MAE program exemplifies an integrated approach to liberal education, professional studies, and specialty studies, as Joseph Baldwin’s original school did.

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

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

Three areas are approved for add-on certification:

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

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

## Public Posting URL

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

Teacher Preparation Program: Federal and State Compliance Reports:

<https://www.truman.edu/academics/school-of-business-and-professional-studies/about-the-education-department/mae-program-reports/>

## 2. Enrollment and Completion Data

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

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024**

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/24)	Number of Completers in most recently completed academic year (12 months ending 08/24)
<b><i>Programs that lead to initial teaching credentials</i></b>			
<b><i>Master of Arts in Education</i></b>	<i>Initial Certification: Elementary (Grades 1-6)</i>	43	23
	<i>Initial Certification: Biology (Grades 9-12)</i>	6	2
	<i>Initial Certification: Chemistry (Grades 9-12)</i>	2	2
	<i>Initial Certification: English (Grades 9-12)</i>	34	12
	<i>Initial Certification: Mathematics (Grades 9-12)</i>	11	2
	<i>Initial Certification: Physics (Grades 9-12)</i>	0	0
	<i>Initial Certification: Social Science (Grades 9-12)</i>	14	4
	<i>Initial Certification: Speech/Theatre (Grades 9-12)</i>	1	0
	<i>Initial Certification: French (Grades K-12)</i>	6	4
	<i>Initial Certification: Latin</i>	2	2

	<i>(Grades K-12)</i>		
	<i>Initial Certification: Music – Instrumental (Grades K-12)</i>	14	9
	<i>Initial Certification: Music – Vocal (Grades K-12)</i>	3	0
	<i>Initial Certification: Physical Education (Grades K-12)</i>	10	4
	<i>Initial Certification: Spanish (Grades K-12)</i>	4	1
	<i>Initial Certification: Special Education (Grades K-12)</i>	5	2
Total for programs that lead to initial credentials		155	67
<b>Programs that lead to additional or advanced credentials for already-licensed educators</b>			
<i>Master of Arts</i>	<i>Initial Certification: Gifted (Grades K-12)</i>	83	14
<i>N/A</i>	<i>Initial Certification: ESOL (Grades K-12)</i>	5	3
<i>N/A</i>	<i>Initial Certification: Health (Grades K-12)</i>	0	0
Total for programs that lead to additional/advanced credentials		88	17
<b>Programs that lead to credentials for other school professionals or to no specific credential</b>			
<i>Master of Arts</i>	<i>Initial Student Services: School Counselor (Grades K-12)</i>	33	5
Total for additional programs		121	22
TOTAL enrollment and productivity for all programs		276	89
Unduplicated total of all program candidates and completers		271	86

### Added or Discontinued Programs

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

N/A

### 3. Program Performance Indicators

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

**Table 2. Program Performance Indicators**

A. <b>Total enrollment</b> in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.						
271						
B. <b>Total number of unique completers</b> (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.						
86						
C. <b>Number of recommendations</b> for certificate, license, or endorsement included in Table 1.						
89						
D. <b>Cohort completion rates</b> for candidates who completed the various programs within their respective program’s expected timeframe <b>and</b> in 1.5 times the expected timeframe.						
Table 2 D.						
Program	Academic Year	Initial Cohort	Graduated in 100% time (varies by program)	Graduated in 150% time (varies by program)	Graduation Rate % in 100% time	Graduation Rate % in 150% time
<i>Elementary Education</i>	2022-2023	29	26	3 <sup>1</sup>	89.7%	10.3%
	2023-2024	23	22	1	95.6%	5.4%
<i>English</i>	2022-2023	8	6	2 <sup>3</sup>	75.0%	25.0%

