



AAQEP REPORT

MAE: Truman State University September 2021

The Quality Assurance Report

MAE Faculty
wsm@truman.edu

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Introduction and Overview

Truman State University

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 name of the university changed two times, 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's goal was to provide a public institution that could compete with the nation's finest undergraduate liberal arts colleges. On July 1, 1996 the name was changed to Truman State University.

Truman State University is a rurally-located public university in [Kirksville](#), which is in the heart of northeast Missouri. Truman is committed to providing a [high-quality liberal arts and sciences education](#) to academically-talented students as defined by the [Admissions Office](#) (a holistic approach that includes performance in academics, improvement trends with grades, involvement in extra-curricular activities, leadership roles, and potential success) from across the state of Missouri, as well as from all parts of the world. Based on the academic caliber of its students, Truman State University is a [highly selective institution](#), as designated by the [Missouri Department of Higher Education & Workforce Development](#). The university has five schools: [Arts and Letters](#), [Business](#) (including a [nationally-recognized accounting division](#)), [Health Sciences and Education](#), [Science and Mathematics](#), and [Social and Cultural Studies](#).

Kirksville, the county seat of Adair County, is among the most populous cities in northeastern Missouri and accounts for 69.3% of the population of Adair County. The population of the town is 88.4% White, although there has been a recent influx of Congolese families leading to an increase in [racial diversity](#). Truman is the second-largest employer in the county after Adair Foods (Kraft-Heinz). Thirty-four percent of people live below the poverty line in Kirksville and Adair County has 23.9% of the [population living below poverty](#).

The student population consists of 4,939 undergraduate students and 292 graduate students across all programs. Truman's student body consists of 82.9% Missouri residents with the majority coming from St. Louis and Kansas City. There are 401 total international students and approximately 900 students from surrounding states. Truman's campus population is 79.2% White and 58.5% female. Truman has been called the "Harvard of the Midwest" based upon highly selective status with the Missouri Department of Higher Education, academic rigor, and the reputation of a Truman degree and has been ranked [number one for public schools in the Midwest region for 25 consecutive years](#) according to *U.S. News and World Report*.

The Master of Arts in Education (MAE)

Programs

The Education Department at Truman State University, which is housed in the [School of Health Sciences and Education](#), offers the Master of Arts in Education (MAE), a professional teaching degree with initial certification. The process of developing the professional program is marked by strong cooperation with the P-12 community and based on established education 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 education certification areas for Truman State University's MAE program.](#) There are thirteen areas for initial certification:

- Biology 9-12;
- Chemistry 9-12;
- Elementary 1-6;
- English 9-12;
- French K-12;
- Mathematics 9-12;
- Mild to Moderate Cross Categorical Special Education K-12;
- Music Instrumental K-12;
- Music Vocal K-12;
- Physics 9-12;
- Physical Education K-12;
- Social Science 9-12; and
- Spanish K-12.

Three areas are approved for add-on certification:

- English Language Learners K-12;
- Gifted Education K-12; and
- 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. (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. The MAE program graduated 89 students in 2018-2019, 80 students in 2019-2020, and 92 students in 2020-2021.

Table 1*Program Specification Table for AAQEP Accreditation*

Degree/Program Name and Level	State Certificate, License, Endorsement, or Other Credential	Number of Completers 2018-2019	Number of Completers 2019-2020	Number of Completers 2020-2021
Master of Arts in Education (MAE) – initial certification endorsements at master’s level only	<u>Initial Certifications</u>	89*	80**	90**
	Elementary 1-6	36	32	29
	Secondary 9-12			
	Biology	2	2	4
	Chemistry	1	2	0
	English	10	9	15
	Mathematics	3	2	3
	Physics	0	2	0
	Social Science	11	7	6
	K-12			
	French	1	0	2
	Music – Instrumental	4	9	11
	Music – Vocal	4	2	3
	Physical Education	6	3	5
	Spanish	5	1	6
	Special Education	6	9	6
		<u>Add-on Certifications</u>		
	Gifted K-12	0	0	0
	ESOL K-12	3	3	2
	Health K-12	0	0	0

Note. * Indicates that only one student earned an undergraduate degree from a different university. ** Indicates that no students earned an undergraduate degree from a different university.

The specific programs within the MAE have core requirements that are similar to one another, but include some flexibility designed to meet the needs of the particular discipline. For example, the special education program has a professional school model and all students complete their internships in the spring. The music program offers vocal and/or instrumental options for students that includes parallel but more specialized attention (Advanced Instrumental Conducting versus Advanced Choral Conducting, for example). The English program offers an MA in addition to the MAE and many students earn both degrees. The length of time that each program takes is dependent on the candidate’s particular program, interests, and undergraduate experiences (e.g., AP courses transferred, knowing as a freshman they want to enter the MAE). This variability is a challenge at times with recruitment, because a blanket statement does not describe the specific programs well.

Faculty

Special Education and Elementary Education are the only programs where the faculty are housed within the Education Department. All the other programs have faculty who have additional roles within their individual content departments. These dual roles can be time-consuming for those faculty who have a primary contract in the other departments, but the advantage is that the faculty bring content knowledge and pedagogical skills to the MAE. These dual roles also create strong communication and camaraderie among the departments as faculty and staff work together to understand individual programs and program requirements. We are fortunate that our Department Chairs, Deans, and colleagues in other departments are very supportive of the MAE program and work with the MAE to create positive experiences for our students and support our faculty.

Initial Certification

Truman is the sole public institution of higher learning in Missouri with initial certification only at the master's level. The structure of the program means that students must complete an undergraduate degree in a major of choice at Truman or another institution (students can also transfer to Truman prior to earning the bachelor's degree) and then pursue the MAE degree to meet state certification requirements. Truman MAE completers enter the workforce with a graduate degree, with an undergraduate degree in a discipline. That means that when our graduates earn their initial certification that do so with a depth of content knowledge that exceeds DESE's minimum expectations and, because they have an advanced degree, they are usually paid more than those with just an undergraduate degree. Our completers value this higher starting salary as a return for their investment in a graduate degree.

Implications of Geographic Location

Kirksville, the county seat of Adair County, is the most populous city in northeastern Missouri at 17,505 people according to the last census. Like many small communities, Kirksville enjoys a strong sense of community and the natural beauty of the area draws hunters and outdoors people from around the state. Unfortunately, there is a high level of poverty in Northeast Missouri, [with Adair County's rate at 23.9%](#). This surpasses the poverty rate of the City of St. Louis, which is 22.8%. Many of our candidates are from suburban areas of the state and the cultural differences they experience in the area rural schools provide opportunities to discuss culturally responsive teaching. For example, hunting is a favorite pastime in this area, and some schools will celebrate students' turkey and deer kills with bulletin board displays, which is a very different culture for some of our students. While the opportunities to discuss culturally responsive teaching relative to rural environments is a strength of our location, we struggle to provide meaningful opportunities for students to experience the realities of urban schools. We have had completers who want to live in the St. Louis or Kansas City areas, but have limited urban teaching experiences from which to draw, which can represent a significant challenge if they are employed in urban settings rather than the suburban settings from which many of our students come, or the rural setting from which we draw many of our candidates and in which they get many of their field experiences.

Field Placements. Due to our rural location most early and mid-level field placements are made in school districts with enrollments varying from less than one hundred students to just a few hundred. These include districts with one building housing K-12 for an entire county. Our students must drive to these smaller districts on two-lane state highways. If we have large numbers of students who need placements in English (for example), there are fewer opportunities in our local districts due to the size of the schools. The Field Experience Director tries to keep these early and mid-level placements within a thirty mile radius of Kirksville, but, at times, students are placed further. In addition, several of our Northeast Missouri districts have moved to a four-day week with Mondays reserved for professional development for teachers and staff. This model yields one less school day for our candidates to observe or teach. This particularly impacts undergraduate pre-MAE students as their non-education undergraduate majors provide less flexibility with courses and schedules since these majors are not obliged to accommodate public school calendars.

The internship placements (student teaching), too, can be challenging when trying to fulfill the placement requests students have, which we honor unless there are extreme circumstances. Some students request northeast Missouri placements, while others may return to their home areas which are three or four hours from Kirksville. Financial and time issues become critical topics as University Supervisors from MAE Faculty housed at Truman make travel arrangements and changes to teaching schedules to set observation times with the interns/student teachers and cooperating schools. Furthermore, some of the MAE programs hire adjuncts to supervise their interns and communication with supervisors can vary among programs and supervisors with the MAE.

Accreditation

Truman State University has been accredited since 1914 by the [Higher Learning Commission](#). Multiple undergraduate Truman State University programs are also [externally accredited by discipline-specific bodies](#) (e.g., music, chemistry, communication disorders). In fall 2016, the MAE at Truman received national recognition by the [Council for Accreditation of Educator Preparation \(CAEP\)](#). However, it is the [Missouri State Board of Education](#) that is charged with the accreditation approval of Educator Preparation Programs (EPPs) in Missouri and their individual certification areas based on [Missouri Standards for the Preparation of Educators \(MoSPE\)](#). All individual certification areas are approved by DESE and continuing accreditation is granted on an annual basis. [The Annual Performance Report \(APR\)](#) is compiled by DESE each year and consists of performance data measured to determine whether or not an individual certification area continues to meet state standards.

Overview of Candidates and Completers

Our candidates and completers are extremely competent and it can be difficult to find a ceiling for our measures at times. Our assessment data is almost always higher than state-reported averages on all measures and our reputation precedes us with our P-12 Partners who are highly complimentary of our completers. Reflective practice is the cornerstone of the MAE program and is woven into every component of our program including being modeled by MAE Faculty. Therefore, our candidates and completers tend to

refine their teaching frequently. Our completers stay in the field and often become leaders or administrators.

Despite the strengths of our candidates and completers, Truman does not have enough graduates to fill the needs of Missouri's education employment opportunities. Our graduation numbers are small in high-need areas such as science, math, and special education. In addition, elementary education is in the top five needs for the state as reported by DESE; however, our cohort is consistently only approximately 30 candidates. While elementary education is one of the largest MAE programs it is small when considering the state need. Further, we have very few minority students who are pursuing the MAE. The Truman undergraduate population includes only 13% minority students, which contributes to the low number of non-White completers because almost all of our MAE candidates attend Truman for their undergraduate degree.

Impact of COVID-19

Due to the pandemic, all courses (Spring 2020 and Summer 2020 semesters) moved to remote learning opportunities and not all faculty had online teaching training; although that was quickly addressed. Some candidates experienced financial strain, the stress of moving back home, not being face-to-face, and learning how to engage in remote learning. During this period of time, DESEn waived MEES performance evaluations, MoCA content testing, and the required number of hours for student teaching internships in the spring of 2020. The MAE waived the professional development plan and professional disposition rubric for spring 2020. As a result we do not have data from spring of 2020 for most of our measures. While there were challenges, our recent programmatic focus on technology helped with the transition for our students who were enrolled in their internship during the spring 2020 semester. Several candidates reported supporting their grade-level teachers/mentors with technology for remote learning. Faculty and students exhibited flexibility and growth mindset to provide excellent learning opportunities during this crisis.

Summary

The MAE Program enjoys the benefits of high-performing students due to the nature of the highly-selective designation for admissions. The structure of the MAE Program means that our completers have strong content knowledge foundation and the professional and pedagogical knowledge to be effective educators. The Northeast Missouri area presents various joys and challenges due to our rural location. While we are continually striving to improve our program in service to Missouri's schools and students, we are proud of the program we have created and the educators we have helped to prepare.

Section 1. The Case for Standard 1: Candidate/Completer Performance

Truman State University MAE completers are highly sought-after in and beyond Missouri because they possess the skills, knowledge, and dispositions necessary to support success for all learners, through a professional teaching degree that exceeds the Missouri Department of Elementary and Secondary Education (DESE) accreditation and certification requirements. Truman does not offer an undergraduate degree in education and instead endorses candidates for initial certification only at the master's level. The majority of MAE program candidates are from TSU's undergraduate programs and thus are grounded by a strong liberal arts and sciences foundation.

The MAE program has a ~95% placement rate for employment within six months of graduation and graduates are highly-sought-after for teaching positions. Consistent feedback from P-12 partners indicates that program completers are well-prepared for the various professional responsibilities an educator must fulfill.

1a: Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.

MAE completers are prepared with the content, pedagogical, and professional knowledge relevant to the certification area(s) for which they are endorsed by Truman State University. Numerous direct and indirect measures demonstrate the various types of knowledge Truman graduates possess. These measures include DESE-required measures, including GPAs, the Missouri Content Assessment (MoCA), the Missouri Educator Evaluation System (MEES), and the First-Year Teacher Survey Questionnaire (FYTSQ), the Principal of First-Year Teachers Survey Questionnaire, and Truman measures, such as the coursework students complete to earn their content-specific undergraduate degrees and the MAE coursework, Professional Disposition Rubric, Portfolio, Graduate Studies Exit Questionnaire (GSEQ), and Professional Development Plans (PDPs).

Measures Required by DESE

GPAs

While GPAs may not be a universally precise measure, they are often helpful indicators of how thoroughly a student has mastered the requisite course content. DESE requires certification candidates to meet particular [GPA thresholds according to category of knowledge](#): overall, pedagogical, and content. Pedagogical courses consist of the core education coursework that, with some small exceptions by content area, all MAE students are required to take. Content courses are specific to the MAE programs and are grounded in the disciplines and, at the graduate level, candidates complete advanced content knowledge courses. Further, all Truman certification areas [exceed minimum DESE content area requirements](#). Taken together, these [GPA measures](#) demonstrate that Truman completers have strong content, pedagogical, and professional knowledge. DESE requires that students

earn a 3.0 GPA in approved content courses and a 3.0 in approved professional courses as a component of certification.

Other DESE Required Measures

Missouri Educator Evaluation System (MEES). The MEES is a required assessment for all Missouri intern candidates. Successful performance on the MEES demonstrates that completers have the requisite content, pedagogical, and professional knowledge to be effective educators. All Truman MAE completers have successfully not only passed the MEES assessment but the [mean scores for every standard](#) have consistently far exceeded both the minimum and higher target scores. Truman completers' scores on the MEES assessment offers additional evidence that our completers have the content, pedagogical, and professional knowledge relevant to the credential sought. A total score of 42 on the MEES (from both the mentor and university supervisor's ratings) is required for the intern candidate to earn certification.

Missouri Content Assessments (MoCA). The [MoCA assessments](#) must be completed and passed by the candidate to be recommended for certification and measures both content and pedagogical knowledge. One hundred percent (100%) of Truman students passed the MoCA in the 2018-2019 and 2019-2020 academic years and 97.8% (all but two students) passed in the [2020-2021](#) academic year. A minimum score of 220 is required on this measure to earn certification in Missouri.

First-Year Teacher Survey Questionnaire. The First-Year Teacher Survey Questionnaire is a state-mandated measure designed to assess how well a completer, at the end of their first year of teaching, feels they were prepared by their EPP. Completers consistently report feeling well prepared with respect to content, pedagogical, and professional knowledge. Almost all of the completers (96%) from 2021 who responded to the survey agreed (28%) or strongly agreed (68%) that Truman prepared them well in their content area. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire. The Principal of First-Year Teachers Survey Questionnaire is a state-mandated measure designed to assess how well a principal believes a given teacher, at the end of their first year of teaching, has been prepared by their EPP. Confirming our completers' evaluations on the parallel measure, principals also consistently rate our completers as being well prepared with respect to content, pedagogical, and professional knowledge. The data from 2021 demonstrated that 89% of principals who responded to the survey agreed (36%) or strongly agreed (53%) that Truman prepared their first-year teacher well in their content area. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Measures Required by Truman

Undergraduate Degree and Truman MAE Curriculum Matrix/MAE Coursework

The overwhelming majority of Truman MAE candidates attended Truman as undergraduates (all but two over the past three academic years) and, with the exception of elementary and special education completers, [all MAE completers have a baccalaureate degree in the content area or related field for which they seek certification](#). As a result, completers have a depth of content knowledge that far exceeds state minimum requirements. Further, all MAE students complete at least 12 graduate hours in the teaching content specialty.

Professional Disposition Rubric

In 2018, the MAE faculty adopted a [professional development rubric](#) to be used to evaluate all candidates enrolled in courses that included clinical experiences (i.e., ED 388, ED 394, XXX 608G, ED 609G, and additional courses as desired by individual professors). Professionalism, collaboration, and teacher/student interactions are measured using this rubric, with self-evaluations conducted by the students, and mentor and University Supervisor evaluations completed for each candidate as well (except for students enrolled in ED 388 as they do not have a mentor). The scores indicate that candidates demonstrate professional knowledge during clinical experiences.

Portfolio

The portfolio further demonstrates that MAE completers possess content, pedagogical, and professional knowledge relevant to the certification area they seek. Intern candidates wrote reflections and provided an artifact as evidence that they meet the nine [MEES Standards](#) in the Portfolio. The portfolio examples used in this report include the names of the interns they indicated that this information could be shared. Beyond demonstrating that they understand the central concepts of the discipline, structure, and tools of inquiry (Standard 1), interns indicated professional knowledge with our two foci--technology and social justice. Pedagogical knowledge is addressed in the majority of the standards (2, 3, 4, 5, 6, and 7). Professionalism is addressed in Standard 8 and Professional Collaboration is addressed in Standard 9. Faculty [evaluations of the portfolio](#) indicated a majority of the candidates provided reflections and artifacts that met the standards. The Department Chair [contacted students](#) who were missing pieces of evidence or shared if something did not align and why upon reviewing all of the portfolios. In addition, the Department Chair asked permission for exemplars, which we combined to make a [sample portfolio](#) for the next interns. (Any identifying information on the exemplars is included with student permission.)

Graduate Student Exit Questionnaire (GSEQ)

When asked the extent to which the graduate program aided graduates in the development/enhancement of content knowledge, 97% of completers who responded to the survey indicated that they highly (32%) or very highly (65%) believed the MAE contributed to their content knowledge. Other areas related to professional knowledge were also rated highly or very highly, such as writing skills (50% and 32%, respectively), oral presentation skills (32% and 51%, respectively), and professional ethics (20% and 79%, respectively).

Professional Development Plans (PDPs)

All intern candidates set professional development goals at the beginning of their internship and at the end of their internship they submit a summative evaluation of the progress made towards those goals through the PDP. The MAE Assessment Committee's [analysis of the content of these PDPs](#) has indicated that students set and meet professional development goals related to content, pedagogical, and professional areas. While individual goals vary, all intern candidate goals are related to content, pedagogical, and or professional knowledge and all candidates make progress towards meeting those goals.

1b: Learners, learning theory including social, emotional, and academic dimensions, and application of learning theory.

MAE completers possess knowledge about learners and learning theory and apply that social, emotional, and academic knowledge in their practice. Sources of evidence that demonstrate how Truman candidates and completers meet this aspect of Standard 1 can be divided into two categories: knowledge acquisition and knowledge application.

Knowledge Acquisition

The interaction of the GPAs Truman candidates and completers earn through the grades received in their MAE coursework demonstrates that the MAE adequately provides several opportunities for candidates to acquire knowledge of how learners learn in social, emotional, and academic dimensions.

GPAs

GPAs provide one piece of evidence that supports the claim that Truman candidates and completers acquire the requisite knowledge related to learners and learning theory, and the 3.00 minimum Professional GPA standard required by DESE is the GPA measure that demonstrates this most directly.

Truman MAE Curriculum Matrix/Pre-MAE and MAE Coursework

As detailed on the [Truman Curriculum Matrix](#), candidates are presented information about learners and learning theories in several courses:

- ED 389: Foundations of Education—candidates demonstrate knowledge of philosophical and educational theories.
- ED 393: Clinical Experiences in Teaching—candidates demonstrate knowledge of present theories of learning and question the functions and characteristics of various models of teaching.
- ED 593: Psychological Foundations of Education—candidates demonstrate an appropriate understanding of human development as it applies to teaching, including cognitive, emotional, social, moral, and physical development. Students also demonstrate an appropriate understanding of learning and learning to learn.
- ED 605G: Psychology of Exceptional Children—candidates develop understanding of the similarities and differences in human development, including how individual

instruction and learning styles differ among individuals with exceptionalities. Students further describe various instructional strategies utilized in the classroom to meet the needs of individuals with exceptionalities in a diverse society.

Knowledge Application

Equally as important as acquiring the requisite knowledge is providing candidates multiple opportunities to apply that knowledge in the classroom. The MAE provides several opportunities for candidates to apply their knowledge of learners and learning theory in the classroom and several data sources support the claim that Truman candidates and completers meet this aspect of Standard 1.

Clinical Field Placements

- [ED 394](#): Experiences in Classroom Teaching--students complete a 45-hour placement in this course and demonstrate an elementary knowledge of present theories of teaching/learning.
- [XXX 608G](#): Management of Instruction--in the field placements that accompany these content-specific courses candidates connect theory and practice.

MEES

All Truman MAE completers have successfully not only passed the MEES assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Standard 2 of the MEES investigates completers' abilities to meet students' learning needs, growth and development. [MEES](#) performance data demonstrates that all Truman completers apply their knowledge of how students learn, develop, and differ in their approaches to learning.

Portfolio

The MAE portfolio provides additional evidence that Truman intern candidates apply their knowledge of how students learn, develop, and differ in their approaches to learning through self-reflections and at least one artifact to support their reflection. Here is one [example](#) from the portfolio.

First-Year Teacher Survey Questionnaire (FYTSQ)

In the category of student learning, growth and development on the survey, 93% of 2020-2021 completers agreed (38%) or strongly agreed (55%) that they were prepared to design lessons that included differentiated instruction and 94% agreed (47%) or strongly agreed (47%) that they were prepared to create lesson plans to engage all learners. However, 78% agreed (50%) or strongly agreed (28%) that they were prepared to implement instruction based on a student's IEP, 66% agreed (42%) or strongly agreed (24%) that they were prepared to modify instruction for gifted learners, and only 47% agreed (28%) or strongly agreed (19%) that they were prepared to modify instruction for English language learners. The particular needs of students with IEPs, gifted learners, and English language learners represent areas of attention for the MAE program. (Please consult the [summary](#)

[document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

The principals' ratings of our 2020-2021 first-year completers largely align with their self-evaluations. Regarding preparation to design lessons that included differentiated instruction, 82% of principals agreed (46%) or strongly agreed (36%) that completers were prepared to do so and 81% agreed (42%) or strongly agreed (39%) that Truman completers were prepared to engage all learners. The principals also rated our completers similarly with respect to modifying instruction for gifted learners, with 64% of principals either agreeing (47%) or strongly agreeing (17%) that they were prepared. Interestingly, principals rated our 2020-2021 completers more highly than the completers rated themselves regarding their preparation to implement instruction based on a student's IEP, with 86% agreeing (57%) or strongly agreeing (29%) that the completers were prepared, and 54% either agreeing (45%) or strongly agreeing (17%) that our completers were prepared to modify instruction for English language learners. While it is encouraging that principals rate our completers as being more prepared than they feel they are themselves, these areas still represent areas of growth for the MAE program. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

MAE Completers Survey

Completers in both [2017-2018](#) and [2018-2019](#) reported that they felt well prepared to create effective lesson plans to deliver quality instruction. They reported that they were well prepared to create differentiated lessons based on students' needs.

Ic: Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning.

Culturally responsive practice is of critical importance to the MAE program. So much so that it has become a central focus of Education Department faculty professional development in recent semesters and we have intentionally examined where themes related to culturally responsive practice are embedded into our coursework. Further, we have developed and continue to refine a Social Justice Disposition Rubric with the aim of helping students identify areas in need of growth as well as those in which they excel with respect to social justice issues and their applications in the classroom. While we are always working to improve how we prepare candidates for culturally responsive practice, several sources of evidence support our claim that our candidates and completers value and employ culturally responsive teaching practices.

Undergraduate Degree

The core liberal arts requirements of the Truman undergraduate degree includes the Social Perspective. Students must complete nine credits from at least two departments (prefixes) from the list of courses approved for the Social Perspective. From the [Truman Catalog](#):

Through the Social Perspective, students:

1. Explain social institutions, structures, processes within one's own culture or across a range of historical periods and cultures;
2. Develop and communicate hypothetical or causal explanations for individual human behaviors in the large-scale historical or social context;
3. Explain what constitutes evidence in the social sciences or history and how social scientists or historians utilize empirical observations for drawing inferences and conclusions;
4. Draw upon the social sciences or history to evaluate contemporary social problems;
5. Apply critical thinking skills and analytical capabilities in the social sciences or history
6. Describe and analytically compare social, cultural, and historical settings and processes other than one's own;
7. Articulate the interconnectedness of people and places around the globe.

Also included as a requirement of all Truman undergraduate degrees is the Intercultural Perspective Requirement. Through this requirement students:

1. Have a greater knowledge and appreciation of cultural diversity through the study of other cultures, as well as their own;
2. Are critical and self-reflective, developing an understanding of how culture influences behavior, and in turn, how cultural differences impact intercultural interactions; and
3. Have an awareness of the political and social aspects of culture and cultural diversity, and an awareness that intercultural consideration allows one to transcend (but not erase) cultural and ethnic differences.

