



AAQEP Annual Report for 2024

Provider/Program Name: University of Missouri-St. Louis

End Date of Current AAQEP Accreditation Term: June 2028

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

The University of Missouri-St. Louis College of Education's mission is to advance educational knowledge and practice, partner with communities, and promote diversity, equity, and excellence. To further this mission, we develop original programs and practices, promote creative solutions for educational and mental health communities, and nurture diverse leaders, practitioners, and researchers in service to the critical demands of local, national, and global communities. We aim to extend the boundaries of our learning community to ensure that we and our partners learn from each other. We are dedicated to excellence and the inherent value of every learner.

With just under 15,000 students, the University of Missouri-St. Louis, established in 1963, is the St. Louis region's premier public research university. The College of Education (COE) has 37 full-time faculty members and 3 jointly-appointed instructors whose primary roles are in other departments within the university. It offers six undergraduate degrees, 32 undergraduate and post-baccalaureate teaching certificates, nine master's degrees, many graduate certificate programs, two educational specialist degrees, and two doctoral degrees. These programs prepare and sustain culturally competent, dedicated, and highly trained teachers for a variety of traditional and non-traditional educational settings. The college also prepares administrators, counselors,

school psychologists, behavior analysts, educational scholars, and entrepreneurs. The COE houses two departments: Educator Preparation & Leadership and Education Sciences & Professional Programs. Student support is provided through the Office of Advising and Student Services. Our partnership with over 30 local schools provides collaborative practicum experience that enriches future teachers' learning. By partnering with a vast array of educational, business, and community resources, the college provides opportunities for faculty and students to develop professional connections that will improve their personal careers as well as their communities.

Public Posting URL

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

<https://www.umsl.edu/education/about/aaqep-report.html>

2. Enrollment and Completion Data

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

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (2023-2024)	Number of Completers in most recently completed academic year (2023-2024)
Undergraduate Level			
BSED - Early Childhood Education, <i>Early Childhood Special Education Emphasis</i>	Early Childhood Education B-3	56	7
BSED - Elementary Education, <i>Special Ed, TESOL, or Special Ed & TESOL Emphasis</i>	Elementary Education	157	53
BSED - Elementary Education, <i>Middle School Emphasis</i>	Language Arts 5-9	4	1
	Mathematics 5-9	8	5
	Science 5-9	6	3

	Social Science 5-9	5	0
BSED - Physical Education	Physical Education K-12	24	7
BSED - Secondary Education	Biology 9-12	4	2
	Chemistry 9-12	2	2
	Physics 9-12	1	0
	English 9-12	34	3
	Mathematics 9-12	4	0
	Social Sciences 9-12	42	2
	French K-12	1	0
	Spanish K-12	4	0
BFA - Studio Arts FAC, <i>Art Education Emphasis</i>	Art Education K-12	32	5
BM - FAC Music, <i>Music Education Emphasis</i>	Instrumental Music K-12	14	4
	Vocal Music K-12	10	4
	Undeclared Certification Area	9	NA
Graduate Level - Teach Residency (TR), Teach for America (TFA)			
MED - Elementary Education, <i>Early Childhood Emphasis; Education, Interdisciplinary Studies for Teach Res</i>	Early Childhood Education B-3 (TR, TFA)	46	8
MED - Elementary Education, <i>General Emphasis; Education, Interdisciplinary Studies for Teach Residency</i>	Elementary Education 1-6 (TR, TFA)	38	20
MED - Secondary Education, <i>Middle School; Education, Interdisciplinary Studies for Teach Residency</i>	Language Arts 5-9 (TR, TFA)	17	1
	Mathematics 5-9 (TR, TFA)	6	4

	Science 5-9 (TR, TFA)	4	1
	Social Science 5-9 (TR, TFA)	10	3
MED - Secondary Education, <i>General Emphasis</i> ; Education, <i>Interdisciplinary Studies for Teach Residency</i>	Biology 9-12 (TR, TFA)	2	0
	Chemistry 9-12 (TR, TFA)	0	0
	Physics 9-12 (TR, TFA)	0	0
	English 9-12 (TR, TFA)	9	1
	Mathematics 9-12 (TR, TFA)	6	1
	Social Science 9-12 (TR, TFA)	4	3
	French K-12 (TR, TFA)	3	1
	Spanish K-12 (TR, TFA)	8	2
	Earth Science 9-12 (TR, TFA)	0	1
MED - Special Education	Mild-Mod Cross-Categorical (TR, TFA)	28	8
Graduate Level - Teach in 12 (Tin12)			
MED - Elementary Education, <i>Elementary Teacher Cert Emphasis</i> ; <i>General Emphasis</i> ; Elem School Grad Cert; Elem & Spec Ed Teacher Cert	Elementary Education 1-6 (Tin12)	17	14
MED - Secondary Education, <i>Teacher Cert Emphasis</i> ; <i>General Emphasis</i> ; Secondary School Teaching Grad Cert; Graduate Teacher Certification	Art Education K-12 (Tin12)	1	1
	Biology 9-12 (Tin12)	1	4
	Chemistry 9-12 (Tin12)	0	0
	English 9-12 (Tin12)	7	8
	French K-12 (Tin12)	1	0

