



Missouri Western State University
Traditional Report AY 2019-20
Missouri



REPORT COMPLETE

STATUS: CERTIFIED

Institution Information

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

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

IPEDS ID

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Thorne-Wallington

PHONE

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List of Programs

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

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	UG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.14	Teacher Education - English as a Second Language	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1315	Teacher Education - Reading	UG	
13.1318	Teacher Education - Social Studies	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

Program Requirements

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

THIS PAGE INCLUDES:

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

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

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

Undergraduate Requirements

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

☒ Yes

☐ No

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

Element	Admission	Completion
Transcript	☒ Yes ☐ No	☒ Yes ☐ No
Fingerprint check	☐ Yes ☒ No	☒ Yes ☐ No
Background check	☐ Yes ☒ No	☒ Yes ☐ No
Minimum number of courses/credits/semester hours completed	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in content area coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum GPA in professional education coursework	☒ Yes ☐ No	☒ Yes ☐ No
Minimum ACT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum SAT score	☐ Yes ☒ No	☐ Yes ☒ No
Minimum basic skills test score	☒ Yes ☐ No	☐ Yes ☒ No
Subject area/academic content test or other subject matter verification	☐ Yes ☒ No	☒ Yes ☐ No
Recommendation(s)	☐ Yes ☒ No	☒ Yes ☐ No
Essay or personal statement	☐ Yes ☒ No	☐ Yes ☒ No

Element	Admission	Completion
Interview	☐ Yes ☒ No	☐ Yes ☒ No
Other Specify: All Education courses must be completed with a C or better.	☒ Yes ☐ No	☒ Yes ☐ No

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

2.75

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

2.75

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

A minimum overall GPA of 2.75 is required for admission into the program. A minimum education course GPA or content GPA (for secondary majors) of 3.0 is required for admission into the program.

Postgraduate Requirements

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

☐ Yes

☒ No

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

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

Element	Admission	Completion
Essay or personal statement	☐ Yes ☐ No	☐ Yes ☐ No
Interview	☐ Yes ☐ No	☐ Yes ☐ No
Other Specify: 	☐ Yes ☐ No	☐ Yes ☐ No

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

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

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	60
Number of clock hours required for student teaching	480

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

- ☐ Yes
- ☒ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Number of years required for teaching as the teacher of record in a classroom	

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

14

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

18

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

92

Number of students in supervised clinical experience during this academic year

91

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. Additionally, elementary majors spend additional clinical experience in classrooms in EDU325, EDU351 and EDU360. 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 two 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.

Enrollment and Program Completers

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

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

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

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

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	122
Subset of Program Completers	91

Gender	Total Enrolled	Subset of Program Completers
Male	31	12
Female	91	79
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	1	0
Black or African American	6	3
Hispanic/Latino of any race	2	2
Native Hawaiian or Other Pacific Islander	1	0
White	101	75

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	10	10
No Race/Ethnicity Reported	1	1

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

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

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

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

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

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

What are CIP Codes?

☐

No teachers prepared in academic year 2019-20

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

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

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	44

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	0
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - Science Teacher Education/General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	0

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

What are CIP Codes?

Do participants earn a degree upon completion of the program?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2019-20

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

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	0
13.1202	Teacher Education - Elementary Education	44
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	0
13.1210	Teacher Education - Early Childhood Education	19
13.1301	Teacher Education - Agriculture	0
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	0
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	2
13.1307	Teacher Education - Health	0

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	0
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	0
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	5
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	0
13.1316	Teacher Education - General Science	0
13.1317	Teacher Education - Social Science	0
13.1318	Teacher Education - Social Studies	2
13.1320	Teacher Education - Trade and Industrial	0
13.1321	Teacher Education - Computer Science	0
13.1322	Teacher Education - Biology	0
13.1323	Teacher Education - Chemistry	1
13.1324	Teacher Education - Drama and Dance	0
13.1328	Teacher Education - History	0
13.1329	Teacher Education - Physics	0
13.1331	Teacher Education - Speech	0
13.1337	Teacher Education - Earth Science	0
13.14	Teacher Education - English as a Second Language	0
13.99	Education - Other Specify: 	0
01	Agriculture	0
03	Natural Resources and Conservation	0
05	Area, Ethnic, Cultural, and Gender Studies	0
09	Communication or Journalism	0

