



AAQEP Annual Report for 2025

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):

<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, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 08/25)	Number of Completers in most recently completed academic year (12 months ending 08/25)
Programs that lead to initial teaching credentials			
Master of Arts in Education	<i>Initial Certification: Elementary (Grades 1-6)</i>	38	17
	<i>Initial Certification: Biology (Grades 9-12)</i>	5	4
	<i>Initial Certification: Chemistry (Grades 9-12)</i>	0	0
	<i>Initial Certification: English (Grades 9-12)</i>	26	14
	<i>Initial Certification: Mathematics (Grades 9-12)</i>	11	7
	<i>Initial Certification: Physics (Grades 9-12)</i>	0	0
	<i>Initial Certification: Social Science (Grades 9-12)</i>	15	9
	<i>Initial Certification: Speech/Theatre (Grades 9-12)</i>	2	1
	<i>Initial Certification: French</i>	4	0

	(Grades K-12)		
	Initial Certification: Latin (Grades K-12)	0	0
	Initial Certification: Music – Instrumental (Grades K-12)	6	3
	Initial Certification: Music – Vocal (Grades K-12)	4	2
	Initial Certification: Physical Education (Grades K-12)	8	5
	Initial Certification: Spanish (Grades K-12)	3	3
	Initial Certification: Special Education (Grades K-12)	6	3
Total for programs that lead to initial credentials		130	68
Programs that lead to additional or advanced credentials for already-licensed educators			
<i>Master of Arts</i>	Initial Certification: Gifted (Grades K-12)	81	26
<i>N/A</i>	Initial Certification: ESOL (Grades K-12)	18	2
<i>N/A</i>	Initial Certification: Health (Grades K-12)	0	0
Total for programs that lead to additional/advanced credentials		99	28
Programs that lead to P-12 leader credentials			
<i>N/A</i>		0	0
Total for programs that lead to P-12 leader credentials		0	0
Programs that lead to credentials for specialized professionals or to no specific credential			
<i>Master of Arts</i>	Initial Student Services: School Counselor (Grades K-12)	27	9

Total for programs that lead to specialized professional or no specific credentials	27	9
TOTAL enrollment and productivity for all programs	256	105
Unduplicated total of all program candidates and completers	238	103

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. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.	
238	
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.	
103	
C. Number of recommendations for certificate, license, or endorsement included in Table 1.	
105	
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.	

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 ¹	89.7%	10.3%
	2023-2024	23	22	1	95.6%	5.4%
	2024-2025	17	12	5 ²	70.6%	29.4%
<i>English</i>	2022-2023	8	6	2 ³	75.0%	25.0%
	2023-2024	12	8	4 ³	66.7%	33.3%
	2024-2025	14	13	1 ²	92.9%	7.1%
<i>Exercise Science</i>	2022-2023	5	5	0	100.0%	0.0%
	2023-2024	4	4	0	100.0%	0.0%
	2024-2025	5	4	1	80.0%	20.0%
<i>FL: French</i>	2022-2023	0	0	0	100.0%	0.0%
	2023-2024	4	3	1 ⁴	75.0%	25.0%
	2024-2025	0	0	0	100.0%	0.0%
<i>FL: Latin</i>	2022-2023	0	0	0	100.0%	100.0%
	2023-2024	2	2	0	100.0%	0.0%
	2024-2025	0	0	0	100.0%	0.0%
<i>FL: Spanish</i>	2022-2023	5	2	3 ¹⁺⁴	40.0%	60.0%
	2023-2024	1	1	0	100.0%	0.0%
	2024-2025	3	2	1	66.7%	33.3%
<i>Mathematics**</i>	2022-2023	8	5	3 ²	62.5%	37.5%
	2023-2024	2	1	1 ²	50.0%	50.0%
	2024-2025	7	3	4 ²	42.9%	57.1%
<i>Music</i>	2022-2023	11	9	2 ³	81.8%	18.2%
	2023-2024	9	7	2 ²	77.8%	22.2%
	2024-2025	5	4	1 ²	80.0%	20.0%