	Instrumental Music K-12 (Tin12)	1	0
	Mathematics 9-12 (Tin12)	1	2
	Physical Education K-12 (Tin12)	1	1
	Physics 9-12 (Tin12)	0	0
	Social Science 9-12 (Tin12)	12	8
	Spanish K-12 (Tin12)	2	1
	Vocal Music K-12 (Tin12)	0	0
Total for programs that lead to initial credentials		642*	191*
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
<i>Not applicable to this report.</i>			
Total for programs that lead to additional/advanced credentials		NA	NA
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
<i>Not applicable to this report.</i>			
Total for additional programs		NA	NA
TOTAL enrollment and productivity for all programs		642	191
Unduplicated total of all program candidates and completers		642*	191*

*Enrollment and completer totals are the numbers reported to Title II and MO DESE. Completers are not included in the program candidate enrollment total.

Added or Discontinued Programs

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

None.

3. Program Performance Indicators

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

Table 2. Program Performance Indicators

<p>A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.</p>
<p>642</p>
<p>B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.</p>
<p>191</p>
<p>C. Number of recommendations for certificate, license, or endorsement included in Table 1.</p>
<p>191</p>
<p>D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe and in 1.5 times the expected timeframe.</p> <p>The table below provides some insight into the completion rates for our undergraduate degree programs. The courses for our undergraduate certification areas can be found within the four BSEd degrees, the Music FAC BM degree, and the Studio Art BAC degree. The enrollment numbers provided are first-time, full-time, degree-seeking freshmen and transfer students from Fall Semester (FS) 2014 through Fall Semester (FS) 2024. Noted are a high percentage of transfer students in our undergraduate student population. The figures shaded in blue represent either a change from last year's table, most likely due to drops or transfers into or out of the program, or new information added.</p> <p>Only undergraduate rates are provided here. Graduate completion rates are not included because of the difficulty in determining which grad students are completing initial certification programs and which grad students are non-certification students (or already certified students) completing master's programs. To help identify graduate students seeking initial certification, we recently introduced new emphasis areas to our Master of Education degrees that will place students in unique program tracks. This will</p>

make it easier to determine completion rates for our initial cert-seeking graduate cohorts (Teach Residency and Teach in 12) in the future.

Completion. Graduation rate data show the average time for degree completion (2014-2018) for Early Childhood is 2.9 years, Elementary Ed is 2.9 years, Physical Ed is 3.2 years, Secondary Ed is 3.1 years, Music is 3.4 years, and Art is 2.6 years (2015-2018).

From 2014-2021, average graduation rates for completion within **three** years for Early Childhood are 33%; Elementary Ed 66%; Physical Ed 55%; Secondary Ed 52%; Music 37%; and Art 54%. From 2014-2020, average rates within **four** years for Early Childhood are 41%; Elementary Ed are 75%; Physical Ed 59%; Secondary Ed 61%; Music 59%; and Art 72%. From 2014-2019, average rates within **five** years for Early Childhood are 46%; Elementary Ed 79%; Physical Ed 59%; Secondary Ed 63%; Music 59%; and Art 69%. From 2014-2018, average rates within **six** years for Early Childhood are 41%; Elementary Ed 80%; Physical Ed 61%; Secondary Ed 65%; Music 63%; and Art 58% (2015-2018).

Enrollment and Retention. Early Childhood, Elementary, and Music show a drop in enrollment between Fall 2019 and Fall 2020, most likely due to the pandemic, whereas PE, Secondary Ed, and Art show an increase. Elementary and Music slowly regained enrollment between 2021-23. Early Childhood and Secondary Ed show a rise in enrollment in 2022-2024 and Art in 2023-2024.

Due to our increased retention efforts (interventions including success coaching and referrals to campus services), we are encouraged to see that our program with the largest enrollment of new students in Fall 2023 (Elementary, N=49) has a 98% retention rate in the following Winter/Spring semester and a 90% retention rate in the following Fall semester.

Source: UMSL Institutional Research

University of Missouri – College of Education – Undergraduate Freshmen and Transfer Students (First-Time, Full-Time, Degree Seeking)															
Program	Term	N (Total)	N (Trans- fers Only)	Retention Rates						Graduation Rates					
				1st FS to W/S	1st FS to 2nd FS	3rd FS	4th FS	5th FS	6th FS	Within 3 Yrs	Within 4 Yrs	Within 5 Yrs	Within 6 Yrs	Ave Yrs to Degree	
Early Child BSED	FS 2014	6	6	100%	100%	50%					67%	83%	83%	83%	2.8
Early Child BSED	FS 2015	8	7	63%	25%	25%					25%	25%	25%	25%	3.0
Early Child BSED	FS 2016	9	6	78%	67%	22%					22%	22%	22%	22%	3.0

