

Missouri Western State University Department of Teacher Education
Department Data Report for Academic Year 2017-2018
 Report Prepared for CAEP • Spring 2018

1. Impact on P-12 Learning

The Missouri Performance Task Assessment (MoPTA) was implemented in the fall of 2016. The data below shows recent MWSU candidate performance on the authentic assessment. A significant portion of the MoPTA, like EdTPA, is pre- and post-assessment to determine student academic growth from instructional interventions.

License Area	Number of Students	Plan	Analyze	Reflect	Assessment	Plan	Focus Students	Analyze	Reflect	Instruction	Unit Plan	Unit Sequence	Unit Analysis	Unit Reflection	Unit Implementation	Passing Score (37)
EC	9	2.5	2.4	2.3	7.3	2.6	2.5	2.6	2.4	10	2.1	2.2	2	1.9	16.3	33.6
EL	17	3	3.0	2.8	8.8	2.9	2.7	2.9	2.6	11.1	3	3.2	3.1	3.1	24.8	44.6
SEC	6	2.8	2.8	2.6	8.2	2.8	3.2	2.8	2.6	11.3	2.7	2.8	2.7	2.7	21.7	41.2
Avg	32	2.8	2.8	2.6	8.2	2.8	2.7	2.8	2.6	10.8	2.7	2.9	2.7	2.8	21.8	40.9

2. Indicators of Teaching Effectiveness

Obviously, there are numerous measures of teaching effectiveness. One of those is content knowledge. The Missouri Content Assessments (MoCA), comparable to Praxis used in other states, assesses candidate competency to know and to teach core content. The chart below presents recent passing rates on this high-stakes assessment by MWSU candidates. (Many of the n's provided below are very low.)

Program	2013	2014	2015	2016	2017
Early Childhood	83	100	100	100	79
Elementary	98	95	93	80	63
Art	—	100	100	80	67
Music	100	75	88	83	100
Physical Education	91	89	100	100	100
English	75	88	100	83	100
Mathematics	100	100	100	100	100
Social Science	100	100	100	0	50

In addition to these formal assessments, students are also observed and rated during their student teaching by their university supervisors and cooperating teachers. The chart below shows the average ratings give to candidates on this statewide assessment program (Missouri Educator Evaluation System, or MEES). The rating scale for this assessment is 0-3 and is described as emerging-developing-proficient-distinguished. The standards referenced below are as follows: 1.2 • student engagement, 2.4 • differentiated learning, 5.1 • classroom management, and 7.2 • effective assessment.

Area	CT Avg Rating				US Avg Rating			
	1.2	2.4	5.1	7.2	1.2	2.4	5.1	7.2
EC	2.73	2.70	2.47	2.80	2.60	2.63	2.40	2.57
EL	2.67	2.58	2.36	2.67	2.61	2.42	2.42	2.42

SEC	2.38	2.23	2.30	2.31	2.38	2.15	2.00	1.92
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3. Satisfaction of Employers and Employment Milestones

The state of Missouri annually surveys all teacher education graduates during their first year of employment as teachers. The chart below provides data about completer satisfaction for 2017.

Program	Positive Responses %	Completed Surveys	Response Rate %
Early Childhood	100	18	43
Elementary	96	54	48
Art	100	5	56
Music	100	4	32
Physical Education	100	13	62
World Language	100	2	100
English	90	10	71
Mathematics	100	1	100
Social Science	100	4	100
Biology	100	1	100
Special Education	100	3	100

In addition to the information above, the state also provides more specific completer results. Approximately 44 principals completed the survey. The percent provided indicates the percent of principals who agreed or strongly agreed that MWSU teachers were well-prepared in the categories listed on the chart.

Topic	%
Prepared in content	96
Engaging in content	86
Meaningful content delivery	86
Differentiated instruction	78
IEP delivery	68
ELL preparation	41
Standards-based instruction	86
Diverse learners	78
Critical thinking	75
Technology	82
Good management	80
Motivational	84
Relational	95

Since this data reflects very closely the survey data provided by the former candidates themselves, no additional analysis is provided here; however, the issues raised by principals are always then discussed at length at annual TEAB meetings.

4. Satisfaction of Completers

The state of Missouri annually surveys all teacher education graduates during their first year of employment as teachers. The chart below provides data about completer satisfaction for 2017.

Program	Positive Responses %	Completed Surveys	Response Rate %
Early Childhood	100	24	57
Elementary	100	69	61
Art	86	7	78
Music	100	7	61
Physical Education	100	12	57
World Language	100	1	100
English	100	9	64
Mathematics	100	3	60
Social Science	100	6	60
Biology	100	1	33
Chemistry	100	2	100
Special Education	100	2	67

In addition to the information above, the state also provides more specific completer results. The percent provided indicates the percent of former students who agreed or strongly agreed that they were well-prepared in the categories listed on the chart.

Topic	%
Prepared in content	87
Engaging in content	93
Meaningful content delivery	89
Differentiated instruction	78
IEP delivery	57
ELL preparation	34
Standards-based instruction	84
Diverse learners	78
Critical thinking	78
Technology	80
Good management	72
Motivational	83
Relational	89

Overall, the results were very positive; however, two categories stand out as being especially concerning for teacher preparers at MWSU – IEP delivery and ELL preparation. Several programmatic changes are occurring to remedy this apparent problem. In EDU 315, a course taken by all undergraduate education majors, the recently revised key assessment is an adapted and modified lesson plan that requires candidates to select a student with a formally identified learning disability as stated on that student’s IEP. Then, the candidate adapts and modifies a previously developed lesson plan to meet that student’s specific learning needs. In EDU 308 and EDU 225, the curriculum has been augmented to highlight instructional approaches that most benefit ELL students.

Advanced-level students and graduates are surveyed annually by the department. Results from and brief analysis of recent surveys are provided below.

5. Graduation Rates

The chart below provides more specific, education-related information about the question of program matriculation to completion. EDU 202 • Introduction to Education is the first course in the programs provided by the unit. Student Teaching (EDU 392, 408, or 409) is the last course in all initial licensure teacher education programs at MWSU. The 5-year average matriculation rate from the initial course to completion is 86%, indicating that the MWSU teacher education programs retain possible candidates well.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	TOTAL
EDU 202	144	120	89	104	122	579
Student Teaching	145	89	111	73	82	500

6. Ability of Completers to Meet Licensing Requirements

The Title 2 report is provided within the MWSU Department of Education website. In addition, the Missouri Western State University Teacher Education program is designed so that no student can complete the program without being able to receive state licensure. In other words, 100% of completers received state teaching certification. A small number of students each year graduate without certification; however, because these students do not choose to complete the student teaching semester, they are not considered program completers.

7. Ability of Completers to Be Hired in Education Positions

The following information was self-reported by 66 recent (2017) program completers who were also initial licensure recipients.

Total Number of Completers	66
Completers Working Full-Time as Teachers	53
Completers Still Actively Seeking Fulltime Work as Teachers	6
Completers Attending Graduate School	1
Completers Working Temporary Positions While Seeking Permanent Work as Teachers	8

8. Student Loan Default Rates

The student loan default rate for MWSU for FY 2015, the most recent data available, was 14.2%. This is not disaggregated exclusively for teacher education students.