Science (Biology)	2022-2023	2	0	2 ²⁺⁴	0.0%	100.0%
	2023-2024	2	1	1 ²	50.0%	50.0%
	2024-2025	4	3	1 ²	75.0%	25.0%
Science (Chemistry)	2022-2023	0	0	0	100.0%	100.0%
	2023-2024	2	0	2 ²	0.0%	100.0%
	2024-2025	0	0	0	100.0%	0.0%
Special Education	2022-2023	1	1	0	100.0%	0.0%
	2023-2024	2	2	0	100.0%	0.0%
	2024-2025	3	3	0	100.0%	0.0%
History/Social Science	2022-2023	4	4	0	100.0%	0.0%
	2023-2024	4	4	0	100.0%	0.0%
	2024-2025	9	8	1 ²	88.9%	11.1%

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

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

³ Candidates earned two degrees.

⁴ Candidates took a short break.

** Mathematics students are highly encouraged to take 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 24/25 Program Completers – Initial Certification

(In the Academic Year 2024/2025, there were no candidates for the Physics program.) The state exam switched from the Missouri Content Exam (MoCA) to ETS Praxis effective July 1, 2025. Completers in the Academic Year 2024/2025 could be under either exam.

The updated Praxis exams enable a more detailed analysis of candidate performance, identifying potential areas of concern within academic programs by specific exam categories. For example, in Praxis Exam #5091 – Physical Education, results from a cohort of four test-takers indicate that *Category 1 – Content Knowledge and Student Growth and Development* was the lowest-performing area. The information provides the Physical Education program director with an opportunity to examine cohort performance in related coursework further or consider adjustments to the *Management of Instruction* course. In contrast, such targeted insights were not possible with the previous Missouri Content Assessment (MoCA), which lacked the diagnostic detail of the current assessment.

Test Number	Test Name	Number passed	Total number	Pass rate
MoCA	Prior to July 2024			
073	Elementary Education: Mathematics & Science	16	16	100%
074	Elementary Education: English Language Arts & Social Studies	16	15	93.75%
075	Biology: Grades 9-12 Content Knowledge	4	4	100%
076	Chemistry: Grades 9-12 Content Knowledge			
020	English: Grades 9-12 Content Knowledge	4	4	100%
082	Mathematics: Grades 9-12 Content Knowledge	7	7	100%
078	Physics: Grades 9-12 Content Knowledge			
071	Social Science: Grades 9-12 Content Knowledge	1	1	100%
031	Speech/Theatre: Grades 9-12 Content Knowledge			
043	Music: Instrumental & Vocal Grades K-12 Content Knowledge	2	2	100%
044	Physical Education: Grades K-12 Content Knowledge	1	1	100%
039	World Languages: French Grades K-12 Content Knowledge			
063	Professional Knowledge: Secondary □ Latin Grades K-12 (No approved Latin exam existed; therefore, Missouri asked candidates to take this exam for certification.)			
045	World Languages: Spanish Grades K-12 Content Knowledge	1	1	100%
051	Mild/Moderate Cross-Categorical Special Education: Grades K-12 Content Knowledge			
ETS Praxis	Effective July 2024			
7002	Elementary Education: Teaching Reading subtest	1	1	100%
7003	Elementary Education: Mathematics subtest	1	1	100%
7004	Elementary Education: Social Studies subtest	1	1	100%
7005	Elementary Education: Science subtest	1	1	100%
5236	Biology grades 9-12			
5246	Chemistry grades 9-12			

5038	English Language Arts: Content Knowledge grades 9-12	10	9	90%
5165	Mathematics grades 9-12			
5266	Physics grades 9-12			
5081	Social Studies: Content Knowledge grades 9-12 (July 2024-August 2025)	8	8	100%
5581	Social Studies: Content Knowledge grades 9-12 (effective September 2025)			
5222	Speech and Theatre grades 9-12	1	1	100%
5113	Music: Instrumental or Vocal grades K-12	3	3	100%
5091	Physical Education: Content Knowledge grades K-12	4	4	100%
5355	Special Education: Foundational Knowledge grades K-12	3	3	100%
5174	French: World Language grades K-12			
5601	Latin grades K-12			
5195	Spanish: World Language grades K-12	2	2	100%

F. 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 (FTYS) 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 2023–2024 academic year (AY) are included in the 2025 data set presented in the table below. Truman State University completers from the 2023–2024 AY identified their strongest areas of preparation in response to Question 22 (“I was prepared to foster positive student relationships”) and Question 36 (“I was prepared to reflect on my practices for professional growth”). Both Truman State and Missouri statewide completers rated Question 22 the highest. Truman State completers reported a mean score of 4.74, compared to a statewide mean of 4.54. (Completers respond to the survey using a Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree)).