Early Child BSED	FS 2017	4	3	75%	25%	25%				25%	25%	25%	25%	3.0
Early Child BSED	FS 2018	4	4	75%	50%	25%				50%	50%	50%	50%	2.5
Early Child BSED	FS 2019	10	6	80%	70%	60%	40%	10%		30%	60%	70%		
Early Child BSED	FS 2020	4	4	100%	75%	50%		25%		25%	25%			
Early Child BSED	FS 2021	6	4	100%	100%	67%	50%			17%				
Early Child BSED	FS 2022	10	7	80%	60%	60%								
Early Child BSED	FS 2023	10	9	70%	70%									
Early Child BSED	FS 2024	17	10											
Elementary Ed BSED	FS 2014	62	56	95%	77%	42%	11%	5%	2%	61%	69%	71%	73%	2.8
Elementary Ed BSED	FS 2015	82	77	99%	87%	37%	13%	1%		67%	80%	83%	85%	2.8
Elementary Ed BSED	FS 2016	49	47	98%	92%	49%	22%	6%	2%	61%	80%	84%	86%	2.9
Elementary Ed BSED	FS 2017	71	63	93%	86%	46%	18%	7%	1%	65%	73%	80%	82%	2.9
Elementary Ed BSED	FS 2018	53	44	91%	79%	51%	19%	6%		55%	68%	74%	74%	2.9
Elementary Ed BSED	FS 2019	57	51	95%	84%	49%	9%	2%		72%	81%	81%		
Elementary Ed BSED	FS 2020	43	39	98%	95%	35%	9%	5%		72%	77%			
Elementary Ed BSED	FS 2021	51	47	90%	80%	29%	10%			71%				
Elementary Ed BSED	FS 2022	43	30	98%	93%	47%								

Elementary Ed BSED	FS 2023	49	45	98%	90%									
Elementary Ed BSED	FS 2024	42	34											
Physical Ed BSED	FS 2014	6	5	100%	100%	33%				83%	83%	83%	83%	2.6
Physical Ed BSED	FS 2015	4	3	100%	100%	75%	50%	50%		25%	25%	50%	50%	4.0
Physical Ed BSED	FS 2016	5	3	100%	60%	20%				20%	20%	20%	20%	3.0
Physical Ed BSED	FS 2017	6	4	83%	100%	67%	17%	17%		33%	33%	50%	50%	3.7
Physical Ed BSED	FS 2018	2	2	100%	100%	50%				100%	100%	100%	100%	2.5
Physical Ed BSED	FS 2019	2	2	100%	50%					50%	50%	50%		
Physical Ed BSED	FS 2020	4	3	100%	100%	100%	50%			50%	100%			
Physical Ed BSED	FS 2021	5	5	100%	100%	100%	20%			80%				
Physical Ed BSED	FS 2022	2	1	100%	100%	50%								
Physical Ed BSED	FS 2023	7	5	86%	86%									
Physical Ed BSED	FS 2024	5	4											
Secondary Ed BSED	FS 2014	24	23	88%	71%	25%	13%			42%	54%	54%	54%	2.7
Secondary Ed BSED	FS 2015	14	11	86%	64%	57%	43%	14%	7%	14%	36%	57%	57%	4.0
Secondary Ed BSED	FS 2016	12	11	83%	83%	58%	17%			58%	83%	83%	83%	3.0
Secondary Ed BSED	FS 2017	19	16	79%	74%	47%	21%	5%		53%	63%	68%	68%	2.9

Secondary Ed BSED	FS 2018	17	15	88%	71%	53%	18%	6%		53%	65%	65%	65%	3.0
Secondary Ed BSED	FS 2019	10	8	70%	60%	50%				50%	50%	50%		
Secondary Ed BSED	FS 2020	17	14	82%	82%	59%				76%	76%			
Secondary Ed BSED	FS 2021	10	9	100%	90%	40%	10%			70%				
Secondary Ed BSED	FS 2022	19	15	89%	84%	63%								
Secondary Ed BSED	FS 2023	23	18	87%	74%									
Secondary Ed BSED	FS 2024	23	20											
Music FAC BM, Music Education	FS 2014	8	2	75%	63%	50%	50%	38%	13%		13%	38%	38%	4.7%
Music FAC BM, Music Education	FS 2015	2	1	100%	50%	50%				50%	50%	50%	50%	3.0
Music FAC BM, Music Education	FS 2016	2	1	100%	100%	100%	50%			50%	100%	100%	100%	3.5
Music FAC BM, Music Education	FS 2017	3	1	100%	100%	100%	67%	33%		33%	67%	67%	67%	3.5
Music FAC BM, Music Education	FS 2018	5	5	60%	60%	20%				60%	60%	60%	60%	2.3
Music FAC BM, Music Education	FS 2019	10	4	80%	80%	60%	50%	30%	10%	10%	20%	40%		
Music FAC BM, Music Education	FS 2020	2	1	100%	100%	100%	100%				100%			
Music FAC BM, Music	FS 2021	5	4	100%	80%	60%	60%			20%				

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

Listed below are our Traditional and Alternative programs' assessment pass rates for the past five years as reported on the Title II report to the US Department of Education. The COVID-19 pandemic affected our Missouri Content Assessment (MOCA) summary pass rate for our Traditional (undergraduate) program for the Title II report year (2019-2020). It decreased sharply (83%) from the previous year's rate of 100%. Teacher candidates were unable to retake failed content exams because testing centers were closed. The State, however, granted a one-time exemption from needing a passing content exam score and granted certification to these individuals. We returned to a 100% pass rate in the following years.

