Program: Education  
Division: Education/Physical Education  
Chair/Dean: Dr. Earl Wellborn  
Five-year interval reviewed: 08/09, 09/10, 10/11, 11/12, and 12/13  
Date submitted: 9-30-13  

I. Program  

1) Mission of the program  

The Missouri Valley College Teacher Education Program is committed to providing educational and field experience opportunities designed to prepare students for successful careers in the teaching profession. The preparation of students will be accomplished through formal classroom instruction and a variety of clinical experiences in accordance with the standards set forth by the Missouri Department of Elementary and Secondary Education (MoDESE).  

2) Ways in which the program supports Valley’s mission  

a. Personal Instruction: Small class sizes allow student’s individual attention and the opportunity for instructors to develop and build personal relationships with their students. The low faculty-student ratio allows students to feel comfortable in the classroom giving students the opportunity to grow intellectually and professionally.  

b. Ensure Dedicated and Well-Educated Staff: Professors within the program are dedicated to the success of their students. They are members of MACTE and regularly attend biyearly meetings to stay current in the Education field. The faculty as a whole attends and brings to the college current professional development opportunities. Nearly all of our fulltime and adjunct faculty bring extensive public school experience (10+ years or more) to their college teaching. Faculty is well educated with 3 of the 6 full time Professors earning doctoral status.  

c. Real World Opportunities: Students gain real-world experiences through the three required field experiences and additional fieldwork embedded within courses. Each experience builds on the previous one to give students a range of experiences to better prepare them for their future classroom.  

3) Goals of the program  

1. To prepare students to become members of a responsible citizenry through liberal learning, critical thinking, and academic excellence.
2. To promote a holistic, liberal arts perspective toward education that develops students in relationship to other persons, to other disciplines, to other cultures, to their religious/ethical systems and, therefore, to themselves.

3. To provide a baccalaureate education that prepares students for careers in education and teaching.

4. To instill the values of education as a lifelong process of discovery, enlightenment, and reflection.

5. To provide students with meaningful field experiences that will prepare them for careers in education and teaching.

6. To offer appropriate advising, counseling, and strategies that will assist students in meeting prerequisites for entry-level employment in the education field and/or entry into graduate or professional programs.

7. To prepare students to pass the PRAXIS examination and obtain state credentialing in the subject-specific areas offered by Missouri Valley College.

8. To promote professionalism through student membership in the S-MSTA and attendance at symposiums or conferences.

4) **Ways in which the program contributes to General Education**

The Education Program does not currently contain any of the General Education courses adopted effective in the fall of 2012.

5) **Curriculum**

**Major requirements for all elementary education certification**
(grades 1-6) include: ED 100, ED 190, EC 206, MA 210, PE221, ED 245, ED 250, ED 260, ED 290, ED 205/305/405, ED 307, ED 311, ED 320, ED 330, ED 331, ED 332, ED 333, ED 334, ED 335, ED 350, ED 415, ED 490, plus area of certification or concentration.

Areas of Certification:

1. **Cross Categorical Special Education Certification (K-12)**
Students interested in special education must complete Certification requirements in elementary education (1-6) or a secondary area (7-12, 9-12) before certification in special education is possible. Certification requirements include: PY 270, ED 265, ED 268, ED 292, ED 360, ED 362, ED 365, ED 366, ED 367, ED 352/353, ED 495.

2. **Early Childhood Education Certification**
Missouri Valley College does not offer a major in early childhood education. Therefore, this area of certification must be combined with the elementary major. Certification requirements include: PE 240, ED 262, ED 270, ED 273, ED 370, ED 371, ED 392, ED 369.

3. **Early Childhood Special Education Certification**
Missouri Valley College does not offer a major in early childhood special education; therefore, this area of certification may be combined with the elementary major and certification in cross-categorical K-12). Certification requirements include: PE 240, ED 262, ED 270, ED 273, ED 365, ED 369, ED 371, ED 372, ED 392.