Truman State University completers from the 23/24 academic year strongly agreed that they were prepared to:

- Foster positive student relationships (76%)
- Prepared to reflect on my practices for professional growth (65%)

Missouri completers from the 23/24 academic year strongly agreed that they were prepared to:

- Foster positive student relationships (60%)

- Prepared to reflect on my practices for professional growth (45%)

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#22 – I was prepared to foster positive student relationships.	4.74	4.54
#36 – I was prepared to reflect on my practices for professional growth.	4.65	4.30

The Truman State University completers from the 2023-2024 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)
#8 – I was prepared to modify instruction for English language learners.	3.12	3.45
#19 – I was prepared to manage a variety of discipline issues.	3.24	3.56

In previous years, completers have also indicated a weakness in preparing to modify instruction for English language learners. This year, 3% strongly disagreed, and 29% disagreed with the statement that they were adequately prepared to modify instruction for ELL students (These percentages are down from the previous year). Because all completers are given the same survey instrument and responses are confidential and not disaggregated by content area or level we do not know the specific coursework in which the completers who disagreed or strongly disagreed were enrolled while in our program. And, while coursework addressing these kinds of learners is included in the current curriculum, the slightly lower score on these items suggests that a review of both the breadth and depth of the related content is warranted. A new course, *Introduction to Teaching English Language Learners*, was launched in the spring of 2025 to hopefully yield more completers who feel better prepared and more confident in the quality of the reading instruction they can provide. While not a required course, it is an additional resource that we might incorporate into our program requirements.

The Assessment Committee within the Education Department at Truman State University is currently analyzing seven years of First Year Teacher Survey data, with a focus on identifying questions that received “Strongly Disagree” and “Disagree” responses. This review is part of an ongoing effort to pinpoint areas for improvement and to inform potential curriculum enhancements.

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

G. 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 companion survey to measure 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 23/24 indicated TSU completers were strongest in "prepared in his or her content area" (Question #2) and "prepared to engage students in his or her content area" (Question #3). Question # 2 has ranked high for three consecutive years.

Missouri Statewide Teacher's Principal Survey ranked highest questions #21 (teacher was prepared to foster positive student relations) and #27 (teacher was prepared to use technology as a communication tool). These two questions ranked high on 22/23 AY as well.

FYTPS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#2 – The teacher was prepared in his or her content area	4.35	4.17
#3 – The teacher was prepared to engage students in his or her content area.	4.29	4.11

The FYTPS for AY 23/24 TSU completers and the Missouri Statewide Teacher's Principal Survey identified survey questions 18, 38a, and 38c as the most significant weaknesses. Both the first-year teachers and their principals identified managing a variety of discipline issues as areas of relative struggle. Still, the principals also noted some concerns about specific aspects of preparation related to teaching literacy skills. While the state of Missouri is focused on training teachers in literacy areas per DESE initiatives, many administrators assume preservice teachers can receive this training in college courses when they cannot. Unfortunately, DESE doesn't allow faculty to pursue the literacy training.

FYTPS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#18 The teacher was prepared to manage a variety of discipline issues	3.42	3.68
#38b and 38c The teacher was prepared to use knowledge of phonemic awareness, phonics, and fluency to effectively teach reading, AND the teacher was prepared to differentiate reading instruction for a child who is struggling to learn to read. The Truman Teacher Mean score is the same for 38b and 38c; however, the state teacher mean differs slightly.	3.54	3.56/3.57

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

H. 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 send 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. In the fall semester, one of the department's GTRAs (Graduate Teacher/Research Assistant) also reaches out to them to obtain a quote and photo for the "Oh, the Places You Will Go" wall in the Education Department, which serves as an additional opportunity to ascertain employment status. This wall features the recent graduates, the school where they teach, the grade, and the subject, along with their quote.

