



AAQEP Annual Report for 2022

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

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

Founded by Joseph Baldwin in 1867, Truman State University was originally called the North Missouri Normal School and Commercial College. In 1870, the school received official recognition by the Missouri General Assembly, which designated it the first public teaching college in Missouri and the name was shortened to North Missouri Normal School. Between 1870 and 1968 the 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 changed to Truman State University.

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. This Missouri Department of Elementary and Secondary (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/Moderate Cross Categorical Special Education K-12
- Music Instrumental K-12
- Music Vocal K-12
- Physics 9-12
- Physical Education K-12
- Social Sciences 9-12
- Spanish K-12

Three areas are approved for add-on certification:

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

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

Public Posting URL

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

[Teacher Preparation Program: Federal and State Compliance Reports](#)

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/22)	Number of Completers in most recently completed academic year (12 months ending 08/22)
<i>Programs that lead to initial teaching credentials</i>			
<i>Master of Arts in Education</i>	<i>Initial Certification: Elementary (Grades 1-6)</i>	35	35
	<i>Initial Certification: Biology (Grades 9 -12)</i>	4	4
	<i>Initial Certification: Chemistry (Grades 9-12)</i>	0	0
	<i>Initial Certification: English (Grades 9-12)</i>	9	9
	<i>Initial Certification: Mathematics (Grades 9-12)</i>	7	7
	<i>Initial Certification: Physics (Grades 9-12)</i>	0	0
	<i>Initial Certification: Social Science (Grades 9-12)</i>	15	15

	<i>Initial Certification: French (Grades K-12)</i>	2	2
	<i>Initial Certification: Music – Instrumental (Grades K-12)</i>	7	7
	<i>Initial Certification: Music – Vocal (Grades K-12)</i>	0	0
	<i>Initial Certification: Physical Education (Grades K-12)</i>	5	5
	<i>Initial Certification: Spanish (Grades K-12)</i>	2	2
	<i>Initial Certification: Special Education (Grades K-12)</i>	7	7
Total for programs that lead to initial credentials		93	93
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
<i>N/A</i>	<i>Initial Certification: Gifted (Grades K-12)</i>	0	0
	<i>Initial Certification: ESOL (Grades K-12)</i>	4	4
	<i>Initial Certification: Health (Grades K-12)</i>	0	0
Total for programs that lead to additional/advanced credentials		4	4
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Total for additional programs		<i>N/A</i>	<i>N/A</i>
TOTAL enrollment and productivity for all programs		97	97
Unduplicated total of all program candidates and completers		93	93

Added or Discontinued Programs

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

N/A

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.						
189						
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.						
93						
C. Number of recommendations for certificate, license, or endorsement included in Table 1.						
97 (4 candidates also added the endorsement for English Language Learners)						
D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.						
Academic Year	Program	Initial Cohort	Graduated in 100% time (varies by program)	Graduated in 150% time (varies by program)	Graduation Rate % in 100% time	Graduation Rate % in 150% time
2021-2022	<i>Elementary Education</i>	35	34	1 ¹	97.15%	2.85%
2021-2022	<i>English</i>	9	7	2 ³	77.78%	22.22%
2021-2022	<i>Exercise Science</i>	5	4	1 ²	80%	20%

2021-2022	FL: French	2	2	0	100%	0%
2021-2022	FL: Spanish	2	2	0	100%	0%
2021-2022	Mathematics**	7	2	5 ²	28.57%	71.43%
2021-2022	Music	7	6	1 ²	85.71%	14.29%
2021-2022	Science (Biology)	4	2	2 ²	50%	50%
2021-2022	Special Education	7	7	0	100%	0%
2021-2022	History/Social Science	15	15	0	100%	0%

Table 2 D. starts in the academic year 2021/2022 and will continue thereafter.

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

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

³ Candidates earned two degrees.

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

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

AY 21/22 Program Completers - Initial Certification

(In the Academic Year 2021/2022, there were no candidates for the Chemistry and Physics program.)

