

## Complete Report Card

AY 2014-15

### Institution Information

Name of Institution: Missouri Western State University  
Institution/Program Type: Traditional  
Academic Year: 2014-15  
State: Missouri

Address: 4525 Downs Drive

St. Joseph, MO, 64507

Contact Name: Dr. Kipton Smilie  
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

### Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tpq/index.html>.

<b>Teacher Preparation Programs</b>	<b>Teacher Quality Partnership Grant Member?</b>
Art K-12	No
Biology 9-12	No
Chemistry 9-12	No
Early Childhood Education B-3	No
Elementary Education 1-6	No
English 9-12	No
French K-12	No
Mathematics 9-12	No
Music - Instrumental K-12	No
Music - Vocal K-12	No
Physical Education K-12	No
Social Science 9-12	No
Spanish K-12	No
Speech And Theatre 9-12	No
Unified Science: Biology 9-12	No
Unified Science: Chemistry 9-12	No
<b>Total number of teacher preparation programs: 16</b>	

### Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
Sophomore year After all admission requirements are met.

Does your initial teacher certification program conditionally admit students?

Yes

Provide a link to your website where additional information about admissions requirements can be found:

<https://www.missouriwestern.edu/education/admittance/>

Please provide any additional comments about or exceptions to the admissions information provided above:

Students are fully admitted after meeting with an advisor and providing evidence of having successfully completed and passed two English composition courses (ENG 104 and ENG 108 or their equivalents) and completed and earned a "C" or better in Psychology 101 (or its equivalent). Students must also enter the program with a GPA of 2.75 or greater, passed the Missouri General Education Assessment (MoGEA), and completed the program's introductory education course (EDU 202) and connected 30-hour clinical field experience (EDU 203) with at least a "C." Students who are denied admission can appeal through the Teacher Education Admission and Retention Committee.

### Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No

Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	Yes
Essay or personal statement	No	No
Interview	No	No
Other All Education courses must be completed with a C or better.	Yes	Yes

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.34

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.35

Please provide any additional comments about the information provided above:

#### Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Data not reported	Data not reported

Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported
Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	222
Unduplicated number of males enrolled in 2014-15:	37
Unduplicated number of females enrolled in 2014-15:	185

<b>2014-15</b>	<b>Number enrolled</b>
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	2
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	1
White:	202
Two or more races:	0

**Section I.d Supervised Clinical Experience**

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	12
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	15
Number of students in supervised clinical experience during this academic year	217

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

The Missouri Western State University Education Department's mid-level field experience is similar to student teaching except teacher candidates are in host schools fewer hours (60 clock hours for mid-level versus 480 for student teaching) to work with PK-12 learners. Students are required to write and teach a unit, along with evaluating and analyzing PK-12 student performance. Other field experiences include: Practicum courses to work with learners with Pre-K and K-12 Special Education needs; a TESOL practicum; and three Special Reading Practicums. All clinical experiences include mentoring from classroom teachers and/or trained University Supervisors, including faculty from the Education Department and/or content area supervisors.

#### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	25
Teacher Education - Elementary Education	51

Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	



Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

**Section I.e Teachers Prepared by Academic Major**

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	25
Teacher Education - Elementary Education	51
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	4
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	2
Teacher Education - Music	4
Teacher Education - Physical Education and Coaching	4
Teacher Education - Reading	
Teacher Education - Science	

Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	1
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	

Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	

Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

#### Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 93

2013-14: 136

2012-13: 96

#### Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

3

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

During the 2015-16 academic year, a new mathematics recruitment flyer was developed, printed, and mailed to 2-year community colleges in the 4-state region (Missouri, Iowa, Nebraska, and Kansas) to help with communicating with potential mathematics majors.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

During the Academic year 2015-16, the program has made a concerted effort to identify ways in which to recruit mathematics education candidates, including visiting entry-level mathematics courses to inform students about the teacher education program.

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

2

Did your program meet the goal for prospective teachers set in science in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Recruitment efforts continue through open houses, high school dual-credit offerings, high school competitions, and advising. Missouri Western State University focuses on recruiting students for careers in STEM fields, including teacher preparation.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

2

Provide any additional comments, exceptions and explanations below:

Recruitment efforts by the program intensified during the 2015-16 academic year. Dr. Susan Bashinski, an Education faculty member, was invited to speak to three sections of General and Organic Chemistry courses about secondary science education programs available at Missouri Western State University. These courses contained entry-level students majoring in both Biology and Chemistry. The program plans to continue similar contact in future semesters.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

2

Provide any additional comments, exceptions and explanations below:

The program hopes that the newly-developed recruitment efforts detailed above help in reaching this goal.