**Middle School Education Major**
Major requirements for all middle school certifications (grades 5-9) include: ED 100, ED 192, ED 260, PY 270, ED 205/305/405, ED 307, ED 322, ED 335, ED 351, ED 380, ED 381, ED 382, ED 451-454, ED 415, ED 492, plus area of certification:

1. **Mathematics:** ED 451, MA 165, MA 190, MA 210, MA 200, MA 250, MA 380.
2. **Science:** CH 111, BI 104, PH 109, ED 454. Choose: BI 210 or B 215; PH 122 or PH 305; PH 105 or BI 322.
3. **Language Arts:** ED 320, EN 326, EN 400, EN 350, ED 453 Choose 3 courses from: EN 200, EN 201, EN 220, EN 225, EN 230, EN 235, EN 310, EN 380.
4. **Social Science:** PS 100, PS 230, EC 206, ED 452.
Choose 1 course from: HS 104, HS 105, HS 327, HS 328, HS 355, HS 412. Choose 1 course from: HS 115, HS 116, HS 303, HS 304, HS 315, HS 410. Choose 1 course from: PY 100, SC 100, PY 322, PY 331, PY 335, PY 341, SC 321, SC 326, SC 340, SC 375. Choose 1 course from: GE 250 or ED 250.

**Major requirements for Secondary Social Studies 9-12:** ED 100, ED 191, ED 260, ED 300, ED 311, ED 322, ED 335, PY 270, ED 205/305, ED 307, ED 352, ED 415, ED 491, ED 444, HS 104, HS 105, HS 115, HS 116, PS 100, PS 230, EC 206, GE 250, PY 100, SC 100, choose six elective credits from HS 327, HS 328, HS 349/449, HS 355, HS 412, choose three elective credits from HS 302, HS 303, HS 304, HS 315, HS 321, HS 349/449, HS 410, choose six elective credits from PY 331, PY 341, SC 320, SC 326.

**Requirements for all Physical Education Majors**
ED 100, ED 260, PY 270, ED 300, ED 307, ED 311, ED 322, ED 335, ED 191, ED 205 / 305 / 405, ED 352, ED 415, ED 491, ED 446.

**Major requirements for K-9 teacher certification include:** PE 100, PE 220, PE 234, PE 235, PE 236, PE 238, PE 239, PE 240, PE 233 or EX 330, PE 332, PE 333, EX 334, EX 335, BI 255 or EX 255. (Total 40 hours.)

**Major requirements for 9-12 teacher certification include:** PE 100, PE 221, PE 234, PE 239, PE 240, PE 233 or EX 330, PE 332, PE 333, EX 334, EX 335, PE 336, two courses from the following: PE 300, PE 310, PE 311, PE 312. One course from PE 309 or 310, two courses from PE 101-144, BI 255. (Total 41 hours.)

**Major requirements for K-12 teacher certification include:** PE 100, PE 220, PE 221, PE 234, PE 235, PE 236, PE 238, PE 239, PE 240, PE 233 or EX 330, PE 332, PE 333, EX 334, EX 335, PE 336, two courses from: PE 300, PE 311, PE 312; one course from: PE 309 or PE 310; four courses from PE 101-144; BI255. (Total 49 hours.)

**Major requirements for non-certified PE: same as PE K-12, except no education courses.**

PE 101-124. Activity Classes. 1 hour.
101 Tennis ($5.00 fee)
102 Badminton ($5.00 fee)
103 Flag Football
104 Weight Training
106 Tumbling
107 Soccer
108 Weight Control/Physical Fitness
111 Golf ($35.00 fee)
112 Volleyball
113 Softball
116 Aerobic/Body Management
117 Flexibility/Fun Running
118 Basketball
122 Sand Volleyball
124 Aerobics/Super Circuit
126 Swimming
PE 131-144. Varsity Sports - 1 hour
131 Football - men
132 Baseball - men
133 Track & Field - men/women
134 Cross Country - men/women
135 Basketball - men/women
136 Soccer - men/women
137 Volleyball – men/women
138 Softball - women
139 Wrestling – men/women
140 Rodeo - men/women
141 Cheerleading - men/women
142 Dance Squad - women
143 Golf - men/women
144 Tennis – men/women
6) **Degree requirements**

   Education students may prepare themselves for elementary (1-6), middle school (5-9), and secondary (9-12) teacher education programs. The student interested in elementary education must pursue a degree with a major in elementary education and complete an area of concentration or certification. Some of the options that are available include: early childhood special education certification, early childhood education certification, and cross categorical special education certification.

   Students interested in middle school education must pursue a degree with a major in middle school education and complete a certification area in math, science, English/language arts, or social studies.