	2023-2024	12	8	4 <sup>3</sup>	66.7%	33.3%
<i>Exercise Science</i>	2022-2023	5	5	0	100.0%	0.0%
	2023-2024	4	4	0	100.0%	0.0%
<i>FL: French</i>	2022-2023	0	0	0	100.0%	100.0%
	2023-2024	4	3	1 <sup>4</sup>	75.0%	25.0%
<i>FL: Latin</i>	2022-2023	0	0	0	100.0%	100.0%
	2023-2024	2	2	0	100.0%	0.0%
<i>FL: Spanish</i>	2022-2023	5	2	3 <sup>1+4</sup>	40.0%	60.0%
	2023-2024	1	1	0	100.0%	0.0%
<i>Mathematics**</i>	2022-2023	8	5	3 <sup>2</sup>	62.5%	37.5%
	2023-2024	2	1	1 <sup>2</sup>	50.0%	50.0%
<i>Music</i>	2022-2023	11	9	2 <sup>3</sup>	81.8%	18.2%
	2023-2024	9	7	2 <sup>2</sup>	77.8%	22.2%
<i>Science (Biology)</i>	2022-2023	2	0	2 <sup>2+4</sup>	0.0%	100.0%
	2023-2024	2	1	1 <sup>2</sup>	50.0%	50.0%
<i>Science (Chemistry)</i>	2022-2023	0	0	0	100.0%	100.0%
	2023-2024	2	0	2 <sup>2</sup>	0.0%	100.0%
<i>Special Education</i>	2022-2023	1	1	0	100.0%	0.0%
	2023-2024	2	2	0	100.0%	0.0%
<i>History/Social Science</i>	2022-2023	4	4	0	100.0%	0.0%
	2023-2024	4	4	0	100.0%	0.0%

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

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

<sup>3</sup> Candidates earned two degrees.

<sup>4</sup> Candidates took a short break.

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

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

**AY 23/24 Program Completers – Initial Certification**

(In the Academic Year 2023/2024, there were no candidates for the Physics or Speech/Theater programs.)

Test Number	Test Name	Number passed	Total number	Pass rate
073	<i>Elementary Education: Mathematics &amp; Science</i>	23	23	100%
074	<i>Elementary Education: English Language Arts &amp; Social Studies</i>	23	23	100%
075	<i>Biology: Grades 9-12 Content Knowledge</i>	2	2	100%
076	<i>Chemistry: Grades 9-12 Content Knowledge</i>	2	2	100%
020	<i>English: Grades 9-12 Content Knowledge</i>	12	12	100%
082	<i>Mathematics: Grades 9-12 Content Knowledge</i>	2	2	100%
078	<i>Physics: Grades 9-12 Content Knowledge</i>			
071	<i>Social Science: Grades 9-12 Content Knowledge</i>	4	4	100%
031	<i>Speech/Theatre: Grades 9-12 Content Knowledge</i>			
043	<i>Music: Instrumental &amp; Vocal Grades K-12 Content Knowledge</i>	9	9	100%
044	<i>Physical Education: Grades K-12 Content Knowledge</i>	4	4	100%
039	<i>World Languages: French Grades K-12 Content Knowledge</i>	4	4	100%
063	<i>Professional Knowledge: Secondary → Latin Grades K-12 (No approved Latin exam existed; therefore, Missouri asked candidates to take this exam for certification.)</i>	2	2	100%
045	<i>World Languages: Spanish Grades K-12 Content Knowledge</i>	1	1	100%
051	<i>Mild/Moderate Cross-Categorical Special Education: Grades K-12 Content Knowledge</i>	2	2	100%

During the academic year 2023-2024, 100% of Truman’s program completers successfully passed their content exams, with all these individuals achieving this milestone on their initial attempt. The Education Department will thoroughly analyze the examination scores to identify any areas of weakness within the content assessment. This analysis will inform subsequent curriculum reviews aimed at potential course revisions.

State examinations transitioned from Pearson to ETS Praxis on July 1, 2024. Our program is actively aligning the curriculum to meet the requirements of the new assessments for our candidates.

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

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

Completers from the 2022/2023 academic year (AY) are part of the 2024 collected data in the table below. Truman State University completers from the 22/23 AY reported their most robust preparation areas in questions 22 (I was prepared to foster positive student relationships), 36 (I was prepared to reflect on my practices for professional growth), and 37 (I was prepared to collaborate with colleagues to support student learning). While Truman completers scored questions 36 and 37 the same, the Missouri Statewide mean was .24 and .26 lower.