Test Number	Test Name	Number passed	Total number	Pass rate
073	Elementary Education: Mathematics & Science	35	35	100%

074	<i>Elementary Education: English Language Arts & Social Studies</i>	35	35	100%
075	<i>Biology: Grades 9-12 Content Knowledge</i>	4	4	100%
076	<i>Chemistry: Grades 9-12 Content Knowledge</i>			
020	<i>English: Grades 9-12 Content Knowledge</i>	9	9	100%
082	<i>Mathematics: Grades 9-12 Content Knowledge</i>	7	7	100%
078	<i>Physics: Grades 9-12 Content Knowledge</i>			
071	<i>Social Science: Grades 9-12 Content Knowledge</i>	15	15	100%
043	<i>Music: Instrumental & Vocal Grades K-12 Content Knowledge</i>	7	7	100%
044	<i>Physical Education Grades K-12 Content Knowledge</i>	5	5	100%
039	<i>World Languages: French Grades K-12 Content Knowledge</i>	2	2	100%
045	<i>World Languages: Spanish Grades K-12 Content Knowledge</i>	2	2	100%
051	<i>Mild/Moderate Cross Categorical Special Education Grades K-12 Content Knowledge</i>	7	7	100%

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

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

Completers from the 2020/2021 academic year are part of the 2022 collected data reflected in the below table. Truman completers from the 20/21 AY reported their strongest areas of preparation in questions 22 and 36. In comparison to the Missouri statewide teacher mean, Truman completers rank the areas considerably higher than the others within the state. In comparison, question #36 TSU completers reported at a rate of .54 higher than the state mean.

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#22 - I was prepared to foster positive student relationships.	4.62	4.40
#36 - I was prepared to reflect on my practices for professional growth.	4.69	4.15

The weakest areas of preparation reported by the Truman State University completers from the AY 20/21 included being “prepared to manage a variety of discipline issues” and “prepared to modify instruction for English language learners.” While TSU was very similar to the statewide average on question #19, TSU did show some strength over the state on question #8. Truman is committed to improving the weaknesses reflected in the data collected from the FYTS.

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#8 - I was prepared to modify instruction for English language learners.	3.44	3.33
#19 - I was prepared to manage a variety	3.38	3.36

of discipline issues.

[Link to the First-Year-Teacher Survey Missouri Statewide.](#)

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

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

FYTPS for AY 20/21 indicated TSU completers were strongest in “prepared to foster positive student relationships” (question 21) and “prepared to use technology to enhance student learning” (questions 15). FYTPS question 21 aligns directly with FYTS question 22, which TSU completers also ranked high in their survey. FYTPS response to question 26 “the teacher was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities” came in close to question #15 at 4.17.

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
#21 - The teacher was prepared to foster positive student relationships.	4.21	4.26
#15 - The teacher was prepared to use technology to enhance student learning.	4.19	4.08

The weakest areas reflected in the FYTPS of AY 20/21 TSU completers were “teacher was prepared to manage a variety of discipline issues,” “teacher was prepared to modify instruction for gifted learners,” and “teacher was prepared to modify instruction for English language learners.” The last two were a tie according to the collected data from the FYTPS. The weaknesses found by first year teachers of Truman completers were reflected by the principals. The data collected by TSU FYTP was identical to the Missouri Statewide Teacher Mean at 3.60 for “the teacher was prepared to modify instruction for gifted learners” (Question 8).

FYTS Question	Truman Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
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#18 - The teacher was prepared to manage a variety of discipline issues	3.54	3.65
#8 - The teacher was prepared to modify instruction for gifted learners.	3.60	3.60
#7 - The teacher was prepared to modify instruction for English language learners.	3.60	3.54

[Link to the First Year Teacher's Principal Survey Missouri Statewide.](#)

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

TSU's Graduate Studies Office and Certification Officer sends a Google Form (MAE Employment Card) to each of the MAE graduation candidates as part of their graduation clearance. The Google Form or an email is sent to the same pool mid summer as a followup to catch those that might have received employment after graduation. We are looking for job placement (title/position, school, school district, and/or continuing education). The information is then shared with faculty and used in various reports.

Academic Year 2021/2022 Program Completers

MAE Degree/Specialty Track	Degrees Awarded	Responses Received	Employed As Teachers	Continuing Education	Total Placement
<i>Elementary Education, MAE</i>	35	32	28	1	87.5%
<i>Science, MAE</i>	4	4	4	0	100%
<i>English, MAE</i>	9	9	8	0	89%
<i>Mathematics, MAE</i>	7	7	7	0	100%
<i>Special Education, MAE</i>	7	6	6	0	100%
<i>Music, MAE</i>	7	7	7	0	100%