   The department offers a Bachelor of Science degree in secondary social studies. The social studies curriculum is concerned with the study of man as a social being – historical, political, economic, and social. The primary objective of the curriculum is social-mindedness where each area attempts to study contemporary issues and institutions from the viewpoint of advancing human welfare. Successful completion of the social studies education major will lead to certification to teach high school social studies.

   The department offers a baccalaureate degree in education with an all-level (elementary and secondary) major in physical education. Majors in this department must meet the requirements of the core, teacher education, and the physical education programs. Students who desire a major in this department encounter the various strategies of successful team coaching and various techniques of planning, teaching, and evaluating physical education programs, as well as gain a scientific background in the field. Students who desire certification in the state of Missouri as a teacher of physical education may choose to become qualified at either the elementary level (K-9) with an emphasis in motor skills, secondary level (9-12) with emphasis in sports skills or a combination of both (K-12).

   Students interested in teaching in a specialization area at the secondary level should plan a major in their subject field and complete the requirements for the Teacher Education Program.

7) **Any unique aspects of the program not otherwise addressed**

   The Missouri State Board of Education approves the teacher education programs. Upon successful completion of a teacher education program and passing the Praxis II Examination, each student must make formal application for teacher certification in the State of Missouri.

8) **Brief description of the status of the discipline, including emerging issues and trends**

   As with any discipline, the Education program has strengths and weaknesses. Our greatest strength lies in the personal education each student receives from caring, experienced faculty. Almost all our faculty have a combination of advanced degrees and many years of experience in the field. In addition, they work hard to stay current and to implement the best teaching strategies with our preservice teachers. Definite emphasis is upon best practices, which should be the key aspect of any strong teaching program. A weakness, or perhaps more of a concern, is the current Missouri legislation that has adopted the Race for the Top initiative and the implementation of all of the various pieces of the ESEA Waiver. Combined, these have the potential of placing so many requirements on our department and our students that our enrollment may be impacted. As always, we will strive to meet these challenges head-on.

   Technology continues to emerge as a teaching tool but candidate teachers must balance use of appropriate technology with good instructional strategies. Students accepted into the MVC Education program are required to purchase Apple iPads to further enhance their technological skills and to give them working access to classroom applications they can put to use immediately. Full access to a Wi-Fi signal across campus is a continuing challenge.
The No Child Left Behind Act of 2002 helped highlight the need for focus on K-12 students who were not achieving academically. However, the high percentages for AYP (annual yearly progress) were causing a majority of Missouri school districts to fall into the “needs improvement” category, prompting Missouri’s DESE to apply for an ESEA Waiver, which was adopted in summer 2012. Due to the NCLB Waiver, many strings are attached. This includes, but is not limited to, a whole-scale revamping of K-12 state testing, adoption of the Common Core State Standards, and more rigorous entry and graduation standards in Missouri colleges that maintain teacher education programs. It is estimated that students will have to pay nearly $800 for their complete battery of licensing credentials.

II. Faculty/Student Information

1) Current full-time faculty: vitae may be found in the Education Division section of the Public Folders location on the Missouri Valley College website.

Note: Program faculty are those who taught at least one course in the program in the past year. The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
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</thead>
<tbody>
<tr>
<td>Earl Wellborn</td>
<td>Education/Physical Education</td>
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<tr>
<td>Debbie Mills</td>
<td>Education/Physical Education</td>
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<tr>
<td>Linda Gordon</td>
<td>Education/Physical Education</td>
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<tr>
<td>Peggy Sherman</td>
<td>Education/Physical Education</td>
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<tr>
<td>Denny Honnold</td>
<td>Education/Physical Education</td>
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<td>Ramone Powell</td>
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<td>Barry Rave</td>
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<td>Drew Hawkins</td>
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<td>Sierra Fultz</td>
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<td>Jolene Christensen</td>
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<td>Paul Troth</td>
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<tr>
<td>Kayla Viebrock</td>
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<td>Chad Lance</td>
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<td>Monty Roe</td>
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<td>Jim Anderson</td>
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<td>Michelle Reinke</td>
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<tr>
<td>Susan Dittmer</td>
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<tr>
<td>Bryan Hiller</td>
<td>Education/Physical Education</td>
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</tbody>
</table>
2) Current adjunct faculty

Note: Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: 20

3) Faculty professional development activities

Bruce Brock
- Worked directly with school districts during field experience
- Created the Buddy Pack Program for the elementary students of Marshall Public Schools

Debbie Coleman
- Attended the Transition Fair at Marshall Public Schools to talk about students with disabilities attending college.

