

MO

Truman State University
Traditional Report AY 2023-24
Missouri

REPORT COMPLETE
STATUS: **CERTIFIED**

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

178615

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

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CITY

Kirksville

STATE

Missouri

ZIP

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SALUTATION

Dr.

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Jocelyn

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	PG	
13.1	Special Education	PG	
13.1322	Teacher Education - Biology	PG	
13.1323	Teacher Education - Chemistry	PG	
13.1305	Teacher Education - English/Language Arts	PG	
13.1306	Teacher Education - Foreign Language	PG	
13.1311	Teacher Education - Mathematics	PG	
13.1312	Teacher Education - Music	PG	
13.99	Teacher Education - Other	PG	
13.1329	Teacher Education - Physics	PG	
13.1317	Teacher Education - Social Sciences	PG	

Total number of teacher preparation programs:

15

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

☐ Yes

☒ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

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

Postgraduate Requirements

Note: This section is preloaded from the prior year’s IPRC.

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

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

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

The Elementary and Special Education MAE program is a direct admissions program. Students in these programs are automatically admitted if they meet four gateways: have an academic plan on file, earn a grade of B or higher in ED 393: Clinical Experiences in Teaching, earn a passing grade in ED 394: Experiences in Classroom Teaching, and have a Cumulative GPA of 2.75 or higher. The gateways are transparent, and students receive advice from MAE faculty throughout their undergraduate program. Students enrolled in the other MAE program areas must apply to the MAE program. These students must have a GPA of 2.75 or higher, three letters of recommendation, a personal statement, and a resume.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2023-24. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>100</div>
Number of clock hours required for student teaching	<div>720</div>

You have programs with the teacher of record model, but "years required for teaching as the teacher of record" is 0. Please correct the data, or confirm.

☒ I confirm that there are 0 hours required

Are there programs in which candidates are the teacher of record?

Yes

No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	<input type="text" value="100"/>
<u>Years</u> required of teaching as the teacher of record in a classroom	<input type="text" value="0"/>

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	<input type="text" value="12"/>
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	<input type="text" value="14"/>
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	<input type="text" value="366"/>
Number of students in supervised clinical experience during this academic year	<input type="text" value="348"/>

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

For the XXX 608G - Management of Instruction classes (methods classes), clinical experience opportunities vary, so the number of clock hours varies. (i.e., elementary requires an additional 160 hours of clinical work before internship). The number of students in a supervised clinical experience includes students enrolled in a methods class with a field experience component in the fall who complete the internship or student teaching in the spring. This may result in some students being double-counted in a given academic year.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2023-24 Total	
Total Number of Individuals Enrolled	156
Subset of Program Completers	67

Gender	Total Enrolled	Subset of Program Completers
Male	46	17
Female	110	50
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	1
Black or African American	2	0
Hispanic/Latino of any race	2	1
Native Hawaiian or Other Pacific Islander	0	0
White	146	63
Two or more races	3	2

Race/Ethnicity	Total Enrolled	Subset of Program Completers
No Race/Ethnicity Reported	2	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

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

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2023-24.

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))

What are CIP Codes?

☐ No teachers prepared in academic year 2023-24

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="2"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="23"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text" value="0"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="0"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="0"/>
13.1302	Teacher Education - Art	<input type="text" value="0"/>
13.1303	Teacher Education - Business	<input type="text" value="0"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="12"/>
13.1306	Teacher Education - Foreign Language	<input type="text" value="7"/>
13.1307	Teacher Education - Health	<input type="text" value="0"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text" value="0"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text" value="0"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="2"/>
13.1312	Teacher Education - Music	<input type="text" value="9"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="4"/>
13.1315	Teacher Education - Reading	<input type="text" value="0"/>
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text" value="0"/>
13.1317	Teacher Education - Social Science	<input type="text" value="4"/>
13.1318	Teacher Education - Social Studies	<input type="text" value="0"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text" value="0"/>
13.1321	Teacher Education - Computer Science	<input type="text" value="0"/>
13.1322	Teacher Education - Biology	<input type="text" value="2"/>
13.1323	Teacher Education - Chemistry	<input type="text" value="2"/>
13.1324	Teacher Education - Drama and Dance	<input type="text" value="0"/>
13.1328	Teacher Education - History	<input type="text" value="0"/>
13.1329	Teacher Education - Physics	<input type="text" value="0"/>
13.1331	Teacher Education - Speech	<input type="text" value="0"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text" value="0"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="3"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text" value="0"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2023-24. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2023-24