Missouri Content Assessment (MOCA) Pass Rate* - Traditional Programs - Undergraduate and Graduate (Teach in 12)			
Group	# Test Takers	# Test Passers	Pass Rate
Program Completers 2022-2023	157	157	100%
Program Completers 2021-2022	172**	172	100%
Program Completers 2020-2021	122	122	100%
Program Completers 2019-2020	130	108	83%
Program Completers 2018-2019	121	121	100%

Missouri Content Assessment (MOCA) Pass Rate* - Alternative Programs - Graduate (Teach Residency/TFA)			
Group	# Test Takers	# Test Passers	Pass Rate
Program Completers 2022-2023	40	40	100%
Program Completers 2021-2022	36**	36	100%
Program Completers 2020-2021	93	93	100%

Program Completers 2019-2020	143	143	100%
Program Completers 2018-2019	124	123	99%

*As reported on the Title II Report, US Department of Education.

**Beginning with the 2021-2022 academic year, MO DESE asked its EPPs to report only candidates who are teachers of record in a classroom (Teach Residency, TFA) on the Title II Alternative report. In the past we reported our post-baccalaureate Teach in 12 program on the Alternative report as well. Forty-one Teach in 12 students were added to the Traditional report who normally would have been included in the Alternative report number.

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

The Missouri Department of Secondary and Elementary Education (DESE) has developed a suite of six surveys educators complete in their first year of employment. These surveys were designed to evaluate the quality of the program's impact on the field and provide data to EPPS to support continuous improvement. Data from the First-Year Teacher Survey (FYTS), taken by teacher data from 2024 (completers from 2022-2023 academic year, first year of teaching in 2023-2024 academic year) indicates that UMSL completers report their strongest areas of preparation include being “prepared to foster positive student relationships,” being “prepared to create a classroom environment that encourages student engagement,” and being “prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.”

FYTS Question	UMSL Teacher Mean (1-5) Scale	Missouri Teacher Mean (1-5) Scale
Standard 5 Positive Classroom Environment: Foster positive student relationships	4.34	4.49
Standard 5 Positive Classroom Environment: Create a classroom environment that encourages student engagement	4.34	4.33
Standard 6 - Effective Communication: Promote respect for diverse cultures, genders, and intellectual/physical abilities	4.25	4.38

First-Year-Teacher Survey data indicates that UMSL completers report their weakest areas of preparation include being “prepared to modify instruction for English language learners” and being “prepared to manage a variety of discipline issues.” While UMSL continues to address these weaknesses, it is also worth noting that these data remain comparable with state averages.

FYTS Question	UMSL Teacher Mean (1-5) Scale	Missouri Teacher Mean (1-5) Scale
Standard 2 Learning, Growth, and Development: Modify instruction for English language learners	3.11	3.40
Standard 5 Positive Classroom Environment: Prepared to manage a variety of discipline issues	3.35	3.48

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

Additionally, the First-Year Teacher Survey (FYTS) is completed by principals assessing UMSL teachers following their first year on the job. These data from 2024 (completers from 2022-23 academic year, first year of teaching in 2023-24 academic year) indicate that UMSL completers’ employers report UMSL completers’ strongest areas of preparation include being “prepared to foster positive student relationships” and being “prepared to use technology to enhance student learning.”

FYTS Question	UMSL Supervisor Mean (1-5) Scale	Missouri Supervisor Mean (1-5) Scale
Standard 5 Positive Classroom Environment: Foster positive student relationships	4.28	4.26
Standard 6 Effective Communication: Use technology as a communication tool	4.13	4.17

First-Year-Teacher Survey data indicates that UMSL completers report their weakest areas of preparation include being “prepared to modify instruction for English language learners”, being “prepared to use a variety of classroom management strategies,” and being “prepared to manage a variety of discipline issues”. While these are weaknesses that UMSL continues to address, it is also

worth noting that these data remain comparable with state averages.

FYTS Question	UMSL Supervisor Mean (1-5) Scale	Missouri Supervisor Mean (1-5) Scale
Standard 2 Learning, Growth, and Development: Modify instruction for English language learners	3.60	3.46
Standard 5 Positive Classroom Environment: Use a variety of classroom management strategies	3.66	3.77
Standard 5 Positive Classroom Environment: Manage a variety of discipline issues.	3.66	3.65

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

DESE provides data for program completers who hold roles in Missouri Public Schools. In the 2024 school year, more than 1400 (1433) unique UMSL completers filled over 2600 (2615) roles in Missouri Public Schools, with many completers holding multiple roles in the same building or multiple buildings. These roles include Aides (32), Ancillary Personnel (7), Building Principals (119), Central Office Administration including Career Education Administrators (23), Guidance Personnel/Placement Specialists (111), Media Personnel (6), Other Pupil Services Personnel (61), Supervisors (23), and Teachers (2233). Of the 1433 UMSL completers currently working in Missouri Public Schools, 102 completed their program in 2023, 85 of whom are employed as teachers. We continue to monitor these data, indicating that UMSL completers are employed in our state's education workforce.