Spencer Fricke
- Served as member of DESE Committee for Missouri School Improvement Plan
- Member of State Guidance Advisory Committee
- MVC Alumni Advisory Board – President
- UCM Alumni Advisory Board – President

Linda Gordon
- Member of the Writing Across the Curriculum (WAC) Committee (2011-2013)
- Member of the Faculty Recognition Committee (2012-2013)
- Attended MACTE Fall and Spring Meetings (2011-2013)
- Self-Study Criterion #4 Co-Chair (2011-2013)
- Wrote Annual Middle School Program Report (2010-2012)
- S-MSTA (Student Missouri State Teachers Association) Advisor (2005-2013)
- MVC Curriculum Committee (2009-2012)
- MVC CAO Search Committee member (Spring 2010)
- MVC Institutional Assessment Committee (2008-2010)

Charles Guthrey
- Football public address announcer both MVC and Marshall High School

Jacquelyn Guthrey
- Department Chairperson—English Dept. Marshall High School
- DESE Incentive Grant Reader
- DESE MMAT Test Reader
- Marshall School District Communication Arts Committee
- Marshall School District Communication Arts Curriculum Writer
• Marshall School District MAP Committee

Loren Gruber
• Established continuity between classroom and Writing Center
• Trained teams of 34 tutors and created Composition Pyramid
• Served 375 students in 3,894 sessions. Average cost: 44¢ per student per week. Trained and supervised 34 graduate and undergraduate tutors
• Designed Writing Center’s public relations flyer
• Consulted chairs and members of other departments to determine department’s writing needs
• Chaired Freshman English Committee
• Editor of semi-annual English Department Newsletter, 1992-1993
• Designed and directed admissions screening essays and end-of-core assessment exit essays
• Conceived computerized block/check for writing sequence prerequisites for successful implementation Fall 1993
• Implemented correlative study of Developmental English, Composition I and II, and Honors Composition students’ screening essay scores, ACT scores, and exit grades
• Taught in ESL/Preparatory English Program, developmental to upper-level writing courses, literature surveys, English practicum
• Advised English majors and non-majors for greater retention
• Chaired Library Committee, 1992-1993
• Co-sponsored Alpha Chi, all-university academic honorary
• Participated in WAC and Critical Thinking Workshop

Bryan Hiller
• Supervised Missouri Valley College Football Team campus & community clean-up

Debbie Mills
• Faculty Senate (2009-2010)
• Teacher Education Retention Committee – Chair (2006-2010)
• After School Tutoring with Northwest Elem. & Math Diff. Class (Fall 2005)
• After School Tutoring with Northwest Elem. & Math Diff. Class (Spring 2006)
• Math Diff. Class collaborated with St. Peters during summer school (2005)

Peggy Sherman
• Chairman & Founder of the Care Conference (Birth-five conference)
• Co-Chair & Founder of the Birth-to-Five Council
• Early Childhood Committee for Marshall Public Schools
• VETA committee
• Assessment Advisory Board 2009-2013
• Attended MACTE Fall & Spring conferences 2012-2013
• Faculty Senate Representative 2010-2012
• Conference of the Young Years 2009-2012
• Attended the Early Childhood State Early Learning Standards and Assessment Meetings 2010-2011

Earl Wellborn
• Honors program Committee, 2013-2014
• Missouri Valley College Scholars Committee, Current
• Bookstore Committee, 2012-2013
Doug Wright
• Member MASA
• MASA Legislative Committee 02-09; MASA – West Central
• District President 02-03; VP 01-02; Sec/Treas 00-01; MASA
• Accountability Committee 02-03. West Central district and MASA member since 93.
• AASA member – Participated in nationwide meeting with U.S. Secretary of Education Paige on No Child Left Behind issue. 1 of 25 persons selected nationwide for this meeting. May 2002.
• DESE Model Curriculum Advisory Committee 02-09.
• DESE – Commissioner of Education Advisory Committee 02-03;
• DESE - State No Child Left Behind practitioners committee 02-03
• MARE – State President 99-00; Past President 00-01; VP 98-99;
• Executive Committee member 95-2001.
• I-70 superintendents group 98-09; SSC alternative school superintendents board 98-09; Lex-La-Ray vocational school superintendents board 98-09