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	0
12	Personal and Culinary Services	0
14	Engineering	0
16	Foreign Languages, Literatures, and Linguistics	0
19	Family and Consumer Sciences/Human Sciences	0
21	Technology Education/Industrial Arts	0
22	Legal Professions and Studies	0
23	English Language/Literature	0
24	Liberal Arts/Humanities	0
25	Library Science	0
26	Biological and Biomedical Sciences	0
27	Mathematics and Statistics	0
30	Multi/Interdisciplinary Studies	0
38	Philosophy and Religious Studies	0
40	Physical Sciences	0
41	Science Technologies/Technicians	0
42	Psychology	0
44	Public Administration and Social Service Professions	0
45	Social Sciences	0
46	Construction	0
47	Mechanic and Repair Technologies	0
50	Visual and Performing Arts	0
51	Health Professions and Related Clinical Sciences	0
52	Business/Management/Marketing	0
54	History	1

CIP Code	Academic Major	Number Prepared
99	Other Specify: 	0

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

Program Assurances

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

No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
- Yes

No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
- Yes

No

Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities.
- Yes

No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.
- Yes

No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families.
- Yes

No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
- Yes

No
8. Describe your institution’s most successful strategies in meeting the assurances listed above:

The Missouri Western State University teacher preparation program realizes it must be preparing prospective teachers, 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, prospective teachers have an opportunity to earn certification in teaching English learners. All undergraduate prospective teachers take courses that include experiences working with students with disabilities and students from diverse language and culture backgrounds. Student teachers additionally complete observations in special education classrooms and with English learners. All prospective teachers have clinical experiences in a diverse, high incidence local urban district and have multiple opportunities to interact with local rural schools. The Masters of Applied Science in Assessment degree offers options in Special Education 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), suburban, 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. All prospective teachers, including special education teachers take a full variety of content area courses both through general studies requirements and through educational methods courses.

Annual Goals: Mathematics

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

The Missouri Western Education Department is committed to recruiting teacher candidates from diverse backgrounds and providing opportunities for degree completion for students from diverse and non-traditional backgrounds. The Department's current goal is to develop streamlined degrees for secondary certification areas which provide excellent preparation for future teachers while providing a pathway to graduation within four years.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

The Department continues to make progress in developing pathways towards certifying math teachers, within institutional goals and resources.

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

Alternative pathways to math teacher certification, in line with district needs, community interest, and institutional goals are being explored.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

In 2020-2021, the Education Department proposed to redesign the programs in which secondary teachers are prepared. Teacher certification programs for all secondary areas are in the process of being transferred from the secondary departments to the Education Department. This will require significant restructuring of programs, including elimination of some courses within degree programs that are not required for state certification. Additionally, the Education Department will create a secondary methods classes and courses needed for prospective teachers to graduate in a timely manner. The Department is also exploring alternative pathways to secondary teacher certification, in line with district needs, community interest, and institutional goals. These efforts, in addition to increasing communication with community and P-12 partners will support enhanced recruitment measures. In sum, the primary goal of the Education Department is to increase recruitment, enrollment, and retention in teacher certification programs.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Education Department will continue to prepare math teachers in existing math programs, while transitioning to newly proposed programs. Teacher certification programs for all secondary areas will continue the process of being transferred from the secondary departments to the Education Department. This will require significant restructuring of programs, including elimination of some courses within degree programs that are not required for state certification. Some existing degree programs will be completely phased out after this year, while others will be phased in or replaced with redesigned programs. Additionally, the Education Department will create a secondary methods classes and courses needed for prospective teachers to graduate in a timely manner. The Department is exploring alternative pathways to math teacher certification, in line with district needs, community interest, and institutional goals. These efforts, in addition to increasing communication with community and P-12 partners will support enhanced recruitment measures. In sum, the primary goal of the Education Department is to increase recruitment, enrollment, and retention in teacher certification programs.

Annual Goals: Science

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

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

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[>> Report Progress on Last Year's Goal \(2019-20\)](#)

[>> Review Current Year's Goal \(2020-21\)](#)

[>> Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal for the 2019-2020 was to grow science programs in an effort to maintain their viability.

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

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

The Department continues to make progress in developing pathways towards certifying science teachers, within institutional goals and resources.

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

Alternative pathways to science teacher certification, in line with district needs, community interest, and institutional goals are being explored.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