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))



Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/oep/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

4

Did your program meet the goal for prospective teachers set in special education in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Recruitment of majors in this acknowledged high-need area continued primarily through: (1) academic advisement (with Department of Education faculty) and (2) some targeted attention on learners who experience disabilities in all courses required of all education majors at Missouri Western State University.

Dr. Susan M. Bashinski, education faculty member, provided an introduction to special education for one full class period in every section of the university's EDU 202 Introduction to Education course—the first class required in the professional course sequence. Dr. Bashinski, also, provided presentations regarding the field of special education in selected sections of EDU 304—Applied Methods and Management.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

Recruitment of education majors in this high-need area continues through academic advisement, the regional Council for Exceptional Children, and in courses required for all education majors, including efforts by Dr. Bashinski detailed above.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Recruitment of education majors in this high-need area will continue through academic advisement, the regional Council for Exceptional Children, and in courses required for all education majors, including efforts by Dr. Bashinski detailed above.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

2

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Recruitment efforts continue through academic advising and through presentations made by the ESOL specialist (Dr. Adrienne Johnson) in various courses required for all education majors, particularly in EDU 202- Introduction to Education.

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Recruitment efforts continue through academic advising and through presentations made by the ESOL specialist (Dr. Adrienne Johnson) in various courses required for all education majors, particularly in EDU 202- Introduction to Education.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

Recruitment efforts will continue through academic advising and through presentations made by the ESOL specialist (Dr. Adrienne Johnson) in various courses required for all education majors, particularly in EDU 202- Introduction to Education.

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The Missouri Western State University teacher preparation program realizes it must be preparing students, not only for today's challenges, but for the future needs of preK-12 students. The program has received very positive evaluations from principal surveys regarding the effectiveness of its graduates and their ability to positively affect PK-12 student learning. Based on data, curriculum changes have been made to more fully incorporate and integrate Response to Intervention (RTI), and Universal Design for Learning (UDL), and to increase the focus on awareness and teaching strategies for children from low-income families. In addition, an area of concentration for TESOL has been recently added and the focus on core content mastery in science and math has been increased. The Masters of Applied Science in Assessment degree offers options in Autism Spectrum Disorder and TESOL to meet the growing challenge of providing master teachers for these growing populations. Program faculty continue to work closely with partner preK-12 schools in the area of clinical and field experience placements, in both urban (the Kansas City metro area) and rural schools. In addition, the Teacher Education Advisory Board (TEAB) meets annually to discuss teacher preparation. TEAB consists of program faculty members along with school administrators and teachers from the region (including both metro and rural school districts). Meetings involve discussion by administrators and teachers regarding teacher candidates' training, along with feedback about how the program's candidates are performing in schools both during student teaching and post-graduation.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
036 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
036 -ART Evaluation Systems group of Pearson Other enrolled students	1			
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0134 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
5134 -ART: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	4			
016 -BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
5235 -BIOLOGY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			
0245 -CHEMISTRY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5245 -CHEMISTRY: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2014-15	7			
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	12	176	11	92

0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	14	181	14	100
5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	5			
5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2014-15	19	178	19	100
5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2013-14	8			
5021 -EDUCATION OF YOUNG CHILDREN (CBT) Educational Testing Service (ETS) All program completers, 2012-13	2			
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	11	175	11	100
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2014-15	38	174	37	97
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2013-14	48	176	48	100
5011 -ELEM ED: CURR. INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2012-13	28	175	28	100
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT	10	177	10	100

Educational Testing Service (ETS) All program completers, 2014-15				
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	18	178	18	100
0011 -ELEM ED: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	11	176	11	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	235	17	94
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	4			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	241	16	89
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	4			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	233	16	89
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			



009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	4			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	18	228	14	78
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	1			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2014-15	4			
020 -ENGLISH Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
5041 -ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	2			
5041 -ENGLISH LANG LIT. & COMP: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	3			
0041 -ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	2			
0041 -ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	8			
0041 -ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	4			
023 -MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	2			
5061 -MATHEMATICS: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	1			
5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	1			
5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	3			
0114 -MUSIC: CONTENT AND INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	5			
0114 -MUSIC: CONTENT AND INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2014-15	3			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			