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	1 <input type="text"/>
03	Natural Resources and Conservation	0 <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	2 <input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	5
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	11
24	Liberal Arts/Humanities	1
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	2
30	Multi/Interdisciplinary Studies	4
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	3
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	10
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	2
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	10
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	1
54	History	4

CIP Code	Academic Major	Number Prepared
99	<div>Other Specify:<div>Classics, Communication Disorders, Exercise Science</div></div>	<div>8</div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

Program Assurances

Note: This section is preloaded from the prior year’s IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

☐ Program does not prepare special education teachers

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

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

☒ Yes

☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

All teacher candidates enrolled in the Master of Arts in Education (MAE) Program at Truman State University are required to complete an action research project - or an equivalent research-based initiative- during their internship. Candidates are strongly encouraged to collaborate with their cooperating teachers and district administrators to develop research topics that address the specific needs of their school or district. As part of their graduation requirements, candidates must present their research findings, and they are encouraged to share these results with school and district personnel as a professional contribution to their internship experience. Each candidate publicly defends their research before peers and the MAE faculty. In accordance with requirements from the Missouri Department of Elementary and Secondary Education (DESE), Office of Educator Quality (OEQ), and Educator Preparation, all candidates must participate in the Missouri Educator Evaluation System (MEES), which serves as the

performance assessment for initial certification as a teacher, counselor, or librarian. Results are reported to DESE as part of the Annual Performance Report (APR). Faculty receive annual training from the Regional Professional Development Center to ensure consistency and inter-rater reliability in MEES evaluations. The MAE portfolio, submitted at the conclusion of the student teaching internship, requires candidates to reflect on MEES standards and submit corresponding artifacts. Two reflections specifically address culturally responsive teaching and the integration of technology. Student teaching evaluations incorporate feedback from cooperating teachers, candidates, and program supervisors, using the nine MEES quality indicators. These indicators align with APR measures and serve as a comprehensive performance assessment. Truman State University remains committed to offering teacher candidates robust pedagogical training and immersive field experiences, grounded in strong content knowledge. Since Truman does not offer an undergraduate education degree, all teacher candidates must hold a bachelor's degree, with content-specific degrees required for secondary programs. Most candidates earn their undergraduate degrees at Truman, where the Liberal Arts and Sciences curriculum supports broad, interdisciplinary learning - particularly beneficial for those pursuing Elementary and Special Education. Teacher candidates frequently earn multiple certifications and benefit from diverse field placements, including opportunities to work in rural settings. The growing English for Speakers of Other Languages (ESOL) population, driven by an influx of Congolese families in the Kirksville community, has provided many candidates with experience supporting non-native English speakers. Additionally, professional development in social justice and culturally responsive pedagogy ensures candidates are prepared to integrate these principles into their instructional planning and teaching practice.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in mathematics in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our efforts to expand non-traditional recruitment for future teachers yielded limited success. Although we received several applications, none of the candidates ultimately enrolled in the program. Overall enrollment numbers remained steady compared to previous years, despite a broader decline in enrollment trends at the university as a whole. We have initiated discussions with school districts that currently have—or are interested in developing —“grow your own” programs, with the goal of channeling their students into our teacher preparation pathways. In addition, we have informal agreements with a few districts to prioritize placing our Master’s students in teacher-of-record internships under provisional certification. However, the demand for teachers in these districts exceeds what we are currently able to meet, and placements are contingent on the availability and qualifications of our pre-service teachers, who are in high demand statewide. Our efforts to establish alternative certification pathways have faced administrative challenges and remain under development, especially in light of ongoing university restructuring.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

We continued to work directly in partnership with school districts. In these interactions, the school provided our students with insight into the teacher profession, resources and guidelines, and job applications. In addition, faculty from the university participated in the Northeast Missouri consortium events and worked directly with teacher-candidate mentors to better support their development through field experiences.