In 2020-2021, the Education Department proposed to redesign the programs in which secondary teachers are prepared. Teacher certification programs for all secondary areas are in the process of being transferred from the secondary departments to the Education Department. This will require significant restructuring of programs, including elimination of some courses within degree programs that are not required for state certification. Additionally, the Education Department will create a secondary methods classes and courses needed for prospective teachers to graduate in a timely manner. The Department is also exploring alternative pathways to secondary teacher certification, in line with district needs, community interest, and institutional goals. These efforts, in addition to increasing communication with community and P-12 partners will support enhanced recruitment measures. In sum, the primary goal of the Education Department is to increase recruitment, enrollment, and retention in teacher certification programs.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Education Department will continue to prepare math teachers in existing math programs, while transitioning to newly proposed programs. Teacher certification programs for all secondary areas will continue the process of being transferred from the secondary departments to the Education Department. This will require significant restructuring of programs, including elimination of some courses within degree programs that are not required for state certification. Some existing degree programs will be completely phased out after this year, while others will be phased in or replaced with redesigned programs. Additionally, the Education Department will create a secondary methods classes and courses needed for prospective teachers to graduate in a timely manner. The Department is exploring alternative pathways to math teacher certification, in line with district needs, community interest, and institutional goals. These efforts, in addition to increasing communication with community and P-12 partners will support enhanced recruitment measures. In sum, the primary goal of the Education Department is to increase recruitment, enrollment, and retention in teacher certification programs.

Annual Goals: Special Education

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

[Report Progress on Last Year's Goal \(2019-20\)](#)

[Review Current Year's Goal \(2020-21\)](#)

[Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Beginning in Fall 2019, the Department of Education offered initial licensure in B.S.E. in Special Education. Our goal was to recruit students into this new program and to begin to advertise and recruit more widely in the region.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The Education Department will graduate the first SPED majors in May 2021, all of whom have already signed contracts for the next academic school year. This program continues to grow. To assist in recruiting, faculty visited introduction classes at local community colleges, and shared information with local school districts. Faculty also visit content classes in other departments to encourage students to consider a SPED major.

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

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.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

Beginning in Fall 2019, the Department of Education began offering initial licensure in B.S.E. in Special Education. Our goal was to recruit students into this new program and to begin to advertise and recruit more widely in the region.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Department will continue to emphasize the Special Education program as a tool for recruitment and retention. The Department will aim to continue to increase the number of graduates with a special education certification.

Annual Goals: Instruction of Limited English Proficient Students

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

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal this year is to serve the students currently in the program and to continue to recruit new students and develop partnerships with surrounding districts.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

Recruitment of cohorts of students, particularly from high-need urban schools, has helped grow this program. We continue to look for opportunities for grants and other funding to help in the recruitment of these cohorts.

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

The program enrolled students in two cohorts in diverse LEAs, with high EL populations, including a charter school and a local urban public school district.

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

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

For next year, we would like to enroll at least one more cohort. We would like to continue our P-12 partnerships as a way to serve students in our community. We will continue to recruit undergraduates to add the TESOL certification, as well.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

The Department aims to enroll additional cohorts of in-service teachers into the TESOL graduate programs for add-on EL certification. The Department is also pursuing grants to support teachers wishing to pursue EL certification and increase enrollment in undergraduate EL certification courses. The Department continues to advocate for high quality EL certification requirements at the state level.

Assessment Pass Rates

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

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

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

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

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
036 -ART Evaluation Systems group of Pearson All program completers, 2018-19	4			
036 -ART Evaluation Systems group of Pearson All program completers, 2017-18	2			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	1			
018 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
018 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	1			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	7			
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	21	242	19	90
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	19	247	19	100
064 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	12	240	12	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	3			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	3			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	35	244	35	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	42	240	41	98
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	3			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	3			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	35	250	35	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	41	251	41	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	3			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	3			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	35	247	34	97
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	42	236	40	95
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	3			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	3			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	35	241	34	97
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	42	235	41	98
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2019-20	3			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2018-19	4			
020 -ENGLISH Evaluation Systems group of Pearson All program completers, 2017-18	2			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2019-20	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	2			
050 -MILD/MODERATE CROSS CATEGORICAL SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18	25	42	23	92
0251 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT WITH VIDEO Educational Testing Service (ETS) All program completers, 2017-18	47	46	47	100
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	2			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2018-19	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18	5			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	4			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	6			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
044 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	10	248	10	100
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	2			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	2			
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	2				
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	2				
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	2				
027 -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	2				
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	2				
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	2				
028 -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	2				
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	2				
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	2				
029 -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	2				
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	2				
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	2				
025 -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	2				
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	2				
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	2				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
026 -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson Other enrolled students	2			
045 -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2019-20	1			

Summary Pass Rates

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

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

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

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

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2019-20	38	36	95
All program completers, 2018-19	72	71	99
All program completers, 2017-18	77	73	95

Low-Performing

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

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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

- ☒ Yes
- ☐ No

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

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

Currently NCATE accredited, as recognized by CAEP, preparing for CAEP re-accreditation in 2022