Truman MAE Curriculum Matrix/MAE Coursework

As detailed on the [Truman Curriculum Matrix](#), candidates are presented information engage topics related to culturally responsive practice in:

- ED 388: Exploratory Field Experiences- candidates demonstrate a general knowledge of working with diverse student populations including students with special needs/abilities, explore the complexity of diversity within a global society and within the classroom, and gain an appreciation for the diversity of children in the classroom.
- ED 389: Foundations of Education- candidates demonstrate knowledge of the social foundations of education, which includes diversity and equity in schools both historically and in contemporary times.
- ED 393: Clinical Experiences in Teaching- candidates gain an appreciation for the diversity of children in the classroom.
- ED 394: Experiences in Classroom Teaching- candidates gain an appreciation for the diversity of children in the classroom.

- ED 593: Psychological Foundations of Education- candidates demonstrate an appropriate understanding of diversity in culture, ethnicity, intellectual ability, learning style, and gender.
- ED 605G: Psychology of Exceptional Children- candidates create an instructional strategies portfolio that encourages critical thinking and problem solving to meet the unique needs of diverse exceptional learners in their classroom.
- XXX 608G: Management of Instruction- candidates in these content-specific classes engage this aspect of standard 1 through the use of and reflection on the Social Justice Disposition Form employed during the clinical experience part of this class. Course content is also devoted to issues of social justice and culturally responsive pedagogy.

GPAs

[GPA](#)s provide one piece of evidence that supports the claim that Truman candidates and completers acquire the requisite knowledge related to culturally responsive practice, and the 3.00 minimum Professional GPA standard required by DESE is the GPA measure that demonstrates this most directly. The Overall GPA, which includes courses taken to satisfy the Social Perspective provides further evidence.

Clinical Field Placements

While students are not placed in clinical experiences with the sole purpose of gaining experience observing and teaching in culturally responsive ways, the use of our [social justice disposition rubric](#) in those experiences provides this lens for every clinical experience.

MEES

Successful performance on the MEES demonstrates that candidates understand and can demonstrate culturally responsive practice. All Truman MAE completers have successfully not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on Standard 2 of the MEES assessment, for which candidates must demonstrate understanding of students' languages, family, culture, and community needs, and Standard 6 of the assessment, for which candidates must demonstrate evidence of culturally and linguistically appropriate communication, offers additional evidence that our completers understand and can demonstrate culturally responsive practice.

First-Year Teacher Survey Questionnaire (FYTSQ)

In the category of effective communication on the survey, 97% of [2020-2021](#) completers agreed (36%) or strongly agreed (61%) that they were prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

Principals of [2020-2021](#) first-year completers overwhelmingly indicate that our completers are prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities, with 89% agreeing (50%) or strongly agreeing (39%) that they were prepared. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

MAE Completer Survey and Focus Group

In the [2017-2018 survey](#), only 50% of completers reported that they felt they had been prepared for culturally responsive teaching. The follow up focus group interviews also revealed that completers lacked a consistent definition of what culturally responsive teaching entailed. This area of need became the focus for Education Faculty professional development and intentional incorporation of culturally responsive concepts were embedded into curriculum, rubrics, and student professional disposition rubrics. The 2018-2019 Completer Survey included the same question regarding preparedness for culturally responsive teaching and 91% of those who responded felt prepared or thoroughly prepared. Follow up focus group interviews explored additional ways completers defined diversity to understand student populations, cultures, and assets in order to make connections to support learning. Participants shared the positive impact multiple clinical experiences shaped abilities to teach in response to diverse student groups and needs.

Social Justice Rubric

The [social justice rubric](#) was a pilot in Spring 2021 in ED 608G and ED 609G (both of which have graduate clinical experiences), which we implemented to raise awareness of culturally responsive practice. Based upon survey results from the University Supervisors, mentors, and students who responded, the rubric needed adjustments. The Advisory Board met and reviewed the rubric and the information from our surveys. They all agreed that we should continue with some kind of measure. Dr. Jones and Dr. Miner taught a clinical class ED 618G during the summer and ED 618G students helped to revise the [rubric](#), which was implemented during their ED 618G clinical component. Data collection was informal with a discussion about the use of the new form. Faculty agreed to use the new form as a pilot in F2020; however, we agreed that we need to clarify examples and expectations to inform our practice and increase our students' abilities to engage in culturally responsive practice.

Portfolio

The portfolio was a pilot in Spring 2021. Interns were asked to reflect upon social justice in any of the Standards on the MEES. We left it open for them to choose, because we were not sure where they would have examples of social justice. During the faculty review of the portfolio reflections and artifacts, faculty identified which standard students wrote their social justice reflection. Exemplars were highlighted and the Department Chair asked those students if we could share their reflections with future students in a sample portfolio. Everyone said yes and most asked if their names could stay on the reflections. One of our adjunct faculty who reviewed portfolios wrote this comment about this intern's [reflection](#):

The individual recognized the importance of community and let students express their desire to talk about their community. Excellent honoring social justice. During our Fall 2021 retreat, we are going to focus on the portfolio and the social justice rubric.

1d: Assessment of and for student learning, assessment and data literacy, and use of data to inform practice.

Professional GPA

All MAE students are required to take [ED 601G](#): Measurement and Assessment, which focuses on all aspects of this aspect. In addition, they apply what they have learned in this course to their clinical experience in their internship as this course is required prior to that experience. In addition, data used to inform practice is the cornerstone of the MAE research that is conducted in either [ED 632G](#) or [ED 681G](#) depending on students' MAE program. In Clayton, students are expected to share their research with the faculty to make changes to their programs as appropriate.

MEES

Successful performance on the MEES demonstrates that candidates can appropriately assess of and for student learning and use that to inform their practice. All Truman MAE completers have successfully not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on Standard 7 of the MEES assessment, which assesses intern candidates' formative and summative assessment strategies and uses that assessment data to plan and inform practice, offers additional evidence that our completers understand and can implement assessments of and for student learning.

First-Year Teacher Survey Questionnaire (FYTSQ)

Three items on the FYTSQ in the category of Student Assessment and Data Analysis offer compelling support for the claim that Truman completers are able to effectively use assessment of and for student learning. Ninety-five percent of [2020-2021](#) completers agreed (40%) or strongly agreed (55%) that they were prepared to develop assessments to evaluate learning and 92% agreed (38%) or strongly agreed (54%) that they were prepared to use assessments to evaluate learning. The overwhelming majority of 2020-2021 completers were prepared to analyze assessment data to improve instruction, with 85% either agreeing (38%) or strongly agreeing (47%) that they were prepared. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

Three parallel items on the principal's questionnaire in the category of Student Assessment and Data Analysis offer further support for the claim that Truman completers are able to effectively use assessment of and for student learning. Eighty-two percent of the principals of [2020-2021](#) completers who responded to the survey agreed (50%) or strongly agreed (32%) that they were prepared to develop assessments to evaluate learning and 89% agreed (49%) or strongly agreed (40%) that they were prepared to use assessments to evaluate learning. Further, 77% of principals of 2020-2021 completers agreed (46%) or strongly agreed (31%) that completers were prepared to analyze assessment data to improve instruction. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

MAE Completer Survey

Completers from [2018-2019](#) reported that they were 100% very prepared or prepared to use formative assessment data to make informed instructional decisions. Eighty-eight percent were very prepared according to the 2017-2018 completers. When examining summative data, 92% of completers from 2018-2019 felt very prepared/prepared and 75% from 2017-2018.

1e: Creation and development of positive learning and work environments.

The creation and development of positive learning and work environments contributes to the longevity of teachers in the field of education and to providing supportive and welcoming classrooms and schools for teachers and students.

Professional Disposition Rubric

In the collaboration section of the [rubric](#), students, mentors and University Supervisors tended to score a '3' (the highest rating) for these sections in all classes. Despite the fact that all students score very well on this measure, we have found that on-site mentors award students higher scores, even when the scores of university faculty and students' own self-assessment is lower. The University Supervisor and student self-assessment scores align nearly 100% of the time. The generous scoring from mentors may partially reflect gratitude for the unpaid assistance of MAE students instead of a pure reflection of students' actual professional dispositions. However, mentors spend far more classroom time with students in the classroom than university faculty and the MAE Program is inclined to yield to mentors' judgment on this issue.

MAE Completer Survey and Focus Groups

The completers from [2017-2018](#) who participated in the survey reported that they felt the least prepared in the areas of classroom management, culturally responsive teaching, and establishing and maintaining a positive learning environment to support diverse student populations. However, when the participants were questioned further during the focus

groups, participants reported they could meet the challenges of teaching diverse students as a result of the various clinical experiences with mentor support prior to teaching full time.

One hundred percent of the 2018-2019 completers reported being prepared or thoroughly prepared on the following items:

- Establish and maintain effective working relationships with colleagues to collaborate,
- respectfully accept constructive criticism from supervising administrators, and
- demonstrate strong rapport with students from diverse backgrounds.

Other areas of strength in which [ninety-one percent of participants \(11 of the 12\)](#) reported being prepared or thoroughly prepared are as follows:

- Classroom management to serve current student populations
- Culturally responsive teaching
- Establishing and maintaining a positive learning environment to support diverse learners
- Collaborating effectively with mentors and colleagues, maintaining focus on student success
- Addressing problems professionally with adequate resources and supports

In a follow-up study of survey participants, focus group participants expressed strong professional collaboration skills with the ability to network support among colleagues to problem solve ways to meet diverse student needs.

MEES

Successful performance on the MEES demonstrates that candidates create a positive classroom environment. All Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on Standard 5 of the MEES assessment, which assesses intern candidates' understanding of individual and/or group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation, demonstrates that they can create and develop positive learning and work environments.

First-Year Teacher Survey Questionnaire

Truman completers create and develop positive learning environments for their students and work collaboratively with colleagues to create and develop positive work environments that support student learning. In Standard 5, the category of Positive Classroom Environment on the survey, 97% of 2020-2021 completers agreed (25%) or strongly agreed (72%) that they were prepared to foster positive student relationships. In Standard 9, Professional Collaboration, 98% of [2020-2021](#) completers agreed (39%) or strongly agreed (59%) that they were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

Principals of [2020-2021](#) first-year teachers offer further support that Truman completers create and develop positive learning and work environments, with 89% agreeing (33%) or strongly agreeing (56%) that they were prepared to foster positive student relationships and 88% agreeing (46%) or strongly agreeing (42%) that Truman completers were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

If: Dispositions and behaviors required for successful professional practice.

Dispositions and behaviors required for successful professional practice are paramount for future educators and a cornerstone of the MAE mission statement of engaging in reflective practice. All of our core MAE courses and discipline-specific education courses focus on reflective practice at both the undergraduate and graduate level. Reflection is essential to improve practice. In addition, we know that anyone can teach if they have the skills to be a teacher; however, the dispositions make such a difference in whether or not they keep employment, are a valued member of the education profession, and enhance the reputation of Truman State University.

Professional Disposition Rubric

The [Professional Disposition Rubric](#) measures students' dispositions and behaviors in early clinical experiences—ED 388 and ED 394. The assessment is on hand for XXX 608G and ED609G as needed; however, we have rarely found the need for the rubric at that stage unless a student is struggling. Our expectation is that students will possess those skills by that time. Mentors, University Supervisors, and students complete that form in ED 388 and ED 394. Since the implementation of the form, the majority of students score highly on all measures of the disposition.

MEES

Successful performance on the MEES demonstrates that candidates possess the disposition and behaviors required for professional practice. All Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores.

MAE Completer Survey and Focus Groups

From the two years that we collected data, results indicate that participants felt most prepared for exhibiting professional dispositions, collaborating effectively with mentors and

colleagues while maintaining focus on student success and participating in school and community events to support student outcomes (2017-2018 completers). They reported being prepared to create effective plans to deliver quality instruction, establishing and maintaining effective working relationships with colleagues to collaborate respectfully, accepting constructive criticism from supervisors, and addressing problems professionally. The [2018-2019 completers](#) reported that they felt thoroughly prepared to establish and maintain effective working relationships with colleagues to collaborate, respectfully accept constructive criticism, demonstrate strong rapport with students from diverse backgrounds, Other areas of strength in which ninety-one percent of participants or eleven out of twelve respondents ranked as prepared or thoroughly prepared are as follows---using technology, prepared with classroom management, aligning instruction with content knowledge, creating effective lesson plans for quality instruction, culturally responsive teaching, using research-based strategies to encourage students' critical thinking and problem-solving skills, using data to drive instruction, establishing and maintaining a positive learning environment to support diverse learners, creating differentiated lesson plans based upon students' needs, exhibiting professional dispositions, collaborating effectively, designing their own professional develop plans as reflective educators and addressing problems professionally with adequate resources and supports.

Table 2

[Evidence in Support of AAQEP Standard 1](#)

Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective /Source
1a. Content, pedagogical, and/or professional knowledge relevant to the credential or degree sought.	MoCA	Direct	In Use	Candidate, DESE
	Content GPA	Direct	In Use	Candidate, DESE
	Professional GPA	Direct	In Use	Candidate, DESE
	Overall GPA	Direct	In Use	Candidate, DESE
	Professional Disposition Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year	Direct	In Use	P-12 Partner, Employers, DESE

	Teachers Survey Questionnaire	Indirect	In Use	Candidate
	Undergraduate Degrees and Truman MAE Curriculum Matrix/MAE Coursework Portfolio	Direct	In Use	Candidate, MAE Faculty
	Graduate Student Exit Questionnaire	Direct	In Use	Candidate, Graduate Studies Office
	Professional Development Plan	Direct	In Use	Candidate, P-12 Partner, MAE Faculty

Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
1b. Learners, learning theory including and application of learning theory.	Professional GPA	Direct	In Use	Candidate, DESE
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partner, Employers, DESE
	Portfolio	Direct	In Use	Candidate, MAE Faculty
	Overall GPA	Direct	In Use	Candidate, DESE
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
1c. Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE

impact of language acquisition and literacy development on learning.	Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partner, Employers, DESE
	Undergraduate Degree Portfolio	Indirect	In Use	Candidate
	MAE Completer Survey	Direct	In Use	Candidate, MAE Faculty Completers, P-12 Partner, Employers
	MAE Completer Focus Group	Direct	In Use	Completers
	Truman MAE Curriculum Matrix/MAE Coursework	Indirect	In Use	Candidate
	Social Justice Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty
	Professional GPA	Direct	In Use	Candidate, DESE
	Overall GPA	Direct	In Use	Candidate, DESE

Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
Id. Assessment of and for student learning, assessment and data literacy, and use of data to inform practice.	Professional GPA	Direct	In Use	Candidate, DESE
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partner, Employers, DESE
	MAE Completer Survey	Direct	In Use	Completers P-12 Partner Employers
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
Ie. Creation and development of positive learning and work environments.	Professional Disposition Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE

	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partner, Employers, DESE
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
	MAE Completer Focus Group	Direct	In Use	Completers
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
If. Dispositions and behaviors required for successful professional practice.	Professional Disposition Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
	MAE Completer Focus Group	Direct	In Use	Completers

Section 2. The Case for Standard 2: Completer Competence and Growth

MAE program completers engage in coursework and clinical experiences that prepare them to work in diverse contexts. While some completers find employment worldwide, graduates are primarily employed in Missouri and numerous data sources point to successful performance in their respective schools. Program completers engage in professional practice in educational settings and demonstrate that they have the skills and abilities to do so in a variety of settings and community/cultural contexts. For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments. Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers.

2a: Understand and engage local school and community cultures, and communicate and foster relationships with families/guardians/caregivers in a variety of communities.

MAE students have a broad range of opportunities to work and learn in NEMO's schools and communities, as well working with families during their internships in a variety of districts.

Advisory Board

In order to help the MAE program understand and engage these local and community cultures, we have developed and maintained the MAE Advisory Board ([see Section 3c](#)). The Advisory Board provides feedback to the MAE program on our candidate's preparation and performance, on measures intended to evaluate that performance, and assists with planning for the future of the program. The Board provides direct communication from their school communities which is invaluable to the MAE program.

First-Year Teacher Survey Questionnaire

First-Year Teacher Survey Questionnaire data demonstrates that completers are prepared to collaborate with parents to support student learning, [with 88% of 2020-2021](#) completers indicating that they agreed (58%) or strongly agreed (30%) with that statement and 100% agreed (37%) or strongly agreed (63%) that they were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

[The principals of 2020-2021 first-year teacher completers](#) further support the claim that Truman completers understand and engage local school and community cultures and foster relationships with families. Ninety-one percent of principals agreed (58%) or strongly agreed (26%) that our completers were prepared to collaborate with parents to support student learning and 88% agreed (46%) or strongly agreed (42%) that they were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

MAE Completer Survey

The 2017-2018 completers reported 100% were well prepared or prepared to participate in school and community events to support student outcomes. [Eighty-three](#) percent of the 2018-2019 completers reported that they were well prepared or prepared on a scale of 1-4 to participate in school and community events to support student outcomes. Seventeen percent of participants ranked themselves less prepared with scores of 1 or 2 on a scale of 1-4.

MEES

Successful performance on the MEES demonstrates that candidates understand and engage local school and community cultures and communicate and foster relationships with caregivers. All Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on [Standard 9 of the MEES assessment](#), which assesses intern candidates' capacity to engage in professional collaboration with colleagues and build, maintain, and seek out positive, appropriate relationships with caregivers all in support of student learning, offers specific support that our completers meet this aspect of Standard 2.

Portfolio

Review of portfolio pilot data indicates that the majority of interns effectively communicated with families and enjoyed good working relationships with families, students, colleagues, and community members. An example of clear, professional, and effective communication with families for the MEES Standard 6 portfolio is attached [here](#). Strong collaborations support educator retention and our interns take advantage of collaborating when they can. Here are [two examples](#) of that from the portfolios.

School Partnership and Outreach

Based upon informal and anecdotal data from school partners who have hired our completers, we have found that our graduates are highly desirable candidates for employment and frequently once one person has been hired in a particular district, principals will ask for more graduates from Truman. MAE faculty are in the schools often for supervision in ED 394, XXX 608G, and ED 609G so we can see our graduates and know that they work well with families in their communities. For example, during COVID, many of our students experienced a hybrid or virtual placement setting and while the change from face-to-face to virtual was difficult for everyone, our students exhibited such resilience, perseverance, and some even thrived in that setting. Many XXX 608G courses adjusted content to include online and hybrid delivery format content so interns were prepared to enter the schools and meaningfully contribute during their internships. The elementary MAE program created a [Virtual Enrichment School](#) for NEMO students that was [well-received](#).

Members of the MAE Advisory Board also serve as a link to our partner districts. Through meetings, e-mail communication, and contact at campus Career Expos they provide timely advice. Especially at the Career Expos they interact with our candidates who are in the pipeline in addition to those who are close to searching for positions, and have been overheard focusing these students on the importance of community understanding to being a successful teacher in their districts.

2b: Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.

Truman MAE Curriculum Matrix

Truman MAE candidates engage in culturally responsive educational practices in their Truman coursework and clinical field experience placements and completers demonstrate their competency in this area in the field. Students are presented with culturally responsive teaching practices content throughout the curriculum. From their first education class, ED 388, through their undergraduate course sequence and into their graduate-level classes, the Truman Curriculum Matrix reveals that culturally responsive teaching is deeply woven into the fabric of the teacher education program. Examples include analyses of the treatment of underrepresented minorities in and by the educational system (ED 389), intentional classroom placements early in the program in high-poverty schools (ED 394), and individual feedback for how program students can most effectively teach K-12 students in vastly cultural and economic circumstances (ED 394, ED 593).

Professional GPA

As outlined by the Truman Curriculum Matrix, candidates are presented with information about engaging culturally responsive educational practices throughout their degree program. The [Professional GPA](#) serves as one measure that supports the claim that Truman candidates and completers have mastered this content.

Social Justice Rubric

The MAE is focused on social justice currently and has had one pilot of a disposition rubric that had a range of feedback from mentors ranging from “this is an excellent idea,” to “this is not something that we should evaluate.” From our [key takeaways](#) from the data collected from University Supervisors, mentors, and students, we adjusted the rubric Summer 2021 with input from students and are piloting it again in F2021.

MEES

Successful performance on the MEES demonstrates that candidates engage in culturally responsive educational practices with diverse learners. All Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates’ scores on Standard 2 of the MEES assessment, for which candidates must demonstrate understanding of students’ languages, family, culture, and community needs, and Standard 6 of the assessment, for which candidates must demonstrate evidence of culturally and linguistically appropriate communication, offers support to the claim that our completers understand and can demonstrate culturally responsive educational practice.

Portfolio

In the pilot portfolio, several students were chosen to have exemplars for Standard 2 that reflect cultural diversity. One of our interns created a lesson with the [Holocaust](#) that focused not only on how students learn, grow and develop, but he incorporated [social justice](#) with propaganda and thinking about the power of words.

First-Year Teacher Survey Questionnaire (FYTSQ)

Truman 2020-2021 completers’ responses on the FYTSQ indicate that they feel they are able to engage in culturally responsive educational practice. An overwhelming 97% of [2020-2021 completers agreed \(36%\) or strongly agreed \(61%\)](#) that they were prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

[Principals of 2020-2021 first-year completers](#) provide further evidence that our completers are prepared to engage in culturally responsive educational practice, with 89% agreeing (50%) or strongly agreeing (39%) that they were prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

MAE Completer Survey

All completers who responded to the [2018-2019 survey](#) reported that they felt 53.8% prepared and 46.2% thoroughly prepared to develop strong rapport with students from diverse backgrounds. This reflected the 2017-2018 data that stated 25% felt prepared and 75% thoroughly prepared in the same area.

Before we implemented the social justice rubric, the 2017-2018 completers reported a low scoring in preparedness for culturally responsive teaching. Ninety-one percent of the 2018-2019 completers reported ninety-one percent of participants being prepared or thoroughly prepared for culturally responsive teaching.

Professional Disposition Rubric

Students are assessed using a [Professional Disposition Rubric](#) that measures both quantifiable goals and “soft skills” such as professionalism, collegiality, and ability to effectively teach diverse populations. Students, mentors, and University Supervisors report that MAE students consistently demonstrate strong dispositions, with an average score of three out of three by the time they approach program completion.

2c: Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.

Professional GPA

In the professional courses of the MAE, students have theory regarding learning environments in ED 388 Exploratory Field Experiences, ED 393 Clinical Experiences in Teaching (3 credits), ED 593 Psychology Foundations of Education (3 credits), ED 605G Psychology of the Exceptional Child (3 credits), ED 607G Applied Educational Psychology (3-4 credits), and ED 632G Research/Applied Educational Psychology (4 credits). Students apply that knowledge in ED 609G Teaching Internship (8-17) hours and their earlier clinical experiences. Earning a 3.0 GPA in these courses as required by DESE is an indication of meeting these skills.

MEES

Successful performance on the MEES demonstrates that candidates understand and can create learning environments based on how students learn, develop, and differ in their approaches to learning (Standard 2), create a positive classroom environment (Standard 5), and engage in professional collaboration to enhance student learning (Standard 9). All

Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on Standard 5 of the MEES assessment, which assesses intern candidates' understanding of how to create productive learning environments.

First-Year Teacher Survey Questionnaire (FYTSQ)

Truman completers create and develop productive learning environments because they understand how students learn, develop, and differ in their approaches to learning, create positive classroom environments, and engage in professional collaboration to enhance student learning. Ninety-three percent of completers from [2020-2021](#) indicated that they agreed (38%) or strongly agreed (55%) that they were prepared to design lessons that included differentiated instruction and 94% agreed (30%) or strongly agreed (64%) that they were prepared to create a classroom environment that encourages student engagement. Further, 98% agreed (39%) or strongly agreed (59%) that they were prepared to collaborate with colleagues to support student learning. The responses to these three items offer support to that claim that Truman completers are able to create productive learning environments. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

Principals of [2020-2021](#) first-year teachers offer further support that Truman completers create and develop productive learning environments, with 82% agreeing (46%) or strongly agreeing (36%) that completers were prepared to design lessons that included differentiated instruction and 82% agreeing (42%) or strongly agreeing (40%) that they were prepared to create a classroom environment that encourages student engagement. Eighty-eight percent of principals of 2020-2021 completers agreed (46%) or strongly agreed (42%) that they were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Portfolio

In the portfolio to address MEES Standard 5, we have three exemplars from this year's interns. One of them is from a [secondary history course](#) with the use of bell ringers. Another is from an [elementary classroom](#) and then finally from a [Spanish high school](#) setting. Based upon the depth of reflection and/or examples provided in the portfolio, a majority of our students are prepared to create productive learning environments.