Many of our completers are also now taking advantage of our accelerated master's degree. Completers can now count some of their undergraduate coursework in their M.Ed. plan of study. We hope this new initiative will extend our mentorship and continued support of completers.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met. This is our first year for establishing thresholds for internal measures at introductory, developing, and mastery levels. We will monitor and adjust thresholds if applicable over time. Red font indicates where thresholds have not been met.

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

Provider-Selected Measures	Explanation of Performance Expectation				Level or Extent of Success in Meeting the Expectation		
<p>All Initial Teacher Education MEES Summative Standards 1-7</p>	<p>The Missouri Educator Evaluation System (MEES) is a set of nine educator preparation standards listed in tables 3a and 4a below. The measure is used as a mastery end-of-program measure.</p> <p>Clinical teachers and clinical educators score teacher candidates on each standard 1-4, with three as "skilled candidate," which is the expected performance level for a Missouri EPP program completer, and four as "exceeding candidate." A total combined score by each rater of 42 is the targeted threshold. We expect 95% of our students to meet this threshold.</p> <p>UMSL uses standards 1-7 in its AAQEP standard #1 self-evaluation.</p>				<p>UMSL candidates consistently performed on MEES standards 1-7 with their performance in previous years (2022-2023 standard 1 mean CT = 3.43 and CE = 3.34; standard 2 mean CT = 3.32 and CE = 3.06; standard 3 mean CT = 3.38 and CE = 3.23; standard 4 mean CT = 3.13 and CE = 2.93; standard 5 mean CT = 3.41 and CE = 3.38; standard 6 mean CT = 3.40 and CE = 3.34; standard 7 mean CT = 3.34 and CE = 3.21).</p> <p>The number of students(%) that met targeted threshold of 42 on standards 1 - 9 = 208 (98.58%)</p>		
<p>Average MEES Scores by Assessor, AY 2024 (n=211)</p>	<p>Stand 1: Content Knowledge</p>	<p>Stand 2: Learning, Growth and Development</p>	<p>Stand 3: Curriculum Implementation</p>	<p>Stand 4: Critical Thinking Analysis</p>	<p>Stand 5: Positive Classroom Environment</p>	<p>Stand 6: Effective Communication</p>	<p>Stand 7: Student Assessment and Data Analysis</p>
<p>All Initial Teacher Education: Clinical Teacher (school-based mentor)</p>	<p>3.35</p>	<p>3.18</p>	<p>3.29</p>	<p>3.22</p>	<p>3.47</p>	<p>3.43</p>	<p>3.23</p>
<p>All Initial Teacher Education: Clinical Educator (university supervisor)</p>	<p>3.27</p>	<p>3.13</p>	<p>3.27</p>	<p>3.08</p>	<p>3.37</p>	<p>3.33</p>	<p>3.25</p>
<p>Undergraduate Initial Teacher Education: Clinical Teacher (school-based mentor)</p>	<p>3.50</p>	<p>3.34</p>	<p>3.46</p>	<p>3.32</p>	<p>3.55</p>	<p>3.56</p>	<p>3.39</p>

Undergraduate Initial Teacher Education: Clinical Educator (university supervisor)	3.31	3.17	3.27	3.09	3.38	3.33	3.23
Teach in 12 Initial Teacher Education: Clinical Teacher (school-based mentor)	3.20	3.10	3.18	3.06	3.31	3.28	3.12
Teach in 12 Initial Teacher Education: Clinical Educator (university supervisor)	3.23	3.08	3.33	3.03	3.18	3.31	3.19
TFA/TIR Initial Teacher Education: Clinical Teacher (school-based mentor)	3.21	2.96	3.09	3.16	3.46	3.36	3.06
TFA/TIR Initial Teacher Education: Clinical Educator (university supervisor)	3.23	3.12	3.23	3.13	3.49	3.35	3.33

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

Learning by Scientific Design	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: Learning by Scientific Design (LbSD)--.	Introductory Level: >40%
	Introductory (I)- 40% - 59.9% Domain 1, 2, and Equity quantitative items and at least 5.0 mean Domain 3	All undergrad and graduate students Fall 23 and Spring 24: 94/174 (54.02%)
	Developing (D)- 60% - 79.9% Domain 1, 2, and Equity quantitative items and at least 7.0 mean Domain 3	Undergrad Fall 23 and Spring 24: 31/45 (68.89%)
	Mastery (M)- 80% or greater Domain 1, 2, and Equity quantitative items and at least 8.0 mean Domain 3	Teach in 12 Fall 23 and Spring 24: 19/31 (61.29%)
	80% of all students will meet or exceed the thresholds noted above each time the measure is administered	TFA/TIR Fall 23 and Spring 24: 39/85 (45.88%)
		Developing Level: >60%
		All undergrad and graduate students Fall 23 and Spring 24: 5/106 (4.72%)
		Undergrad Fall 23 and Spring 24: 2/27 (7.41%)

		Teach in 12 Fall 23 and Spring 24: 3/30 (10.00%)
		TFA/TIR Fall 23 and Spring 24: N/A
		Mastery Level: >80%
		All undergrad and graduate students Fall 23 and Spring 24: 1/134 (0.15%)
		Undergrad Fall 23 and Spring 24: 1/62 (1.61%)
		Teach in 12 Fall 23 and Spring 24: 0/23 (0.00%)
		TFA/TIR Fall 23 and Spring 24: N/A