Academic Year 2024/2025 Program Completers

MAE Degree/Specialty Track	Degrees Awarded	Responses Received	Employed As Teachers	Continuing Education	Total Placement
<i>Elementary Education, MAE</i>	17	17	15	0	88.2%
<i>Science, MAE</i>	4	4	4	0	100.0%
<i>English, MAE</i>	14	14	14	0	100.0%
<i>Mathematics, MAE</i>	7	7	6	1	85.7%
<i>Special Education, MAE</i>	3	3	3	0	100.0%
<i>Music, MAE</i>	5	5	5	0	100.0%
<i>Physical Education, MAE</i>	5	5	3	0	60.0%
<i>Social Science, MAE</i>	9	9	7	0	77.8%
<i>Foreign Language: French</i>	NA	NA	NA	NA	NA
<i>Foreign Language: Latin</i>	NA	NA	NA	NA	NA
<i>Foreign Language: Spanish</i>	3	3	3	0	100.0%
<i>Speech & Theatre, MAE</i>	1	1	1	0	100.0%

The total placement rate for the 2024/2025 academic year was 89.7%. This represents a 3.13% increase in overall placement compared to the 2023/2024 academic year.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Staffing was more of a challenge during the 2024-2025 academic year due to a late resignation and a failed search from the prior year. In order to address this temporary reduction in staffing, some faculty took on overload teaching assignments and additional adjunct instructors were employed. In addition to the two unfilled positions another colleague announced their retirement, so during this academic year we conducted three searches. Two of those searches were successful and the strain to the staffing that occurred during the 2024-2025 academic year has been relieved. We are also engaging in ongoing curriculum revision with a primary focus on ensuring program quality, but also considering other factors related to capacity and program needs.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) 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 (name and description)	Criteria for success																
Missouri Educator Evaluation System (MEES) for standards 1-9	<p>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.”</p> <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</p>	<p>N=70</p> <p>The tables below reflect the percentage of 3 and 4 MEES scores given in the respective Standard subcategories.</p> <p>Standard 1: Content Knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.</p> <table><tr><th></th><th>Standard 1.1</th><th>Standard 1.2</th><th>Standard 1.3</th><th>Standard 1.4</th></tr><tr><td>CT</td><td>96%</td><td>91%</td><td>91%</td><td>89%</td></tr><tr><td>US</td><td>94%</td><td>94%</td><td>93%</td><td>80%</td></tr></table> <p>The average MEES score for Standard 1 was 3.42 (CT) and 3.16 (US). However, we can see a slight need for review of 1.4 Student Engagement with Content.</p> <p>Standard 2: Student Learning, Growth, and Development</p>		Standard 1.1	Standard 1.2	Standard 1.3	Standard 1.4	CT	96%	91%	91%	89%	US	94%	94%	93%	80%
	Standard 1.1	Standard 1.2	Standard 1.3	Standard 1.4													
CT	96%	91%	91%	89%													
US	94%	94%	93%	80%													