Truman State University completers from the 22/23 academic year strongly agreed that they were prepared to:

- Foster positive student relationships (64%)
- Create a classroom environment that encourages student engagement (59%)
- Promote respect for diverse cultures, genders, and intellectual/physical abilities (59%)

Missouri completers from the 22/23 academic year strongly agreed that they were prepared to:

- Foster positive student relationships (57%)
- Create a classroom environment that encourages student engagement (45%)
- Promote respect for diverse cultures, genders, and intellectual/physical abilities (51%)

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#22 – I was prepared to foster positive student relationships.	4.62	4.49
#36 – I was prepared to reflect on my practices for professional growth.	4.51	4.27
#37 – I was prepared to collaborate with colleagues to support student learning.	4.51	4.25



The Truman State University completers from the 2022-2023 academic year reported some gaps in their preparation, particularly in the areas of using knowledge of phonemic awareness, phonics, and fluency to effectively teach reading, as well as differentiating reading instruction for struggling readers.

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#39a – I was prepared to use knowledge of phonemic awareness, phonics, and fluency to effectively teach reading.	3.18	3.56
#39c – I was prepared to differentiate reading instruction for a child who is struggling to learn to read.	3.13	3.58

In previous years, those completers have also indicated a weakness in preparing to modify instruction for English language learners. This year, 11% strongly disagreed, and 24% disagreed with the statement that they were adequately prepared to modify instruction for ELL students. While coursework addressing these kinds of learners is included in the current curriculum, the slightly lower scores on these items suggests that a review of both the breadth and depth of the related content is warranted. In fact, a new course, *Introduction to Teaching English Language Learners*, is set to launch in the spring of 2025 which will hopefully yield more completers who feel better prepared and more confident in the quality of the reading instruction they can provide.

The Assessment Committee in the Education Department at Truman State University is currently reviewing the past seven years of First Year Teacher Survey data to identify questions that received "Strongly Disagree" and "Disagree" responses. The department aims to identify areas that may require improvement or potential curriculum adjustments.

Link to Missouri’s First Year Educator Survey – Teacher is at <https://dese.mo.gov/media/pdf/2023-first-year-teacher-survey-results>.

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

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

FYTPS for AY 22/23 indicated TSU completers were strongest in “prepared in his or her content area (question #2) and “prepared to deliver lessons based on curriculum standards” (question #10). Question #2 was ranked high on the 21/22 AY as well. Missouri Statewide Teacher’s Principal Survey ranked questions #21 – “The teacher was prepared to foster positive student relationships” and #27 – “The teacher was prepared to use technology as a communication tool.”

FYTPS Question	Truman	Missouri Statewide
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	Teacher Mean (1-5 scale)	Teacher Mean (1-5 scale)
#2 – The teacher was prepared in his or her content area	4.48	4.14
#10 – The teacher was prepared to deliver lessons based on curriculum standards.	4.38	4.08

The FYTPS for AY 22/23 TSU completers and the Missouri Statewide Teacher’s Principal Survey identified questions 39d and 39b as the greatest weakness.

FYTPS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#39d – Based upon the performance-based evaluation of this first year teacher, how would you rate his/her ability to achieve the expected level of student growth.	3.19	3.04
#39b – Based upon the performance-based evaluation of this first year teacher, how would you rate his/her impact upon students.	3.29	3.08

The Link to Missouri’s First Year Educator Survey – Teacher’s Principal is <https://dese.mo.gov/media/pdf/2023-first-year-principal-survey-results>.

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

Truman State University’s Graduate Studies Office and the Certification Officer sends a Google Form (MAE Completer Form) to each MAE graduate candidate as part of their graduation clearance. The Google Form or an email is sent to the same individuals mid-summer to ensure that those who gained employment after graduation are included. We seek job placement information for title/position, school, school district, and/or continuing education. The information is then shared with faculty and used in various reports.