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

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in mathematics in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

The development of alternative certification pathways remains a work in progress, as we believe that the alternative certification approach offers the most effective way to supply teachers to meet school needs. Encouragingly, our initial efforts to engage directly with school districts have produced positive outcomes, and we plan to build on this momentum. This includes exploring opportunities to help shape "grow your own" program guidelines using the Initial Certification Master’s model we employ at Truman. Additionally, we aim to strengthen formal connections between our teacher candidates and local professional organizations, such as the NEMO Consortium for Mathematics Teachers.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in mathematics in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

We will continue to develop pathways that will enable teachers to meet the schools' needs, along with early partnerships with school districts. The goal is to review the curriculum to see if we can offer a middle school mathematics track for certification.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in science in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

☒ Yes

☐ No

2. Describe your goal.

Our efforts toward non-traditional recruitment of future teachers have met with limited success. While we received several applications, only one individual ultimately enrolled in the program—and as an expatriate currently teaching abroad, he is likely to return to the international teaching circuit. Nonetheless, our overall enrollment remained consistent with previous years, despite a broader decline in numbers. We have initiated discussions with school districts that currently have—or are interested in launching—“grow your own” programs, with the goal of supporting their students in completing teacher preparation through our program. Additionally, we have established informal agreements with a few districts to prioritize placing our Master’s students in teacher-of-record internships under provisional certification. However, the demand for teachers in these districts exceeds what we can currently supply, and placements remain contingent on the availability of our highly sought-after pre-service teachers. Our efforts to develop alternative certification pathways have encountered administrative challenges and remain under development, particularly in light of the ongoing university restructuring.

3. Did your program meet the goal?

☒ Yes

☐ No

4. Description of strategies used to achieve goal, if applicable:

We continued to work directly in partnership with school districts. In these interactions, the school provided our students with insight into the teaching profession, resources and guidelines, and job applications. In addition, faculty from the university participated in the NEMO consortium events and worked directly with teacher-candidate mentors to better support their development through field experiences.

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

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in science in 2024-25? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Our goal for designing alternative certification pathways is still in progress, as we see it as the most effective manner to provide high-quality teachers to satisfy the needs of schools. In addition to this, our initial success in establishing conversations with school districts directly has yielded positive results, and we intend to continue building on it, including considering helping shape grow-your-own program guidelines with the Initial Certification Master’s approach we use at Truman. Furthermore, we intend to establish more formal connections between our teacher candidates and local teacher organizations, such as the Northeast Missouri consortium for science teachers, including the use of university facilities for teachers’ professional development activities.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in science in 2025-26? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

The development of alternative certification pathways remains a key priority, as we view it as the most effective means to provide schools with high-quality teachers to address their staffing needs. Building on the positive The State of Missouri has approved the reintroduction of the General Science, 9-12 certification. A proposal will be submitted to the Department of Education in early fall 2025 to include both General Science, 9-12 and Middle School Science certifications. With the recent introduction of the new Environmental Sciences major at the university, more students will be positioned to successfully complete the Master’s of Education program with either a General Science or Middle School Science certification.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in special education in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We anticipate having four students in the cohort for 2024-2025, so we have increased our enrollment by one student for the past three years.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

We met that goal and will continue to maintain a small, steady increase annually.

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

The strategies used to achieve this goal are increasing advising meetings for undergraduates consistently to track pre-MAE special education focused undergraduates.

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in special education in 2024-25? If no, leave the next question blank.

☒ Yes

☐ No

8. Describe your goal.

The special education department consists of one full-time faculty member and one part-time faculty member. However, the part-time faculty will retire in the spring of 2025. The goal of the program will be to obtain additional faculty support or hire a new faculty member, along with increasing the number of students in the program. Strategies to meet this goal included creating a new position for a full-time, tenure-track opening that focuses on both special education and disability studies. The faculty search was robust but ineffective when an offer to hire was rejected. Steps to improve performance in meeting this goal may be revising the job description to be a non-tenure track instructor in place of what was currently created. Furthermore, the Special Education curriculum will be closely examined to determine if changes can be made to maintain quality while streamlining coursework.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in special education in 2025-26? If no, leave the next question blank.