044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
0091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	17	158	17	100
5091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) Other enrolled students	1			
5091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2014-15	4			
5091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	4			
5091 -PHYSICAL EDUCATION: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	1			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2014-15	1			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	3			
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	5			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2013-14	1			
5081 -SOCIAL STUDIES: CONTENT KNOWLEDGE (CBT) Educational Testing Service (ETS) All program completers, 2012-13	1			
5195 -SPANISH: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2013-14	1			
5195 -SPANISH: WORLD LANGUAGE CBT Educational Testing Service (ETS) All program completers, 2012-13	1			
0221 -SPEECH COMMUNICATION Educational Testing Service (ETS) All program completers, 2013-14	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
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All program completers, 2014-15	95	91	96
All program completers, 2013-14	130	129	99
All program completers, 2012-13	94	94	100

#### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

#### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

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

The Missouri Western State University Education Department continues to systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice. The teacher education program at Missouri Western State University requires the use of technology as an instructional tool to promote preK-12 student learning. Various courses in a candidate's program introduce and reinforce technology skills for use in the classroom. To ensure that candidates use technology as an instructional tool during field experiences, each candidate is evaluated at mid-term and on the final evaluation on his/her use of technology. This is specifically measured by Standard 11 on the evaluation instruments for field and clinical experiences. Assessment data reveal that unit candidates are effective at using instructional technology.

The Missouri Western State University Education Department faculty incorporate the use of technology into instruction. Many of the faculty have developed extensive online resources that support their teaching. Within these online resources are discussion and lecture notes, power point presentations, as well as links to outside resources important to the specific discipline. During the 2014-2015 AY, numerous courses utilized web-based, online delivery of instruction and were designated as online courses. In these courses, the syllabi, assignments, assessments, grade reporting, and student communications were done via Moodle, thereby utilizing instructor-created web resources.

All unit faculty use technology to support instruction and to model the integration of technology with teaching and learning. The university offers (through the Instructional Media Center) an Online Pedagogy professional development program that supports faculty development of online teaching. Faculty are guided throughout the process to implement innovative methodologies using group interaction, modeling, demonstrations, peer interaction and feedback as well as one-on-one instruction. All teacher candidates are able to access unit-wide information regarding application to field and clinical experiences, information concerning school closings, and program events through the department's website. The Instructional Media and Technology course (EDU 331) incorporates numerous forms of technology to help support PK-12 student learning. Classrooms enable faculty to incorporate technology into instruction. Recently many faculty members have been utilizing Zoom software in online classes, as this feature allows live, synchronous class sessions for discussions and presentations.

Beginning in Fall 2015, all teacher candidates will be required to complete and pass the Missouri Pre-Service Teacher Assessment (MoPTA) during the student teaching semester. MoPTA was developed by the Missouri Department of Elementary and Secondary Education to assess teacher standards and quality indicators. This assessment asks candidates to reflect upon and provide artifacts concerning their use of technology in the classroom. These include: methods of data-collection, technological resources and materials in planning and instruction, how the use of technology enhances instruction and student learning, and how technology is utilized to help students who did not achieve the learning goals of a lesson/unit. All components incorporate principles of universal design for learning.

The Missouri Western State University Education Department Faculty continues to review and revise the Teacher Education Handbook in an all-online format, with information about

requirements, field placements and experiences, and expectations for assessment, dispositions, and evaluation.

## Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All courses required of all early childhood and elementary education majors include some focus on differentiated instruction and universal design for learning (to various degrees)—the primary instructional approaches for supporting learners who experience disabilities, in general education classes. In addition, ELL instruction has become a major component of the EDU 202- Introduction to Education course, as students read, write, and discuss various components of ELL instruction. All education majors begin their program coursework in EDU 202. In addition, the program's ELL specialist continues to visit different courses to discuss theories and methods of effectively meeting the needs of ELLs.