MAE Completer Survey

The 2018-2019 completers were asked several questions about teaching that we could tease out to indicate that they were well prepared to create productive learning environments and use strategies to develop productive learning environments. [Ninety-one percent](#) of participants agreed or strongly agreed that they were prepared in classroom management to serve their current student population, to align appropriate instruction with content knowledge to teach, to create effective lesson plans to deliver quality instruction, to teach

with cultural responsiveness, to use a variety of research-based instructional strategies to encourage critical thinking and problem solving, to communicate with students to foster active inquiry in the classroom, and to use summative data to drive instructional decision making. The 2017-2018 completers reported 87.5% agreed or strongly agreed in all areas as well, with the exception of culturally responsive teaching where they felt less prepared.

School Partnership and Outreach

In our work with our school partners, creating a productive learning environment is key as we are often placing students at multiple levels of clinicals in multiple districts in a variety of settings. University Supervisors work directly with mentors and often have long-standing relationships in schools throughout the years. Paramount to our purpose is to increase K-12 student learning. Therefore, we institute the professional disposition rubric, the MEES, and other measures to ensure that our students are performing in a way that is conducive to a positive and productive learning environment. If they are not, we address it immediately and take steps to ensure that change is made and our students can be successful as completers in this aspect.

Professional Disposition Rubric

[Data](#) from our Professional Disposition Rubric in the teacher/student interaction section addresses behaviors that support the claim that Truman completers create a productive learning environment. The majority of our students are rated highly on this measure by University Supervisors, mentors and themselves.

<h3>2d: Support students' growth in international and global perspectives.</h3>
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Undergraduate Degree

Truman State University's undergraduate programs focus on liberal arts and sciences perspectives with dialogues. The students who enter the MAE program (99%) attend TSU as undergraduate students and therefore, possess skills in international and global perspectives throughout their courses and experiences at the undergraduate level, specifically the [Intercultural Interconnecting Perspective](#) requirement.

MAE Completer Survey

The majority of MAE completers who participated in the Completer Survey feel that they are able to teach students using international and global perspectives, with 83% of the [2018-2019](#) completers and 75% of the [2017-2018](#) completers reporting that they felt either prepared or thoroughly prepared in this area.

School Partnership and Outreach

Kirksville has experienced an influx of families from the Congo, which has increased the diversity to the NEMO area, as well as created an even more urgent need for an

international/global perspective when working with families in the local community. Our students volunteer, substitute teach, and have official clinical placements in Kirksville and another district, Milan, which has a high number of Latino students. Consequently, the immediate need to possess the skills to work with non-native speakers has increased in recent years. Truman candidates have responded to these needs with students interested in earning ESOL certification often volunteering in the schools and providing needed services, such as the MAE French students and faculty translating the [Kirksville Parent/Student Handbook](#). Further, the student group United Speakers offers free English courses in the NEMO community for Latino and Congolese immigrants.

ESOL Add-on Certification

The [number of students](#) who are interested in our ESOL add-on certification is 34--without freshman. We have had 8 students complete the ESOL add-on certification in the last three years. Students who are interested in this add-on certification are enthusiastic about working with non-native speakers and generally tend to exhibit characteristics that embrace international perspectives.

2e: Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.

Reflective practice is central to the MAE program and the very first sentence of the MAE Mission Statement underscores this: The mission of the Master of Arts in Education Program at Truman State University is to prepare reflective practitioners grounded in the Liberal Arts. Several sources of evidence highlight how Truman candidates and completers engage in professional growth through self-assessment, goal setting, and reflection.

Professional Development Plan

All students enrolled in ED 609G complete a [Professional Development Plan](#) that provides candidates a structured way to focus on areas in which they want to grow during their internship. At the beginning of their internship, in collaboration with their mentor teacher and University Supervisor, interns set at least three professional development goals. They identify tangible activities that will help them meet these goals, indicators of mastery, and sources of support in meeting those goals. As the semester/year continues, they record which events they attended and participated in and then goals for their first year of teaching for professional development.

MEES

Successful performance on the MEES demonstrates that candidates engage in the important work of professional growth. Standard 8 of the MEES, which measures candidates' ability to be a reflective practitioner who continually assesses the effects of choices and actions on others and seeks out opportunities to grow professionally, particularly demonstrates that our completers successfully do this work. All Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have

consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on Standard 5 of the MEES assessment, which assesses intern candidates' understanding of how to create productive learning environments.

First-Year Teacher Survey Questionnaire (FYTSQ)

Truman completers engage in professional growth through reflective practice. An overwhelming 99% of completers from [2020-2021 indicated that they agreed \(42%\)](#) or strongly agreed (57%) that they were prepared to reflect on their practices for professional growth and 82% agreed (35%) or strongly agreed (47%) that they were prepared to analyze data to reflect on areas for professional growth. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

[Principals of 2020-2021 first-year completers](#) offer further support that Truman completers engage in professional growth through reflective practice, with 89% of principals agreeing (49%) or strongly agreed (40%) that Truman 2020-2021 completers were prepared to reflect on their practices for professional growth and 82% agreeing (49%) or strongly agreeing (33%) that they were prepared to analyze data to reflect on areas for professional growth. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Portfolio

Interns complete the portfolio in ED 609G. The portfolio consists of submitting a one page reflection and an artifact to support the reflection. The MAE faculty provided a format for reflection that includes: description, explanation, analysis, and connections. The format provides structure for interns that need it and allows faculty the opportunity to examine what skills the interns possess in terms of reflecting. For Standard 8 on the MEES that focuses on reflection of practice, one intern shares her process for improving and growing professionally. She gave her [students surveys](#) to complete so [she could improve her teaching](#).

MAE Completer Survey and Focus Group Report

The majority of MAE completers who participated in the Completer Survey and Focus Group are able to effectively establish professional goals and reflect on their practice. When asked how well completers felt prepared to design their own individual professional development plan, as a reflective educator, [92% of completers from 2018-2019](#) reported they were well prepared (30.8%) or prepared (61.5%) to do so. Eighty-seven percent of completers from 2017-2018 reported that they were well prepared (62%) or prepared (25%) to design their own individual professional development plan.

<p>2f: Collaborate with colleagues to support professional learning.</p>

Professional Development Plan

When interns work on a [professional development plan](#), their mentors help develop that plan with the interns and University Supervisors. The mentors often attend the same professional development activities.

MEES

Successful performance on the MEES demonstrates that intern candidates collaborate with colleagues to support professional learning. Standard 9 of the MEES, which measures professional collaboration, most directly demonstrates our completers' ability to successfully collaborate. All Truman MAE completers have not only passed the [MEES](#) assessment but the mean scores for every standard have consistently far exceeded both the minimum and higher target scores. Truman intern candidates' scores on Standard 5 of the MEES assessment, which assesses intern candidates' understanding of how to create productive learning environments.

First-Year Teacher Survey Questionnaire (FYTSQ)

Responses on the FYTSQ support the claim that Truman completers successfully collaborate with colleagues to support professional learning. Almost all (98%) of completers from [2020-2021 agreed \(39%\)](#) or strongly agreed (59%) that they were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Principal of First-Year Teachers Survey Questionnaire

Responses on the parallel measure for principals of first-year completers offers further support to the claim that Truman completers successfully collaborate with colleagues to support professional learning, [with 88% of principals of 2020-2021 Truman first-year completers agreeing \(46%\)](#) or strongly agreeing (42%) that completers were prepared to collaborate with colleagues to support student learning. (Please consult the [summary document](#) of the last six years of data from this questionnaire for additional evidence of support from prior years.)

Portfolio

In Standard 9 of the MEES, interns are asked how they collaborate with their mentors. One of our interns [reported](#) working with a [professional learning community](#) and found that work very supportive as she was not used to having other biology teachers to share ideas. Another intern reported that s/he was asked to [create a faculty development opportunity](#) on using Nearpod for their peers.

MAE Completer Survey

One hundred percent of the [2018-2019 completers](#) who participated in the survey reported that they were well prepared (15.4%) or prepared (84.6%) to establish and maintain effective working relationships with colleagues to collaborate. On the item, "How well do

you feel prepared to collaborate effectively with mentors and colleagues, maintaining focus on student success?” Ninety-two percent of completers reported being well prepared or prepared to collaborate effectively. All of the 2017-2018 completers reported they were well prepared (100%) to maintain effective working relationships with colleagues for collaboration and felt prepared to collaborate effectively focusing on student success.

School Partnership and Outreach

The Clayton partnership has a strong focus of collaboration with multiple opportunities to participate in professional development that is sponsored by the district. The same is true for our other interns in different settings. In Kirksville, the summer school program that elementary MAE candidates participate in will often have professional collaboration such as learning how to analyze data from STAR tests, focusing on co-teaching, and/or working with a team to implement strategies learned from the seminar course. In addition, our outreach provides teachers with unintended professional development such as with the social justice dispositions or [bringing their classes to Truman State University Art Gallery](#) or having our students bring the Ozobots to their classrooms.

Professional Disposition Rubric

On the professional disposition rubric, students, mentors and University Supervisors are asked to rate how well our candidates are collaborating in regard to their interactions with others, addressing problems, and follow through. The disposition [data](#) indicates that our candidates are strong in collaboration.

Table 3

Evidence in Support of AAQEP Standard 2

Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
2a. Understand and engage local school and relationships with cultural communities, and communicate and foster families/guardians/caregivers in a variety of communities.	Advisory Board	Direct	In Use	Completer, Completer’s Employer, P-12 Partner
	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year Teachers Survey	Direct	In Use	P-12 Partner, Employers, DESE
	Questionnaire MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
	MAE Completer Focus Group	Direct	In Use	Completers

	School Partnership and Outreach	Direct	In Use	MAE Faculty, P-12 Partner, Candidates, Completers
	Portfolio	Direct	In Use	Candidate, MAE Faculty
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
2b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts.	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partner, Employers, DESE
	Professional GPA	Direct	In Use	Candidate, DESE
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	Portfolio	Direct	In Use	Candidate, MAE Faculty
	Truman MAE Curriculum Matrix	Direct	In Use	MAE faculty, Advisory Board, DESE
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
Professional Disposition Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty	
Social Justice Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty	
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
2c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts.	Professional GPA	Direct	In Use	Candidate, DESE
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	Portfolio	Direct	In Use	Candidate, MAE Faculty
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
	School Partnership and Outreach	Direct	In Use	MAE Faculty, P-12 Partner, Candidates, Completers
Professional Disposition Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty	
		Direct	In Use	Completers, DESE

Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
	First-Year Teacher Survey Questionnaire Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partners, Employers, DESE
2d. Support students' growth in international global perspectives.	Undergraduate Degree	Indirect	In Use	Candidate
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
	ESOL Add-on Certification	Direct	In Use	MAE Faculty, TSU faculty and Candidates
	School Partnership and Outreach	Direct	In Use	MAE Faculty, P-12 Partner, Candidates, Completers
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection.	Professional Development Plan	Direct	In Use	Completer
	MEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
	Portfolio	Direct	In Use	Candidate, MAE Faculty
	MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
	MAE Completer Focus Group	Direct	In Use	Completers
	First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
	Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partners, Employers, DESE
Standard/Aspect	Measure	Direct or Indirect	Planned or In Use	Perspective/Source
2f. Collaborate with colleagues to support	Professional Development Plan	Direct	In Use	Completers

MEEES	Direct	In Use	Candidate, P-12 Partner, MAE Faculty, DESE
Portfolio	Direct	In Use	Candidate, MAE Faculty
MAE Completer Survey	Direct	In Use	Completers, P-12 Partner, Employers
School Partnership and Outreach	Direct	In Use	MAE Faculty, P-12 Partner, Candidates, Completers
Professional Disposition Rubric	Direct	In Use	Candidate, P-12 Partner, MAE Faculty
First-Year Teacher Survey Questionnaire	Direct	In Use	Completers, DESE
Principal of First-Year Teachers Survey Questionnaire	Direct	In Use	P-12 Partner, Employers, DESE

Section 3. The Case for Standard 3: Quality Program Practices

The MAE is an effective program with numerous sources of evidence to support our claim that completers are well-prepared and that they succeed in the workplace. Our curricula aligns with Missouri state standards, as well as American Association of Colleges for Teacher Education's (AACTE) Guiding Conceptual Model and the InTASC Standards, and includes robust clinical experiences with numerous K-12 partners. We work with our multiple stakeholders to ensure that our program meets the needs of the K-12 setting, examine our admission and monitoring practices of candidates, and continually work to improve the program and its components to ensure program completers are equipped with the knowledge, skills, and dispositions to be dynamic and successful educators.

3a: Offers coherent curricula with clear expectations that are aligned with state and/or national standards.

As a graduate-level initial certification program, the MAE offers multiple pathways for students interested in becoming teachers. Students can enter the “pre-MAE” portion of the program as early as their freshman year or as late as their senior year (with the proviso that an additional semester of undergraduate coursework may be necessary). Once formally declared pre-MAE, students are guided and advised through the certification and graduation requirements at both the undergraduate and graduate levels. Regular advising from multiple sources ensures that the individual curriculum for every student in every certification area communicates clear expectations and is properly aligned with state standards for teacher certification.

Description of the Pathways to and through the MAE

Truman State University has multiple events for first-year students as they register in June for courses, and it is during that time that freshmen interested in the MAE meet with advisors, MAE faculty, and MAE students to discuss the MAE and create a plan for their undergraduate and graduate coursework. Most candidates complete an undergraduate major in the MAE content area, with the exception of candidates who pursue Elementary or Special Education MAE Programs.. Candidates interested in pursuing certification in Elementary and Special Education come from any undergraduate program at Truman, including an interdisciplinary liberal arts and sciences degree that students can craft with the support of advisors. Truman offers multiple minors that increase the opportunities for undergraduates to work in the education field such as the [education minor](#), disability studies minor, or child studies minor. Rarely do we get candidates who have earned undergraduate

degrees elsewhere and then attend Truman to earn a Masters in Education. In fact, in the last three years all but two of the 261 MAE candidates have attended Truman State University as undergraduate students. There are undergraduate certification courses woven into the students' undergraduate programs (e.g., ED 388: Exploratory Field Experiences, ED 389: Educational Foundations, ED 393/ED 394: Clinical Experiences in Teaching and Experiences in Classroom Teaching, ED 593: Psychological Foundations of Education) before they are our degree-seeking students at the master's level.

Transfer students and upperclassmen undergraduates may decide to become teachers through the MAE program as well. They meet with the Certification Officer and create a plan for the courses. Some of the undergraduate certification courses may be taken while they are graduate students rather than completing them in the undergraduate program. If a candidate who has attended another university has not met criteria for admission, they start as a non-degree seeking student until they meet all of the requirements for admission. Once those have been met, the student is admitted as an MAE graduate student and completes the cycle of courses with their cohort in the program of their choice (Music (Instrumental or Vocal), Health/Physical Education, Foreign Language (French or Spanish), Social Science, English, Elementary Education, Biology, Chemistry, Physics, Mathematics, or Special Education).

Candidates who are interested in our add-on certifications can take the set of courses from any university, and then apply through the Department of Secondary and Elementary Education (DESE) to earn their certification. A majority of candidates take all of the required courses through Truman— especially if they are in the MAE program or a graduate of the MAE. The only exception to that is for the gifted certification. The gifted certification candidates are current teachers who have certification already and may or may not be undergraduates from Truman. They typically take all of the courses through Truman once they start, but they are not required to do so. The Office of Academic Outreach is the contact point for these students as they register for the courses as non-degree seeking students. Once they have completed the courses they need for certification, they submit them to DESE to earn the gifted certification.

MAE certification candidates/completers with secondary (9-12) certification in Biology, Chemistry, English, Mathematics, Music (Vocal or Instrumental), Physics, or Social Science have the option to take courses to be eligible to teach dual credit classes at the high school level. Recommendations from the Higher Learning Commission (HLC) state that a high school teacher teaching a dual credit class (a high school class that also earns a student college credit), must have a master's degree that includes 18 credit hours in the content

subject they teach. Students completing the graduate program at Truman have the option to take additional graduate level content courses (in the content areas noted above) beyond the required 12 hours of graduate content courses required for completion of the MAE.

DESE requires that students earn a 3.0 GPA in approved content courses and a 3.0 in approved professional courses as a component of certification. Each matrix of courses is posted on each program's [MAE webpage](#) (e.g. [social science/history](#)) for students to know which courses count for DESE's content and professional courses. Previously, students needed to earn a 2.75 GPA overall to earn certification from DESE; however, this requirement was eliminated by DESE as of Spring 2021.

Truman State University's Liberal Arts and Sciences Undergraduate Program(s) ***Development of Course Syllabi***

All undergraduate course syllabi are developed with course goals and objectives based on Missouri Teaching Standards published by the Missouri Department of Elementary and Secondary Education (DESE) after approval of the Missouri Board of Education.

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners, and life-long learners who continuously acquire new knowledge and skills. Effective teachers are continually seeking to improve their teaching practice to provide high academic achievement for all students.

The standards recognize that teachers continuously develop knowledge and skills. Therefore, the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen through the career. Teaching professionals are expected to demonstrate professional judgement and to use these standards to inform and improve their own practice.

Missouri Educator Evaluation System

The Missouri Educator Evaluation System (MEES) consists of [36 indicators and nine teaching standards](#). The standards are based on teaching theory focused on the qualities of effective teachers. These qualities are: having a caring attitude, completing reflective practices, and being life-long learners. The MEES is used by many Missouri school districts in Missouri and is required by DESE. Teacher candidates are assessed with the MEES standards in the internship by the internship mentor teacher and the University Supervisor. Teacher candidates must score at least a combined value of 42. The Education Department additionally uses the MEES standards in assessing the portfolio completed by the teacher

candidate during the internship. Faculty participate in training for inter-rater reliability of the MEES standards every August. Training is provided by the Regional Professional Development Center (RPDC), which is located on campus.

MO Standards for the Preparation of Educators

The [MO Standards for the Preparation of Educators \(MoSPE\)](#) includes four standards focused on providing guidance and outlining the responsibilities of Educator Preparation Programs (EPP). The standards address a candidate's professional knowledge and their application, clinical experiences and the program's partnerships, and recruitment, progress, and retention. Additionally, they address the program's commitment to quality and diversity. DESE requires EEPs to use the MoSPE standards.

Alignment of the InTASC Standards and MEES Standards

The alignment of InTASC standards and MEES standards illustrate how the standards guiding Truman's MAE program also align with national standards. (See [Appendix C](#).)

Truman Curriculum Matrix

Presented in [Appendix C](#), the [Curriculum Matrix](#) details which Education courses at Truman State University include content that reflect the MEES and the MoSPE standards. The courses included in the Curriculum Matrix are divided into three sections: undergraduate courses, courses that could be taken for undergraduate or graduate credit, and graduate courses. Each X marked on the curriculum matrix sheet tab indicates that the course meets the MEES and/or MoSPE standard, as determined by a content analysis of the verbiage from syllabi and from input of the course's professor(s). The matrix also contains the direct verbiage from either syllabi or catalog descriptions that indicates how it meets the corresponding MEES and/or MoSPE standard. In addition to these core courses, which are listed below, students in each of the 13 initial certification areas take advanced content courses in their area, which are also listed in Appendix C.

The undergraduate courses are:

- ED 100: Introduction to Education
- ED 388: Exploratory Field Experiences
- ED 389: Foundations of Education
- ED 393: Clinical Experiences in Teaching
- ED 394: Experiences in Classroom Teaching
- ED 410: On Becoming an Educator
- ED 483: Independent Study in Education

- ED 593: Psychological Foundations of Education

The courses that could be taken for Undergraduate or Graduate Credit are:

- ED 520(G): Principles of Early Childhood Education
- ED 521(G): Teaching Experience: Early Childhood Field Experience
- ED 550(G): Introduction to Gifted and Talented

The graduate courses are:

- ED 601G: Measurement and Evaluation
- ED 603G: Content Area Academic Literacy
- ED 605G: Psychology of Exceptional Children
- ED 607G: Applied Educational Psychology
- CML 608G: Management of Instruction
- ED 608G: Management of Instruction: Elementary Education
- ENG 608G: Management of Instruction: English
- ES 608G: Management of Instruction: Health
- LING 608G: Management of Instruction
- MATH 608G: Management of Instruction: Mathematics
- MUSI 608G: Management of Instruction: Music
- SED 608G: Management of Instruction: Special Education
- SSTE 608G: Management of Instruction: Social Sciences
- STEM 608G: Management of Instruction: STEM
- ED 609G: Teaching Internship
- SED 610G: Management of Instruction: Secondary
- ED 618G: Co-Teaching Experience: Elementary Education Professional Development School
- ED 621G: Psychology of Reading
- ED 622G: Integrating the Language Arts
- ED 623G: Reading Assessment and Implementation
- ED 624G: Instructional Interventions for Secondary Students (Grades 6-12) with Reading Deficiencies
- ED 626G: Creativity
- ED 627G: Argument in Gifted Curriculum
- ED 632G: Research/Applied Educational Psychology
- ED 650G: Identification of Gifted
- ED 651G: Curriculum for Gifted
- ED 652G: Meeting the Affective Needs of Gifted

- ED 653G: Programming Planning and Development: Administration and Supervision of Gifted Programs
- ED 672G: Middle School Philosophy, Organization and Curriculum
- ED 681G: Research Study in Education

3b: Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts.

The MAE required coursework ensures that teacher candidates have strong clinical experiences embedded throughout their degree program. The Education Department enjoys long-standing and mutually-beneficial partnerships with all NEMO school districts, as well as numerous school districts across the state of Missouri. Further, the Director of Field Experiences routinely consults K-12 and Secondary MAE faculty to match teacher candidates to clinical experiences that will positively contribute to their development as educators. Teacher candidates matriculate through coursework that aligns with the AACTE Guiding Conceptual Model (as demonstrated on the following list) and includes between 100 and 300 clinical practice hours prior to the internship, which adds an additional minimum 720 hours:

AACTE Step	Truman coursework
1. Intro Course	ED 388: Exploratory Field Experiences
2. Foundations	ED 389: Foundations of Education
3. Human Development	ED 593: Psychological Foundations of Education
4. Methods I	ED 393: Clinical Experiences in Teaching ED 394: Experiences in Classroom Teaching
5. Methods II	[Content Area] 608G: Management of Instruction
6. Internship	ED 609G: Internship

COVID-19 impacted placements for our students; however, we worked with multiple districts to ensure that our students were getting experiences whether they were online or face to face or with a hybrid and those [data](#) were collected by DESE for all Education Preparation Programs.

3c: Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation.

The Education Department engages stakeholders and completers in multiple ways. Examples of some of these varied modes of engagement include the MAE Advisory Board,

semester updates and solicitation for feedback sent by the Department Chair to current pre-MAE undergraduate and graduate students, the Completer Survey and Focus Groups, soliciting mentor teacher feedback on measures used in field experiences (e.g., Professional Dispositions, Social Justice, MEES), and other periodic content-area specific solicitation of completers for suggestions for improvement. While these modes of engagement provide valuable data that have led to improvement and innovation, some of the processes of engaging the stakeholders and completers are conducted on an ad hoc basis. The semester updates, MAE Advisory Board, disposition rubrics, and Completer Survey are the three modes of engaging stakeholders and/or completers that are regular and ongoing.

Each semester, the Department Chair reports to all students who are enrolled in our MAE Blackboard course, which includes any student who has shown an interest in education (undergraduate and graduate). The bi-annual updates include information from all of the department meetings and working meetings. Students are encouraged to contact the Department Chair for more information, volunteer opportunities, and to provide suggestions. The updates from Fall 2019-Spring 2021 are available [here](#).

Additionally, we have an Advisory Board that was developed in 2007 and our membership has evolved several times since then due to changes in personnel and participation from our stakeholders. Our Advisory Board meets twice a year (once each semester) virtually. Current members are:

1. Christy Grissom, school counselor, principal in Adair County R-I (Brashear) School District
2. Brenda Matheney, MAE Graduate and teacher in Adair County R-II (Novinger) School District
3. Paya Sample, MAE graduate and principal at Central Christian School, Clayton
4. Christopher Best, MAE graduate and principal in Kirksville R-III School District
5. Jen Meyer, Special Education Director in Kirksville R-III School District
6. Tricia Reger, assistant superintendent, Kirksville R-III School District
7. Alex VanDelft, MAE graduate and principal in Knox County R-I School District
8. Aaron Wills, MAE graduate and principal in Parkway School District
9. Jessica Daniels, MAE Graduate and teacher in Schuyler County R-I School District
10. Jeanne Harding, Director of the Institute for Academic Outreach, Field Experiences, and Graduate Studies
11. Lance Ratcliff, Dean of School of Health Sciences and Education
12. Wendy Miner, Department Chair of Education
13. Julie Lochbaum, Professor of Education and coordinator of Advisory Board

Criteria for members:

- Represent districts where we regularly place students
- Represent a variety of roles within districts, and years in the profession
- We have two people from several constituencies to try to ensure that one person can always attend or respond to minutes

Since inception the committee has:

1. Generated our departmental flow chart of student expectations for the three different levels of field placements. This was in response to feedback that mentors and administrators did not know what they should be expecting from a Truman student walking into their classrooms.
2. Recommended dispensing with the former student evaluation of mentor teachers
3. Met with accreditation site-visit teams during two accreditation rounds
4. Served as a sounding board for developments in the MAE program,
5. Provided suggestions for future directions of the MAE program
6. Provided a member to faculty search committees
7. Attended departmental forums with candidates for faculty positions
8. Met once per semester until Spring 2020 when COVID-19 canceled our planned meeting. We have since converted to virtual meetings, retaining the once-per-semester schedule.
9. Have participated in the Truman State University Career Expos (This is true for both Kirksville and Parkway every single semester. Is intermittently true for Knox, Novinger, Schuyler and Brashear).
10. Have provided feedback on our goals of social justice and our social justice disposition rubric, and encouraged us to implement them
11. Have seen the different technology available in our revised classroom VH1304
12. Brainstormed solutions to the field placement shortage due to COVID-19
13. Expressed interest in coordinating substitute teacher training to encourage Truman students to fill the gaps in personnel available in their districts.