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

Teaching Beliefs and Mindsets	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	<p>Success Criteria to Critique: Teaching Beliefs and Mindset (TBMS)-- Introductory: Efficacy Sub-scale and item mean at least 5.0 (items 13-38) Developing: Efficacy Sub-scale and item mean at least 6.0 (items 13-38) Mastery: Efficacy Sub-scale and item mean 8.0 (items 13-38)</p> <p>80% of all students will meet or exceed the thresholds noted above each time the measure is administered</p>	Introductory = > 5.0 sub-scale or item mean

**All undergrad and graduate students
Fall 23 and Spring 24:**

Items 1 -12: 201/216 (92.89%)

Item 13: 94.22%	Item 26: 99.11%
Item 14: 88.89%	Item 27: 73.33%
Item 15: 90.67%	Item 28: 89.33%
Item 16: 90.22%	Item 29: 93.78%
Item 17: 98.22%	Item 30: 91.56%
Item 18: 95.56%	Item 31: 88.00%
Item 19: 97.33%	Item 32: 89.33%
Item 20: 95.11%	Item 33: 88.44%
Item 21: 97.33%	Item 34: 83.11%
Item 22: 92.89%	Item 35: 89.78%
Item 23: 94.22%	Item 36: 88.89%
Item 24: 70.67%	Item 37: 93.33%
Item 25: 91.56%	Item 38: 94.22%

Undergrad Fall 23 and Spring 24:

Items 1 -12: 125/133 (94.12%)

Item 13: 94.12%	Item 26: 100.00%
Item 14: 89.71%	Item 27: 74.26%
Item 15: 91.18%	Item 28: 91.18%
Item 16: 89.71%	Item 29: 93.38%
Item 17: 99.26%	Item 30: 90.44%
Item 18: 94.12%	Item 31: 88.97%
Item 19: 97.06%	Item 32: 91.18%
Item 20: 93.38%	Item 33: 90.44%
Item 21: 97.06%	Item 34: 83.82%
Item 22: 92.65%	Item 35: 90.44%
Item 23: 94.12%	Item 36: 89.71%
Item 24: 69.85%	Item 37: 95.59%
Item 25: 91.91%	Item 38: 93.38%

Teach in 12 Fall 23 and Spring 24:

Items 1 -12: 4/4 (100%)

Item 13: 100%	Item 26: 100%
Item 14: 100%	Item 27: 50.00%
Item 15: 100%	Item 28: 100%
Item 16: 100%	Item 29: 100%
Item 17: 100%	Item 30: 100%
Item 18: 100%	Item 31: 100%
Item 19: 100%	Item 32: 100%
Item 20: 100%	Item 33: 100%
Item 21: 100%	Item 34: 75.00%
Item 22: 100%	Item 35: 100%
Item 23: 100%	Item 36: 75.00%
Item 24: 100%	Item 37: 100%
Item 25: 100%	Item 38: 100%

TFA/TIR Fall 23 and Spring 24:

Items 1 -12: 72/79 (90.59%)

Item 13: 94.12%	Item 26: 97.65%
Item 14: 87.06%	Item 27: 72.94%
Item 15: 89.41%	Item 28: 85.88%
Item 16: 90.59%	Item 29: 94.12%
Item 17: 96.47%	Item 30: 92.94%
Item 18: 97.65%	Item 31: 85.88%
Item 19: 97.65%	Item 32: 85.88%
Item 20: 97.65%	Item 33: 84.71%
Item 21: 97.65%	Item 34: 82.35%
Item 22: 92.94%	Item 35: 88.24%
Item 23: 94.12%	Item 36: 88.24%
Item 24: 70.59%	Item 37: 89.41%
Item 25: 90.59%	Item 38: 95.29%

Developing = > 6.0 sub-scale or item mean

**All undergrad and graduate students
Fall 23 and Spring 24:**

Items 1-12: 91/116 (78.63%)

Item 13: 65.81%	Item 26: 91.45%
Item 14: 58.12%	Item 27: 61.54%
Item 15: 77.78%	Item 28: 74.36%
Item 16: 70.94%	Item 29: 72.65%
Item 17: 86.32%	Item 30: 70.94%
Item 18: 76.92%	Item 31: 66.67%
Item 19: 82.91%	Item 32: 73.50%
Item 20: 76.07%	Item 33: 75.21%
Item 21: 84.62%	Item 34: 56.41%
Item 22: 71.79%	Item 35: 73.50%
Item 23: 75.21%	Item 36: 70.94%
Item 24: 51.28%	Item 37: 79.49%
Item 25: 78.63%	Item 38: 76.07%

Undergrad Fall 23 and Spring 24:

Items 1-12: 73/90 (81.32%)

Item 13: 67.03%	Item 26: 91.21%
Item 14: 59.34%	Item 27: 62.64%
Item 15: 79.12%	Item 28: 78.02%
Item 16: 73.63%	Item 29: 73.63%
Item 17: 87.91%	Item 30: 69.23%
Item 18: 78.02%	Item 31: 65.93%
Item 19: 85.71%	Item 32: 73.63%
Item 20: 76.92%	Item 33: 76.92%
Item 21: 86.81%	Item 34: 58.24%
Item 22: 72.53%	Item 35: 76.92%
Item 23: 78.02%	Item 36: 73.63%
Item 24: 56.04%	Item 37: 84.62%
Item 25: 80.22%	Item 38: 78.02%