EDU 315 (Psychology and Education of the Exceptional Child) – This course underwent a 100% redesign process during 2014 – 2015 AY. As reconfigured, the course now covers not only all 13 disability categories included in IDEA, along with characteristics commonly displayed by learners with each type of disability, but numerous practical implementation topics. A sampling of content covered includes: legal foundations for SPED services, special education procedures (e.g., referral, eligibility, placement options), all aspects of the IEP process (e.g., team members, responsibilities, elements of an effective IEP), differentiating IEPs and 504 plans, assessments (e.g., accommodations for standardized tests, adapting teacher-made tests, test-taking skills), planning instructional accommodations to support inclusive education (e.g., INCLUDE Framework, UDL, differentiated instruction, Giangreco's Participation Model), PBIS, grading accommodations, basics of collaboration and models for co-teaching with general education teachers.

EVIDENCE of effectiveness is derived from two primary assignments in this course: (1) a critical review / analysis of an IEP and (2) development of adaptations and modifications (for learners with two very different levels of disability) to a lesson plan in each student's content major area

EDU 400 / 403 / 404 (Seminar in Early Childhood / Elementary / Secondary Education and Human Relations) - All students are required to demonstrate understanding of technology to aid instruction of learners with disabilities and who are ELLs. Lesson plans required during the student teaching semester include components of assessing and providing instruction with learners who have disabilities or who demonstrate limited English proficiency.

EVIDENCE of effectiveness is derived from university supervisors' formal midterm and final evaluations of student teachers, regarding their demonstrated abilities for teaching learners who experience disability or who are English language learners.

EDU 408 / 409 / 462 (Student Teaching in Elementary / Secondary / Early Childhood Education) – Beginning during the Fall 2015 semester, all teacher candidates will be required to complete the Missouri Pre-Service Teacher Assessment (MoPTA) during their student teaching semester. (The MoPTA was developed by the Missouri Department of Elementary and Secondary Education to assess teacher competency and mastery of designated quality indicators.)

To successfully complete the MoPTA, a candidate must reflect upon and provide artifacts to document their effective instruction with learners who experience disabilities or who are English language learners.

EVIDENCE of effectiveness is derived from students' compilation of a contextual factors chart, which includes percentages of learners with IEPs and learners who are ELLs; identifying two individual "focus learners," with variant learning needs; and differentiating / modifying / adapting assessment, planning, and instruction for the selected focus learners and providing rationale and artifacts to demonstrate their data-based decision making.

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Does your program prepare **special education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students



who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

EDU 352 (Introduction to Cross-Categorical Disabilities) – This course revolves around an in-depth examination of the IEP process, as well as construction of the IEP document, itself. Additional content includes the referral process and eligibility determination for special education services, as well as linkages to the Response to Intervention (RtI) model and considerations related to placement decisions.

EVIDENCE of effectiveness is derived from one primary assignment in this course: actual writing of one complete IEP.

EDU 411 (Methods of Teaching the Student with Cross-Categorical Disabilities) – This course is oriented toward the application of effective classroom practices and teaching strategies for supporting the education of learners who experience disabilities. (Students are required to enroll in this course concurrently with EDU 425 - Experience in Teaching Cross-Categorical Students with Disabilities.) A sampling of focused content includes: professional ethics, organizing a classroom (e.g., visual supports, schedules), curriculum adaptation models (e.g., Udvari-Solner, Wehmeyer et al., ADAPT, Janney & Snell), individualized curriculum sequencing, systematic instructional techniques (e.g., prompting systems, scaffolding, task analysis), differentiating English language learners and learners who experience disabilities, data systems (e.g., collection, display, analysis, reliability) and their links to instructional decision making, and teaching social skills and facilitating peer relationships (e.g., strategies, social validity).

EVIDENCE of effectiveness is derived from two primary assignments in this course: (1) development of adapted and modified lesson plans, and (2) design and implementation of a data collection system—including data collections forms and analysis procedures.

EDU 425 (Practicum Experience in Teaching Cross-Categorical Students with Disabilities)

The practicum course for students pursuing licensure in special education, along with their elementary education degree, requires two separate placements—one in an elementary special education program and one in a secondary special education program. Teacher candidates work directly with special education teachers in each of these placements. Students are required to spend approximately 90 hours in each of the two practicum placements.

EVIDENCE of effectiveness is derived from four primary assignments in this course: (1) development and implementation of lesson plans for both large and small group instruction, demonstrating individualization and linkages to each learner's IEP; (2) completion of a functional behavioral assessment and design and implementation of a behavior intervention program (e.g., selection of target behavior, collection and graphing of baseline and intervention data) and reflection on results; (3) participation in at least two actual IEP meetings, offering suggestions for each team's consideration, and (4) completion of at least one formal, standardized academic assessment.