4) Student information this past year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Yearly Total</th>
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<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
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<td>Admitted to program</td>
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<td>(Title II report)</td>
<td>(Fall &amp; Spring)</td>
<td>(Fall &amp; Spring)</td>
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<td>Majors</td>
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<td>Minors (Certification)</td>
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<td>Graduating seniors</td>
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<td>6</td>
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<td>(Title II report)</td>
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5) Number of graduates over the last five years is as follows: twenty five (25) in 08/09, thirty two (32) in 09/10, twenty eight (28) in 10/11, twenty nine (29) in 11/12, and thirty three (33) in 12/13 for a total of one hundred forty seven students (147) for the five-year period.

6) Summarize relevant information such as job placement of graduates, student performance on licensure/certification exams, alumni and employer surveys, etc.

The Education Division maintains an informal record of our graduates’ job placement. Usually 80-90 percent of our Education graduates have an education-related position by the time school begins (August). For the 2012-13 school year, out of 33 graduates, 30 have reported acquiring education-related positions. This equates to a 91 percent placement rate for the last school year.

The PRAXIS II exams are a set of tests required by Missouri’s DESE (Department of Elementary and Secondary Education) to receive a state teaching credential. The PRAXIS II
exams consist of questions that focus upon Curriculum, Instruction, and Assessment at the Elementary level and content subject matter in other areas of certification. Before beginning student teaching, each student must receive a passing PRAXIS II score that is set by DESE, per state certification requirements. (Cut scores are different for each certification area.) This allows all students to graduate as fully certificated teachers. A couple of general observations concerning the PRAXIS II Education faculty have made include the following: typically students who have a 22 or higher on the ACT usually pass the exam on the first try, while those who score below a 22-23 on the ACT often have to take the PRAXIS II more than once. Because approximately half of our students fall into the second group, our department has accumulated a number of recommendations for remediation. The MVC Education Department has accumulated study materials that may be obtained, study sessions are available in the Learning Center, and practice exams are available free to our students online through our library databases at Learning Express.

III. Program Assessment and Planning

1) Student learning outcomes of the program

Students graduating from the Teacher Education Program at Missouri Valley College will:

1. Possess a firm basis in content knowledge (the academic content for which they are prepared to teach).

2. Understand professional knowledge and skills required to maintain a public/private classroom (the knowledge and skills, based on current and well-accepted practices of teaching),

3. Demonstrate an understanding how to teach with the intent that children and adolescents will learn effectively at all levels of instruction.

4. Show application of the 11 DESE MoSTEP (Missouri Standards for Teacher Education Programs) standards during education coursework and field experiences. It should be noted that the Education Division has transitioned into utilization of the recently adopted MoSPE (Missouri Standards for Professional Education) standards.

Course maps

<table>
<thead>
<tr>
<th>ELEMENTARY EDUCATION COURSE MAP</th>
<th>SLO 1 Firm basis in content knowledge (one of four areas)</th>
<th>SLO 2 Professional knowledge and skills, including technology applications</th>
<th>SLO 3 Demonstrate effective teaching strategies at diverse levels</th>
<th>SLO 4 Application of the 11 DESE MoSTEP standards</th>
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<td>ED 100</td>
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<td>MIDDLE SCHOOL EDUCATION COURSE MAP</td>
<td>SLO 1 Firm basis in content knowledge (one of four areas)</td>
<td>SLO 2 Professional knowledge and skills, including technology applications</td>
<td>SLO 3 Demonstrate knowledge of strategies used in teaching MS reading/writing</td>
<td>SLO 4 Application of the 11 DESE MoSTEP standards</td>
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<td>SECONDARY SOCIAL STUDIES EDUCATION</td>
<td>SLO 1 Firm basis in content knowledge</td>
<td>SLO 2 Professional knowledge and skills, including technology applications</td>
<td>SLO 3 Demonstrate knowledge of strategies used in teaching reading/writing within a secondary curriculum</td>
<td>SLO 4 Application of the 11 DESE MoSTEP standards</td>
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2) Means of assessing student learning outcomes

SLO 1 (content area knowledge)
1. Passing C-BASE scores (as set and required by MO DESE)
   Used by our program AND DESE to assess content knowledge
2. PRAXIS II score (minimum scores set by DESE for each certification area.)