<i>Exercise Science, MAE</i>	5	4	3	0	75%
<i>History/Social Science, MAE</i>	15	14	11	0	78.5%
<i>Foreign Language: French</i>	2	2	2	0	100%
<i>Foreign Language: Spanish</i>	2	2	1	1 ¹	50%

¹-Fulbright Scholarship

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation		
Missouri Educator Evaluation System (MEES) for standards 1-9	The MEES is a Missouri DESE 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. Both the cooperating teachers and university supervisors score the interns on each standard for a combined target score of 42 or higher. A score of 2 indicates a “developing candidate,” 3 designates “skilled candidate,” and 4 as “exceeding candidate.” (QAR 2021/2022)			
		Content AY 21/22	Mentor Teacher	Supervisor
		Physical Education	3.42	3.42
		Special Education	3.55	3.30
		Music - Instrumental	3.29	3.02
		English	3.37	3.29
		Elementary	3.46	3.53
		Mathematics	2.89	3.13
		History/Social Sciences	3.03	3.14
		Biology	2.81	3.14
		French	3.56	3.67
		Spanish	3.11	3.5
		Grand Mean	3.25	3.31

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Professional Development Plan	All MAE students enrolled in their internship 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.
Portfolio	The portfolio consists of submitting a one page reflection and an artifact to support the reflection for each of the nine MEES standards. All MAE students enrolled in their internship are required to complete a portfolio.	Students are completing the portfolio; however, faculty are looking at minimizing the portfolio to collect only data needed and to minimize students' time to be respectful of learners.
MAE Completer Survey	Research conducted using focus group interviews help determine Truman's Masters of Arts in Education (MAE) meeting the needs of graduate completers. The interviews will show if the MAE completers believe Truman State University prepared them well while also giving them tools to retain performance in education including response to COVID-19 pandemic issues.	Data collected for the past three years show a consistent strength of clinical experiences positively impacting completers, as well as strong coursework. Consistent areas of improvement show the need for continued discussion of differentiation for student diversity as well as curriculum refinement.

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5. Notes on Progress, Accomplishment, and Innovation

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

- ❖ Truman received a grant from the Missouri Department of Elementary and Secondary Education to improve retention. The grant provided funding to the faculty to hold a teacher recruitment workshop, where local students were invited to attend.
- ❖ Truman MAE program continues to hold Professional Development (PD) series for students, alumni and local practitioners
 - The 2021-2022 PD series included:
 - Critical Thinking
 - Wellness
 - Technology
 - Positive Classroom Environment
 - Social Justice
 - English for Speakers of Other Languages
 - The 2022-2023 PD series:
 - Wellness
 - Effective Communication
 - Classroom Management
 - Professional Collaboration
 - Teacher-Student Relations
 - Classroom Management/Student Engagement
- ❖ Truman holds a substitute teacher workshop in the fall and spring semester. The purpose of these workshops are to provide information on how to become a substitute teacher in Northeast Missouri schools.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2022-23 year	<ol style="list-style-type: none"> 1. Continue to improve course content to support candidates needs for success in the program and as professionals. 2. Continue to review completer feedback through the First Year Teacher (FYT) and First Year Teacher Principal (FYTP) surveys to find weaknesses and successes. 3. Review pre-MAE and MAE advising.
Actions	<ol style="list-style-type: none"> 1. Review Missouri Content Exam scores to assist those struggling or areas of concerns. 2. Identify the weaknesses and successes from the FYT and FYTP to incorporate into future Professional Development (PD) series. 3. The 2021/2022 academic year presented new advising to faculty for pre-MAE and MAE students. Previously, advising for pre-MAE and MAE students was under the direction of the Certification Officer. However, with the retirement of the prior CO it was determined the advising would go to faculty in respective specialties.
Expected outcomes	<ol style="list-style-type: none"> 1. Increased Missouri Content Exam scores and successful teaching candidates. 2. Increase awareness and growth of weak areas identified from the FYT and FYTP surveys. 3. Better student engagement and stronger communication with faculty.
Reflections or comments	N/A