Mentor Data

Mentors are key stakeholders in the MAE program. They provide [data](#) for the MAE program on multiple measures depending on the level of clinical experience for the teacher candidates. For example, at the internship level, mentors complete the MEES evaluation multiple times throughout the internship--sharing that data with the University Supervisor and intern. Mentors complete the social justice rubric/checklist and/or the professional disposition. That data is collected from all the mentors, recorded in spreadsheets, analyzed

and disseminated as part of our retreats. We are in the process of refining data collection procedures.

3d: Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards.

Admission to the MAE

The Master of Arts in Education program has admission requirements that vary according to program (admission processes for each program are detailed in [Appendix A](#)).

Direct Admission

In a [2019 survey](#) emailed to pre-MAE and current MAE ELED students and any faculty/staff at Truman that worked with ELED students, we explored the possibility of instituting a direct-admit policy for the Elementary MAE. After data collection and analysis, the [Elementary Education](#) and [Special Education](#) programs created a direct admission process, which has been highly successful. One hundred percent of students who responded reported that a direct-admission policy created an incentive to stay at Truman State University, and 64% of undergraduate pre-elementary MAE students reported they were confident they could meet the gateways. Sixty percent of current Elementary MAE students reported being slightly anxious with 30% being somewhat anxious about being admitted. Fully 80% of TSU employees reported observing that students were less anxious about being admitted. Through analysis of the admission process of these programs, the Education Department refined the process to direct admission when certain requirements are met. The four gateways for admission in these two programs are the following: an academic plan on file (freshman year or upon decision of wanting to join the MAE), earning a B or higher in ED 393 and a P in ED 394, having an overall 2.75 GPA as a prerequisite for ED/SPED 608G, and completing a form for the Graduate Office once enrolled in ED/SPED 608G.

Application Admission

The other K-12 and secondary programs have different criteria that are clear and posted on the [website](#). Students apply for the graduate program their senior year typically. The programs have rolling admission and review applications at the beginning of the month. Upon faculty and/or committee review, applications are sent to the Department Chairs of that program (e.g. Music teacher candidate--application is read by Dr. Jocelyn Prendergast who sends her recommendation to the Music Department Chair, Charles Gran, who reviews the application, then the application is sent to the MAE Department Chair, who reviews the

application and it is sent to the Graduate Dean for final approval). Slate is the app that the Admissions Office uses for application approval.

Monitoring Process of the MAE

Recruitment of Students to the Degree

The Recruitment and Retention GTRAs work with the Department Chair of Education and a student worker to plan and execute events throughout the year. Recruitment occurs during Showcase events that are held throughout the year on campus, meeting with Educator Rising Clubs, meeting with Future Teacher of America clubs, discussing the MAE with prospective students when University Supervisors are in public schools, and meeting prospective students at Truman. In 2019, the faculty created an [elevator pitch](#) to use when describing the MAE programs for recruitment. In addition, the GTRAs created [pathway sheets](#) so that prospective students could see how the program could work and then made an interactive Google document with faculty's input for prospective and current students. We strongly believe that the close mentoring faculty provide to students throughout the program, the ability to earn a master's degree, and having numerous field experiences contribute to the desirability of our program.

University Showcase events occur approximately five times a year and faculty sign up to participate in the meet and greet portion of the event. The Education Department Chair works with GTRAs to create a presentation to share with the prospective students and their families at this event during a portion devoted to sharing information with prospective students about particular academic areas and majors.

The MAE program also recruits from Truman's population of undergraduate students. Multiple events such as professional development, ice cream socials, barbecues, film series, transfer luncheons, and Living Learning Community all contribute to recruitment and retention. In 2020-2021, some these events included:

- During the Speaker/Film Series, students viewed the film TEACH directed by Davis Guggenheim. After viewing the film, students discussed multiple aspects of the film in both a small group and a large group setting. The event had 19 participants.
- Due to COVID-19, our transfer lunch was converted to an online coffee meeting; however, no transfer students attended. We plan on reaching out to transfer students again this semester.
- The department hosted three professional development events. At each of these events, a professor from the Education Department presented and led discussion on a topic relevant to education students. Dr. Lochbaum led a journal discussion about White Supremacy in teaching programs (23 participants), Dr. Ensign talked about professionalism (21 participants) and Dr. Miner discussed perfectionism (24 participants).

Monitoring and Retention of Enrolled Students

The Education Department has multiple monitoring processes in place to ensure success of teacher candidates. MAE advisors meet with students as early as their first year, before they are MAE students, and continue to provide advice as students continue to the graduate program. Advising plays a key role in retention of enrolled students. In addition, the MAE hosts a Living Learning Community for freshmen in Missouri Hall directed by Dr. Marty Strange. For professional development events, etc. graduate students will reach out to undergraduate students to attend events together. All pre-MAE and MAE students are encouraged to participate in at least one of the MAE student organizations to increase their connection to the MAE and help with retention. In addition, any student with 60 hours of college credit is qualified to substitute teach. We encourage students to apply in NEMO districts and their districts at home for substitute teaching. Being in the field usually reinforces retention. Moreover, in 2018, we dropped the 2.75 GPA requirement for ED 389 in an effort to increase retention in the MAE. Documentation of this change and the data gathered to support it are available in [Appendix A](#).

If a teacher candidate is struggling with professional dispositions during clinical placements, the University Supervisor works with the mentor to create a [professional improvement plan](#) with specific goals that reflect the needs of the teacher candidate to meet expectations and that document is shared with the Department Chair. There are funds for additional site visits as required. This kind of action occurs rarely, but we have a plan in place if needed.

The MAE faculty have a master advising sheet where we list all teacher candidates and keep track of students who change their minds regarding the MAE. Dr. Enrique Pareja is conducting a study to determine why students decide to leave the profession before they start so we can determine if there are any patterns in students' choices and improve the MAE as needed.

3e: Engages in continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system.

Continuous improvement of the MAE program is assured through feedback from and responses to multiple constituencies. Truman State University and DESE policies require regular program review while other reviews take place in response to inquiries from MAE faculty and the program's external stakeholders. Annually, the MAE programs are accredited by DESE and they have maintained accreditation each year.

Previous Accreditation

The MAE adopted the Council for the Accreditation of Educator Preparation (CAEP) upon its inception and provided annual data for our national recognition. Our most recent CAEP accreditation report (from 2016) is available [here](#). However, we switched to AAQEP anticipating that this quality assurance system would provide more flexibility given our context and therefore, provide more useful feedback for us.

Professional Development Series

After analyzing the [Professional Development Plan data](#) from 2020-2021 interns, and recognizing that completers might need more support professionally (based upon an AAQEP monthly meeting discussion), we have created a professional development series for 2021-2022. In September the focus was social justice, October is ESOL, November is wellness and balance for teachers, February is creating a positive classroom environment, March is differentiation, and April is dedicated to critical thinking.

University-Wide Review

At Truman State University, each program is required to present a [five-year review](#) to the Faculty Senate. These reviews include numbers of graduates and other information pertinent to changes in the program. A detailed list of the data required by the Faculty Senate is available [here](#). The Education Department's five-year review was disseminated in 2017 without recommendations for improvement.

Department-Level Internal Review/External Outreach and Recognition

One tenet of the MAE is to be a [reflective practitioner](#). With this in mind, we have a highly reflective faculty who are frequently examining our practices and refining what we do based upon assessments. We have monthly department meetings---one is a meeting of the entire faculty and the other is a working meeting where faculty can work in groups or alone to complete assigned tasks. These meetings contribute to our continuous improvement as we discuss initiatives and other information that is relevant to our students for growth and development of the MAE. Faculty who work in other departments will share information about the MAE with their faculty and solicit their input to inform our decision-making.

We have an Advisory Board that meets twice a year to discuss innovations in the MAE and to provide input regarding what is happening in K-12 and how our candidates are prepared. The feedback from the Advisory Board is shared by Dr. Lochbaum through emails and at Department meetings ([see Section 3c](#)).

We have an Assessment Committee [current members are Dr. Strange, Dr. Pendergast, Dr. Maglio, Dr. Miner, Charisse Hatfield (certification/assessment), Karlie Minnehan (GTRA) and Shannon Fetzner (GTRA)] that meets monthly reviewing data and research to disseminate to the faculty. In addition, the assessment Committee organizes two retreats a year that focus on our [long term goals](#) and national recognition. Last spring, we designed our retreat as a conference giving faculty and students choice for what they wanted to participate in with sessions lasting approximately 30 minutes. We recorded the sessions in case someone wanted to go back and listen to something, however, we did have several sessions with the whole group. We learned to incorporate bathroom breaks, which we had forgotten about the first time.

In Summer 2020, the MAE elementary program created a Virtual Enrichment Summer School with the support of the Kirksville School District, due to COVID-19 canceling the typical summer school where the teacher candidates taught. The school was highly successful during a period of turmoil and provided the teacher candidates with invaluable experience teaching online. Truman Today posted an [article](#) about it.

Dr. Stacy Davis was awarded the [Academic Innovation Award](#). She used Flipgrid, a free social learning platform, in her classes to encourage using the target language outside of school. This tool helped with personal communication between classmates, as they created videos of themselves and responded to each other in the target language. Dr. Davis offered professional development to the MAE faculty on this initiative.

Asynchronous, synchronous, hybrid, and face to face classes are common now in our department and we have discussed different teaching methods and what is working--informally and formally. All of our Department meetings are held by Zoom.

Social Justice Engagement

We are extremely proud of our work with social justice and technology for this particular aspect of AAQEP. In 2018, we had several years of focus on the Truman State University budget from the state and the stress with less funding and fewer students. Faculty were feeling the pressure of financial struggles. We decided to change the focus and instead examine something we could control. Therefore, the MAE faculty developed a list of characteristics and outcomes we wanted for our graduates in 2028. After we created our initial list, we had stakeholders (e.g., current students, graduates, administrators, teachers, Advisory Board, and other faculty who work with our students) weigh in on our list. Two outcomes rose to the top as critical areas. One was technology and the other was social

justice. The Department Chair worked with GTRAs to think about how we would begin implementing professional development to aid us in meeting those goals.

We had our first social justice training in Fall 2019 from an English/MAE faculty member, Dr. Summer Pennell, and the Interim Director of the Center for Diversity and Inclusion, Brad Turnbull--both of whom are experts in social justice. We invited students who were interested to participate and bought the book, *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* by Ozlem Sensoy and Robin DiAngelo for everyone to study. The authors are recognized as experts in the field and this book is now in its second edition -- experts agree that it is a valid text for learning about social justice education. The intent of our professional development was to start conversations about what faculty and students felt were important goals for us and next steps. We created a [SWOT \(Strengths, Weaknesses, Opportunities, Threats\) document](#) and from that discussion, the Department Chair worked with GTRAs and our multicultural liaison (Bertha Thomas) to inform our next steps.

In Fall 2020, after rich [discussions](#), the MAE faculty agreed upon a social justice definition during a department meeting. Faculty agreed to add this definition on their syllabi if they were comfortable with it and we added the definition to our website. Furthermore, MAE faculty identified XXX 608G Management of Instruction and ED 609G Internship, as the two courses where we would add a social justice rubric for students, mentors, and University Supervisors to complete. In addition, individual faculty members discussed different units/activities to incorporate social justice into their classes. For example, in the CML 608G course, MAE students use [Words and Actions: Teaching Languages through the lens of social justice from the American Council on the Teaching of Foreign Languages](#).

In Fall 2020, GTRAs and faculty worked together with multiple drafts to create a tool to measure social justice dispositions. After discussions, XXX 608G and ED 609G faculty [piloted this rubric](#) in Spring 2021 with MAE students and mentors. Three different surveys were given to [mentors](#), [faculty](#) and [students](#) depending on their role and course regarding the social justice rubric in April 2021. [Data collected](#) from all the stakeholders were analyzed. We found that the rubric was not as useful in its design with a quantitative focus rather and several recommendations pointed us in the direction of a more qualitative focus. In addition, mentors responded with a wide range of responses regarding the use of the rubric from strongly disagreeing to strongly agreeing and between those from mentors. Overall, we learned that more examples and professional development were needed in understanding some of the components that were listed in the rubric. Our Advisory Board was highly supportive for us to further develop the measure and felt like we were right on track in terms

of actually examining social justice in the classroom. Several members of our Advisory Board commented that they hoped the use of this rubric would encourage their teachers to examine their own practices.

Based upon the data and information from the Advisory Board, Dr. Jones and Dr. Miner worked with the elementary graduate students teaching summer school in ED 618G to revise the rubric. We created a checklist for the majority of standards. We then asked mentors and students to use it as a pilot during summer school. Mentors and students gave us feedback, including asking for examples, which were added. We are piloting this [form](#) Fall 2021 with ED 609G and XXX 608G students, mentors, and supervisors. To continue with our work in social justice, we have asked Dr. Saint Rice, Director of the Center for Diversity and Inclusion, to provide [professional development](#) on September 30, 2021, for current MAE students and completers based upon our social justice checklist.

In addition to the rubric, we instituted a portfolio for interns enrolled in ED 609G. In the portfolio, the MAE faculty [asked](#) for students to write a one page reflection and to provide one artifact for each of the MEES standards. Students were instructed to make one reflection address technology and one address social justice. Faculty were randomly assigned to [review two or three students' portfolio submissions](#). They rated each MEES standard for each of their students by determining whether or not the artifact and the reflection meet the content of the standard. MAE faculty marked where they saw exemplars and where the student addressed [social justice and technology](#). The Department Chair of Education read everyone's portfolios and the faculty assessments. Any student whose submission had been marked as an exemplar was asked by the Department Chair for permission to use their reflection and artifact as a [model](#) for Fall 2021 interns.

During Summer 2021, a student worker and the Department Chair identified the MEES standards that had been used for technology and social justice. Based on the analysis used to determine the method in which students addressed these two components, faculty agreed that we would not require a scaled standard for these components, but would instead score as present/not present. Furthermore, we are creating a portfolio example for current students to use as a model. This portfolio is designed to provide interrater reliability for faculty in scoring the MEES in addition to improving our program by analyzing where students may have gaps in their learning.

Innovations in technology since the last national review include a renovation of one of our classrooms to include a smartboard, nureva wall, Virtual Reality, and flexible seating. GTRAs offered faculty training and student training to use the technology in that room and

developed [a manual](#) to help solve problems if there were any. In November of 2019, students and faculty were given a [short survey](#) to describe their current comfort levels of using the Smartboard, Nureva wall and Virtual Reality. Participants reported that the SmartBoard was the most comfortable (48%), while 36% were comfortable with the Nureva Wall and 20% were comfortable with the VR. Therefore, we developed more training as 63% of participants agreed that technology effectively enhances teaching. Multiple faculty utilize that space and all ED 393/ED 394 courses are taught in that room. We hold Showcase events for prospective students in that space, too. In Spring 2021 the MAE Department offered [professional development on digital equity](#) for pre-MAE and current MAE students and faculty. [Feedback](#) on the digital equity professional development (which was conducted in two sessions) was collected via surveys, and results from both sessions illustrate that the majority of participants found the sessions informative and the content important. Third, with the impact of COVID-19, the Department Chair offered to buy the text *Distance Learning Playbook for K-12 Learners* by John Hattie, Douglas B. Fisher, and Nancy Frey. In addition, the Department Chair bought *Engaging Learners through Zoom* by Jonathan Brennan for faculty that needed extra support.

3f: Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

The MAE has outstanding students and faculty who contribute meaningfully to the success of our program. Our program is highly regarded in the state and our students are well-prepared to stay in the field. We enjoy a camaraderie with colleagues throughout different departments at Truman State University and have MAE faculty involvement with the undergraduate programs by offering institution-required courses such as Writing -Enhanced and Junior Interdisciplinary Seminars, teaching in undergraduate minors, serving on committees (e.g., Undergraduate Council and Faculty Senate), and supporting undergraduate research.

Well-qualified Faculty and Staff

Our Education Department is staffed with high quality faculty, staff, GTRAs, and student workers. A chart detailing the qualifications of faculty is available in [Appendix C](#). Faculty possess expertise in a wide range of fields and multiple faculty can teach multiple courses in the MAE. Typically, secondary and K-12 faculty work in their primary discipline, which contributes to their content expertise. The MAE math and science faculty member, Dr. Pareja, has a half time appointment in Biology and a half time appointment in Education. For secondary and K-12 MAE faculty, they have releases from content courses to teach MAE courses required for their discipline. The MAE is unique because our program is embedded

in and reliant on courses/departments across campus. Other university colleagues with content expertise teach required certification courses for the MAE such as ENG 415 Children's Literature for the elementary and special education MAE programs.

Several key staff members support the work of our department. Our Certification Analyst/Assessment Coordinator works full-time and is responsible for all certification for our preservice teachers and assists our completers as needed, as well as advising transfer students. Our Field Experience Director coordinates all of the clinical placements of our students and is absolutely instrumental in our social media, Hooding Ceremony, and relationships with our stakeholders. The MAE also has a designated Office Assistant who works 32 hours a week. Our most recent assistant left for another job in Kirksville and we have been given permission to hire a new assistant.

Lance Ratcliff, Dean of the School of Health Sciences and Education, is housed in Violette Hall near the MAE Department and is an important supporter of the MAE Program. The Regional Professional Development Center (RPDC) is in Violette Hall near the MAE Department.

Fiscal Support

Fiscal support is sufficient to maintain program quality. The [MAE budget](#) was \$67,498.00 in 2019 and 2020. We were not using all of our funds when COVID came and our supervision became more frequently online vs. face to face so our budget was adjusted in 2021 to 52,498.00. Funding for the other programs in the School of Health Sciences and Education (Nursing, Health and Exercise Science, Communication Disorders) is comparable to the MAE program. There are additional funds in Foundation money that we can access. For example, the MAE program hosts a Homecoming Event and we order food and prizes for alumni supported by the Foundation money.

The budget request process is the same for all departments. All departments have a Department Chair and a Dean. Starting salaries for all departments are determined through a faculty compensation committee with national norms and Human Resource data. The University is trying to get at 80-85% of the median for each field. There is a defined process for adjunct compensation, which is true across the board, tenure and promotion and review guidelines are published and shared with faculty, faculty governance--education has a seat on Faculty Senate and Graduate Council and Undergraduate Council. All departments at Truman are required to complete five-year reviews for the Faculty Senate.

We have a budget of \$32,000 to [hire GTRAs](#) to assist the Education Department. The [GTRAs](#) have been instrumental in supporting our research (e.g., social justice rubric, completer surveys, professional disposition), teaching INDV 110, conducting outreach with our community (e.g., Ozobots, TSU Art Gallery exhibits, Engineering is Elementary), and participating in recruitment and retention.

We have had two faculty members retire recently and have gotten permission to hire replacements for both--English MAE and Elementary MAE. Further, we have permission to hire an MAE Elementary colleague who will have a Spring/Summer contract rather than the traditional Fall/Spring, because that suits our program better. We are also requesting to hire an advisor for the MAE programs soon and anticipate that we will have support to hire someone.

Availability of Resources to Support the Program

All faculty, staff, and GTRAs have individual offices in which to work. Most faculty teach in the buildings where they have an office. In addition, all faculty have personal computers, access to printers/copiers, and can receive headsets and microphones for teaching. Faculty are supported for travel to supervise interns and we have state cars available if needed. Although faculty are traveling less, we have dedicated funds for professional development, which includes professional development for our secondary and K-12 faculty who might have professional development obligations with their home departments and MAE professional development interests regarding the teaching profession.

In addition, we have institutional resources such as a Writing Center, Wellness program, Center for Academic Excellence, Counseling Services, IT Help Desk and a dedicated IT colleague for Violette Hall, Office of Student Access and Disability Services, RPDC, Speech/Hearing Clinic, and Academic Professional Development Center. The library has a dedicated librarian to work with education students and faculty. They are willing to purchase resources that we need. The library has a green screen for filming and a light board for lectures. We have an instructional designer who provides professional development as needed. Most recently, she is teaching faculty how to use Ally on Blackboard to increase our accessibility of content for students with disabilities. She provided everyone with Zoom pro accounts who needed them. All buildings have Wifi and there is a VPN to connect at home. Our instructional designer worked with MAE faculty to create a tech space in VH1304 that met our technology goals as a department.

There is a focus on wellness at TSU and we have several services such as Student of Concern, anytime warning notifications, and kudos for students who are exceeding

expectations. Wellness is included in university [advising rubrics](#). Further, since our last national review, Truman has participated in the [JED Foundation](#) national program.

Other

Truman State University's MAE program is small enough that faculty know cohorts of students well. We consistently receive and review feedback from students and act upon their requests when it is possible. Examples include:

- Transfer students explained that they did not have as smooth a transition to Truman as they would have liked. We collected [data](#) from the transfer students in 2019; among other things, they indicated a desire to participate in a coffee or luncheon with the Department Chair. The Department Chair provided a lunch and an orientation to the program for transfer students each semester, which supported their transition to Truman. GTRAs send emails to transfer students inviting them to specific Department events so that they can get to know people and attend as a group.
- The Living Learning Community began based upon requests from students who wanted to have undergraduate experiences with other pre-MAE students. Missouri Hall has a designated wing for the MAE LLC.
- The ESOL add-on certification was started because of students' interests. Currently, there are [34 advisees](#) seeking this particular certification.
- We bought a Keurig machine upon the request of a GTRA who was providing tutoring for LLC students. At our work tables in Violette Hall Education wing, we provide food for students after learning some of them were experiencing food insecurity. Truman has a food pantry too.
- Many of the graduate courses are held at night so that students have the opportunity to substitute teach during the day.
- Based upon requests, we created a Hooding Ceremony for our graduates that has become institutionalized quickly. December graduates attend the Hooding prior to the graduation later that day. May graduates have the Hooding the night before graduation.
- A faculty member connected with alumni and teachers who were getting ready to retire to create a free teacher store in Violette Hall. Students can come and get supplies as needed for their placements and retired teachers are thrilled to have their materials have a second life.
- The MAE faculty carefully consider textbook costs and fees to keep those as low as possible for students by providing copies of texts, using free resources, utilizing the library reserves, and other means.
- The MAE faculty are all advisors and we meet with pre-MAE students and MAE students each semester if at all possible to discuss their plans.

- We have created a professional development series for current students and completers based upon the interns' professional development plans.

We have [multiple scholarships, grants, and awards](#) for MAE students including a Kay Clapp Literacy Award, which honors a current elementary MAE student and a [NEMO teacher](#) who shows excellence in literacy. Both awardees are given \$500 for their classroom libraries. We review Truman Foundation scholarship applications every semester in the process of awarding internal monies to MAE or MAE-bound students. One member of this committee has life-long ties to the institution, and personally knew many of the individuals these scholarships memorialize. In 2021-2022, \$34,400 was awarded as scholarships for education students. The NOYCE grant provided funding to increase the number of STEM completers. In addition to supporting our current MAE students, Dr. Sarah Berke and Dr. Wendy Miner have applied and received grants for NEMO teachers to have STEM training through Missouri Career Pathways.

Provision of Support Services to All Candidates on an Equitable Basis

As mentioned previously, all students have 24-hour access to counseling services. The Writing Center has virtual appointments as well as face-to-face. The Recreation Center has in-person classes as well as online pre-recorded content. The Health Center is available to students on campus for appointments. We have a Title IX and compliance officer who is housed in Violette Hall. Tutoring services are available online or face-to-face depending on the program. The campus bookstore has books and materials for students. There are multiple student organizations available at the undergraduate level (nearly 240) and some of those include educational ones (SMSTA, SNEA, Elementary Education Club). All education students enroll in a Blackboard course in ED 388 that provides them with employment opportunities in addition to information about how to substitute teach and apply for internships.