	<p>that the candidate has earned a combination of 2's (developing) and 3's (skilled).</p> <p>In 24/25 AY, the MEES subcategory scores were required to be reported. With the subcategories, we can narrow down areas of growth and needs improvement on a more granular scale. We set a threshold of 85% or higher (scores of 3 and 4) and any substandard on which students are scored indicates that we need to review that category and determine if adjustments to the program are needed.</p> <p>For this report, we focused on MEES Standards 1 (Content Knowledge Aligned with Appropriate Instruction), 2 (Student Learning Growth and Development), 4 (Critical Thinking), and 5 (Positive Classroom Environment).</p> <p>CT=Cooperative Teacher US=University Supervisor</p>	<p>The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and supports the intellectual, social, and personal development of all students.</p> <table><tr><th></th><th>Standard 2.1</th><th>Standard 2.2</th><th>Standard 2.3</th></tr><tr><td>CT</td><td>90%</td><td>86%</td><td>94%</td></tr><tr><td>US</td><td>83%</td><td>74%</td><td>84%</td></tr></table> <p>The average MEES score for Standard 2 was 3.34 (CT) and 3.07 (US). Standards 2.1 and 2.3 may need to be reviewed in the future but overall good. However, Standard 2.2 Differentiated Lesson Design was reviewed by content area and compared to other assessments, like the First Year Teacher Principal Survey.</p> <p>Standard 4: Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.</p> <table><tr><th></th><th>Standard 4.1</th><th>Standard 4.2</th><th>Standard 4.3</th><th>Standard 4.4</th></tr><tr><td>CT</td><td>91%</td><td>84%</td><td>83%</td><td>77%</td></tr><tr><td>US</td><td>71%</td><td>67%</td><td>70%</td><td>54%</td></tr></table> <p>The average MEES score for Standard 4 was 3.0 (CT) and 2.82 (US). Overall, this MEES Standard was reviewed and specifically 4.4 Higher Order Thinking. While most interns are facilitating or providing opportunities for critical thinking we have a significant percentage of interns only using strategies with some students.</p> <p>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</p> <table><tr><th></th><th>Standard 5.1</th><th>Standard 5.2</th><th>Standard 5.3</th></tr><tr><td>CT</td><td>87%</td><td>90%</td><td>83%</td></tr><tr><td>US</td><td>89%</td><td>94%</td><td>81%</td></tr></table> <p>The average MEES score for Standard 5 was 3.38 (CT) and 3.21 (US). While these results do not suggest a particular problem, we would like to see Standard 5.3 Classroom Management Strategies score improve.</p>		Standard 2.1	Standard 2.2	Standard 2.3	CT	90%	86%	94%	US	83%	74%	84%		Standard 4.1	Standard 4.2	Standard 4.3	Standard 4.4	CT	91%	84%	83%	77%	US	71%	67%	70%	54%		Standard 5.1	Standard 5.2	Standard 5.3	CT	87%	90%	83%	US	89%	94%	81%
	Standard 2.1	Standard 2.2	Standard 2.3																																						
CT	90%	86%	94%																																						
US	83%	74%	84%																																						
	Standard 4.1	Standard 4.2	Standard 4.3	Standard 4.4																																					
CT	91%	84%	83%	77%																																					
US	71%	67%	70%	54%																																					
	Standard 5.1	Standard 5.2	Standard 5.3																																						
CT	87%	90%	83%																																						
US	89%	94%	81%																																						