**Academic Year 2023/2024 Program Completers**

MAE Degree/Specialty Track	Degrees Awarded	Responses Received	Employed As Teachers	Continuing Education	Total Placement
<i>Elementary Education, MAE</i>	23	21	18	1	85.7%
<i>Science, MAE</i>	4	4	4	0	100%
<i>English, MAE</i>	12	12	11	0	91.6%

<i>Mathematics, MAE</i>	2	2	2	0	100%
<i>Special Education, MAE</i>	2	2	2	0	100%
<i>Music, MAE</i>	9	9	8	0	88.8%
<i>Physical Education, MAE</i>	4	3	2	0	66.7%
<i>Social Science, MAE</i>	4	4	3	0	75%
<i>Foreign Language: French</i>	4	4	4	0	100%
<i>Foreign Language: Latin</i>	2	2	2	0	100%
<i>Foreign Language: Spanish</i>	1	1	1	0	100%

The total placement rate for the 2023/2024 academic year was 86.57%. However, some placements from the Elementary Education degree were not reported or obtained later. This represents a 5.21% decrease in overall placement compared to the 2022/2023 academic year.

#### 4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation				
		Standard	University Supervisor Mean 2019-2022	University Supervisor Mean 2023-2024	Mentor Teacher Mean 2019-2022	Mentor Teacher Mean 2023-2024
Missouri Educator Evaluation System (MEES) for standards 1-9	The Missouri Educator Evaluation System (MEES) is one of the performance assessment instruments required by the Missouri Department of Elementary and Secondary Education (DESE) to evaluate teacher candidates completing student-teaching internships across the state. The MEES rubric addresses nine standards, including pedagogical content knowledge, pedagogical knowledge, classroom management, and professionalism. Students are scored on a 4-point scale in which 4 indicates an “exceeding candidate,” 3 is “skilled,” and 2 is “developing.”	Std 1	3.505	3.303	3.439	3.495
		Std 2	3.301	3.108	3.362	3.358
		Std 3	3.469	3.264	3.352	3.352
		Std 4	3.097	3.097	3.327	3.328
		Std 5	3.582	3.357	3.398	3.3434
		Std 6	3.429	3.233	3.355	3.478
		Std 7	3.372	3.188	3.393	3.397
		Std 8	3.561	3.435	3.520	3.650
		Std 9	3.551	3.448	3.439	3.590