If students have a concern about courses or the program, they can submit an evaluation at the end of the semester, which is reviewed by faculty and the Department Chair. Students can speak directly to the Department Chair of Education or the Dean of the School of Health Sciences and Education. In addition, students can report directly to the Title IX office and/or the Academic Affairs Office.

Section 4. The Case for Standard 4: Program Engagement in Improvement

Guided by the Truman State University, School of Health Sciences and Education, the MAE Mission Statements, as well as stakeholder input, the MAE is committed to strengthening the education system through outstanding teacher preparation.

Truman State University's Mission Statement

The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end, the University offers affordable undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

School of Health Sciences and Education's Mission Statement

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professionals and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

Five Pillars

- ∫ Professional programs grounded in the liberal arts and sciences
- ∫ Leadership development
- ∫ Interdisciplinary collaboration
- ∫ Diverse learning and service opportunities
- ∫ Pursuit of continued scholarship and research

MAE Mission: The mission of the Master of Arts in Education Program at Truman State University is to prepare reflective practitioners grounded in the Liberal Arts. Our practitioners are skilled in bridging theory and practice. They are informed by a well-developed understanding of content, pedagogy, learners, and learning environments. We believe the human condition can be bettered by teaching and learning rooted in caring, innovation, reflection, and research-based practice.

4a: Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes.

Truman MAE students participate in multiple clinical experiences in a variety of school districts. These classroom interactions support schools in their efforts to address student needs through shared collaborative efforts. Stakeholder school districts range in location, from urban to rural, with variances in student demographics and context. Three area partner schools in the Northeast region routinely welcome Truman students, using them to expand their own student opportunities, especially in the populations of English Language Learners and Special Education students. All three of these partner districts (Kirksville, Knox, and Schuyler) have a significant number of students from low socio-economic status, with more than 50% of the students qualifying for free and reduced meals. All three districts also serve more than 14% of the school population with Special Education services. The Kirksville school district has added challenges in attempting to meet the needs of nearly 8% of their student body who require ELL instruction due to the influx of Congolese families to the community in recent years. This district has a larger Congolese student base than any other Northeast district, resulting in acute and distinctive needs. One practical example of how the MAE has assisted this local partner to reduce the educational disparities brought about by the language barrier is the MAE French students and faculty providing gratis translation of school documents, including the [Student Handbook](#).

As is the case in many rural locations, the smaller rural school districts near Truman have limited resources, including personnel. Several of the schools in the NEMO region have moved to a Tuesday-Friday schedule due (in part) to the difficulty in finding substitute teachers. These districts regularly engage Truman MAE students to address substitute teacher shortages, volunteer event staff, tutoring services, and after school supervision needs. Further, the school districts in northeast Missouri consistently struggle to fill teaching positions in many high-need subjects, including math, science, special education, elementary, and foreign languages. The Truman MAE program has had multiple instances where qualified students who are ready to intern have been hired as the teacher-of-record for schools in the surrounding districts. These positions assuage the staff shortages in the area while providing Truman students with valuable teaching experience and different perspectives of serving students with varied needs and limited resources.

Our Advisory Board consists of several members from the NEMO school districts. They communicate directly to us what their needs are, and how the MAE can support them. To offset teacher shortages in rural areas, the Board affirmed our technology goals, indicating that this training for pre-service teachers would be essential to providing scarce services in their districts.

Our MAE film series hosted on campus provides opportunities for students to discuss disparities in [education](#). Faculty members encourage their classes to attend.

In an effort to help our preservice teachers better understand the scope of the observable and measurable education disparities that can be observed in Missouri schools, students enrolled in ED 388 examine publicly available data supplied by DESE through the [DESE report cards](#). Examples of how these data are examined include surveying the number of districts employing teachers unqualified to teach particular content areas. Students in ED 389 are assigned to examine various [metrics by district](#) that highlight educational disparities, including high school graduation rates, student performance on state measures, sources of revenue, and other related topics. Most NEMO districts are classified as high need; consequently, our clinical placements allow students to experience these disparities first hand and, as mentioned above, often help to meet these needs.

4b: Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support.

According to the [2020 Teacher Shortage Report for Missouri](#), 3,558 (5%) of the 71,142 total FTEs for the state were either unfilled or filled by unqualified individuals. Of those, almost 1.46% were in Special Education positions (0.95% Mild/Moderate Cross Categorical K-12 and 0.51% Early Childhood Special Education B-3) and another 1.12% were in Elementary or Early Childhood Education positions (0.67% Elementary Education 1-2 and 0.45% Early Childhood Education B-3). Based on similar data from previous years' reports, as well as many years of discussion about the high acceptance rate to the MAE program of applicants to these programs, the Special Education and Elementary Education MAE programs instituted a direct admission policy to the MAE.

A further 1.08% of the 5% of unfilled or unqualified FTEs were in math and science areas (0.35% Physics 9-12, 0.25% Biology 9-12, 0.24% Mathematics 5-9, and 0.23% General Science). The Truman NOYCE Scholars Program, which is scheduled to end August 2022, has been one way in which the university has assisted in addressing the need for teachers in STEM areas. Truman's Noyce Scholars Program for Secondary Mathematics and Physics Teaching accepted students interested in becoming a STEM teacher and students were provided with general financial support in the form of generous scholarships (up to \$20,000/year).

Another way the Department is addressing this need is through the regular placement of year-long teachers of record internships for students in the sciences.

After researching remote internships and how those might look for MAE interns, the faculty agreed in 2020 to approve a [remote internship policy](#) for students who were interested in working for districts that might be out of our typical supervision range of approximately 300 miles, which includes Kansas City to Jefferson City to St. Louis to Northeast Missouri. This policy change helps to diversify participation in the educator workforce by supporting our candidates through facilitating experience in districts we had not historically placed students. In some cases this addresses a significant challenge that some students experience related to housing during their unpaid internship experience because it allows students to live and intern in locations where housing is more readily available to them.

Candidate Support

All programs offer early advising consistently to undergraduate students who are interested in education, first meeting with the Center for Academic Excellence advisors to file a degree plan and then working with an undergraduate advisor for their major and then a graduate advisor in their MAE program. This support is crucial to the success of the students in the MAE. Further, the Department Chair works closely with faculty to ensure that students are meeting the expectations of the MAE (e.g., GPA, dispositions) and follows up with individual students who may need additional encouragement and support.

Students who are not meeting expectations during their field experiences meet with the content area faculty member(s) and mentor to create [professional improvement plans](#) that outline specific areas for growth and clear consequences for not meeting those, along with action plans for how to achieve growth in the targeted area(s). Occasionally students will have to repeat a field experience or have been placed in additional field experiences as needed to increase their competence.

Diversification of the Workforce

The majority of our MAE students are White and female; so we examined how many male MAE students and faculty we had compared to our general population at Truman finding our program to be slightly higher than the norm. The MAE has profiled alumni of color in our Film Series for example, inviting back a founder of [Joe's Place](#) to lead discussion after the presented film. Faculty searches include postings to department chairs at doctoral institutions recognized to enroll students of color such as University of Illinois at Urbana-Champaign.

Students in the English MAE also work to meet local educator workforce needs during their ENG 608G field experience. English MAE students in ENG 608G (pre-pandemic) completed 25 hours in a clinical setting as a practical in the course. Because of limited settings in the area and to provide ENG 608G students a more diverse population of adolescents to work with, this clinical occurred in the education program at a local, residential drug treatment facility for juveniles (referred to here as PFHC). Clients at PFHC can be self- or family-admitted or can be court mandated to the facility and as juveniles are required to complete a portion of each day in educational endeavors, preferably working in credit recovery. Because this setting is so unusual for clinicals, Dr. Rebecca Dierking, the professor teaching ENG 608G, began a study of how this setting influenced candidates' transition from pre-service teacher to student teaching intern to classroom teacher. The study, begun in fall 2019, was placed on hiatus in March 2020 due to the pandemic but restarted in September 2021. It includes a short qualitative online questionnaire reflecting on their experiences, materials gathered during their ENG 608G semester, and an hour-long interview one-to-one with Dr. Dierking. Initial impressions from the data collected indicate a greater empathy in English candidates with students unlike themselves, an increased sense of confidence in approaching struggling students or students who have experienced trauma, and a deeper toolkit of strategies to handle disruptive behavior or attitudes.

4c: Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned.

In Missouri, all beginning teachers are assigned mentors in their respective buildings who monitor and support the teacher. Beyond this state required mentorship, the Education Department supports completers' entry and/or continuation in their professional role in both systematic and ad hoc ways. One example of a more systematic approach is the [professional development series](#) pilot program implemented this year (2021-2022) based upon [feedback from the Professional Development Plan](#) from 2020-2021 interns. These opportunities will take place via Zoom so they can be made available to our current MAE students, pre-MAE students, and faculty, as well as our completers regardless of where in the state they are located.

On our [website](#), we have a 'Support for Alumni' note for graduates in which we welcome them to reach out to us for support if they need it, which some have done. For example, we had a teacher candidate who was looking for special education resources about a particular disability and the Department Chair sent her request to the Special Education faculty who were glad to provide the resources she needed.

Faculty also report that they connect with completers on an informal and ongoing basis depending on the MAE program. For example, the English MAE students and completers have a [Facebook group](#) through which group members share resources, ask for assistance, and disseminate news about their accomplishments. Completers use this site to draw attention to developments in the department, the state, and the nation concerning education. This site also is a place many completers share openings in their schools and network across “generations” of Truman graduates. Additionally, pre-COVID, English MAE students often traveled together to conferences, either regionally or nationally, co-presented with English Education faculty, and participated in the formal professional development of conference sessions, as well as the informal professional development found in conversations with active classroom teachers.

Another example of informal connections is from the Music MAE program. Music completers have a Facebook messenger group through which completers share resources, seek assistance with struggles in the classroom, and provide support to one another. At the state music educators conference each year completers who attend the conference attend a reception at which updates from Truman are shared, joys and challenges of completers’ positions are discussed, and graduates socialize and make professional connections with alumni. Completers also regularly reach out to the music education faculty member for assistance with curricular or interpersonal challenges or joys.

The Regional Professional Development Centers (RPDC) in Missouri offer professional development for beginning teachers and the Education Department works closely with the [local RPDC](#), as we are housed in the same building. The local RPDC provides our department with MEES training every August, which subsequently results in support for completers’ entry into the profession due to our students having many experiences with professional evaluation using the MEES during their internship.

4d: Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs.

The DESE-mandated Principal of First-Year Teachers Survey Questionnaire routinely provides the most trustworthy evidence demonstrating the effectiveness of Truman completers. The measure includes 37 items mapped to the various MEES standards but also includes some holistic items that are strong evidence of the effectiveness of the Truman completer(s) a given administrator evaluated over the preceding year, which was the

completer's first year of teaching. In the [2020](#) report, in response to the item in which administrators were asked to indicate completers' impact on students, 89% of administrators who completed the questionnaire indicated that Truman completers were effective (29%) or highly effective (60%). The remaining 11% indicated that our completers were 'minimally effective,' but no administrators indicated that Truman completers were ineffective. Further, in response to the item in which administrators were asked how they would rate their Truman completer's ability to achieve the expected level of student growth 91% indicated that Truman completers were effective (37%) or highly effective (54%). The remaining 9% indicated that our completers were 'minimally' effective and, again, no administrators reported that our completers were 'ineffective.' While administrators overwhelmingly reported that Truman completers were effective, the primary growth area that emerged from the data related to differentiation, specifically the ability to utilize various instructional strategies relevant to diverse learners, such as students with IEPs, English language learners, and gifted learners. This need was further confirmed through analysis of responses to the [First-Year Teacher Questionnaire from 2015-2018](#) (data is included through 2021 on the table but only the data through 2018 were analyzed by the full faculty). In response, we have implemented a relatively new course ED 624G: Instructional Intervention/Reading Deficiencies and we offer ED 550G Introduction to Gifted as an elective. These areas have also become the focus of departmental retreats and initiatives aimed at program improvement by examining where in the existing curriculum these topics can be explored in more depth.

Historically, the MAE has researched retention and effectiveness in the field. For example, Dr. Perrachione completed a study that focused on why teachers stay in the profession and Dr. Miner conducted a separate 11-year study following MAE completers. More recently, Dr. Strange has been responsible for conducting the MAE Completer Survey and MAE Completer Focus Groups to gather more detail about areas in which completers feel they are effective, indicating strengths in the MAE, and areas in which completers feel less effective, indicating areas of needed program improvement.

Tracking our completers once they are in the field, and especially if they move to other states, has presented and continues to present a challenge. Every semester Truman MAE graduates must complete an employment card on which they indicate where they are employed for the following year. The Certification Officer maintains these records and collects the data to determine the rate at which certified initial program completers are employed in teaching or other positions after program completion. For example, [95% of completers](#) for Fall 2019, Spring 2020, and Summer 2020 were employed in school districts for the 2020-2021 academic year.

4e: Meets obligations and mandates established by the state(s) and/or jurisdiction(s) within which it operates.

The Department of Elementary and Secondary Education (DESE) accredits all teacher education programs in Missouri. The [Annual Performance Report](#) (APR) contains data for every completer in all of our MAE programs to ensure we meet the state standards. In terms of clinical hours (for example), in [2018-2019 our students had more than 85,000](#) hours. Truman State University's Master of Arts in Education initial certification programs meet the obligations and mandates established by the state of Missouri for teacher certification with performance assessments, content exams, GPA requirements, and certification requirements.

Revised Missouri Standards for the Preparation of Educators (MoSPE) Missouri Educator Preparation Governance (Effective October 30, 2020)

The [MoSPE Standards](#) provide the framework for Educator Preparation Institutions offering programs leading to recommendation for initial Missouri educator certification. Updates to the certification matrices may be sent to DESE for review. Changes in certification requirements can be reviewed by DESE.

A teacher who holds a valid Missouri professional teaching certificate may add areas of certification by completing the required coursework or by passing the appropriate designated assessment. Certification requirements differ by program and are listed in the approved DESE certification matrices. Truman State University and especially the Department of Education, helps students plan their programs to meet certification requirements for the add-on certifications.

Truman currently has three active DESE approved add-on certification programs (ELL/ESOL K-12, Gifted K-12, and Health K-12) and one inactive program (Special Reading K-12).

The ESOL K-12 endorsement is an add-on certification program for certified teachers and Master of Arts in Education (MAE) teacher candidates who desire to teach English as a Second Language (ESL). For students who will earn an initial certification through the MAE, the program consists of nine courses (combination of undergraduate and graduate courses) listed in the approved DESE curriculum matrix including the ESOL internship which is normally completed in conjunction with the teacher candidate's primary internship.

Gifted K-12 certification requirements include having valid Missouri teacher certification and two years of teaching experience. The applicant must achieve a score equal

to or greater than the qualifying score on the required exit assessment(s) as defined in 5 CSR 20-400.310 and 5 CSR 20-400.440, but *currently Missouri has no exit exam for gifted certification*. Professional coursework for this on-line program includes a minimum of 25 credit hours which are listed on the approved DESE matrix.

For the Health K-12 endorsement, students must take four required health courses and nine hours of electives which overlap with the Exercise Science curriculum as approved by DESE on the matrix. If students do not complete the courses, they can still take the content test and apply for the add-on certification after the initial Physical Education K-12 certification is issued.

Applicants must meet certification requirements in effect at the time of application. To add certification by coursework, candidates will need to submit an online “Additional” application, and copies of transcripts must be mailed if transcripts are not currently on file with the Missouri Department of Elementary and Secondary Education. To add certification by assessment, candidates will need to obtain Missouri’s passing score on the designated assessment. Candidates, then will need to complete and submit an online “Additional” application. DESE receives all official score reports directly from the testing company.

Curriculum Matrices for Certification

The Department of Elementary and Secondary Education (DESE) specifies the proficiencies for certification programs to be state-approved. The [matrices](#) include two requirements for all certification programs: Professional Requirements and Field and Clinical Experiences. The matrices for K-12 and Secondary Education programs also require a third area: Content Knowledge. The matrices for Elementary and Special Education integrate Content Knowledge into the Professional Requirements. The MAE diligently works to develop and continually refine curriculum through governing bodies on-campus, which can then be examined and approved upon request by the Missouri Department of Elementary and Secondary Education. As of Spring 2021, the matrices are no longer reviewed by DESE but EPPs are expected to continue to meet the state certification requirements detailed on the matrices. DESE will review curriculum matrices upon request from an EPP.

Missouri Content Assessment (MoCA)

Missouri Content Area Exams (first administered on September 2, 2014) are exit assessments that must be completed by Missouri candidates for certification. Several faculty have served on committees to review the content of the exams. The exams cost approximately \$73-\$100 and once completers are certified in their primary area of study, they can take any exam and become certified in those areas if they meet a passing score on the exam. Truman State University receives thirteen \$25 vouchers from DESE to support

students who have financial need. In the summer of 2021, DESE offered additional vouchers for Truman students for a total of \$1,375 (29 vouchers ranging from \$25-\$75).

Missouri Standards-Based Performance Assessments (MEES)

Missouri Standards-Based Performance Assessments (MEES) are designed to demonstrate performance in content, coursework, and field experiences during the candidate's student teaching internship(s).

The [Missouri Teacher Standards](#) convey the expectations of performance for professional teachers in Missouri. The standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students. The standards recognize that teachers continuously develop knowledge and skills. Therefore, the Missouri Teacher Standards employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career. Teaching professionals are expected to supply good professional judgment and to use these standards to inform and improve their own practice.

Candidates must meet or exceed the minimum passing score of 42 in order to be recommended for certification. Teacher Candidates must earn a combined summative score (which includes scores from the University Supervisor and mentor teacher) of 42 points on the MEES assessment. DESE does not expect that preservice teachers will score a 4 on the MEES standards, but will exhibit the skill level of a 2 or 3. The MAE aspires to have students earn a 3.

Grade Point Average Requirements

Previously, all candidates for certification had to have a minimum overall GPA of 2.75 on a 4.00 scale. (Removal of the cumulative overall GPA was approved by the Missouri State Board of Education effective in summer 2021.) Professional education coursework and content area coursework must be completed with a minimum GPA of 3.00 on a 4.00 scale upon graduation of the MAE.

A GPA is computed by dividing total quality points by the total semester hours attempted. "Totals" include all coursework attempted from all colleges attended.

- A higher grade earned in the same course that was repeated at the same institution will replace the first grade in the computation.
- Credits earned with a Pass/Fail grade are not counted.

Missouri Certification Requirements

Missouri has several methods for an individual to enter the education profession with a “certificate of license to teach”. Since Truman candidates are recommended for initial certification only after completing the Master of Arts in Education (MAE) the traditional route is followed: an individual completes a four-year, college-recommended course of study, does student teaching, passes the designated assessment test, and graduates with a bachelor’s [master’s at Truman] degree in a field of education and is issued an initial certificate.

To be recommended for certification, candidates must meet all Certification Requirements:

1. Successfully complete a baccalaureate degree at Truman or transfer a baccalaureate degree from another institution.
2. Successfully complete academic programs at bachelor’s and master’s levels with courses to fulfill competencies for professional requirements, content knowledge, and field and clinical experiences leading to professional educator certification.
3. Take Missouri Content Assessment (MoCA) for the certification area and achieve a minimum score of 220.
4. Complete Missouri Standards-Based Performance Assessments (MEES) during student teaching internship and earn a combined Summative Score) of 42 points assessment.
5. Submit transcripts from Truman State University and all institutions from which credits were transferred to and accepted by Truman.
6. Check fingerprint/background status for expiration date

4f: Investigates its own effectiveness relative to its stated institutional and/or programmatic mission and commitments.

We have three mission statements that drive our MAE program at Truman State University.

MAE Mission Statement

The mission of the Master of Arts in Education Program at Truman State University is to prepare reflective practitioners grounded in the Liberal Arts. Our practitioners are skilled in bridging theory and practice. They are informed by a well-developed

understanding of content, pedagogy, learners, and learning environments. We believe the human condition can be bettered by teaching and learning rooted in caring, innovation, reflection, and research-based practice.

School of Health Sciences and Education's Mission Statement

The School of Health Sciences and Education at Truman State University is committed to preparing students to effectively serve as professionals and leaders in their communities and field by providing an exceptional education grounded in the liberal arts and sciences, fostering interdisciplinary collaboration, promoting diverse learning experiences, and inspiring the pursuit of continued scholarship and research.

Five Pillars

- ∫ Professional programs grounded in the liberal arts and sciences
- ∫ Leadership development
- ∫ Interdisciplinary collaboration
- ∫ Diverse learning and service opportunities
- ∫ Pursuit of continued scholarship and research

Truman State University's Mission Statement

The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end, the University offers affordable undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education.

As can be observed from the mission statements of the MAE program, the School of Health Sciences and Education in which the MAE program is housed, and the overall university mission, of central importance is a grounding in the liberal arts and sciences. Because virtually all students who enter the MAE (~99%) have an undergraduate degree from Truman, almost all students already have a strong liberal arts background. However in addition to pedagogical content knowledge, the Truman MAE coursework engages students in content from various disciplines, including psychology, sociology, philosophy, history, statistics, and more, which further roots their educator preparation in the strong foundation of the liberal arts. The curriculum mapping the department has undertaken has helped to provide assurance that all MAE students are engaging with content from these varied fields, either through the core MAE coursework or through their content-specific courses.

The findings of the teacher responses on the [First Year Educator Survey](#) further demonstrate our effectiveness in relation to the three mission statements, the most recent data from which indicates that at least 95% of graduates agree or strongly agree that they were prepared well with respect to content knowledge, reflecting on their practice, and promoting respect for diverse cultures, genders, and intellectual/physical abilities. The principal responses on the same survey also indicate that MAE completers are prepared well with over 90% agreeing or strongly agreeing that completers were prepared well on 38 items.

The Graduate Survey Exit Questionnaire data demonstrates satisfaction from our completers. An [analysis of 2016-2020 data](#) from all of the MAE programs indicated that the MAE completers were satisfied or highly satisfied with their experiences. Noted strengths were faculty services (availability, advising, and investment), MAE completer's content knowledge, professional ethics which the graduate program enhanced and writing skills. We were pleased to note that students would choose to complete the program again.

Our annual accreditation from DESE ensures our completers meet the professional criteria for an educator in the state of Missouri. Furthermore, we are piloting an MAE portfolio to measure how well our MAE interns grasp the essence of the MEES standards, our goals of social justice, technology, and supply supporting artifacts. We are increasing our interrater reliability as a faculty and gathering data regarding the effectiveness of our program. Reflection is a cornerstone of the MAE and is built into all of our courses culminating in the internship with the MAE portfolio.

The MAE faculty, students, Advisory Board, mentors and other stakeholders have investigated our effectiveness relative to our goals for technology and social justice for MAE 2028 completers. COVID-19 pushed our technology agenda forward due to the nature of clinical experiences for our students--all virtual, a hybrid, or face to face with some students at home virtually. Our goals in that area are advancing. We have had rich discussions, professional development, and created a tool to measure social justice dispositions, which has undergone several revisions. There is still a lot of work to be done in the area of social justice. We have a common understanding of social justice; however, when we examine the social justice dispositions, time and examples are needed to delve deeper into how those dispositions manifest in the classroom. This year, we are going to create an action plan for our [State of the Art MAE in 2028](#).

Conclusion

The Truman MAE faculty are fortunate to work with exceptional students, as can clearly be observed by our candidates' and completers' high performance on virtually every measure, required by DESE or otherwise. We enjoy a student population that is intelligent, hard-working, and places high value on being excellent students. While high-performing students come with many benefits, they do not come without challenges. High-performing students also means that the DESE data is not always meaningful in terms of providing information for us to use to work towards continuous improvement. Consequently, we have four primary areas of focus to work to improve the already strong educator preparation program of which we are proud to be a part.

Area for Improvement 1: Assessment

We have long had a culture of assessment at Truman, which contributes to reflective practice and provides a support system for using data to make decisions. However, our focus on data collection is at times stronger than our data analysis. To address this, the MAE started an Assessment Committee several years ago that has contributed to some improvements in analyzing and disseminating data. In addition, we have created an assessment calendar that includes our varied measures and have very recently hired (July 1, 2021) an assessment coordinator/certification analyst to support data collection, analysis, and distribution.

Where we want to grow. We want to ensure that we are analyzing all of the data that we collect meaningfully. In addition, several measurements need revisions. For example, the professional growth plan's format is not as conducive to data analysis as we would like. Another example is that many of our forms are not in an online format, which makes it difficult for mentors to complete and adds a possible step of errors in data entry. Improving both the form and function of our assessment instruments is a primary area for improvement.

Growth with Specific Measures

Completers Surveys and Focus Group Surveys. Historically, the MAE faculty conducted research with our completers. However, with retirements and changes in program responsibilities, this practice was discontinued. Dr. Marty Strange has restarted this practice with a completer survey study, followed by focus groups. While participation has been low and we are trying to improve this by mentioning the study at the Hooding Ceremony so interns know to look for it. We are also keeping better records of completer contact information so we have accurate ways to connect with them.