<p>Missouri Content Exam (MoCA) or ETS Praxis</p>	<p>Candidates must complete and pass the Missouri content assessment(s) to be recommended for certification. In July of 2024, Missouri switched testing companies from Pearson (MoCA) to ETS Praxis.</p> <p>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 and the other a year later). For 2022-2023, all but one candidate passed, resulting in a 98.63% pass rate. In the 2024-2025 academic year, our candidates could have taken either exam depending on their status in the program. Two candidates in 24/25 AY didn't pass their content exam, resulting in a 97.05% pass rate.</p> <p>The Assessment Committee at Truman State University Education Department continues to examine 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. Also, we are examining 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. We are seeing indications from students taking the Elementary Education exams for math and science.</p> <p>MoCA cut score = 220 ETS cut score varies by program.</p>	<table border="1"> <thead> <tr> <th>Content</th><th>Avg MoCA Score AY 24/25</th><th>Avg ETS Score AY 24/25</th></tr> </thead> <tbody> <tr> <td>Elementary Education I (n=15)</td><td>257</td><td>n/a</td></tr> <tr> <td>Elementary Education II (n=15)</td><td>246</td><td>n/a</td></tr> <tr> <td>Elementary Education: Reading (n=1)</td><td>n/a</td><td>149</td></tr> <tr> <td>Elementary Education: Math (n=1)</td><td>n/a</td><td>154</td></tr> <tr> <td>Elementary Education: Social Studies (n=1)</td><td>n/a</td><td>144</td></tr> <tr> <td>Elementary Education: Science (n=1)</td><td>n/a</td><td>164</td></tr> <tr> <td>English 9-12 (n=13)</td><td>254</td><td>176</td></tr> <tr> <td>Physical Education K-12 (n=5 (2/3))</td><td>257</td><td>177</td></tr> <tr> <td>Spanish K-12 (n=3 (1/3))</td><td>242</td><td>173</td></tr> <tr> <td>Mathematics 9-12 (n=7)</td><td>251</td><td>n/a</td></tr> <tr> <td>Music K-12 (n=5 (2/3))</td><td>257</td><td>177</td></tr> <tr> <td>Biology 9-12 (n=4)</td><td>254</td><td>n/a</td></tr> <tr> <td>Special Education K-12 (n=3)</td><td>n/a</td><td>177</td></tr> <tr> <td>Social Studies 9-12 (n=9)</td><td>255</td><td>177</td></tr> <tr> <td>Speech/Theatre 9-12 (n=1)</td><td>n/a</td><td>157</td></tr> </tbody> </table>	Content	Avg MoCA Score AY 24/25	Avg ETS Score AY 24/25	Elementary Education I (n=15)	257	n/a	Elementary Education II (n=15)	246	n/a	Elementary Education: Reading (n=1)	n/a	149	Elementary Education: Math (n=1)	n/a	154	Elementary Education: Social Studies (n=1)	n/a	144	Elementary Education: Science (n=1)	n/a	164	English 9-12 (n=13)	254	176	Physical Education K-12 (n=5 (2/3))	257	177	Spanish K-12 (n=3 (1/3))	242	173	Mathematics 9-12 (n=7)	251	n/a	Music K-12 (n=5 (2/3))	257	177	Biology 9-12 (n=4)	254	n/a	Special Education K-12 (n=3)	n/a	177	Social Studies 9-12 (n=9)	255	177	Speech/Theatre 9-12 (n=1)	n/a	157
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	Students across all programs who took the MoCA scored, on average, 14.7% higher than the cut score.																			
First Year Teacher Survey and First Year Teacher Principal Survey	The Missouri First Year Teacher and First Year Teacher Principal surveys are sent out each year to all of Missouri's first-year teachers and their principals each spring. Data collected by the Department of Elementary and Secondary Education are provided to each Educator Preparation Program in Missouri. For most items completers responded using a Likert-type scale with responses ranging from 1 (strongly disagree) to 5 (strongly agree).	<p>The graph below reflects the percentages of Teachers (completers) and Principals that agree or strongly agree that our teachers were prepared to use technology to enhance student learning over a period of five years. Principals have reported over the past three years a higher percentage than the completers.</p> <p>Teachers and Principals</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Teachers (%)</th> <th>Principals (%)</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>85</td> <td>82</td> </tr> <tr> <td>2022</td> <td>91</td> <td>91</td> </tr> <tr> <td>2023</td> <td>89</td> <td>94</td> </tr> <tr> <td>2024</td> <td>87</td> <td>91</td> </tr> <tr> <td>2025</td> <td>88</td> <td>92</td> </tr> </tbody> </table> <p>16. I was prepared to use technology to enhance student learning.</p>	Year	Teachers (%)	Principals (%)	2021	85	82	2022	91	91	2023	89	94	2024	87	91	2025	88	92
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Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Culturally Responsive Teaching Reflection	All MAE students participating in their Classroom Management and/or internship must complete a Culturally Responsive Teaching Reflection form. This form was created in alignment with the Department of Elementary and Secondary Education's	The findings from the Fall 2024 and Spring 2025 Culturally Responsive Teaching Reflection form suggest that Truman State University's Master of Arts in Education (MAE) teacher candidates exhibit a strong grasp of the core principles of culturally responsive teaching. Across all areas—Awareness, Community Building, Cultural Pedagogy, and Equity and Fairness—teacher candidates consistently highlighted the significance of