	<p>Candidates are assessed by their mentor teacher(s) and university supervisor out of a possible maximum score of 72. The minimum passing score is 42, indicating that the candidate has earned a combination of 2's (developing) and 3's (skilled).</p> <p>The MEES underwent a revision in terms of both minor changes to the rubric and larger changes in the scoring protocol due to perceived inconsistencies in the application of the instrument. Specifically, the data suggested that 90% of teacher candidates were scoring at the 3 level (skilled) across all standards, suggesting some scoring inflations. Moreover, the previous scoring protocol limited the usefulness of the instrument at a granular level. The modifications in the MEES were expected to lower the average and spread out the distribution of scores.</p>	
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	<p>As shown, scores for Truman candidates tended to show similar trends. Moreover, there were significant differences between mentor-teacher and supervisor scores. Further analysis indicated that approximately 25% of our scores showed significant differences between mentors and supervisors. Analysis of our first round of data from the 2023 version of the MEES indicates that, as expected, our average scores are lower among supervisors. The distribution of these scores across standards was also wider, allowing us to better identify areas for growth and assist our candidates in developing their personal growth plans. However, we can still see little variation in mentor scores and inconsistencies between our mentor teachers and supervisors (still a common issue across the state), which suggests we need to improve our approach to mentor and supervisor training to ensure the instrument's reliability.</p>																
<p>Missouri Content Exam (MoCA)</p>	<p>The candidate must complete and pass the content assessment(s) to be recommended for certification and it measures both content and pedagogical knowledge. All (100%) of Truman candidates passed the MoCA in the 2018-2019, 2019-2020, and 2023/2024 academic year. In 2020-2021, the pass rate was 97.8%, with only two candidates not passing (one passed later the following year). For 2022-2023, all but one candidate passed, resulting in a 98.63% pass rate. Elementary Education content exams comprise Subset exams I and II; therefore, we separated the scores for our graduates. A passing score is 220 out of 300.</p>	<table border="1"> <thead> <tr> <th data-bbox="1249 954 1514 1128"><b>Content</b></th> <th data-bbox="1514 954 1677 1128"><b>Avg MoCA Score AY 23/24</b></th> <th data-bbox="1677 954 1816 1128"><b>AVG MoCA Score AY 22/23</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="1249 1128 1514 1183">Physical Education</td> <td data-bbox="1514 1128 1677 1183">260</td> <td data-bbox="1677 1128 1816 1183">262</td> </tr> <tr> <td data-bbox="1249 1183 1514 1240">Special Education</td> <td data-bbox="1514 1183 1677 1240">292</td> <td data-bbox="1677 1183 1816 1240">259</td> </tr> <tr> <td data-bbox="1249 1240 1514 1299">Music</td> <td data-bbox="1514 1240 1677 1299">266</td> <td data-bbox="1677 1240 1816 1299">252</td> </tr> <tr> <td data-bbox="1249 1299 1514 1357">English</td> <td data-bbox="1514 1299 1677 1357">255</td> <td data-bbox="1677 1299 1816 1357">245</td> </tr> </tbody> </table>	<b>Content</b>	<b>Avg MoCA Score AY 23/24</b>	<b>AVG MoCA Score AY 22/23</b>	Physical Education	260	262	Special Education	292	259	Music	266	252	English	255	245
<b>Content</b>	<b>Avg MoCA Score AY 23/24</b>	<b>AVG MoCA Score AY 22/23</b>															
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	<p>The data presented in the table to the right demonstrate that candidates who took the exams in AY 23/24 generally scored higher across all exams except for three (highlighted in red). This suggests that further analysis is needed, specifically focusing on content scores and examining the areas of each exam on which students performed well and where they struggled.</p> <p>Starting July 1, 2024, the Missouri content exams will be administered by ETS Praxis. Cut scores vary depending on the content area. The Assessment Committee at Truman State University Education Department will look closer at relationships between students' overall content GPA and their performance on the state exam to determine if course grades predict candidates' performance on the state content exams. Relatedly, it will be important to determine if there is a relationship between candidates' performance on the content test and the time between when a given course and/or program completion and the exam date.</p>	<table border="1"> <tr> <td>Elementary Education I</td> <td>273</td> <td>264</td> </tr> <tr> <td>Elementary Education II</td> <td>253</td> <td>252</td> </tr> <tr> <td>Mathematics</td> <td>265</td> <td>249</td> </tr> <tr> <td>History/Social Sciences</td> <td>273</td> <td>264</td> </tr> <tr> <td>Biology/Chemistry</td> <td>253</td> <td>264</td> </tr> <tr> <td>Spanish</td> <td>231</td> <td>251</td> </tr> <tr> <td>Latin</td> <td>265</td> <td>N/A</td> </tr> <tr> <td>French</td> <td>250</td> <td>N/A</td> </tr> </table>	Elementary Education I	273	264	Elementary Education II	253	252	Mathematics	265	249	History/Social Sciences	273	264	Biology/Chemistry	253	264	Spanish	231	251	Latin	265	N/A	French	250	N/A
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Completer Average GPA and median	<p>GPA's provide one piece of evidence that supports the claim that Truman candidates and completers acquire the requisite knowledge related to learners and learning theory, and the 3.00 minimum Professional GPA standard required by the Missouri Department of Elementary and Secondary Education (DESE) is the GPA that demonstrates this most directly.</p> <p>Truman's MAE students consistently surpass the minimum Professional and Content GPA of 3.0. However, when comparing GPA's from the 2022/2023 to the 2023/2024 academic year, a decline in GPA was observed among</p>	<table border="1"> <thead> <tr> <th>Content AY 23/24</th> <th>Professional GPA</th> <th>Content GPA</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>3.95</td> <td>3.92</td> </tr> <tr> <td>Median</td> <td>3.95</td> <td>3.92</td> </tr> <tr> <td>Chemistry</td> <td>3.58</td> <td>3.29</td> </tr> <tr> <td>Median</td> <td>3.58</td> <td>3.29</td> </tr> <tr> <td>Elementary</td> <td>3.87</td> <td>3.79</td> </tr> <tr> <td>Median</td> <td>4.00</td> <td>3.86</td> </tr> </tbody> </table>	Content AY 23/24	Professional GPA	Content GPA	Biology	3.95	3.92	Median	3.95	3.92	Chemistry	3.58	3.29	Median	3.58	3.29	Elementary	3.87	3.79	Median	4.00	3.86			
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Elementary	3.87	3.79																								
Median	4.00	3.86																								