MEES. The MEES is a DESE-mandated assessment of all interns completed by both mentor teacher(s) and University Supervisor. Intern candidates need to earn a minimum score of 42 on the summative assessment at the end of the semester to pass and be eligible for certification. The importance of reliable ratings on this measure is paramount. As DESE revises the MEES and provides training for faculty to improve inter-rater reliability, we want to continue our professional development with the RPDC to ensure that our University Supervisor ratings on the MEES are reliable.

Portfolio. Currently (Fall 2021), we are in the second phase of a pilot of our portfolio. The portfolio is based upon the MEES, which contains thirty-six Quality Indicators across nine standards. For the portfolio assessment, intern candidates are asked to include a one-page reflection and a digital artifact that addresses each of the standards. Students are also asked to include artifacts related to technology and social justice. We are working to improve the infrastructure of the online portfolio to make it more user-friendly for the candidates. Further, to build inter-rater reliability, we would like to have multiple faculty review the same portfolios.

Mentor Evaluation Forms. To meet the constantly changing world of the classroom, especially in the last 24 months, the Education Department revised the previous mentor evaluation form for ED 394, our second clinical placement. This revised form is being currently implemented (Fall 2021) with the hope that the feedback will improve field experiences for teacher candidates and will complement content in the course associated with that field experience.

Area for Improvement 2: Program Culture

Over the course of several semesters, the MAE faculty have been engaging in visioning work. Imagining the skills, knowledge, and dispositions we hope an MAE graduate in 2028 possesses, and the MAE program that will support realizing that vision, the MAE faculty crafted a document outlining what we think a [State of the Art MAE in 2028](#) might entail. While this vision includes many facets, some of the key facets include work to create an MAE program culture that embraces social justice, supports candidates as they matriculate through the program, and expands their professional knowledge.

Social Justice. Many [department meetings](#), professional development experiences, and department retreats have focused on the important area of fostering a socially just program and helping to prepare educators who hold social justice as a core value. The Education Department retreat in the spring of 2020 was devoted to the topic of social justice, with the culminating activity focusing on the strengths, weaknesses, opportunities, and threats ([SWOT](#)) of our program and department. We have held professional development opportunities to address issues related to social justice, such as technology use and the digital divide, and we piloted the social justice disposition rubric in Spring of 2021. However, we recognize that there are challenges and program shortcomings that need to be addressed. We revised the rubric in Summer 2021 with MAE elementary students and are piloting the revised version this semester (Fall 2021). Some of the changes included getting rid of the quantity components and moving toward qualitative measures, having one section just for the candidates to complete, and providing examples. We are looking forward to Dr. Saint Rice (newly hired Director of the Center for Diversity and Inclusion) to join us during the October retreat to further revise our rubric and help us create an agenda for examining social justice.

Advising and Admission to the Program. The Elementary and Special Education programs have elected for the opportunity for direct admission to the MAE after a careful review of the application process and admittees throughout multiple years. These two programs accept candidates from any undergraduate major at TSU (all of the others have undergraduate degrees from their specific or related discipline). Because elementary and

special education candidates can seek any undergraduate major, MAE Faculty do not always know the students prior to enrollment in graduate courses. This issue makes it more challenging to offer effective advising when it is not always clear who intends to pursue the MAE upon completion of the undergraduate degree. We are curious if improvements in advising will increase retention. Further, we have not implemented any case studies examining a student's progress from start to finish in any of the programs and would like to have those data to determine if changes are appropriate. One way we intend to address this is through a study Dr. Pareja is beginning in which he will be examining why some students choose to leave the MAE before they enter the graduate program, even though they may have indicated that they were interested in the MAE while pursuing their undergraduate program.

Living Learning Community (LLC). The MAE has one of two approved LLCs on campus and there have been several permutations of this [LLC](#). The LLC is housed in Missouri Hall. Eleven spaces were filled for fall 2020 and there are currently seven LLC students this year (2021-2022). The LLC creates a community for these candidates and, anecdotally, we believe the LLC increases retention of students. However, we have not conducted any case studies to determine what happens with these students and we would like to examine that.

Adjunct Faculty. Adjunct faculty perform a critical role at all universities and the same remains true at Truman State. We want our adjunct faculty to feel fully a part of the department. One way we have done this is by asking all of our adjunct faculty to review portfolios in Spring 2021. While often excluded from service responsibilities due to the nature of being an adjunct, we want our adjuncts to feel included and participate fully with our initiatives. In particular with the portfolio, having adjuncts serve as evaluators helps them to better understand our students and program more fully, which helps to build the program culture. Our adjuncts are invited to Department meetings, which we record and share with anyone who missed the meeting and requests it. In addition, we invite our adjunct faculty to attend other events hosted by the MAE. While we do make concerted efforts to make our adjunct faculty feel like full members of the faculty, because they are, we recognize that this is an area that needs regular attention to ensure that adjunct faculty are fully integrated and understand the program culture.

Area for Improvement 3: Program Growth

Growing the program in size and quality is another area upon which we would like to focus in the coming years. We would like to do this through both additional programs, as well as numbers of students, faculty, and support staff.

Gifted Certification and Gifted Masters. The MAE offers gifted certification courses for practicing teachers and the number of enrolled teachers has increased each year. Results of a needs assessment conducted in Fall 2019 indicated a desire by area teachers and administrators to expand our offerings. In response we created a gifted master's program that is designed for practicing teachers. The program was approved Spring 2021 and students started enrolling Summer 2021. As this program grows and develops, we want to track our enrollment to determine if we are meeting the needs of our practitioners.

Additional Certification Areas. We have an excellent working relationship with DESE and appreciate their support of new programs and initiatives. We plan to add programs in the coming years, including Latin and Communications/Theater. We hope to assist in meeting the needs of Missouri's students by responding to the calls for more certified teachers in the wake of teacher shortages.

Professional Development Program. Between now and our next review, we hope to have our professional development grow to include completers and current students with on-target professional development based upon the needs expressed by candidates and completers. Our most recent First-Year Teacher Survey Questionnaire data indicates program improvement and professional development needs in the areas of differentiation for specialized learning, including working with students with IEPs, gifted learners, and English language learners. We intend to continue to mine our data to inform the professional development program offerings in the years to come and hope to grow the participation in the program by candidates, completers, and area teachers who are not Truman alumni.

Area for Improvement 4: Technology Integration

Prior to the pandemic meaningful integration of technology into the classroom was already a big topic in the field. However, the pandemic accelerated the focus and highlighted the need for comfort with technology for it to be the tool it is intended to be. The Education Department created/built an innovative lab classroom with Virtual Reality, Nureva Span Walls, and Smart TV for students and multiple professional development opportunities about these technologies have been held for MAE Faculty, the Advisory Board, pre-MAE and MAE students, local elementary school students and their teachers. While we have been proud of how we have embraced technology and made large strides in this area we also recognize that the ever-changing nature of technology makes it an area of constant focus on growth to remain current. As online learning/hybrid models have blossomed in K-12 education, we want to ensure our students exhibit growth mindsets in terms of technology use and focus on what is best for students. Continuing to research and incorporate the best practices of technology to promote student learning is an area of improvement for our program.

Appendix A

Candidate Recruitment, Selection, and Monitoring

Candidate Recruitment

The MAE has multiple methods of recruitment. First, we participate in all Showcase Days, which are held throughout the Fall and Spring and are sponsored by the Admissions Office. Prospective students and parents are invited to attend a session designed specifically for the MAE program. Our recruitment/retention GTRAs work with faculty during the meet and greet portion of the morning and then work with the Department Chair for the 30 minute session.

MAE faculty meet with individual prospective students and families when they are touring the campus virtually or face to face and request a meeting.

Our MAE faculty recruit informally when they are in schools for site visits. Students sometimes will ask questions about Truman. Faculty take swag to give to mentor teachers and interns. Other teachers and colleagues in buildings will ask us questions about the MAE and other programs at TSU.

All graduates from Truman State University get swag to display in their classrooms and it is not atypical for a prospective student to comment about a TSU graduate who encouraged him/her/them to attend Truman.

We work closely with our Admissions Office and meet each year to discuss changes to our [Quick Facts](#) and other materials that we create for recruitment. All Admissions Advisors have the Department Chair's phone number and will call with questions as they work for students.

The recruitment/retention GTRAs have presented at the Educator Rising Conference held annually. From that presentation, we have had several advisors of Educator Rising Clubs reach out to us asking if we can present to their club. We have had several virtual presentations this way, which have been very successful. In addition, we have heard from one Future Teachers of America advisor this fall and they are coming to campus soon with their organization. We plan on reaching out to other Future Teachers of America.

We have hosted different events on campus. For example, we coordinate with the [Art Gallery](#) at Truman to present lessons to K-12 students who come as part of a field trip. Currently, we are working on a STEM day for 8th graders to come to campus and visit different departments within our school.

Self and Society, Action Symposium, and JINS (Junior Interdisciplinary Seminar) are undergraduate courses that MAE faculty often teach. Recruitment is a natural outcome in those courses and frequently students will inquire further. In addition, we have undergraduate courses that are open to any student such as ED 388 and ED 389. Students who enroll in those courses will sometimes pursue education and the MAE.

Transfer students who are interested in the MAE meet with the MAE Certification Officer to determine a plan to earn MAE degrees and certification. The recruitment and retention GTRAs invite transfer students to different events we host and the Department Chair of Education will meet with them each semester.

Admission to the MAE

A history of [discussions about admissions](#) from Education Department meetings (beginning in 2007) illustrates a long and consistent examination of our admission practices, as well as the reflection and care with which the department approaches admissions. We have tried to become very transparent so that there are no surprises for a Truman undergraduate student who wants to enter the MAE.

[Requirements for admission](#) differ by the particular MAE program. The Special Education and Elementary Education programs allow direct admission. There are four gateways that candidates must meet and then they become a graduate student upon completion of their undergraduate degree. Secondary and K-12 programs have [four core components](#) that are common to all programs and then they each list requirements that are particular to their programs.

For current Truman undergraduate students who are Special Education or Elementary Education focused, they complete a form in their XXX 608G courses that allows them to become a graduate student. For other TSU undergraduates applying to other MAE programs, they complete an application in Slate. The application is reviewed by the MAE faculty contact person in that department and/or a committee. The Department Chair of the discipline reviews the application and then the Department Chair of Education reviews the application. Finally, the Dean of the School of Health and Sciences reviews the applications. All applications are reviewed within the month that they were received unless the student is missing components of the application.

For non-Truman graduates who are interested in the MAE, there is a slightly different process. First, they cannot have earned a teaching certification. Second, they must meet certain requirements prior to admission so they are non-degree seeking students until they meet those requirements. Third, they are assigned an MAE advisor to ensure a smooth transition.

From [Fall 2018 to Spring 2021](#), MAE programs had 12 students who started an application, but never completed one. During that time period, there were 307 completed applications. Of those applications, 305 students were admitted. One international student was denied due to the personal statement requesting a program that our MAE does not have. Another student was asked to become non-degree seeking first to meet undergraduate criteria and did not pursue the MAE. Our acceptance rate is 99%.

Our add-on certifications do not require admissions.

Monitoring and Retention of Enrolled Students

Across the content areas, the MAE faculty employ a variety of monitoring processes to help ensure the success of all students. Some examples include regular observations, periodic check-ins via email/text/Zoom, journal reflections, development of goals for professional growth, formal documentation of progress, and linking students to both internal and external resources. For struggling students who may need more support, personalized plans for accountability and remediation measures may be employed.

Across departments, there is a heavy emphasis on advising students interested in teaching as soon as possible. For the most part, Education faculty begin advising students as soon as these students express a desire to teach or that they are interested in learning more about teaching. This advising is often done in-person in faculty classes, as well as at MAE welcome events, but also during Truman Visit Days and Truman Showcase events. As soon as students express an interest in possibly pursuing a teaching career, many faculty begin advising these students either the summer following their freshman year, once they transfer into the program/university, or, for some, in the spring of the students' first year.

To support retention, we have multiple avenues including advising, eliminating unnecessary blocks to students' success, and providing additional support as needed. For example, we had implemented a GPA requirement and faculty had no idea that we were losing students as early as sophomores who did not meet the GPA requirement for ED 389 ([Rationale](#) for dropping the GPA requirement for ED 389 to increase retention). There have been no issues with dropping that GPA requirement, but the benefit has been that we are recruiting and retaining more students than previously.

Another method to support students and increase retention is to introduce the MEES earlier in the program. Prior to the internship experience in ED 609G, all students become familiar with the MEES rubric through their capstone experiences in the 608G courses. Feedback to students from faculty mentors typically highlights desired MEES outcomes and provides a tool for monitoring pre-professional competency growth toward acceptable candidate criteria.

The MAE has multiple student organizations and opportunities such as professional development and social events to stay connected to the programs, which we believe contributes to retention.

If students are struggling with courses and/or field components, faculty will work with the individual to design a professional improvement plan to support growth. During 2018-2021, we have had three students with professional improvement plans (one in Special Education, one in Foreign Language, and one in Health Exercise Science) and they all graduated with certifications. In addition, we have many services available at Truman to support students who are struggling.

Further Evidence

An examination of data from Fall 2019 to Summer 2021 admitted students revealed that of all the students admitted, all but three students graduated. One person took a medical leave from the ELED program during the internship, one person was accepted in the ELED program, but did not start courses due to medical leave, and one person decided to attend Business School rather than pursue the ELED MAE. Of those that graduated, two have not earned certification from DESE--both of whom have been impacted by COVID-19 and we are working with to help them earn the certification. From the admitted students to graduation with the MAE, we have a 98% success rate of graduation. From Fall 2019 to Summer 2021, we have a 99% rate of graduates earning certification.

On the [Graduate Student Exit Questionnaire](#), students were asked if they could start graduate school over again, would they attend Truman State University. The 2018 graduates responded that 55% would definitely and 34% would probably attend again. In 2019, 54% of graduate students reported that they definitely would and 32% said probably. In 2020, 65% of graduate students said definitely yes and 30% responded probably. One graduate commented:

“The faculty in the MAE really make the program. They were fantastic in every way. I had an advisor that fit my style and personality perfectly, and had an easier time understanding and explaining things to me because of that. I had several teachers who would meet with me to discuss any questions I had that were more in their wheelhouse than my advisor. Julie Lochbaum in particular was probably the single most important interaction that I had outside of my faculty advisor. She assisted me in finding financial resources, helped me through an emotional crisis that had me considering withdrawing from the program, and inspired me to be a far better teacher than I ever thought I could be. Bev Peters, Dr. Maglio, and Dr. Yoder were also very inspiring and offered assistance whenever I felt lost.”

Appendix B

Completer Support and Follow-Up Practices

Education faculty engage in substantial informal work with completers because the community is relatively small. This engagement includes work with completers in both teaching and administrative positions. Truman faculty often work with completers who are employed in our partner school districts, including the Clayton, Park Hill, Knox County, Kirksville, and Schuyler County school districts. These interactions happen in a natural cycle of cooperation, wherein Truman graduates are regularly employed in the districts with which Education faculty collaborate.

School Partnerships

We have formal partnerships with several districts including [Clayton](#) (near STL), Park Hill (near KC), Kirksville (NEMO), Schuyler (NEMO) and [Knox](#) (NEMO). Two of the Memorandum of Understandings are attached here. The others are in the cycle of review this semester and are in the process of being updated.

Professional Development

The Education Department has also recently initiated a professional development series for the benefit of both pre-MAE undergraduates and MAE graduate students and completers. Ideas from the professional development plans from last year's interns included topics such as [ESOL, social justice, and wellness](#). There are 47 people who have RSVPed for the first event on social justice. In the Fall 2020 semester, the Education Department also hosted a [two-part professional development series](#) on the digital divide. Efforts to offer more professional development opportunities are continually underway.

Homecoming Open House

On p. 5 of the School of Health Sciences and Education [newsletter](#), our Homecoming event was highlighted with images. Everyone enjoyed learning about the new VR and seeing some of the technological advancements that have been implemented in schools. The Open House allows completers to connect with each other and with current students.

Completer Surveys and Focus Groups

We have brainstormed methods to stay connected to alumni with emails that are not just Truman addresses, because everyone does not check those emails. The Alumni Office can help with that communication potentially. In addition, the completers fill out a form indicating where they are employed as soon as they know, which will hopefully provide us with contact information that is current.

We hope to have robust numbers with our completer surveys and based upon the data we receive from them and more about our social justice rubric, we will have opportunities to provide more support to completers. Our website has a message to completers to reach out if they need support and [some have](#).

Appendix C

Program Capacity and Institutional Commitment

Part 1

Alignment of Program Curricula with State and National Standards

The Education Department [Curriculum Matrix](#) illustrates the alignment of course content and outcomes with state MEES and MoSPE standards. The DESE [Curriculum Matrices](#) detail how Truman meets state certification requirements for each of the 13 initial certification areas and three add-on certifications. Further, the department recently undertook a mapping of the [ISTE standards](#) across [our curriculum](#).

Alignment of the InTASC Standards and MEES Standards

MEES Standards	InTASC Standards
<p>MEES 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>	<p>InTASC Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>
<p>MEES Standard 2: Student Learning, Growth, and Development. 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 support the intellectual, social, and personal development of all students.</p>	<p>InTASC Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>InTASC Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>

<p>MEES Standard 3: Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district, and state standards.</p>	<p>InTASC Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>
<p>MEES 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>	<p>InTASC Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>InTASC Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>
<p>MEES 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>	<p>InTASC Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>
<p>MEES Standard 6: Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>InTASC Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>
<p>MEES Standard 7: Student Assessment and Data Analysis. The teacher candidate</p>	<p>InTASC Standard 6: Assessment. The teacher understands and uses multiple</p>

understands and uses formative and summative assessment strategies to assess the learners' progress and uses both classroom and standardized assessment data to plan ongoing instruction.	methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
MEES Standard 8: Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effect of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.	InTASC Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
MEES Standard 9: Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.	InTASC Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Finally, we have drawn heavily from the [Learning for Justice Social Justice Standards](#) for our Social Justice Disposition Rubric and have [mapped those standards across our curriculum](#) as well.

Sufficient and Appropriately Qualified Faculty

Following Higher Learning Commission (HLC) guidelines our faculty are qualified to teach courses and provide supervision. According to HLC, our faculty have earned degrees in fields that they teach or closely related fields in which they develop courses and are at least one level above that of the course being taught. We do have experts in the field that may not possess a terminal degree, but meet the criteria of exceptional expertise in the areas that they teach. In addition, our [faculty assessment of what different people can teach](#) demonstrates our flexibility in meeting course needs.

- [Faculty Qualification Chart](#)

Facilities and Support Services Offered to MAE Graduate Students

Truman and the MAE program have more than adequate facilities and support services to meet the varied needs of our programs and candidates. Facilities, both in the form of offices that provide important services as well as physical spaces, provide a range of both academic and other student support services to ensure student's success. These offices and/or facilities can advise students on learning strategies, point students toward valuable services, and help students troubleshoot technical problems as they arise.

Academic Services and Facilities

Disability Services. Truman State University is committed to making every effort to assist any student with documented disability to meet the requirements expected of all students enrolled. To obtain disability-related academic accommodations students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. If accommodations need to be made, please inform the Disabilities Service Office and the instructor of the course by the 2nd class meeting. For additional information, refer to the [Office of Student Access and Disability Services](#).

Center for Academic Excellence. The [Center for Academic Excellence](#) (CAE) provides advising services for students in their first year for most departments, as well as tutoring services.

Writing Center. Students are encouraged to use the [University's Writing Center](#) for writing projects. It is not a professional proofreading service; however, the Writing Center consultants will read student's work and give students feedback about what they do well and what could be improved and why. They can help students better understand their writing craft so they can communicate their knowledge effectively.

IT Help Desk. The [IT Service Center](#) is a one-stop location to serve students who need assistance with phone or computer services.

Education Department Support Services

The Education Department provides students with support services as well. Students can visit the [department's website](#) to view information about the Master of Arts in Education (MAE) program. Multiple student resources are available with click-able links on the website. The website also provides information on how to apply to the MAE program.

Violette Hall 1304 Facility. The Education Department at Truman State University hosts a facility dedicated to technology and integrating this technology into teaching and learning. In Violette Hall 1304, students and professors are able to use many forms of technology, including a Nureva Wall, virtual reality, a Smartboard, Logitech Connect Conference, and a Swivl. The Nureva Wall pans the entire wall with three sections of touch

screen boards. The wall can be touched by multiple people at once, allowing for collaborative work. The technology is available upon request to any Education student or faculty member.

Academic Changes Due to COVID-19. Because of the COVID-19 crisis, changes have been made to the field of education at TSU. Courses during the Spring 2021 and Fall 2021 semesters are offered in multiple forms: in-person, online, or a hybrid of in-person and online. In-person facilities have enforced limited capacity to ensure social distancing. Faculty has completed professional development on teaching online learning and the program Quality Matters at the beginning of the Fall 2020 semester. The Missouri Department of Elementary and Secondary Education has reinstated and expected MEES performance evaluations, MoCA content testing, and the required number of hours for student teaching internships for the Spring 2021 and Fall 2021 semesters. The MAE reinstated and expected the professional development plan and professional disposition rubric for the Spring 2021 and Fall 2021 semesters. Our focus on technology has helped with the transition for our students who were enrolled in their internship during this pandemic. Several candidates reported supporting their grade-level teachers/mentors with technology for remote learning. Faculty and students have exhibited flexibility and a growth mindset to provide excellent learning opportunities during the crisis.

Student Wellness Services and Facilities

Student Recreation Center. Supporting students' wellness in the form of physical fitness and recreation is an important part of students' overall academic and personal fulfillment. The [Student Recreation Center](#) meets this important need and offers group fitness classes, personal training services, intramural sports, and online videos to support wellness.

Counseling Services. Students' mental wellness is also a critical part of students' overall academic and personal fulfillment. Student mental health is supported primarily through the on-campus [Counseling Services](#) at the McKinney Center.

Preferred Name & Pronouns Policy. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, and nationality. Class rosters are provided to the instructor with the student's legal name; however, we want to honor the name by which students choose to be known. Students are encouraged to advise their professors of their pronouns and preferred name early in the semester so that they make the appropriate changes to their records if needed. Truman has recently adopted a [Preferred First Name and Gender Pronoun Policy](#), which allows students, faculty, and staff to [change an individual's first name](#) without pursuing a legal name change.

Feedback Opportunities Given to MAE Graduate Students

Instructor Evaluations. At the end of the semester, students have an opportunity to complete an instructor evaluation for each course in which they are enrolled. An email is sent to students to notify them of the evaluation. The email states:

“Hello, Students:

The Instructor Ratings Survey is separate from Fs done for instructors at the end of the semester. It is intended strictly for student information. It is designed to provide information that will assist you and other students in course selection for future semesters. You will have the opportunity to complete a brief survey for each course in which you are registered, and your anonymity is assured.

To participate, use your Truman username and password to log in at the following link:

<https://secure.truman.edu/sb389-s>

Thank you for your time. Your participation is important to make this a meaningful process.

Student Senate

Faculty Senate”

Course Evaluations. At the end of the semester, students have an opportunity to complete a course evaluation for each course in which they are enrolled. An email is sent to students to notify them of the evaluation. The email is sent from the department the course is a part of. A general template of the email states:

“Please take a few minutes to evaluate the following [Department] courses:

[Course Catalog Name of Course and Professor]

You may evaluate them online at <http://evaluation.truman.edu>

This week is your only chance to offer constructive feedback to your instructors. Please consider completing your evaluation(s). Results are made available to instructors only after final grades have been posted for the semester. Thank you for your time and consideration.”

Grade Appeals. Students who wish to file a grievance about a course grade can, following the [Grade Appeals Policy](#), complete the [Grade Appeal Petition](#).

Discrimination and Title IX. Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity, and inclusion, which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. Faculty and staff are considered “mandated reporters” and therefore are required to report

potential violations of the University's Anti-Discrimination Policies and/or potential incidents of sexual misconduct that they become aware of to the Institutional Compliance Officer. The institution's [complaint procedure](#) and [complaint form](#) are easily accessible to students through the [Institutional Compliance website](#).

Fiscal Support. As detailed in Part 2 of this appendix, Truman State University and the School of Health Sciences and Education provide adequate fiscal support to maintain the quality of the MAE program. As stated previously in the report, our funding is comparable to other programs in our school. Health and Exercise Science's budget includes the Natatorium. We have a large foundation that we can access additional funding for extra events such as professional development.

Part 2

Truman's institutional commitment to the MAE program is in keeping with comparable programs within the institution and with institutional norms. The MAE has received permission for a new hire in English MAE, [a new hire in ELED MAE](#), a replacement for an administrative assistant, a replacement for our certification officer with a change in the role to add the assessment component, and are in the process of requesting an MAE advisor. Our needs have been carefully considered by the Deans and Provost and have been approved, which increases morale. One Dean from another school contributed [funding](#) for the MAE to hire the ELED MAE person during this fiscal year, which demonstrates the support and collegiality among the schools at Truman. In our endowed funds as of August 2021, Education has several. One has \$481,000 and another has \$17,700. Our endowment is the largest in the School of Health Sciences and Education. Health and Exercise Science has \$150,000, Nursing has \$228,000 and Communication Disorders has \$316,000.