SLO 2 (professional knowledge and skills)
1. Department Writing Sample (Pass/Fail Scoring used)
   Used by our program to assess writing competency. Students who do not pass are required to take an online grammar/mechanics tutorial before being accepted into the program.
2. Passing PRAXIS II score (minimum scores set and required for licensure by MO DESE)
3. Student Teaching field experience (required by MO DESE)
   A. Scored with Professional Observation Record (4x) by supervising professor.
   B. Scored with Student Teaching Assessment (4x) by cooperating teacher.
   C. Scored with Summative Evaluation Report by cooperating teacher and supervising professor.
   D. Scored with Summative Assessment Task List (520 points possible) to assess both summative evaluations, daily journals by student teacher, weekly lesson plans and reflections, self-evaluation, and evaluation of cooperating teacher and supervising professor.
4. Successful completion of Senior Projects (as required by our program and DESE) that include the following:
   Each section is scored with an individual rubric. (Available upon request)
   A. Reflection Paper (160 points; 120 points passing)
   B. Interview Portfolio (120 points; 90 points passing)
   C. Oral Presentation and Exit Interview (180 points; 135 passing)
   D. Professional Artifacts – online collection of exemplary work (220 points; 165 passing)

SLO 3 (demonstrate effect teaching strategies at diverse levels.)
1. Student Teaching field experience (required by MO DESE)
   A. Scored with Professional Observation Record (4x) by supervising professor.
   B. Scored with Student Teaching Assessment (4x) by cooperating teacher.
   C. Scored with Summative Evaluation Report by cooperating teacher and supervising professor.
   D. Scored with Summative Assessment Task List (520 points possible) to assess both summative evaluations, daily journals by student teacher, weekly lesson plans and reflections, self-evaluation, and evaluation of cooperating teacher and supervising professor.
2. Successful completion of Senior Projects (as required by our program and DESE) that include the following:
   Each section is scored with an individual rubric. (Available upon request)
   A. Reflection Paper (160 points; 120 points passing)
   B. Interview Portfolio (120 points; 90 points passing)
   C. Oral Presentation and Exit Interview (180 points; 135 passing)
   D. Professional Artifacts – online collection of exemplary work (220 points; 165 passing)

SLO 4 (Application of 11 DESE MoSTEP standards)
1. Department Writing Sample (Pass/Fail Scoring used)
   Used by our program to assess writing competency. Students who do not pass are required to take an online grammar/mechanics tutorial before being accepted into the program.
2. Passing PRAXIS II score (minimum scores set and required for licensure by MO DESE)
3. Student Teaching field experience (required by MO DESE)
   A. Scored with Professional Observation Record (4x) by supervising professor.
B. Scored with Student Teaching Assessment (4x) by cooperating teacher.
C. Scored with Summative Evaluation Report by cooperating teacher and supervising professor.
D. Scored with Summative Assessment Task List (520 points possible) to assess both summative evaluations, daily journals by student teacher, weekly lesson plans and reflections, self-evaluation, and evaluation of cooperating teacher and supervising professor.

4. Successful completion of Senior Projects (as required by our program and DESE) that include the following:

Each section is scored with an individual rubric. (Available upon request)
A. Reflection Paper (160 points; 120 points passing)
B. Interview Portfolio (120 points; 90 points passing)
C. Oral Presentation and Exit Interview (180 points; 135 passing)
D. Professional Artifacts – online collection of exemplary work (220 points; 165 passing)

3) Describe level of achievement of student learning outcomes

SLO #1, SLO #2, and SLO #4: Assessment of knowledge in the teaching content area is the primary goal of the assessment tools used for Learning Outcome #1, while professional knowledge and skills are assessed in Learning Outcome #2, and application of the DESE (Department of Elementary and Secondary Education standards) are assessed in Learning Outcome #4. (By Missouri state law, we also assess basic/general content knowledge with the C-BASE exam; however, it is an entry-level assessment to enter our professional program and not summative in nature, so we are not analyzing data from that source in this report.) We will look at the passing PRAXIS II scores that are required for teaching licensure and certification from the state of Missouri, and graduation from Missouri Valley College’s Education program. This is considered our primary assessment tool in the Learning Outcomes mentioned above. Each of our certification areas will be discussed separately below.