completers in some content areas. Specifically, the average Professional GPA decreased from 3.90 to 3.52, and the number of completers also decreased.

DESE is considering dropping the Content GPA minimum of 3.0 to 2.50 for grades 5-9, 9-12, and K-12 content areas (excluding Elementary and Special Education). According to DESE, no evidence supports that the current GPA requirement effectively addresses teacher supply issues.

English	3.92	3.89
Median	3.89	3.84
Mathematics	3.90	3.81
Median	3.90	3.81
Special Education	4.00	4.00
Median	4.00	4.00
Music	3.88	3.84
Median	3.98	3.95
Physical Education	3.54	3.25
Median	3.54	3.28
Social Science	3.85	3.55
Median	3.84	3.50
French	3.92	3.96
Median	3.93	3.96
Latin	3.76	3.73
Median	3.76	3.73
Spanish	3.88	3.07
Median	3.88	3.07
Average GPA	3.52	3.43
Median	3.91	3.83

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

<b>Provider-Selected Measures</b>	<b>Explanation of Performance Expectation</b>	<b>Level or Extent of Success in Meeting the Expectation</b>
Professional Development Plan	All MAE students participating in their internship must complete a Professional Development Plan, which offers a structured approach to help them focus on areas for growth throughout the internship.	In partnership with their mentor teacher and University Supervisor, interns establish at least three professional development goals at the start of their internship. They outline specific activities to help achieve these goals, define success indicators, and identify support resources. Throughout the semester or year, interns document their participation in relevant events and reflect on their professional development goals for their first year of teaching.
Portfolio	The portfolio consists of submitting a one-page reflection and an artifact to support the reflection for five of the nine MEES standards. All MAE students enrolled in their internship are required to complete a portfolio. In addition to reflecting on the required standards, the students are also asked to identify the standards that include culturally responsive teaching and technology reflections.	<p>For the 2023/2024 academic year, students were only required to do Standards 2, 4, 5, 6, and 7 of the portfolio. The faculty determined that coursework and field placements heavily cover the other standards.</p> <p>Many students in the 2023/2024 academic year failed to submit a reflection or provide an artifact aligned with the required standards. Additionally, their reflections did not address culturally responsive teaching or technology integration.</p> <p>The Education Department plans to review the Portfolio platform to assess how it can be made more user-friendly and determine whether students grasp the importance of reflections. Additionally, the department will evaluate the continued relevance of the Portfolio.</p>



<p>MAE Completer Survey</p>	<p>Research conducted using focus group interviews helps determine if Truman’s Master of Arts in Education (MAE) meets the needs of graduate completers. The interviews will show if the MAE completers believe Truman State University prepared them well while giving them tools to retain performance in education.</p>	<p>Interviews provide context for areas of improvement completers feel courses could offer, such as increased student management techniques or additional classroom management strategies for children who struggle beyond the school-wide processes. Completers also noted a need for more trauma-informed perspectives to support children in this area. The Education Faculty will participate in a book study in the spring of 2025 to better address the topic with students.</p> <p>A completer reported, “classroom management was a whole different thing, especially for students that just do not respond to traditional classroom management methods.”. Approximately 20% of the completer survey participants noted they felt underprepared in classroom management to serve their current student population. The sampling from the First Year Teacher Survey is similar to the MAE Complete Survey responses, with a 21% response of neutral, disagree, or strongly disagreeing that they were prepared to use various classroom management strategies, with the state reporting 22%.</p> <p>From these surveys, Truman’s Master of Arts in Education (MAE) can address areas of weakness or concerns of graduate completers with future and current students. To meet the expectations of the MAE completers, the Education faculty must respond to the survey responses.</p>
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## 5. Notes on Progress, Accomplishment, and Innovation