Appendix D

Internal Audit of the Quality Control System

The Truman MAE program is fortunate to receive meaningful data from DESE in the form of the First-Year Teacher Survey Questionnaire data, as well as the Principal of First-Year Teachers Survey Questionnaire data. The findings of these surveys have indicated, among other things, that the MAE program meets the needs of our completers for the most part; however, we need to address students with special needs more (ESOL, gifted, and students with IEPs). To some degree, these areas reflect our focus on social justice more intentionally in the MAE program as supported by the MAE 2028 vision document. Furthermore, our professional disposition rubric was not providing enough information for growth as the majority of our students earned the highest scores regardless of their clinical placement (ED 394, XXX 608G and ED 609G) and social justice seemed the natural progression for growth. Led by the department's Assessment Committee, Education Department faculty participated in a retreat in the Spring of 2020 specifically focused on Social Justice. PowerPoint Slides from the social justice disposition retreat can be viewed [here](#). Meeting minutes from a retreat in Fall 2020, with content related to social justice highlighted in green, can also be viewed [here](#).

The MAE faculty, students, Advisory Board, mentors and other stakeholders have investigated our effectiveness relative to our goals for social justice for MAE 2028 completers. Our rationale for including as many stakeholders as possible was twofold: a) the topic is an important one and focuses on cultural awareness, which is represented more thoroughly through multiple lenses and b) we believed it would increase buy-in if we had representation from multiple stakeholders. We have had rich discussions, attended several professional development opportunities, have a common understanding of social justice, and created a tool to measure social justice dispositions based upon expert sources, which has undergone several revisions based upon data from stakeholders. During the Spring 2021 pilot of the social justice disposition, we surveyed all XXX 608G and ED 609G students, University Supervisors, and mentors about the measure. During Summer 2021, Dr. Jones and Dr. Miner presented the data to the students in ED 618G and they worked to revise the rubric based upon the data. They piloted the new version in the summer, but data collection about the use was limited. An institutional worker and Dr. Miner added examples to the new version and discussed possible curriculum activities to support the social justice initiative. In addition, they examined the portfolio data to determine where students used technology and social justice. The faculty met in Fall 2020 and agreed to pilot the new version. At our retreat in Fall 2021, we will focus primarily on the social justice disposition and now need time and examples to delve deeper into how those dispositions manifest in the classroom. This year,

we are going to create an action plan for our [State of the Art MAE in 2028](#) and how it will be assessed and monitored.

Since 2018 when the Education faculty identified technology as another competency, skill, and knowledge important for MAE 2028 completers, the MAE faculty, students, Advisory Board, mentors, students and other stakeholders have investigated our current status and our goals for technology for MAE completers. After numerous discussions regarding what we would want and [attending MoreNet](#) to gather information about possible technology, the Education Department created/built an innovative lab classroom with Virtual Reality, Nureva Span Walls, and Smart TV for students. Since the completion of the classroom, multiple professional development opportunities about these technologies have been held for MAE Faculty and students as well as for local elementary school students. We collected [data](#) about comfort levels of people's use of the technology and provided training on how to use the equipment. COVID-19 impacted our use of VH 1304 when we were closed and on a smaller number of students per room. However, we are back face to face and have greater use of the room. All ED 393 courses are scheduled in that room so students can learn the technology. We are working on a plan to enhance our students' technology use to prepare for virtual learning as well as face to face learning.

Appendix E

Evidence of Data Quality

Explanation of Measure Validity, Reliability, Trustworthiness, and Fairness

Measure: Missouri Content Assessment (MoCA)	
Evidence regarding validity	The MoCA content area assessments are exit assessments for each certification area and must be completed/passed by the candidate. DESE worked with Pearson to ensure validity to the MoSPE standards and content requirements for all teachers in Missouri.
Evidence regarding reliability	The MoCA content test is mandated by the state of Missouri for the APR and is required for initial certification for each completer. No bias in reliability has been reported by DESE.
Evidence regarding trustworthiness	P-12 Partners report that MAE program candidates have strong content knowledge.
Evidence regarding fairness	Pearson's technical manual addresses the fairness of the assessment. We have had 100% pass rates so have not observed problems with fairness. The MAE program receives 13 vouchers, each at \$25.00 value, from DESE for students with financial need.

Measure: GPA Requirements (overall/content/professional)	
Evidence regarding validity	<p>Candidates for certification were required to have a minimum overall GPA of 2.75 on a 4.00 scale until Spring of 2021 when that required was removed by DESE. Professional education coursework and content area coursework must also be completed with a minimum GPA of 3.00 on a 4.00 scale. This requirement was eliminated by DESE in Spring 2021.</p> <p>Content validity is ascertained by the successful completion of the courses and candidates' abilities to perform well in field experiences and pass the MoCA. Further, our candidates perform well in their courses so we have evidence that there is alignment between the assignments and the instruction. Professional education courses with field experiences rely on our P-12 partners for feedback as</p>

	we often work as a team with the candidates and/or completers. It is very rare that an admitted candidate does not meet GPA requirements.
Evidence regarding reliability	The MAE and Truman faculty who teach the content courses have approval to teach graduate courses from the University and the required credentials to teach at the undergraduate level. All syllabi are approved through faculty governance and our faculty have been fairly consistent in terms of how frequently they teach particular courses. For multiple sections of MAE courses, faculty meet periodically to ensure consistency of content and assignments.
Evidence regarding trustworthiness.	Due to our multiple measures for meeting the APR and our students' abilities to meet these measures well, we feel that our GPA measures are credible, dependable, and confirmable.
Evidence regarding fairness	Even in the best case scenarios, evaluating student work for grades can have variability. If students feel that their work has been evaluated unfairly, students can complete a grade appeal petition form to the Registrar's office. In addition, if the student feels that he/she was discriminated against due to race, religion, etc., they can file a non-discrimination complaint reporting and resolution procedure to our Title IX office. Finally, students can reach out to the Department Chairs, Deans, and/or the Provost if they have concerns.

Measure: Professional Disposition Rubric	
Evidence regarding validity	When the instrument was first created, faculty used research-based sources to determine skills and categories, which was vetted by mentor teachers, candidates, and completers. The Elementary MAE Faculty used the document for several semesters and then the MAE Faculty recommended changes for MAE program adoption, which were brought forward to the Advisory Board. After that review, we made the changes and have utilized the instrument since. The professional disposition rubric data aligns with our candidate's performance based upon the MEES scores, GPA, and qualitative feedback from mentors and University Supervisors.
Evidence regarding reliability	The professional disposition rubric is submitted by candidates, P-12 Partners, and MAE Faculty for each field experience. The data is examined by each supervisor for consistency among the stakeholders during that course. In

	<p>addition, the data are collected by the Education Department each semester. We analyze the data by the candidate to ensure consistency over multiple courses. In addition, University Supervisors explain the form to the mentors and candidates prior to the clinical or at the beginning of the clinical experience and then review the data at the end of the experience.</p>
Evidence regarding trustworthiness	<p>The scores represent the overall strengths of our candidates and completers and are trustworthy when considered with high employment rates, successful certification, and mentors who ask to work with our candidates.</p>
Evidence regarding fairness	<p>We have compared dispositions scores by different MAE programs, candidate's gender, and the same candidate throughout multiple courses. No significant differences were found.</p>

Measure: Social Justice Rubric	
Evidence regarding validity	<p>The Social Justice Rubric was created based upon several sources including teaching tolerance (now learning for justice), Zaretta Hammond, and others' work to support our goals for social justice dispositions. The second version was designed after data collected from our stakeholders.</p>
Evidence regarding reliability	<p>The data is self-reported, examined by the mentor and the university supervisor so there are 3 people reporting on the candidate's success. We know that our reliability will increase once we have the measure corrected after the next pilot phase and we begin training on the final product.</p>
Evidence regarding trustworthiness	<p>In process since it is a new measure and we have adjusted it again this semester.</p>
Evidence regarding fairness	<p>In process since it is a new measure and we have adjusted it again this semester.</p>

Measure: Professional Development Plan (PDP)	
Evidence regarding validity	<p>The PDP document was adapted from the New Jersey Department of Education Optional Teacher Professional Development (PDP) Template and Sample PDP. This specific instrument was chosen after reviewing numerous other state-used instruments as being most "user friendly" and most "adaptable" while still validly assessing PD activities of MAE students.</p>

Evidence regarding reliability	The data are self-reported so the consistency is that all MAE candidates complete the form and a tabulation and beginning analysis of PDP section I (what areas MAE students believe they need to further develop as a professional teacher) was conducted Spring 2020. We plan on continuing to examine the other two sections as well as consistency between PDP and other self-report measures of development. Once students complete the form, they are to sign and date the document and to have their mentor teacher and University Supervisor sign and date before turning it in.
Evidence regarding trustworthiness	Similar to fairness, given the self-report nature of the PDP there is no reason to believe that a student would be encouraged to respond to any particular item(s) in a given manner or to reflect any particular “socially desirable” responses.
Evidence regarding fairness	Given that the PDP is entirely self-reported there is no reason to believe there would be bias. Fairness does not seem to be an issue given the structure of the PDP.

Measure: First-Year Teacher Survey Questionnaire	
Evidence regarding validity	This measure was created and subsequently examined for content validity and structural validity by DESE. Content validity was established through item validation survey and expert review. In order to determine structural validity, a confirmatory factor analysis of the measure was conducted, but the model fit was poor. Subsequent exploratory factor analysis of the measure revealed eight factors accounting for 100% of the variance. Some of these eight factors contained items largely aligned with the standard they were intended to assess (Standards 4, 5, and 7) while other items cross loaded and thus, did not align with only one standard.
Evidence regarding reliability	Internal consistency was measured using Cronbach’s coefficient alpha. The Cronbach’s α for each of the standards is as follows: Standard 1: Cronbach’s α =.85 Standard 2: Cronbach’s α =.86 Standard 3: Cronbach’s α =.71 Standard 4: Cronbach’s α =.85 Standard 5: Cronbach’s α =.90 Standard 6: Cronbach’s α =.87 Standard 7: Cronbach’s α =.92 Standard 8: Cronbach’s α =.80 Standard 9: Cronbach’s α =.83

Evidence regarding trustworthiness	The data reported by DESE aligns with what the MAE Faculty received from employers who hire program completers.
Evidence regarding fairness	Only programs with at least 10 respondents are included in the report. Therefore, while the data provided from this measure is helpful, it does not reflect graduates of all teacher education programs in the MAE.

Measure: Principal of First-Year Teachers Survey Questionnaire	
Evidence regarding validity	This measure was created and subsequently examined for content validity and structural validity by DESE. However, there is not a separate technical manual for this survey. DESE reported that this survey is reviewed with the First-Year Teacher Survey Questionnaire.
Evidence regarding reliability	DESE does not report reliability; however, our scores are consistent year to year.
Evidence regarding trustworthiness	The data reported by DESE aligns with what we have heard from employers who hire our completers.
Evidence regarding fairness	Only programs with at least 10 responses are included in the report. Therefore, while the data provided from this measure are helpful, they do not reflect graduates of all teacher education programs in the MAE.

Measure: Undergraduate Degree	
Evidence regarding validity	The Higher Learning Commission has reviewed and approved our undergraduate programs in addition to undergoing Truman's internal review process with the Faculty Senate (Undergraduate Council and Graduate Council committees) for all undergraduate and graduate programs and courses.
Evidence regarding reliability	All graduates from particular undergraduate programs are required to take approved courses for that major and all are expected to experience the core mission of Truman's liberal arts and sciences' focus.
Evidence regarding trustworthiness	There are no qualitative measures for this evidence.
Evidence regarding fairness	The University Assessment Committee examines graduation rates from programs and other measures such as the undergraduate portfolio results to determine fairness.

Measure: Portfolio	
Evidence regarding validity	The portfolio is aligned with MoSPE, which is a valid instrument and part of the APR. In addition, students will write two of their reflections to focus on the MAE 2028—social justice and technology.
Evidence regarding reliability	Faculty received training on how to score the portfolios with sample artifacts and reflections (from current candidates) in fall 2020. MAE Faculty were assigned to read a select number of the students' work and evaluate it while the MAE Department Chair reviewed all of the students' work and evaluated it.
Evidence regarding trustworthiness	The artifact needs to represent the reflection and vice versa.
Evidence regarding fairness	All candidates are expected to complete the portfolio and if the scores among the evaluators are not similar, we will review that particular portfolio with another MAE Faculty member to ensure fairness.

Measure: Graduate Student Exit Questionnaire (GSEQ)	
Evidence regarding validity	The Graduate Survey Exit Questionnaire was examined by the Graduate Council for validity in 2019. Variations of this survey have been utilized for more than 20 years at TSU. Results are reported by the graduate program and aggregated as graduate studies. Each program receives its data yearly.
Evidence regarding reliability	High scores have been received consistently on this measure.
Evidence regarding trustworthiness	Students have a comment space where they can add qualitative information, which is reviewed by the MAE Department each year.
Evidence regarding fairness	The completion of this form is a graduation requirement for all graduate students at the university.

Measure: MAE Completer Survey	
Evidence regarding validity	Dr. Marty Strange (MAE Faculty member) worked with the MAE Department Chair and members of the Assessment Committee to ensure that this measure will meet our content needs. In addition, the IRB committee reviewed the study in its IRB application.
Evidence regarding reliability	Participation has been limited, resulting in low n. Reports have been consistent in the consecutive years with additional data gathered annually to monitor reliability.

Evidence regarding trustworthiness	From the survey results, focus groups were established to follow-up on information from the survey. This provides qualitative data to triangulate with the survey.
Evidence regarding fairness	As per the IRB, no one is being paid to participate in the study. There are no negative consequences for anyone who chooses not to take the survey. The survey will be sent to all completers for that academic year.

Measure: MAE Completer Focus Group	
Evidence regarding validity	Questions will be based on results of the MAE Completer Survey which need further elaboration.
Evidence regarding reliability	A random sampling of completers are asked to participate in focus groups. It is the intent to use focus groups each year after the results of the current MAE Completer Surveys are examined. Consistency will be measured over time.
Evidence regarding trustworthiness	The qualitative responses are triangulated with the Completer Survey and possibly other measures such as the First-Year Teacher Survey Questionnaire data and Principal of First-Year Teachers Survey Questionnaire data.
Evidence regarding fairness	Random sampling of participants will be implemented to maximize fairness.

Measure: Missouri Educator Evaluation System (MEES)	
Evidence regarding validity	DESE worked with P-12 Partners, Missouri Association of Colleges for Teacher Education, and other constituencies including Pearson to create content validity for the MEES with the MoSPE.
Evidence regarding reliability	All MAE Faculty are trained annually for the use of the MEES by the Regional Professional Development Center to ensure inter-rater reliability.
Evidence regarding trustworthiness	Qualitative data is not expected with the MEES; however, our MAE Faculty discuss the rubric with the P-12 Partner and Candidate during the summative evaluation.
Evidence regarding fairness	Truman completers had 100% pass rate so problems with fairness have not been observed.

Measure: Advisory Board	
Evidence regarding validity	The items that the MAE brings forth to the Advisory Board are from discussions at the Department Meetings or ones that fit with the MAE 2028 document ensuring content validity. In addition, there are discussions of what happens in

	the context of placements with our P-12 Partners, which improves the program.
Evidence regarding reliability	There is inconsistent attendance at meetings, which is not ideal in terms of reliability. Meeting synopses are sent to all members and feedback is requested if they could not attend our meeting.
Evidence regarding trustworthiness	The qualitative feedback that we receive from our P-12 partners is invaluable.
Evidence regarding fairness	If everyone does not attend the meeting, fairness is not always met. Sending out the synopsis and asking for feedback mitigates that aspect to some degree, but responses are not received as frequently as desired.

Measure: School Partnership and Outreach	
Evidence regarding validity	Each outreach and partnership has periodic evaluations from the different stakeholders and the Department Chair compares the goals of the P-12 partners to the MAE mission and outcomes for alignment.
Evidence regarding reliability	Multiple stakeholders are involved in each partnership and outreach (some of which have lasted multiple years) providing consistency over time.
Evidence regarding trustworthiness	The qualitative comments support our outcomes and expectations in terms of the impact of these programs and opportunities.
Evidence regarding fairness	There is a careful attempt to work closely with school partners to ensure fairness and to listen to their concerns/issues (if any) so issues can be addressed immediately. We want partnerships to be partnerships.

Measure: Truman MAE Curriculum Matrix	
Evidence regarding validity	DESE approves all matrices for all courses for each MAE program.
Evidence regarding reliability	Faculty who teach multiple sections of the same courses meet periodically to ensure consistency with outcomes.
Evidence regarding trustworthiness	Course evaluations indicate trustworthiness.
Evidence regarding fairness	Course evaluations indicate fairness or if there are any questions, students come to the Department Chair of Education, Dean of Health Sciences and Education or the Academic Office.

Measure: ESOL Add-on Certification	
Evidence regarding validity	Courses have been approved by DESE.
Evidence regarding reliability	Multiple faculty who teach the particular courses review for consistency among sections.
Evidence regarding trustworthiness	We examine the number of advisees each semester.
Evidence regarding fairness	All advisors discuss ESOL add-on certification and it is highlighted on the webpage.

Blank Copies of Locally Developed Instruments

[MAE Professional Disposition Rubric](#)

[Professional Development Plan](#)

[Social Justice Disposition Form Version 1](#) (used Spring 2021)

[Social Justice Disposition Form Version 2](#) (currently in use)

Appendix F

Descriptions of Measures and Data Sources

Advisory Board

Administrators and teachers from districts in which students are placed for field experience components and representatives from the Regional Professional Development Center comprise the Advisory Board. The Board meets twice a year to give feedback on the MAE program completers, assessments, and program. Further, the Board apprises the program of forthcoming state or district issues. A report is provided by Dr. Lochbaum at department meetings as relevant topics are considered.

Annual Performance Report (APR)

The State Board of Education (Board) is charged with the approval and accreditation of Educator Preparation Programs (EPPs) and their individual certification areas. Approval is based on Missouri Standards for the Preparation of Educators (MoSPE), which were approved by the Missouri State Board of Education in November 2012. There are two types of approval: initial and continuing. The goals of the APR are continuous improvement, annual reporting data to the public, and accreditation.

The Missouri Standards for the Preparation of Educators (MoSPE) outline the expectations for programs preparing educators for certification in Missouri. In order to ensure that programs are meeting these expectations, the Department of Elementary and Secondary Education (DESE) established an Annual Performance Report for Educator Preparation Programs (APR-EPP) to measure the performance of educator preparation programs (EPPs) in valid, accurate and meaningful ways. The APR-EPP is based on the MoSPE performance standards and provides a mechanism by which to review and approve EPPs at the certification program level. Information provided through these reports assist in recognizing high-performing programs as models of excellence based on a set of standards and indicators. Likewise, the reports facilitate identification of programs in need of improvement so they can receive appropriate support. These standards guide Missouri's continuous improvement efforts as we work together to reach our goal of preparing, developing, and supporting effective educators.

Each performance indicator by standard included in the APR-EPP is built from data collected on completers during each academic year. Certification candidates are identified based on the data submitted by EPPs. Data for the APR include (a) GPA's – overall, content (as required by approved matrices); (b) [MEES evaluation scores](#); and (c) MPEA Performance Score (Truman doesn't have any programs for this criteria). The academic year is standardized across programs and begins with the fall semester. Thus, each academic year includes the fall, spring and summer semesters. In order to retain accreditation, Truman's certification programs must meet designated benchmarks for each applicable APR measure.

All certification areas approved by DESE earn continuing accreditation on an annual basis. The APR-EPP is used to generate data for this purpose. The APR-EPP is compiled by DESE each year and consists of performance data measured to determine whether or not an individual certification area continues to meet state standards. Educator Preparation Programs are evaluated according to all nine Missouri Teacher Standards on the MEES.

The findings from the [APR result in 5 year Accreditation Designation](#) in three Accreditation Levels: Accredited = 70% to 100%, Provisionally Accredited = 60% to 69.9%, and Unaccredited = $\geq 59.9\%$. Truman achieved the Accredited Level in all Certification programs in 2018 and 2019. In 2020, the APR report was suspended due to COVID. All certification areas met the standards for the preparation of educators, are accredited, and may continue to recommend candidates for certification.

DESE Curriculum Matrices

The Department of Elementary and Secondary Education (DESE) specifies the proficiencies for certification programs to be state-approved. The matrices include two requirements for all certification programs: Professional requirements and Field and Clinical Experiences. While the matrices for Secondary Education programs also require a third area, characterized as Content Knowledge Area. The matrices for Elementary and Special Education integrate the Content Knowledge Area under the professional requirements. The professional knowledge is relevant to the student's degree program. A complete list of all courses comprising a certification area is within the DESE-approved matrix. Truman State University diligently works to develop and continually refine curriculum through governing bodies on-campus, which can then be examined and approved upon request by the Missouri Department of Elementary and Secondary Education.

Professional Disposition Rubric

The [professional disposition rubric](#) was created by MAE Faculty and stakeholders as a tool to measure the "soft skills" expected from candidates during their clinical placements. The assessment includes three categories: (1) professionalism; (2) collaboration with mentors, students, administration, peers, university personnel, parents; and (3) teacher/student interactions. The rubric includes a four-point Likert-type scale (*0 = does not exhibit*, *1 = rarely exhibits*, *2 = sometimes exhibits*, and *3 = consistently exhibits*). For each clinical component of the program (ED 394, XXX 608G and ED 609G), a disposition form is collected from the candidate (a self-evaluation), P-12 Partner/Mentor, and MAE Faculty University Supervisor. In ED 388 there is no formal mentor so only the candidate and MAE Faculty member complete the assessment. The Elementary MAE Faculty also uses the assessment in ED 618G, which includes a clinical experience.

First-Year Teacher Survey Questionnaire

The [First-Year Teacher Survey Questionnaire](#) is a state-mandated measure designed to assess how well a completer, at the end of their first year of teaching, feels they were prepared by their EPP. Aligned with the nine Missouri Teaching Standards, the measure contains 50 Likert-type or dichotomous items and two open-response items.

The questionnaire was developed by DESE in collaboration with the Office of Social and Economic Data Analysis (OSED), which is affiliated with the University of Missouri-Columbia. (OSED has supported several DESE initiatives for more than a decade. OSED's faculty have varied academic backgrounds. See <http://osed.missouri.edu/mission.shtml> for more information.) By administering a standard instrument to a statewide census sample of first-year teachers, DESE has assured that the survey provides EPPs with comparable and broadly representative data. DESE disaggregated data by EPP institutions so the specific EPP can analyze the data. The EPP can compare their data to the aggregated Missouri state data. DESE only shares data by program if the $n=10$ or greater so data is not reported for smaller MAE programs.

GPA (Content)

Content area coursework must be completed with a minimum GPA of 3.00 on a 4.00 scale to meet DESE requirements for certification and accreditation. Content courses for specific competencies within certification areas are recommended by faculty and approved by DESE. A grade point average (GPA) is computed by dividing total quality points by the total semester hours attempted. Content courses are specific to the MAE programs and are grounded in the disciplines. At the graduate level, candidates complete advanced content knowledge courses. Further, all Truman certification areas [exceed minimum DESE content area requirements](#).

GPA (Overall)

Certification candidates must meet the minimum requirements for an overall GPA of 2.75 on a 4.00 scale (for Truman = grad/undergrad combined). A grade point average (GPA) is computed by dividing total quality points by the total semester hours attempted. This overall GPA requirement was eliminated by DESE for accreditation in Spring 2021.

GPA (Professional)

Professional education coursework must be completed with a minimum GPA of 3.00 on a 4.00 scale at both the undergraduate and graduate levels. The professional GPA is calculated according to program specific requirements from the following courses:

- ED 388 Exploratory Field Experiences (1 credit)
- ED 389 Foundations of Education (3 credits)
- ED 393 Clinical Experiences in Teaching (3 credits) taken with
- ED 394 Experience in Classroom Teaching (1 credit)
- ED 593 Psychology Foundations of Education (3 credits)
- ED 601G Measurement and Evaluation (3 credits)
- ED 603G Content Academic Literacy (3 credits)
- ED 605G Psychology of the Exceptional Child (3 credits)
- ED 607G Applied Educational Psychology (3-4 credits)
- ED 609G Teaching Internship (8-17 hours)
- ED 624G Instructional Interventions for Secondary Students (grades 6-12) with Reading Deficiencies

- ED 632G Research/Applied Educational Psychology (4 credits)
- ED 681G Research Study in Education (1 credit)

A grade point average (GPA) is computed by dividing total quality points by the total semester hours attempted. "Totals" include all coursework attempted from all colleges attended.