☒ Yes

☐ No

10. Describe your goal.

Establish formal partnerships with 2-3 new school districts to create pathways from teacher preparation programs to employment in special education, including consideration of more full-year teacher of record positions for Special Education candidates completing their student teaching internship. A way to meet this goal is by offering more online options for introductory special education classes to meet the needs of non-traditional degree-seeking students.

Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2023-24\)](#)
- >> [Review Current Year’s Goal \(2024-25\)](#)
- >> [Set Next Year’s Goal \(2025-26\)](#)

Report Progress on Last Year’s Goal (2023-24)

1. Did your program prepare teachers in instruction of limited English proficient students in 2023-24?

If no, leave remaining questions for 2023-24 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

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

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

Review Current Year’s Goal (2024-25)

7. Is your program preparing teachers in instruction of limited English proficient students in 2024-25? If no, leave the next question blank.

- ☐ Yes
- ☒ No

8. Describe your goal.

Set Next Year’s Goal (2025-26)

9. Will your program prepare teachers in instruction of limited English proficient students in 2025-26? If no, leave the next question blank.

- ☐ Yes
- ☒ No

10. Describe your goal.

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson Other enrolled students	3			
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson All program completers, 2023-24	2			
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson All program completers, 2022-23	2			
PMO0075 -MEGA BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	4			
PMO0076 -MEGA CHEMISTRY Evaluation Systems group of Pearson All program completers, 2023-24	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0064 -MEGA EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	2			
PMO0049 -MEGA EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson Other enrolled students	17	270	17	100
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All program completers, 2023-24	22	273	22	100
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All program completers, 2022-23	29	263	29	100
PMO0073 -MEGA ELEMENTARY ED MULTI CONTENT SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	20	265	20	100
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson Other enrolled students	17	244	16	94
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All program completers, 2023-24	22	253	22	100
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All program completers, 2022-23	29	253	29	100
PMO0074 -MEGA ELEMENTARY ED MULTI CONTENT SUTEST II Evaluation Systems group of Pearson All program completers, 2021-22	20	256	20	100
PMO0007 -MEGA ELEMENTARY ED: ENGLISH LANG ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	267	15	100
PMO0008 -MEGA ELEMENTARY ED: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	279	15	100
PMO0009 -MEGA ELEMENTARY ED: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	267	15	100
PMO0010 -MEGA ELEMENTARY ED: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	15	261	15	100
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson Other enrolled students	1				
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson All program completers, 2023-24	12	255	12	100	
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson All program completers, 2022-23	8				
PMO0020 -MEGA ENGLISH Evaluation Systems group of Pearson All program completers, 2021-22	9				
PMO0082 -MEGA MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2				
PMO0082 -MEGA MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	7				
PMO0082 -MEGA MATHEMATICS Evaluation Systems group of Pearson All program completers, 2023-24	2				
PMO0082 -MEGA MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	5				
PMO0023 -MEGA MATHEMATICS Evaluation Systems group of Pearson All program completers, 2022-23	3				
PMO0023 -MEGA MATHEMATICS Evaluation Systems group of Pearson All program completers, 2021-22	7				
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All program completers, 2023-24	3				
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All program completers, 2022-23	1				
PMO0050 -MEGA MILDMODERATE CROSS CATEGORICAL SPECIAL ED Evaluation Systems group of Pearson All program completers, 2021-22	7				
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson Other enrolled students	2				
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson All program completers, 2023-24	9				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson All program completers, 2022-23	10	262	10	100
PMO0043 -MEGA MUSIC: INSTRUMENTAL AND VOCAL Evaluation Systems group of Pearson All program completers, 2021-22	7			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2023-24	4			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2022-23	5			
PMO0044 -MEGA PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2021-22	5			
PMO0063 -MEGA PROFESSIONAL KNOWLEDGE: SECONDARY Evaluation Systems group of Pearson All program completers, 2023-24	2			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2023-24	4			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2022-23	4			
PMO0071 -MEGA SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	15	257	15	100
PMO0037 -MEGA WORLD LANGUAGES: CHINESE-MANDARIN Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0039 -MEGA WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2023-24	4			
PMO0039 -MEGA WORLD LANGUAGES: FRENCH Evaluation Systems group of Pearson All program completers, 2021-22	2			
PMO0045 -MEGA WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
PMO0045 -MEGA WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2023-24	1			
PMO0045 -MEGA WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2022-23	5			
PMO0045 -MEGA WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2021-22	2			
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2022-23	1			