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

- Truman MAE program continues to hold Professional Development (PD) series for students, alums, and local practitioners based on request or identified weaknesses from the Missouri Department of Elementary and Secondary Education First Year Teacher Survey
  - The 2023-2024 PD Series:
    - Beginner Teacher Assistance Program (BTAP)
    - Wellness and Work-Life Balance as an Educator
    - Curriculum Design
    - Incorporating Culture and Diversity into the Classroom
    - Building Teacher-Student Relationships
    - Technology in the Classroom
  - The 2024-2025 PD Series:
    - Embarking on the Expedition of AI Platforms: Instruments and Practices for Scholars and Mentors
    - Maximizing Potential: Viewing Neurodiversity through Strengths and Talents
    - Behavior Management through a Trauma-Informed Lens
    - Restorative Justice
    - How to Work with Your Counseling Colleagues
    - How to Support Your English Language Learner Students
- Truman State University continues to offer substitute teacher workshops during the fall and spring semesters. These workshops are designed to provide information on becoming a substitute teacher in Northeast Missouri schools and recruit students to take on substitute teaching roles.
- The Education Department hosted its third annual *Teacher's Matter* event on November 22, 2024, for the 24/25 academic year. For the 2023-2024 academic year, Greg Kester, Missouri's 2024 Teacher of the Year, served as the keynote speaker. Matt Kennedy, Kirksville history teacher, was the keynote speaker for the 2024-2025 academic year. Sessions were presented to aspiring educators (middle and high school students from Northeast Missouri). Last year, 122 students from area schools attended the conference, while this year, the number increased to 164 students.
- Two education faculty members from Truman State University presented the department's work on developing and revising the Culturally Responsive Teaching Reflection Form at the spring 2024 AAQEP Conference. This work is also included in the second AAQEP book.
- Beginning in the spring of 2025, a new course titled *Intro to Teaching English Learners* will allow students to explore the dynamics of teaching English Learners (ELs) and how to support them in the classroom effectively. With nearly 1 in 10 students in U.S. public schools identified as English Learners, educators must develop the skills necessary to teach this rapidly growing and culturally diverse population.
- Two faculty members from the Education Department will present with a local school district on their reading research. The research aims to address at-risk readers receiving additional interventions over the summer to maintain reading skills. They will continue their study and adjust it to include parent involvement component if they receive a grant they applied for.
- Dr. Stacy Davis, associate professor of Spanish and director of second language instruction, received the Distinguished Educator Award from the Foreign Language Association of Missouri (FLAM) on October 13, 2023. This award recognizes her work in training future language educators as director of second language instruction. This year, she was awarded at the annual conference hosted at Missouri State University in Springfield. She will go on to represent the state of Missouri at the Central States Conference in March in Minneapolis. [Truman Today Article: https://newsletter.truman.edu/article.asp?id=36269](https://newsletter.truman.edu/article.asp?id=36269)
- In the fall of 2023, Truman State University received a \$12,000 Missouri Teacher Recruitment Scholarship from the Missouri Department of Elementary and Secondary Education. This grant was intended for teacher candidates who agreed to student teach in a high-needs district during the Spring Semester of 2024. The scholarships were designed to help cover tuition and fees for the recipients. Truman awarded 13 scholarships of \$850 each and one scholarship of \$950 to a student in high financial need. Four of the 14 recipients secured full-time teaching positions in high-needs school districts in Missouri.