Graduate Student Exit Questionnaire (GSEQ)

The [Graduate Student Exit Questionnaire](#) is completed by every TSU graduate student as a graduation requirement. The Graduate Studies office provides the data to each graduate program on campus, which MAE Faculty discuss at an annual department meeting. The questions focus on how well-prepared candidates feel they are and to what extent candidates believe the faculty in the department met their needs.

MAE Completer Survey

The Education Department had one longitudinal study of our completers which ended years ago. Following that there was limited study except for faculty's individual needs assessments that would arise, focus groups around specific questions periodically, an initial list of who got jobs and where (that we still keep). Beyond that, there is no formal information collected from Truman completers by the Education Department. In the summer of 2020, an MAE completer survey was distributed with the intention of using the survey annually for our completers. The survey is comprehensive--asking questions about our MAE 2028 goals, accreditation and national recognition goals, demographic data and current trends in education. Our return rate has been low both semesters on this measure. One strategy to increase our return rate is to remind candidates in person during our Hooding Ceremony that they will get a survey during their first year of teaching and we appreciate the feedback. Another strategy is to send surveys to their Truman and current employer emails. Employment data is collected for each graduation cycle and kept by the Certification Officer.

MAE Completer Focus Groups

Based upon the results of the MAE Completer Survey, we will ask completers who indicate willingness to participate in focus groups so that we can delve deeper into culturally responsive teaching and other areas of interest with qualitative data. These focus groups started in the Spring of 2021.

Missouri Educator Evaluation System (MEES)

The [MEES](#) was implemented as the primary performance assessment for Missouri Educators in fall 2018. It focuses on the improvement of effective educational practices and the professional development of teachers, principals and school superintendents. The model evaluation system was developed by DESE in partnership with educators, school district officials, education organizations, and teacher education programs at the state's colleges and universities. The performance assessments are scored at the educator preparation level during candidates' internship (student teaching). In order for completers to be certified by DESE they must earn a minimum summative score of 42 points (combined totals of both the

University Supervisor and Mentor Teacher scores). This minimum score is achieved by scoring a 2.34 for each standard by both the University Supervisor and Mentor Teacher ($2.34 \times 9 \text{ standards} \times 2 \text{ evaluators} = 42.12$). DESE, and Truman, hopes that intern candidates earn a 3 for each standard, which we have labeled the target score ($3 \times 9 \text{ standards} \times 2 \text{ evaluators} = 54$).

Portfolio

Piloted in the spring of 2021, the portfolio is used to systematically examine candidates' content, pedagogical, and professional knowledge. The candidates are asked to reflect on their practice and supply artifacts that support these reflections to demonstrate that they meet all nine [MEES professional standards](#). Candidates complete the portfolio during their internship and enrollment in ED 607G or ED 632G and at least two of the reflections must focus on the [MAE 2028](#) goals of technology and social justice. MAE faculty evaluate select portfolio reflections and artifacts, and the Department Chair reads every portfolio, with the goal of supporting program improvement and MEES evaluations.

Principal of First-Year Teachers Survey Questionnaire

The [Principal of First-Year Teachers Survey Questionnaire](#) is a state-mandated measure designed to assess how well a principal believes a given teacher, at the end of their first year of teaching, has been prepared by their EPP. Aligned with the nine Missouri Teaching Standards, the measure contains 50 Likert-type or dichotomous items and two open-response items.

The survey has been developed by the Missouri Department of Elementary and Secondary Education (DESE) in collaboration with the Office of Social and Economic Data Analysis (OSED), which is affiliated with the University of Missouri-Columbia. (OSED has supported several DESE initiatives for more than a decade. By administering a standard instrument to a statewide census sample of first-year teachers to their principals, DESE has assured that the surveys provide EPPs with comparable and broadly representative data. DESE disaggregated data by EPP institutions so the specific EPP can analyze the data. The EPP can compare their data to the aggregated Missouri state data. DESE only shares data by program if the $n=10$ or greater so data are not reported for smaller MAE programs.

Professional Development Plan (PDP)

The [PDP](#) was adapted from the New Jersey Department of Education Optional Teacher Professional Development (PDP) Template and Sample PDP. This specific instrument was chosen after reviewing numerous other state-used instruments as being most "user friendly" and most "adaptable" while still validly assessing professional development (PD) activities of MAE candidates. The PDP is a one-page document that MAE candidates are asked to complete. The form consists of four sections:

- Section I: Candidates identify areas they believe they need to further develop as a professional teacher. In addition, they are asked to identify the MO Teacher Standard most related to their identified area of development and provide a rationale for their

need for improvement in that area, as well as a brief description of sources of evidence to support their development.

- Section II: Candidates identify the professional learning goals they have generated to address their areas of development, the specific activities that each goal will include, and how mastery of the goal will be demonstrated.
- Section III: Candidates provide a brief description of the support activities that their district and/or school has provided them in working toward achieving their goals.
- Section IV: Candidate provide a summative review of progress they have made towards their PDP goals

Candidates complete Sections I, II, and III of the form towards the beginning of their internship and Section IV is completed at the end of the internship. Candidates, as well as their mentor teacher and University Supervisor, sign and date the document.

School Partnerships and Outreach

School partnerships are an essential component of the MAE Program. Each of the five formal partnerships are unique and contribute meaningful experiences for our students. The Clayton partnership was created 19 years ago by Dr. Sam Minner (Division Head) and Ruth Mach (principal in Clayton who had served on our Board of Governors). Dr. Wendy Miner has directed that program, which has had various iterations. Currently, full-year interns co-teach and receive \$1,000 toward tuition and \$500.00 for professional development money. Semester interns receive professional development within the district, but do not receive any additional funding. The [Park Hill](#) partnership was modeled after Clayton's partnership. Additional descriptions of the Clayton and Park Hill partnerships, as well other remote partnerships, are available [here](#). The Schuyler partnership includes placing students in the schools for field placements and the Director of that partnership just retired. The MAE program finds these partnerships very valuable and is looking into how these can continue in the future. The Kirksville partnership is thriving. We have many students placed there for field experiences during the school year. In addition, we have partnered with the district to teach a summer school program. Finally, the partnership with Knox County is strong too. They are a local rural one-to-one school. Our special education faculty place students there on a regular basis.

Several outreach programs are in place such as the Kindergarten/First-grade Science Club. Ozobots were recently purchased to use with outreach programs. The MAE program creates opportunities for K-12 Partners in conjunction with the TSU Art Gallery. Finally, the MAE candidates participated in National History Day with candidates as mentors for students.

Truman Curriculum Matrix

The [Truman Curriculum Matrix](#) was collaboratively created by faculty over the course of several months to map where throughout our coursework MEES and MOSPE standards are met. Faculty were consulted to determine how the standards were met in each

class and data were triangulated by examining outcome statements included in course syllabi.

Undergraduate Degree

An overwhelming majority of [Truman MAE candidates attend Truman](#) as undergraduates. Our undergraduate degrees focus on a public liberal arts and sciences mission, which addresses many of the competencies that we expect from teachers such as an awareness of other cultures and an ability to think critically.

Truman State University's vision is to educate students for the benefit of all by developing educated citizens needed to protect our democracy and offer creative solutions to state, national and global problems. It will do so through transformative experiences that foster critical thought, daring imagination and empathetic understanding of human experiences at home and around the world. Truman graduates will be citizen leaders committed to service; globally competitive; able to thrive in the complexities of an advanced, technical and multicultural world; and inspired to live healthy and meaningful lives (TSU Website).

The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end, the University offers affordable undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education (TSU Website).

Appendix G

Glossary of Acronyms

1. APR Annual Performance Report
The APR allows the programs to see how well they are meeting state expectations for preparing teachers and school administrators and to determine where improvement is needed.
2. CAEP Council for Accreditation of Educator Preparation
CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.
3. DESE Department of Elementary and Secondary Education
The Department of Elementary and Secondary Education (**DESE**) is the administrative arm of the State Board of Education. It is primarily a service agency that works with educators, legislators, government agencies, community leaders and citizens to maintain a strong public education system.
4. EPP Education Preparation Program
A teacher preparation program is designed to prepare both undergraduate and graduate students to become licensed teachers.
5. ELL English Language Learners
ELL refers to students who are not currently proficient as English speakers and are in the process of developing their English language skills. **ELL** students are referred to as such in both ESL specific classes and regular content area classes into which they are integrated. Truman offers ELL K-12 add-on certification.
6. ESOL English for Speakers of Other Languages
The purpose of the ESOL program is to assist limited English proficient students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level.
7. GPA Grade Point Average
All candidates for certification must have a minimum overall GPA of 2.75 on a 4.00 scale, which was eliminated as a requirement by DESE in Spring 2021.
Professional education coursework and content area coursework must also be completed with a minimum GPA of 3.00 on a 4.00 scale.
8. GTRA Graduate Teacher/Research Assistantship
The GTRA positions allow graduate students to augment their studies by working with faculty and administrators in professional experiences. The assistantship includes a cash stipend and a fee waiver of up to nine credit hours per academic semester.
9. MAE Master of Arts in Education

The MAE is a professional teaching degree at Truman State University with initial certification. A pre-MAE designation is given to Truman undergraduate students who have indicated they want to pursue the MAE.

10. MEES Missouri Educator Evaluation System
The Missouri Standards-Based Performance Assessments is designed to demonstrate performance in content, coursework, and field experiences during the candidates' internship(s).
11. MoCA Missouri Content Assessment
The content area assessments are exit assessments that must be completed by the candidate in all areas of certification. The exit assessment must measure the content necessary for teachers, counselors, librarians, principals and superintendents. The exit assessments must be aligned with state and national standards for school and/or district leaders.
12. MoSPE Missouri Standards for the Preparation of Educators
The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. The nine standards are based on teaching theory indicating that effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.
13. OSEDA Office of Social and Economic Data Analysis (University of Missouri – Columbia)
OSEDA collaborates with partners in the analysis of social and economic data in ways that contribute to improvements in the well-being of people, enterprises and communities. One of its priority issues is improving the quality of public education.
14. PDP Professional Development Plan
The PDP plan fosters the development of teaching practices to increase student achievement.
14. STAMP Standards-based Measurement of Proficiency
STAMP is a web-based test that assesses foreign language proficiency.
15. STEM Science, Technology, Engineer, and Mathematics
STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Truman State University offers initial certification grades 9-12 in Biology, Chemistry, Mathematics, and Physics.
16. SWOT Strengths, Weaknesses, Opportunities, and Threats
SWOT analysis is a strategic planning technique used to help a person or organization identify strengths, weaknesses, opportunities, and threats related to business competition or project planning.

Appendix H

Description of Education Coursework

Courses Offered at the Undergraduate Level

ED 100: Introduction to Education

From the syllabus: “Sessions orient to the field of education; explain, review and plan both the MAE program and the State of Missouri teaching/certification requirements; and introduce themes in the profession. Course will also address community-based education or that which in some fields is labeled ‘informal education.’ These are teaching functions outside public schools which may not require state certification.”

ED 388: Exploratory Field Experiences

From the syllabus: “ED 388 is an undergraduate course that supports future coursework in the Master of Arts in Education (MAE) graduate program. ED 388 has been designed to provide readiness in preparation for the ED 393 Clinical Experience in Education course by exploring the field of education through meaningful personal and field experiences. ED 388 is an introduction to observation, participation, and reflection in the classroom with three components – seminar, clinical, and field experiences. The seminar component provides students with an opportunity to discuss aspects of the MAE Program, process the exploratory field experiences, and reflect on their desire to be an educator. Clinical activities provide students with the opportunity to have outside experiences in a variety of areas in preparation for the field of education while focusing on diversity and technology. The field experience component of ED 388 provides students with the opportunity to explore the micro-society of the classroom composed of teachers, students, and content within the context of the school and the community by completing exploratory hours in their area of certification interest.

Teacher candidates spend 10 hours in a classroom setting. The classroom setting is not always in the Northeast Missouri area surrounding Truman State University. Teacher candidates may observe in the St. Louis and Kansas City areas. The field experience is intended to establish a teacher lens and for candidates to initiate connections with current professionals as well as certify their decision to pursue education as a career. This experience also provides insights to candidates about the various cultures that create community within a school. Often Truman’s candidates come from high performing schools or have taken advanced classes within their own schools that kept them somewhat isolated from other communities within their school. The initial field experience exposes them to other cultures beyond their own school systems.”

ED 389: Foundations of Education

From the syllabus: “This course is designed as an introduction to and exploration of education as a discipline of study, not as a professional practice. We will investigate the

historical, philosophical, social, political, and legal aspects of education and further your understanding of the various issues that shape and impact our nation's systems of public education. In addition, an understanding of these aspects will allow you to be reflective on your beliefs, knowledge, personal experiences, and philosophy of education, which you will be encouraged to share with your peers. The course is designed to challenge you to define: what should be the basis of education in the society, for whom education should be provided, and in what way that education should be sponsored. Most importantly, the course is designed to challenge you to accept the individual and group responsibility for public education of the generations in a democratic society as required under state constitutions.”

ED 393: Clinical Experiences in Teaching and ED 394: Experiences in Classroom Teaching

(These courses are gateways for admission in Special Education and Elementary Education MAE programs--students need to earn a grade of B or higher in ED 393 and a P in ED 394.)

From the syllabus: “ED 393 & 394 have been designed to provide readiness for teaching, preliminary to the Management of Instruction course. This course will focus on practical application and preparation of the student for the role of being a quality educator within the K-12 school setting, with three articulate components: seminar, clinical activities, and field experiences. The seminar component provides students with an opportunity to read and discuss relevant materials, as well as reflect upon their own assumptions about the nature of teaching, learning, students, and the content of schooling.

Clinical activities provide students with the opportunity to utilize materials and information in the Curriculum Library, become familiar with equipment and materials related to teacher technology, and analysis/reflection connected with mini-lesson teaching and the field experiences within the course. The field experience component (ED 394) provides students with the opportunity to explore the classroom setting and community and includes the required 45 hours of on-site experience in the school setting. The course is designed to provide a portion of a coherent program of professional education, which will give students a systematic understanding of how to structure knowledge and guide their students in the acquisition of knowledge and the development of understanding. Routines and procedures are derived from the research base of reflective practice, which leads to effective teaching.”

ED 410: Capstone: On Becoming an Educator

From the syllabus: “This course is designed to introduce the student to the role of graduate student and professional as distinct from the familiar role of undergraduate. Fifteen one-hour sessions will orient, explain, review and plan both the MAE program and the State of Missouri teaching/certification requirements. Course will also address community-based education or that which in some fields is labeled “informal education”. These are teaching functions outside public schools which may not require state certification. Sessions will

position enrollees for their next professional steps. The course is composed of 15 hours of required experiences in the activities below including: Journal Club; teaching instructional technology; student organization leadership.

ED 593: Psychological Foundations of Education

From the syllabus: “This course covers aspects of psychological theory and life span development applicable to teaching at all grade levels. We will focus on elements of social, emotional, and cognitive development, learning, motivation, student characteristics, critical thinking, and classroom management. Throughout the course you will be expected to be an active participant both as student and as teacher.”

Courses Offered at the Undergraduate/Graduate Level

ED 520G: Principles of Early Childhood Education

From the syllabus: “This course is designed to develop basic philosophical, planning, management, assessment, and implementation skills to support the development and learning of young children from birth to eight years of age. Developmentally appropriate practices for early childhood within the context of the school, family, and community will be addressed. An accompanying field experience of 60 hours in a prekindergarten/ kindergarten setting will be required. Students must enroll concurrently in ED521(G) Teaching Experience: Early Childhood Field Experience.”

ED 521G: Teaching Experience: Early Childhood Field Experience

From the syllabus: “This course requires 60 hours of field experiences in a prekindergarten/kindergarten school setting. The on-site experiences/responsibilities will be in part determined by your mentor teacher and the setting demands of the school setting with the course intent being for you to have additional experiences in developing curriculum and working with/teaching young children.”

ED 550G: Introduction to Gifted and Talented

From the syllabus: “During this course, you will gain a broad overview of the field of gifted education including conceptions of giftedness, characteristics and needs of gifted learners, and options for programing. This course provides a foundation regarding the field of gifted education and the need of gifted learners. The course goals have been adapted from the [2013 NAGC/CEC standards](#).

Courses Offered at the Graduate Level

ED 601G: Measurement and Evaluation

From the syllabus: “This course presents general principles of measurement and the evaluation of student achievement and teacher/program effectiveness as well as an introduction to research designs and action research. The major themes of the course are assessment, validity, reliability and utility. Emphasis is on the construction and the analysis of classroom measures and the interpretation of standardized measurement results, as well as the proper use of measurement for sound reflective decision-making. The use of

measurement in various forms of research is introduced. Use of spreadsheets is required. Prerequisites: Admission to the MAE Program and STAT 190 or STAT 290 or their equivalents.

These course goals and objectives are directly aligned on State documentation provided by DESE. They are believed to be valid. The course goals and objectives that are specifically aligned are upon completion of this course, students will be able to:

- Apply sound educational and ethical reasoning in choosing and/or constructing assessment instruments appropriate for student assessment and/or action research
- Organize, interpret, and apply assessment results in a meaningful and ethical manner both for student assessment and/or action research purposes
- Clearly articulate the basis for decision-making in the selection, use, and interpretation of classroom assessment as related to improvement of instruction
- Explain the effects of the accountability movement as it relates to the use of large group assessment and addressing issues of diversity in groups and individuals”

ED 603G: Content Area Academic Literacy

From the syllabus: “This course examines theories of comprehension and retention and the application of strategies to be used with comprehension of expository and artistic prose writing. This class focuses on student participation and consists of three key components. The student will examine current practice and research findings in the text and outside readings and be able to apply the readings to their future practice. They will attend class when meeting and participate in all online class activities, discussions, presentations, etc. in a manner which well represents the dispositions of a professional educator. They will satisfactorily complete assigned readings, presentations, projects, activities, etc.”

ED 605G: Psychology of the Exceptional Child

From the syllabus: “An examination of the educator’s rights and responsibilities in educating students with exceptionalities - both gifted and those that may be considered to have disabilities, current philosophy and terminology in gifted and special education programs, and the programming implications of students from culturally diverse backgrounds.”

ED 607G: Applied Educational Psychology

From the syllabus: “This course examines learning, attitudes, motivation, and human relations as they apply to teaching. Taken concurrently with ED 609G: Teaching Internship.”

CML 608G: Management of Instruction

From the syllabus: “This course provides pre-service teacher candidates with best-practice foreign language (FL) and English as a second language (ESL) methodology, grounded in second language acquisition (SLA) research. This course provides students with the theoretical framework for understanding what language is and how it is optimally learned, practical skills for managing the classroom, strategies for planning curriculum and

assessing learners, and pedagogical knowledge and skills to meet the needs of diverse K-12 learners. Emphasis is given to proficiency (task) based instruction and backwards-design curricular planning as developed by ACTFL, the American Council on the Teaching of Foreign Languages and to The Sheltered Instruction Observation Protocol (SIOP) for ESL learners.”

ED 608G: Management of Instruction

From the syllabus: “Development of basic philosophical, planning and implementation skills related to the preparation and teaching of curriculum for elementary school students. Content and processes from the fields of mathematics, social studies and science are the primary disciplines covered. Students will be provided with a systematic understanding of how to structure knowledge in the content areas in ways that such knowledge can be translated to and assimilated by elementary students. Technology is used to support the development and implementation of student learning experiences. Concurrent field experience (60 hours) in the public school classroom will give the teacher candidate practice in facilitating and impacting student learning. The course is a preparatory experience for the responsibilities of ED 618 and the internship in the Master of Arts in Education program (course description, 2019-2020 Truman General/Graduate Catalog). Prerequisite: Admission to the MAE Elementary program.”

ENG 608G: Management of Instruction

From the syllabus: “Together we will explore questions concerning what it is to teach and to teach well: Which approaches to teaching English language arts are most effective? What challenges face the English teacher in today’s schools? What constitutes compelling evidence that supports that we are effective in teaching and that our students are demonstrating growth? What kinds of research are valuable to us as individual practitioners and to our colleagues? We will give time to consideration of theory as well as praxis and will take up such varied issues and practical topics as lesson development, standards, assessment, differentiation, student motivation, classroom management, working effectively with colleagues and parents, researching in the classroom, and work/life balance. Because lesson planning is such an essential part of any teacher’s life, especially for an initial educator, we will give considerable time to development of plans for teaching key texts or topics. In addition to the unit plans, each of you will leave with plans for conducting classroom research. For many of you, this will provide a solid base for the research conducted during the internship.”

ES 608G: Management of Instruction

From the syllabus: “This course investigates the techniques of effective teaching and relationships between teacher and learner. The course is designed to allow the pre-intern teacher in the Masters of Arts in Education to gain practical knowledge and experience necessary for becoming an effective instructor of physical education and health. The purpose

is to provide students with an understanding of how to systematically structure learning experiences in physical education and health. Students will develop practical skills and procedures to plan for effective management and instruction.”

LING 608G: Management of Instruction

From the syllabus: “Together we will explore questions concerning what it is to teach and to teach well: Which approaches to teaching ESOL are most effective? What challenges face the ESOL teacher in today’s schools? What constitutes compelling evidence that supports that we are effective in teaching and that our students are demonstrating growth? What kinds of research are valuable to us as individual practitioners and to our colleagues? Much of the work of the class will consist of working with at least one English Language Learner. However, students will have readings pertinent to teaching in general, teaching English in terms of their content area, and working with ELLs. interests or focus specifically on the ELL(s) they work with. We will give time to consideration of theory as well as praxis and will take up such varied issues and practical topics as lesson development, standards, assessment, differentiation, student motivation, and effectively with colleagues and parents. Because lesson planning is such an essential part of any teacher’s life, especially for an initial educator, we will give considerable time to development of plans for teaching key texts or topics arising from students’ clinical placement.”

MUSI 608G: Management of Instruction

From the syllabus: “Development of basic philosophical, organizational, and performance skills, which are implemented in the teaching of instrumental and vocal music concepts in the public schools. This course is a preparatory experience for the responsibilities of the MAE internship.”

SED 608G: Management of Instruction

From the syllabus: “Students learn to plan and implement effective strategies for meeting instructional needs, promoting academic achievement, supporting social development, and managing classroom behaviors of elementary and middle school level students with disabilities.”

SSTE 608G: Management of Instruction

From the syllabus: “The purpose of this course is to help prepare students to teach social studies in the secondary school setting. We will explore the philosophy and rationale of social studies, social studies curriculum development, unit and lesson planning, teaching and evaluation strategies, and most importantly, each student will have the chance to take part in a direct clinical experience. The course will be run as an interactive class in which the entire group will learn from each other. Through the clinical portion of the course and through class interaction, students will begin the process of reflecting on all actions they take as teachers and reflecting on the training they will take into their internship. Ultimately it is

the instructor's hope that each member of the class will walk away with solid, practical, and creative ideas that can be utilized throughout a career of reflective practice.”

STEM 608G: Management of Instruction

From the syllabus: “This course leads to the development of basic philosophical, planning, and implementation skills related to the design and teaching of the concepts of the STEM disciplines to secondary school students. The course is a direct preparatory experience for the responsibilities of the internship.”

ED 609G: Teaching Internship

From the syllabus: “The internship is the capstone experience of your professional teacher preparation program. To ensure that program requirements are met, professional assistance is provided during the internship by the administrator, mentor teacher, and University representative. MAE students’ grades in courses are one indicator of success in meeting program requirements; another is professional deportment. MAE students who do not demonstrate professionalism necessary for success in the internship, as determined by supervising faculty and mentor teachers, may need to complete additional supervised experiences prior to the internship.”

ED 624G: Instructional Interventions for Secondary Students (Grades 6-12) with Reading Deficiencies

From the syllabus: “The purpose of the course is to prepare secondary pre-service teacher education candidates to provide evidence-based reading instruction to students with disabilities in an inclusive setting with a focus on literacy assessment techniques and interventions for middle and high school students with special literacy needs. An emphasis is placed on the results of research and proven methods of instruction for teaching reading to adolescents with reading deficits with a study of the causes of reading disabilities, assessment procedures and methods of correction. The course stresses a behavioral approach to teachings, as well as the development and implementation of intervention strategies for various populations of adolescents with exceptionalities in inclusive settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs.”

ED 632G: Research/Applied Educational Psychology

From the syllabus: “This course examines research methodologies, designs, collecting and analyzing data, and writing and presenting findings through completion of an action research project. Online participation is required. Taken concurrently with ED 609G. This online course enhances your knowledge about research methodologies, designing research questions, collecting and analyzing data, and presenting your findings in formal and informal manners. Students will add to the field of education on a current issue by completing an action research project. Students will also participate in an online discussion group regarding

action research and other professional issues within their internship as well as submit a professional development plan.”