Within the program's ELL concentration, candidates take a variety of ELL courses. TSL 468 Methods of Teaching ELLs trains pre-service teachers to design lessons and unit plans which meet both the academic content and language needs of ELLs. TSL 469 Assessment and Materials in ELL trains pre-service teachers in evaluating the validity and reliability of content and language assessments for ELLs, as well as training them to construct authentic and performance based summative and formative assessments. Pre-service teachers also investigate the similarities and differences between language acquisition and cognitive struggles. TSL 467 Second Language Acquisition is an in-depth exploration into the factors which affect language development. EDU 470 ELL Practicum is an experiential course in which pre-service teachers work closely with certified ELL teachers, designing and implementing lessons for ELLs. They must also evaluate the effectiveness of their lessons based on data collected.

#### Section VII Contextual Information

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

#### **Supporting Files**

### **Complete Report Card**

AY 2014-15

## Complete Report Card

AY 2014-15

### Institution Information

Name of Institution: Missouri Western State University  
Institution/Program Type: Alternative, IHE-based  
Academic Year: 2014-15  
State: Missouri

Address: 4525 Downs Drive

St. Joseph, MO, 64507

Contact Name: Dr. Kipton Smilie  
Phone: 8162714332  
Email: [ksmilie@missouriwestern.edu](mailto:ksmilie@missouriwestern.edu)

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art K-12	No
Biology 9-12	No
Chemistry 9-12	No
English 9-12	No
French K-12	No
Mathematics 9-12	No
Music - Instrumental K-12	No
Music - Vocal K-12	No
Physical Education K-12	No
Social Science 9-12	No
Spanish K-12	No
Speech And Theatre 9-12	No
<b>Total number of teacher preparation programs: 12</b>	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:  
Postgraduate

Does your initial teacher certification program conditionally admit students?  
No

Provide a link to your website where additional information about admissions requirements can be found:  
<https://www.missouriwestern.edu/education/educator-certification/>

Please provide any additional comments about or exceptions to the admissions information provided above:

Alternative Certification candidates are fully admitted after meeting with an advisor and providing a complete application packet, which includes a formal application letter, official transcripts showing an earned 4-year degree in the area they will teach, and a teaching contract from an accredited public school (which also includes a background check). Additionally, a GPA greater than or equal to 2.75 is required. Candidates also have to meet the minimum Missouri state requirements in their content area courses.

### Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	Yes	Yes
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	No	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	Yes	Yes
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.41

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.65

Please provide any additional comments about the information provided above:

#### Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Data not reported	Data not reported
Fingerprint check	Data not reported	Data not reported
Background check	Data not reported	Data not reported
Minimum number of courses/credits/semester hours completed	Data not reported	Data not reported
Minimum GPA	Data not reported	Data not reported

Minimum GPA in content area coursework	Data not reported	Data not reported
Minimum GPA in professional education coursework	Data not reported	Data not reported
Minimum ACT score	Data not reported	Data not reported
Minimum SAT score	Data not reported	Data not reported
Minimum basic skills test score	Data not reported	Data not reported
Subject area/academic content test or other subject matter verification	Data not reported	Data not reported
Recommendation(s)	Data not reported	Data not reported
Essay or personal statement	Data not reported	Data not reported
Interview	Data not reported	Data not reported
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2014-15

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2014-15

Please provide any additional comments about the information provided above:

#### Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the

academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	2
Unduplicated number of males enrolled in 2014-15:	1
Unduplicated number of females enrolled in 2014-15:	1

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	0
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	1
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	60
Average number of clock hours required for student teaching	480
Average number of clock hours required for mentoring/induction support	0



Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	2

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

Alternative programs provide two levels of supervised clinical experience, one as a part-time instructor (i.e. Junior Experience) and one as a full-time student teacher. The Missouri Western State University Education Department's clinical faculty and adjuncts provide supervision for the alternative certification candidates at both levels.

#### Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	

Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	

Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

**Section I.e Teachers Prepared by Academic Major**

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

<b>Academic Major</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	

Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	

Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	

Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	

Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

#### Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 1

2013-14: 2

2012-13: 0

#### Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

No

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Missouri Western State University's alternative certification program does not actively recruit potential candidates. Candidates are referred to MWSU's teacher preparation program by their respective school districts. However, MWSU's teacher preparation program is aware that developing relationships with regional school districts improves the chances in the referral of alternative certification candidates in this high-need field.