	MEES standards and the Teaching Tolerance (2017) social justice standards. The assessment was implemented to raise awareness of culturally responsive practice.	understanding their students as unique individuals, fostering meaningful relationships, and cultivating inclusive classroom environments that encourage student engagement and a sense of belonging.						
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 addressing culturally responsive teaching or technology integration.</p> <p>This pattern continued into the 2024/2025 academic year. The department suspended the Portfolio for fall 2025 in order to examine the purpose of the portfolio, determine if we would like to make changes to it and then reimplement it, and, if so, if we will purchase or build a new platform to facilitate this that functions better for the students and faculty. The department is currently working with vendors to find that platform with hopes of it being in place by summer 2026.</p>						
MAE Completer Survey	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. The survey includes 23 questions on a scale of completely unprepared (1), unprepared (2), prepared (3), and thoroughly prepared (4). Overall, the MAE Completer Survey provides important information for strengthening Truman State University’s MAE program. The completer surveys are followed up with optional focus group interviews to add contextual details to information gained about completer preparedness.	<p>The completer survey received a 27.27% response rate from the 23/24 academic completers (66 MAE graduates). Some of the themes identified will be professional development presentations during the 25/26 academic year. For example, understanding and implementing IEPS and 504s, as well as working with varied student learners.</p> <p>Of the 23 items on the Participant Preparedness questionnaire, 11 questions received “prepared” or “thoroughly prepared” responses from 100% of participants.</p> <p>Other factors identified from the survey:</p> <table><tr><td>Participants felt prepared to establish and maintain a positive learning environment to support diverse students.</td><td>100%</td></tr><tr><td>Prepared in classroom management to serve current student populations.</td><td>83.33%</td></tr><tr><td>Prepared or highly prepared for culturally responsive teaching.</td><td>100%</td></tr></table>	Participants felt prepared to establish and maintain a positive learning environment to support diverse students.	100%	Prepared in classroom management to serve current student populations.	83.33%	Prepared or highly prepared for culturally responsive teaching.	100%
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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 2024-2025 PD Series:
 - Embarking on the Expedition of AI Platforms
 - Maximizing Potential: Viewing Neurodiversity through Strengths and Talents
 - Behavior Management Through a Trauma-Informed Lens
 - It Starts With Us: Adult Regulation, the Change Agent in Trauma-Informed Care
 - School Counseling and Working with the School Counselor
 - English Language Learners: How to Support Your Students and Work with Your ELLL Colleagues
 - 2025-2026 PD Series:
 - Who Are You? Using Resumes and Personal Statements to Tell Your Story
 - Professionalism: What It Means Now and On The Job
 - Using IEPs and 504s to Differentiate Instruction
 - Partnering with Paraprofessionals: Roles, Responsibilities, and Best Practices
 - AI in the Classroom
 - Gathering and Using Assessment Data for Planning, Using Student Data to Inform Planning
 - Increasing Student Engagement
 - How to Get to Know Your 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.
- Truman Language Festival was held on November 6, 2025, with several high school districts across Missouri in attendance. During the festival students were introduced to a variety of linguistic and cultural presentations.
- The Education Department hosted the fourth annual *Teachers Matter* event on November 21, 2025, for the 25/26 academic year. This event is aimed at middle and high school students interested in a career in education. 2025 Missouri Teacher of the Year Jennifer Jones, from Lee's Summit West High School, was the keynote speaker and she was joined by five other presenters for a series of interactive sessions students could attend to learn more about the education profession. Last year, 122 students from area schools attended the conference, while this year, the number increased significantly to 174.
- Dr. Stacy Davis, Associate Professor of Spanish, Director of Second Language Instruction was selected as Missouri Representative for Central States Teacher of the Year. She also had works in a book publication and a book review, as well as presented with a Truman Alumna at the Central States Regional Conference in Kansas City.
- Melissa Chapman, adjunct faculty member, received the Kirksville Daily Express "Best of Kirksville 2025" Middle School Teacher Award.
- Jeanne Harding, Instructor of Education and Director of Field Experiences, received the Truman State University William O'Donnell Advising Award and attended APDC training.

- New faculty member, Dr. Madeline Good, Assistant Professor of Elementary Education, for fall 2025 was published in early 2025 in the International Journal of Qualitative Studies in Education.
- Dr. Julene Ensign, Department Chair and Associate Professor of Exercise Science is on the MOSHAPE Board of Directors – Higher Education Chair. She also had several presentations at the regional and national level.
- Dr. Marty Strange and Dr. Jill Arnold, Associate Professor of Education presented at ALER Conference.
- Dr. Paul Yoder, Professor of Education was keynote speaker at the Kirksville Volunteer Clubs Annual Thanksgiving Luncheon
- Dr. Christopher Maglio, Professor of Education continues appointments to the Missouri Child Abuse and Neglect Review Board and has 30 years as Missouri licensed psychologist/health service provider.
- A first-year faculty member, Dr. Holly Kincaid, Assistant Professor of Education, had her manuscript accepted for publication in Gifted Education. Proposals accepted at state, national, and international level for her expertise in gifted education. She has also had the honor of collaborating with faculty from Northwestern University in Evanston, IL to work in partnership with ASDAN China to direct summer gifted programs overseas.
- Dr. Jocelyn Stevens presented at the spring MACTE conference and published a chapter and edited a two volume book series about music education curriculum.