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

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

a. integrate technology effectively into curricula and instruction

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

- ☒ Yes
- ☐ No

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

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. 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 2019-2020 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 managed via Canvas, thereby utilizing instructor-created web resources. Additionally, all courses were moved to 100% virtual instruction following the COVID-19 outbreak in March 2020. This allowed professors and students to innovate new technology-based practices that supported student learning and growth in an all-virtual environment. 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. Many faculty members have been utilizing Zoom software in online classes, as this feature allows live, synchronous class sessions for discussions and presentations. Faculty have also been communicating closely with P-12 area schools to integrate technology platforms used in these districts for virtual instruction, into MWSU courses. 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. The Missouri Western State University Education Department is in the process of developing a technology curriculum map, aligned with International Society for Technology in Education (ISTE) educator standards.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

In EDU 315 preservice teachers complete class activities that include 1) embedding UDL into lessons to ensure access for learners with specific needs while improving the experience of all learners, 2) learning about the needs of learners with disabilities and how they can be met in the general education classroom, and 3) generating a lesson plan that is accommodated and modified to meet the needs of two specific learners with disabilities.

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

In EDU 315 preservice teachers learn about IEPs and have an assignment that demonstrates understanding of the components. They learn about accommodations that match the needs of learners with disabilities, thus enabling them to contribute to IEP meetings. In their EDU 408 and EDU 409 seminars, all general education preservice student teachers are required to complete a "diversity experience" that involves their structured observation in a special education classroom or resource classroom, in which a SPED teacher is providing services. Students are required to submit a written, reflective report re: this experience.

c. Effectively teach students who are limited English proficient.

All prospective teachers take courses with content specifically devoted to preparing teachers to work with students with who are learning English. This content is provided in entry level Education courses, intermediate level classes and seminars associated with clinical experiences. All students have clinical experiences in a local district with a high incidence of English learners. Early Childhood, Elementary, and Special Education level teachers, in particular take a course in multicultural education which includes a specific emphasis on linguistically diverse learners. In Fall 2020, all education degrees were redesigned to include additional content in multicultural education and supporting English learners. All student teachers are asked to observe in classrooms with English learners if their specific placements do not include language learners.

2. Does your program prepare special education teachers?

- ☒ Yes
- ☐ No

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

a. Teach students with disabilities effectively

Preservice teachers learn and practice instructional strategies in all of their courses (especially EDU 411, their special education methods course), and apply instructional strategies in their field experiences. All preservice SPED majors complete a total of 31 semester credits of coursework in SPED content, including a required junior experience (~5-6 hours/wk for one semester) in either an elementary or secondary setting, working with learners who experience disabilities and a student teaching experience (full-time for one semester) working in either the elementary or secondary setting that was not chosen for the junior experience. Through this approach, preservice teachers gain experience with learners with disabilities K - 12.

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

Preservice teachers spend time identifying common errors in writing IEP parts, and writing IEP parts in EDU 352. In EDU 420 they learn about communication and participate in mock IEP meetings with peers. In their junior field experience, preservice teachers gather data about a learner and write a draft IEP, as well as being required to actively participate in actual IEP team meetings during student teaching. During the preservice teachers' SPED methods course (i.e., EDU 411), they contrast IEPs with 504 plans and discuss learners' possible needs for each of these, as well as examining the challenges of the appropriateness (or not) of an IEP for learners who are non-native English speakers.

c. Effectively teach students who are limited English proficient.

All prospective teachers, including those seeking certification in special education, take courses with content specifically devoted to preparing teachers to work with students with who are learning English. This content is provided in entry level Education courses, intermediate level classes and seminars associated with clinical experiences. All students have clinical experiences in a local district with a high incidence of English learners. Special Education teachers, in particular take a course in multicultural education which includes a specific emphasis on linguistically diverse learners. All student teachers are asked to observe in classrooms with English learners if their specific placements do not include language learners. Additionally, special education prospective teachers take courses in language development which include a specific emphasis on English language learners.

Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

The Missouri Western State University (MWSU) Education Program is nationally accredited under NCATE, as recognized by CAEP. The MWSU Education Program submits annual reports to CAEP to maintain this accreditation. Annual CAEP accreditation reporting measures are available for viewing on the MWSU Department of Education website. The Department also scores highly across the measures of success established by the Missouri Department of Elementary and Secondary Education. These scores are available publicly through the Missouri Department of Elementary and Secondary Education. The program receives positive recognition from community and P-12 partners and works closely with community colleges and school districts to strength and grow the number of highly effective teachers entering the field of education.

Supporting Files

No files have been provided.

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Elizabeth Thorne-Wallington

TITLE:

Assessment Director

Certification of review of submission

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

NAME OF REVIEWER:

Adrienne Johnson

TITLE:

Chair