Teach in 12 Fall 23 and Spring 24:

Items 1-12: 18/26 (69.23%)

Item 13: 61.54%	Item 26: 92.31%
Item 14: 53.85%	Item 27: 57.69%
Item 15: 73.08%	Item 28: 61.54%
Item 16: 42.31%	Item 29: 69.23%
Item 17: 61.54%	Item 30: 76.92%
Item 18: 80.77%	Item 31: 69.23%
Item 19: 73.08%	Item 32: 73.08%
Item 20: 73.08%	Item 33: 69.23%
Item 21: 76.92%	Item 34: 50.00%
Item 22: 69.23%	Item 35: 61.54%
Item 23: 65.38%	Item 36: 61.54%
Item 24: 34.62%	Item 37: 61.54%
Item 25: 73.08%	Item 38: 69.23%

TFA/TIR Fall 23 and Spring 24: N/A

Mastery = > 8.0 sub-scale or item mean

**All undergrad and graduate students
Fall 23 and Spring 24: 59/127
(46.15%)**

Item 13: 55.38%	Item 26: 85.38%
Item 14: 47.69%	Item 27: 46.15%
Item 15: 66.15%	Item 28: 59.23%
Item 16: 52.31%	Item 29: 67.69%
Item 17: 79.23%	Item 30: 71.54%
Item 18: 68.46%	Item 31: 52.31%
Item 19: 72.31%	Item 32: 63.08%
Item 20: 56.92%	Item 33: 63.85%
Item 21: 72.31%	Item 34: 46.92%
Item 22: 66.15%	Item 35: 54.62%
Item 23: 63.85%	Item 36: 61.54%
Item 24: 43.08%	Item 37: 68.46%

Item 25: 68.46% Item 38: 66.92%

**Undergrad Fall 23 and Spring 24:
51/92 (55.43%)**

Item 13: 63.04%	Item 26: 86.96%
Item 14: 58.70%	Item 27: 48.91%
Item 15: 72.83%	Item 28: 60.87%
Item 16: 58.70%	Item 29: 71.74%
Item 17: 83.70%	Item 30: 75.00%
Item 18: 75.00%	Item 31: 57.61%
Item 19: 78.26%	Item 32: 65.22%
Item 20: 64.13%	Item 33: 66.30%
Item 21: 79.35%	Item 34: 51.09%
Item 22: 73.91%	Item 35: 59.78%
Item 23: 70.65%	Item 36: 68.48%
Item 24: 48.91%	Item 37: 70.65%
Item 25: 72.83%	Item 38: 71.74%

**Teach in 12 Fall 23 and Spring 24:
8/35 (23.68%)**

Item 13: 36.84%	Item 26: 81.58%
Item 14: 21.05%	Item 27: 39.47%
Item 15: 50.00%	Item 28: 55.26%
Item 16: 36.84%	Item 29: 57.89%
Item 17: 68.42%	Item 30: 63.16%
Item 18: 62.63%	Item 31: 39.47%
Item 19: 57.89%	Item 32: 57.89%
Item 20: 39.47%	Item 33: 57.89%
Item 21: 55.26%	Item 34: 36.84%
Item 22: 47.37%	Item 35: 42.11%
Item 23: 47.37%	Item 36: 44.74%
Item 24: 28.95%	Item 37: 63.16%
Item 25: 57.89%	Item 38: 55.26%

		TFA/TIR Fall 23 and Spring 24: N/A

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

Professionalism Checklist	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: Professionalism Checklist-	Introductory- at least 50% Developing and 50% Acceptable on each item and overall all raters
	Introductory- at least 50% Developing and 50% Acceptable on each item and overall all raters	120/121 (99.17%) (I level all undergrad and graduate students Fall 23 and Spring 24)
	Developing- at least 20% Developing and 80% Acceptable on each item and overall all raters	89/90 (98.89%) (I level all undergrad students Fall 23 and Spring 24)
	Mastery- 100% Acceptable on each item and overall all raters	1/1 (100.00%) (I level all T in 12 students Fall 23 and Spring 24)
	95% of all students will meet or exceed the thresholds noted above each time the measure is administered	30/30 (100.00%) (I level all TFA/TIR Fall 23 and Spring 24)
		Developing- at least 20% Developing and 80% Acceptable on each item and overall all raters
		103/121 (85.12%) (D level all undergrad and graduate students Fall 23 and Spring 24)
		84/97 (86.63%) (D level all undergrad students fall 23 and Spring 24)
		19/24 (79.07%) (D level all T in 12 students Fall 23 and Spring 24)
		N/A (D level all TFA/TIR Fall 23 and Spring 24)

		Mastery- 100% Acceptable on each item and overall all raters
		154/184 (83.81%) (M level all undergrad and graduate students Fall 23 and Spring 24)
		90/110 (81.95%) (M level all undergrad students Fall 23 and Spring 24)
		36/41 (86.84%) (M level all T in 12 students Fall 23 and Spring 24)
		29/33 (88.24%) (M level all TFA/TIR Fall 23 and Spring 24)