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

No alternative-certification candidates are being prepared in mathematics in this academic year.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Science



Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Did your program meet the goal for prospective teachers set in science in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Missouri Western State University's alternative certification program does not actively recruit potential candidates. Candidates are referred to MWSU's teacher preparation program by their respective school districts. However, MWSU's teacher preparation program is aware that developing relationships with regional school districts improves the chances in the referral of alternative certification candidates in this high-need field.

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Three alternative-candidates are being prepared during this academic year.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Missouri state licensure statutes do not permit Special Education licensure without traditional preparation programs.

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Missouri state licensure statutes do not permit English for Speakers of Other Languages licensure without traditional preparation programs.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

Yes

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

Yes

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

NA

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

Yes

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

Yes

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

Yes

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

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

The Missouri Western State University teacher preparation program realizes it must be preparing students, not only for today's challenges, but for the future needs of preK-12 students. The program has received very positive evaluations from principal surveys regarding the effectiveness of its graduates and their ability to positively affect PK-12 student learning. Based on data, curriculum changes have been made to more fully incorporate and integrate Response to Intervention (RTI), and Universal Design for Learning (UDL), and to increase the focus on awareness and teaching strategies for children from low-income families. In addition, an area of concentration for TESOL was recently added and the focus on core content mastery in science and math was increased. The Masters of Applied Science in Assessment degree offers options in

Autism and TESOL to meet the growing challenge of providing master teachers for these growing populations. Program faculty continue to work closely with partner preK-12 schools in the area of clinical and field experience placements, in both urban (the Kansas City metro area) and rural schools. In addition, the Teacher Education Advisory Board (TEAB) meets annually to discuss teacher preparation. TEAB consists of program faculty members along with school administrators and teachers from the region (including both metro and rural school districts). Meetings involve discussion by administrators and teachers regarding teacher candidates' training, along with feedback about how the program's candidates are performing in schools both during student teaching and post-graduation.

### Section III Assessment Pass Rates

<b>Assessment code - Assessment name Test Company Group</b>	<b>Number taking tests</b>	<b>Avg. scaled score</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	1			

### Section III Summary Pass Rates

<b>Group</b>	<b>Number taking tests</b>	<b>Number passing tests</b>	<b>Pass rate (%)</b>
All program completers, 2013-14	1		
All program completers, combined 3 academic years	1		

### Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

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

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

### Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction  
Yes
- use technology effectively to collect data to improve teaching and learning  
Yes
- use technology effectively to manage data to improve teaching and learning  
Yes
- use technology effectively to analyze data to improve teaching and learning  
Yes

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

The Missouri Western State University Education Department continues to systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice. The teacher education program at Missouri Western State University requires the use of technology as an instructional tool to promote preK-12 student learning. Various courses in a candidate's program introduce and reinforce technology skills for use in the classroom. To ensure that candidates use technology as an instructional tool during field experiences, each candidate is evaluated at mid-term and on the final evaluation on his/her use of technology. This is specifically measured by Standard 11 on the evaluation instruments for field and clinical experiences. Assessment data reveal that unit candidates are effective at using instructional technology.

The Missouri Western State University Education Department faculty incorporate the use of technology into instruction. Many of the faculty have developed extensive online resources that support their teaching. Within these online resources are discussion and lecture notes, power point presentations, as well as links to outside resources important to the specific discipline. During the 2014-2015 AY, numerous courses utilized web-based, online delivery of instruction and were designated as online courses. In these courses, the syllabi, assignments, assessments, grade reporting, and student communications were done via Moodle, thereby utilizing instructor-created web resources.

All unit faculty use technology to support instruction and to model the integration of technology with teaching and learning. The university offers (through the Instructional Media Center) an Online Pedagogy professional development program that supports faculty development of online teaching. Faculty are guided throughout the process to implement innovative methodologies using group interaction, modeling, demonstrations, peer interaction and feedback as well as one-on-one instruction. All teacher candidates are able to access unit-wide information regarding application to field and clinical experiences, information concerning school closings, and

program events through the department's website. The Instructional Media and Technology course (EDU 331) incorporates numerous forms of technology to help support k-12 student learning. Classrooms enable faculty to incorporate technology into instruction. Recently many faculty members have been utilizing Zoom software in online classes, as this feature allows live, synchronous class sessions for discussions and presentations.