A. Elementary: In 2012-13 MVC had 20 elementary majors and all were female. The cut point score for the exam is 164. Our mean score was 173.5 and the mode was 165 (3). Further analysis shows that the high score was 188, and 6 (33%) of the students scored at 180 or above. An additional 6 (33%) scored at 170 and above. A direct correlation in recent years that our department has noticed exists between the students’ ACT and their eventual PRAXIS II scores. In nearly all cases, if the student scores above a 22 on the ACT, he/she will score in the 180 range on the PRAXIS II. If the student has a 21 on the ACT, typically he/she will score in the 170-range. Finally, if the student has a 20 or below on the ACT, most likely he/she will score in the 160-range. In addition, the latter group often does not pass on the first try and have to retake the exam. This was true in 5 of 20 (25%) of the 2012-13 examinees, with one student having to retake the exam 8 times. Only 1 student with at least a 21 on the ACT had to retake the exam (3x). There were 3 anomalies in the group and one of those was a nontraditional student. In our experience, we sometimes find that the nontraditional students study more for the initial exam than some of the traditional students.

B. Middle School: In 2012-13, MVC had 2 female Middle School English/Language Arts majors and 1 male Middle School Science major. Similar correlations were found in this group with the male earning an 18 on the ACT and scoring 150/149 on the MS Science exam. Both females earned a 20 on the ACT, and earned 171/163 and 175/163 on their exams respectively.
C. **Social Studies Education:** Two male students completed the PRAXIS II exam with one earning a 182/152 and the other a 155/152. The first student had a 25 on his ACT; the other a 22.

D. **Physical Education (k-12):** Five male students completed the PRAXIS II in their area, with the cut point score being 153. The highest score earned was a 163 from a nontraditional student. The other scores ranged from 154 to 161 and the ACT scores were 22 (2), 21, and 20, again showing the same inferences as with previous groups.

E. **Minor Certification (secondary education):** The high school certified students earn majors in other content areas, and the three for 2012-13 were English, Theatre, and Biology. Each cut point score is different, depending upon the area tested. The Theatre major had a 19 on his ACT and scored 7 points above the cut point on the PRAXIS II (155/142). Both of the other students (females) earned 22 on their ACTs, and one scored 18 points above the PRAXIS II cut point at 186/158 and the other scored 16 points above at 166/150 respectively.

SLO #3 and SLO #4: Scoring guides for the Senior Projects and Student Teaching are used as the primary assessment tools in the Learning Outcome that emphasizes effective teaching strategies (SLO#3) and as additional assessment tools for application of the DESE standards (SLO#4). Through the use of the scoring guides we can analytically break down a student’s performance in each of the five tasks that include the following: an Interview Portfolio, Senior Reflection paper, Oral Presentation, Artifact Collection, and Student Teaching (internship). For each, an assessment task list subdivides the critical pieces being scrutinized. (These are available upon request.) If a student scores below a C in any of the above-mentioned tasks, he/she is asked to resubmit the product or task until a grade equivalent of a C or better is achieved. On the first three tasks, the scores have some inter-rater reliability as three current Education professionals score each task. The final two pieces are scored only by one individual each, with the exception of the cooperating teacher’s assessment (score) within the Student Teaching task list. Some general achievement statements will be made about each group.

A. **Elementary:** The scores on the Interview Portfolio for this group ranged from 82/110 to 100/110 first semester (9 students) to 77/100 to 95/100 second semester (11 students). On the Reflection Paper, the scores ranged from 120/160 to 148/160 first semester (9 students) while second semester, scores ranged from 150/200 to 190/200 (11 students). Oral Presentation scores for the two combined semesters ranged from 144/200 to 194/200 (2). The mean for this task was 173 for the 20 graduates. On the Student Teaching performance task list the mean was 497/520 for the two semesters, ranging from 6 perfect 520/520 scores to a low of 437/520. The overall achievement appears to be in the average/satisfactory range on their final senior projects, with some doing above average work in their culminating field experience.