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2023-24	66	66	100
All program completers, 2022-23	73	72	99
All program completers, 2021-22	93	93	100

Low-Performing

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

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

- ☒ State
- ☐ CAEP
- ☒ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

☒ Yes

☐ No

b. use technology effectively to collect data to improve teaching and learning

☒ Yes

☐ No

c. use technology effectively to manage data to improve teaching and learning

☒ Yes

☐ No

d. use technology effectively to analyze data to improve teaching and learning

☒ Yes

☐ No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Truman candidates model and apply technology standards in design, implementation, and assessment in practice. Examination of the standards and indicators matrix indicates that technology is introduced early in the course sequence and affirmed throughout. Technology is addressed as an essential component of candidate preparation. Candidates are required to use a variety of technological devices, apps, and programs within instructional planning. Collaborative course activities require the use of the Brightspace learning management system. Technology integration is embedded throughout the curriculum and is aligned with the International Society for Technology in Education (ISTE) Standards for Educators. Candidates engage in coursework that includes the use of digital tools such as learning management systems, educational software, and content-specific applications to plan, deliver, and assess instruction.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

All MAE students are required to take ED 605G - Psychology of the Exceptional Learner. This is a survey course that addresses multiple special needs, including ESL learners. In addition, all MAE students take ED 389 - Foundations of Education, which addresses sociological issues in education, including bilingual/multilingual and special needs. Students are also required to take ED 603G - Academic Content Literacy and/or Management of Instruction classes, which address issues related to English Language Learning. Finally, all MAE students complete an 18-week internship where they work with students in their specialty areas in classrooms that regularly have students with special needs and English as a Second Language (ESL) needs. Students in teaching placements are supervised in those experiences. Candidates pursuing secondary area certifications in Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, and ESOL are required to take an additional literacy course that addresses instruction for English language learners (ESL) students. All students participate in trauma-informed training during their XXX 608 - Management of Instruction courses in each program. Truman does offer English as a Second Language (ESL) as an add-on certification option. The goal of professional ESOL preparation is to assist candidates in the teacher preparation program to gain the knowledge, theory, and pedagogical skills to meet the language and learning needs of ELL’s in K-12 schools.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Some candidates observe IEP meetings during their student teaching placements and may participate if appropriate. Candidates have the opportunity to observe an IEP meeting with their mentor teacher, and all candidates have access to student IEP data.

c. Effectively teach students who are limited English proficient.

All MAE students must take the beginning level sequence of a foreign language to fulfill either the BA (4 semesters) or BS (2 semesters) degree requirements. Language instructors primarily use a communicative teaching methodology that, because of its inherent focus on sharing and task-based language learning, creates a space of respect in the classroom, where each student often shares their different backgrounds and opinions in the target languages as they complete a vast range of grammar and vocabulary activities. Instructors measure intercultural competence in speaking assignments by using rubrics that are not only based on fluency, comprehensibility, and grammatical and vocabulary accuracy but also measure issues of pragmatics, such as knowing when to use formal vs. informal registers and being able to use appropriate language in a given context. These issues pervade our grammatical and linguistic instruction, no matter the topic at hand. All MAE students take ED 389- Foundations of Education, which addresses issues in education, including bilingual/multilingual and special needs. Students are also required to take ED 603G-Academic Content Literacy and/or Management of Instruction classes, which address English Language Learning issues. Students have an 18-week internship where they work with students who have special needs and those learning English as a second language (ESL). Candidates pursuing secondary area certifications in Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, and ESOL are required to take an additional literacy course that discusses instruction for ESL students.