Beginning in Fall 2015, all teacher candidates will complete the Missouri Pre-Service Teacher Assessment (MoPTA) during the student teaching semester. MoPTA was developed by the Missouri Department of Elementary and Secondary Education to assess teacher standards and quality indicators. This assessment asks candidates to reflect upon and provide artifacts concerning their use of technology in the classroom. These include: methods of data-collection, technological resources and materials in planning and instruction, how the use of technology enhances instruction and student learning, and how technology is utilized to help students who did not achieve the learning goals of a lesson/unit. All components incorporate principles of universal design for learning.

The Missouri Western State University Education Department Faculty continues to review and revise the Teacher Education Handbook in an all-online format, with information about requirements, field placements and experiences, and expectations for assessment, dispositions, and evaluation.

## Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare **general education** teachers to:

- teach students with disabilities effectively  
Yes
- participate as a member of individualized education program teams  
Yes
- teach students who are limited English proficient effectively  
Yes

Provide a description of the evidence your program uses to show that it prepares **general education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Alternative-certification candidates complete numerous general education courses that include some focus on differentiated instruction and universal design for learning (to various degrees)—the primary instructional approaches for supporting learners who experience disabilities. These



general education courses also prepare alternative-certification candidates to effectively teach students who are limited English proficient.

EDU 311 (Secondary Reading Techniques) – This course includes some instruction concerning teaching students who are limited English proficient. Candidates read refereed articles and create lesson plans concerning students who are limited English proficient.

EDU 315 (Psychology and Education of the Exceptional Child) – This course underwent a 100% redesign process during 2014 – 2015 AY. As reconfigured, the course now covers not only all 13 disability categories included in IDEA, along with characteristics commonly displayed by learners with each type of disability, but numerous practical implementation topics. A sampling of content covered includes: legal foundations for SPED services, special education procedures (e.g., referral, eligibility, placement options), all aspects of the IEP process (e.g., team members, responsibilities, elements of an effective IEP), differentiating IEPs and 504 plans, assessments (e.g., accommodations for standardized tests, adapting teacher-made tests, test-taking skills), planning instructional accommodations to support inclusive education (e.g., INCLUDE Framework, UDL, differentiated instruction, Giangreco’s Participation Model), PBIS, grading accommodations, basics of collaboration and models for co-teaching with general education teachers.

EVIDENCE of effectiveness is derived from two primary assignments in this course: (1) a critical review / analysis of an IEP and (2) development of adaptations and modifications (for learners with two very different levels of disability) to a lesson plan in each student’s content major area

EDU 404 (Seminar in Secondary Education and Human Relations) - All students are required to demonstrate understanding of technology to aid instruction of learners with disabilities and who are ELLs. Lesson plans required during the student teaching semester include components of assessing and providing instruction with learners who have disabilities or who demonstrate limited English proficiency.

EVIDENCE of effectiveness is derived from university supervisors’ formal midterm and final evaluations of student teachers, regarding their demonstrated abilities for teaching learners who experience disability or who are English language learners.

EDU 409 (Student Teaching in Secondary Education) – Beginning during the Fall 2015 semester, all teacher candidates will be required to complete the Missouri Pre-Service Teacher Assessment (MoPTA) during their student teaching semester. (MoPTA was developed by the Missouri Department of Elementary and Secondary Education to assess teacher competency and mastery of designated quality indicators.)

To successfully complete the MoPTA, a candidate must reflect upon and provide artifacts to document their effective instruction with learners who experience disabilities or who are English language learners.

EVIDENCE of effectiveness is derived from students' compilation of a contextual factors chart, which includes percentages of learners with IEPs and learners who are ELLs; identifying two individual "focus learners," with variant learning needs; and differentiating / modifying / adapting assessment, planning, and instruction for the selected focus learners and providing rationale and artifacts to demonstrate their data-based decision making.

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Does your program prepare **special education** teachers to:

- teach students with disabilities effectively  
NA
- participate as a member of individualized education program teams  
NA
- teach students who are limited English proficient effectively  
NA

Provide a description of the evidence your program uses to show that it prepares **special education** teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

N/A

#### Section VII Contextual Information

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

#### Supporting Files

## Complete Report Card

AY 2014-15