	Standard 2
Goals for the 2022-23 year	<ol style="list-style-type: none"> 1. Change the name of the Social Justice form to Culturally Responsive Teaching Reflection form, analyze the data from 2021/2022 year, and share the report with the faculty with specific outcomes. 2. Review the portfolio to minimize collection of only data that is really needed. 3. Revisit the goals for MAE 2028 graduates.
Actions	<ol style="list-style-type: none"> 1. Data analyzed from 2021/2022 year, report presented to the faculty with key patterns identified, and an updated form for the faculty to use in the spring of 2023. This form incorporated a change of form name and provide more detailed examples for students. 2. Change the data collection for the portfolio to reflect data needed. 3. Technology is a goal for MAE 2028 graduates; however, Truman isn't utilizing classrooms as planned. Review this goal to see if we want to scrap technology or start utilizing the technology for its full potential.
Expected outcomes	<ol style="list-style-type: none"> 1. Truman expects to see more useful data from the changes proposed. 2. Identification on where certain experiences are embedded in curriculum for students. 3. Revised and improved goals for MAE 2028 graduates.
Reflections or comments	Developing and maintaining assessment material is a lot of continuous work.
	Standard 3
Goals for the 2022-23 year	<ol style="list-style-type: none"> 1. Continue to offer PD series in the fall and spring semesters for students, alumni and local professionals. 2. Obtain feedback from Elementary Education graduates on ED 608G course weakness or areas they wish would have been included in the course. 3. Truman faculty plan to do a book study on restorative discipline practices.
Actions	<ol style="list-style-type: none"> 1. Ask interns what their professional goals were, what PD opportunities were they offered, and what PD goals would they like to work on in the future. 2. Take the feedback from the graduates and incorporate the information into the teaching of ED 608G for the fall semester.

	<ol style="list-style-type: none"> 3. Hold the book study on restorative discipline practices to ensure Truman is continually improving the curriculum when providing content or classroom management.
Expected outcomes	<ol style="list-style-type: none"> 1. Professional Development (PD) series that addresses needs and supports growth for our interns and local professionals. 2. Improved teacher internships and growth of candidates. 3. Reflections and focus group report identifying any content or classroom management needs.
Reflections or comments	Continuing to offer support to students, alumni, and local professionals is essential to teacher retention.
	Standard 4
Goals for the 2022-23 year	<ol style="list-style-type: none"> 1. Truman received a \$20K grant to improve teacher retention. Faculty plans to hold a conference in the fall and spring semester for middle and high schoolers who are interested in teaching. 2. Increase interest in teaching locally. 3. Look at starting an Educator Rising NEMO club.
Actions	<ol style="list-style-type: none"> 1. Offer the conference to 500 plus middle and high school students interested in teaching. Explain the areas of teaching, have open forums, explain education requirements, and the wonderful aspects of teaching. 2. Highlighting NEMO teachers with our MAE Department. 3. Offering support to area schools exploring the idea of beginning an Educator Rising club or Future Teachers of America club.
Expected outcomes	<ol style="list-style-type: none"> 1. Increases in the number of students interested in teaching. Providing support for people interested in teaching. Gathering data regarding why someone would want to be a teacher. Have a spring conference because of funding and local districts requesting a second showing. 2. Increase awareness and support local practitioners. 3. Increase teacher retention and student enrollment in educator preparation programs.
Reflections or comments	The first conference was a huge success.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The 2022/2023 year brings two new programs to the Master of Arts in Education (MAE) at Truman State University. The new programs are World Languages Latin (grades K-12) and Speech and Theatre (grades 9-12). Also, in the 2022/2023 school year, the faculty at Truman State University will review a proposed Alternative Certification program to address teacher shortages not only in Missouri but across the United States. The Alternative Certification program presents potential challenges impacting the traditional students and that data. The faculty needs to examine data collected from the Gifted Education masters program, which is also designed for non-traditional students and determine whether or not data sources can be universal or whether we need a multi-pronged approach to the data from different cohorts.

The Culturally Responsive Teaching Reflection form (previously known as Social Justice form) is in its 5th addition in the 2022/2023 academic year. The faculty think that the new form will hold until addressing the standards again, which is anticipated to be after a concentration of a few years. The next step for data collection is to work with the MAE university supervisors and mentors of students who are completing their internships to determine how (if any) this form has impacted conversations/practice, etc.

Other challenges that the Truman MAE program faces post-COVID are two pronged. Some of the MAE traditional students that usually meet with great success are struggling in courses and faculty are noticing a change in student commitment/desire/attentiveness than we had previously. In addition, teaching as a profession has had some dings, which makes it seem less desirable as a field so that is of concern too as candidates lose more interest in teaching as a profession.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

N/A

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Charisse Hatfield, Certification Officer/Assessment Coordinator	John Jones, PhD; Associate Professor and Education Department Chair

Date sent to AAQEP:	December 29, 2022
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