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education MEES Summative Standards 8-9	<p>The Missouri Educator Evaluation System (MEES) is a set of nine educator preparation standards listed in tables 3a and 4a. The measure is used as a mastery end-of-program measure.</p> <p>Clinical teachers and clinical educators score teacher candidates on each standard 1-4, with three as “skilled candidate,” which is the expected performance level for a Missouri EPP program completer, and four as “exceeding candidate.” A total combined score by each rater of 42 is the targeted threshold. We expect 95% of our students to meet this threshold.</p> <p>UMSL uses standards 8-9 in its self-evaluation regarding AAQEP standard #2.</p>	<p>UMSL candidates consistently performed on MEES standards 8-9 with their performance in previous years (2022-2023 standard 8 mean CT = 3.49 and CE = 3.37; standard 9 mean CT = 3.42 and CE = 3.21).</p> <p>The number of students(%) that met targeted threshold of 42 on standards 1 - 9 = 208 (98.58%)</p>

Average MEES Scores by Assessor, AY 2024 (n=211)	Stand 8: Professionalism	Stand 9: Professional Collaboration
Clinical Teacher (school-based mentor)	3.55	3.46
Clinical Educator (university supervisor)	3.44	3.36
Undergraduate Initial Teacher Education: Clinical Teacher (school-based mentor)	3.64	3.60
Undergraduate Initial Teacher Education: Clinical Educator (university supervisor)	3.47	3.32
Teach in 12 Initial Teacher Education: Clinical Teacher (school-based mentor)	3.50	3.36
Teach in 12 Initial Teacher Education: Clinical Educator (university supervisor)	3.31	3.31
TFA/TIR Initial Teacher Education: Clinical Teacher (school-based mentor)	3.46	3.31
TFA/TIR Initial Teacher Education: Clinical Educator (university supervisor)	3.49	3.48

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

Global Competence	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
<p>All Initial Teacher Education</p>	<p>Success Criteria to Critique: Teaching for Global Competence-</p> <p>Introductory- 4.0 - 4.99 overall and sub-scale means</p> <p>Developing- 5.0 - 5.99 overall and sub-scale means</p> <p>Mastery- 6.0 or greater overall and sub-scale means</p> <p>80% of all students will meet or exceed the thresholds noted above each time the measure is administered</p>	<p>Introductory- 4.0 or greater overall and sub-scale means</p>
		<p>70/78 (89.16%) (I level TFA/TIR students Fall 23 and Spring 24)</p>
		<p>Mastery- 6.0 or greater overall and sub-scale means</p>
		<p>78/128 (60.94%) (M level all undergrad and graduate students Fall 23 and Spring 24)</p>
		<p>57/91 (62.64%) (M level all undergrad students Fall 23 and Spring 24)</p>
		<p>20/36 (55.56%) (M level all T in 12 students Fall 23 and Spring 24)</p>
		<p>1/1 (100.00%) (M level all TFA/TIR Fall 23 and Spring 24)</p>

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

TPP Exit Survey	Explanation of Performance Expectation	Level or Extent of Success in Meeting
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		the Expectation
All Initial Teacher Education	Success Criteria to Critique: TPP Exist Survey–	108/121 (89.26%) (M level all undergrad and graduate students Fall 23 and Spring 24)
	Mastery: 4.0 overall mean score or higher for all quantitative questions within each domain	76/87 (87.36%) (M level all undergrad students Fall 23 and Spring 24)
	95% of all students will meet or exceed the thresholds noted above each time the measure is administered	27/34 (79.41%) (M level all T in 12 students Fall 23 and Spring 24)

5. Notes on Progress, Accomplishment, and Innovation

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

Curriculum Alignment Process (CAP)—Our campus-wide efforts/mandates around curriculum alignment have given an additional frame to our COE efforts to refine our curriculum maps for the introductory, developing, and mastery levels of program outcomes. In particular, the work has honed in on the mastery level, where faculty have identified key assessments and data collection methods to document student mastery. Moreover, this work has provided the opportunity to formally include others by identifying program leads. By involving a wider range of faculty members who know the curriculum maps and their associated assessments, the work will get greater traction and be more relevant to faculty members.

Alternative Certification Pathways—As the teacher shortage grows, we have spent considerable time examining our alternative certification pathways. These include an increasing number of students in our Teacher Residency Program. We currently have eight Department of Labor registered apprenticeships with 88 apprentices in 30 school districts. Our two undergraduate apprenticeship pathways (dubbed “Finish Line”) target school staff (e.g., paraprofessionals, long-term substitute teachers, etc.) who do not yet have an undergraduate degree and are interested in becoming teachers. The apprenticeship will allow them to stay in their current employment while pursuing teacher certification. The curricular revisions to accommodate apprenticeships have required extensive and ongoing curricular changes. Special attention was paid to on-the-job skills that teacher candidates could obtain in their workplace and how they could best be represented and interleaved with their university coursework. Additionally, we continue to support Teach for America candidates in the Kansas City region.