2. Does your program prepare special education teachers?

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

All Special Education MAE students participate in an intensive professional development school in the fall semester with area schools. Students teach in this program and take classes that relate directly to the experiences they have in the field. During the spring semester, their internships last for 18 weeks and they effectively teach students with disabilities. The PDS and internship provide close supervision and feedback to help our candidates better meet the needs of students with disabilities. Students participate in IEP program teams during both of these experiences. In the PDS model, students participate in classes within a class as they do during their internship, where they also get experience working with ESL students. In SED 530-Psychology of the Exceptional Learner, students learn to effectively teach students who are LEP.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

As part of the pre-internship and internship experiences, Truman MAE students have opportunities to participate in IEP team meetings. They engage as active participants in the referral, evaluation, eligibility determination, and revision of plans for K-12 students throughout the special education process.

c. Effectively teach students who are limited English proficient.

All MAE students must complete a beginning-level foreign language sequence to satisfy degree requirements—four semesters for a BA and two for a BS. These courses support culturally responsive teaching by emphasizing communication-based methods that foster mutual respect and encourage students to share diverse perspectives in the target language. Language instruction integrates grammar and vocabulary with real-life tasks, while assessments of intercultural competence in speaking assignments include fluency, accuracy, and pragmatic skills such as appropriate register and context-sensitive language use—key elements embedded throughout instruction. Additionally, all MAE students take ED 389: Foundations of Education, which explores educational issues including bilingual/multilingual learners and students with special needs. Instructional Management courses further address English Language Learning, and all candidates complete an 18-week internship that includes experience with both ESL and special needs students. Candidates seeking certification in secondary fields—Mathematics, Sciences (Biology, Chemistry, Physics), History/Social Sciences, and ESOL—must also take an additional literacy course focused on instructional strategies for ESL learners.

Contextual Information

On this page, review the contextual information about your program, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

Students in the teacher preparation program at Truman State University are required by the Missouri Department of Elementary and Secondary Education (DESE) to pass a test in the appropriate content area to earn teacher certification. DESE also requires teacher candidates to pass the Missouri Education Evaluator System (MEES). The MEES focuses on the improvement of effective educational practices and the professional development of teachers, principals, and school superintendents. The MEES contains thirty-six Quality Indicators across nine standards. In the culminating clinical experience (student teaching internship), each of the nine standards will receive one score from the university supervisor and one score from the mentor teacher(s) and the combined score must be a minimum of a 42 in order for the teacher candidate to earn teacher certification. The MAE also utilizes several in-house assessments to evaluate candidate performance at various points in the program: 1. The department's Disposition Assessment is used in early and middle field experience placements, and in later placements as needed. 2. During the middle (ED 394) and late field experiences (XXX 608G), prior to the student teaching internship, the candidate's mentor teachers complete the Mentor Feedback Form. This form is based on the MEES rubric but is only utilized by the MAE program and is not reported to DESE. 3. The Culturally Responsive Teaching Reflection form is administered to teacher candidates enrolled in the late field experience course (XXX 608G - Management of Instruction), as well as at the conclusion of the student teaching internship. This form is used to determine the ways students believe they enact culturally responsive teaching practices in their field placements. 4. The Professional Development Plan is collected from students at the conclusion of their student teaching internship to identify areas of their professional practice or knowledge they have focused on during their internship, as well as to identify ongoing professional development needs. 5. The MAE portfolio is also administered at the conclusion of the student teaching internship, and students reflect on their practice, providing a supporting artifact for five of the nine standards identified in the MEES rubric. The five standards assessed in the portfolio represented areas for which the MAE faculty determined we did not already collect sufficient data from other sources.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Dr. Jocelyn Stevens

TITLE:

Education Department Chair

Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Charisse Hatfield

TITLE:

Certification Officer | Assessment Coordinator