B. **Middle School:** Interview Portfolio scores ranged from 87/100 to 97/100, with the mean being 92/100. On the Reflection Paper, the mean was 161/200 with the range from 148 to 182. Oral Presentation scores ranged from 160/200 to 186/200, with the mean being 170/200. Student Teaching scores were averaged at 513/520, with 520, 510 and 510 respectively. These scores perhaps indicate that the students could spend more time polishing their Reflection Papers and Oral Presentations, so that the overall outcome matches what they appeared to do in their final field experience.
C. Social Studies Education: On the Interview Portfolio, the range was from 77/100 to 96/100 (mean 87). The Senior Reflection was 150/200 to 184/200 (mean 167). Oral Presentation scores ranged from 162/200 to 188/200 (mean 175). Both students received 520/520 on their internship task list. The scores would indicate that on formal assessment tasks, one student might be stronger at written and oral communication skills than his peer. However, in the field both students performed at a high level in their day-to-day teaching.

D. Physical Education: On the analysis of these scores, the first semester graduate performed at a very high level across the board. He was a student with a previous degree who returned as a nontraditional student to earn his teaching certification. Of the four students from second semester, Interview Portfolio scores ranged from 73/100 to 91/100 (mean 84%). Senior Reflection scores ranged from 160/200 to 182/200 (mean 85%). Oral Presentation scores ranged from 158/200 (2) to 176/200 (mean 164). On their Student Teaching task list the scores ranged from 490/520 to 510/520 (2). A look at the scores would indicate satisfactory/average achievement in all areas, with above average achievement in the student teaching field experience. As evidenced in prior years, the Physical Education majors show a stronger level of achievement in the actual performance of their daily duties than they do in their written and oral communication tasks that analyze their teaching performance. This continues to be an area that our department notes.

E. Minor Certification/secondary education: Of the three students who fell into this category, the range was from 86/100 to 99/100 on the Interview Portfolio scores (mean 91/100). On the Senior Reflection the range was from 176/200 to 186/200 (mean 181/200). On the Oral Presentation the range was from 164/200 to 190/200, with the mean at 178/200. The scores on the Student Teaching task list were 520, 520, 510 respectively, with the mean at 517/520. This group was consistently high in all task assessments. In the final analysis, this finding does not surprise the department as these students have completed the most coursework in their areas (majoring in their subject area and receiving certification to teach it). In some cases, they have nearly twice the number of credit hours in their subject specific content as compared to their middle school and elementary counterparts. With the additional coursework and enhanced knowledge base, it is not surprising, then, that they should perform overall at a higher level than their peers majoring in other areas of education.

4) Evaluate effectiveness of assessment methods used

While no assessment is without bias or flaw, we feel the use of the PRAXIS II has been an adequate final screening tool for those entering the teaching profession. As mentioned previously, we have found a direct correlation between our students’ ACT scores and their final PRAXIS II scores. Because Missouri Valley College accepts many students with ACT scores below 20, we find our department has its share of students who fall in the sub-20 range. These are the students who require the greatest assistance in preparing for the exam and often must retake the tests at great personal financial expense (approximately $140 per exam). The scoring guides that accompany the Senior Projects (4) and Student Teaching are detailed and analytical, allowing us to break down the various components of each task and discover where our students are inconsistent or have sub-par performances. In order to receive our stamp of approval, students must earn a score of at least 75 percent on each of the four components of the Senior Projects, as well as in Student Teaching. Each semester some students are asked to resubmit all (or a portion of the tasks) to meet this level of achievement. In the past two to three years, the ED 405 (Advanced Portfolio) professor and the department have analyzed the
effectiveness of our scoring guides and have tweaked and made several changes to them to better reflect our student’s achievement of the relevant Learning Outcomes.

5) **Summarize improvements made based on the results of the assessment**

One of the improvements we have made in recent years is having three working professionals score three components of the Senior Projects (the Interview Portfolio, Senior Reflection, and the Oral Presentation). We feel this helps provide better inter-rater reliability in the final score for each graduate, in turn giving us a more reliable picture of the student’s level of achievement.

We have changed our heavy focus upon the Interview Portfolio to allow for more emphasis on the Senior Reflection paper and the Oral Presentation which we believe do a better job of showcasing the students’ written and oral communication skills as well as allowing them to critically examine their own field experiences.

We continue to tweak and change the scoring guides to better reflect what areas are strengths and/or weaknesses within each of the Senior Project tasks, which in turn drives us to make changes within our courses to assist our students in meeting competency in each of the Learning Outcomes.

In our overall analysis, students’ written communication skills remain a concern. We stress numerous assessments at various points in their career paths to assess this area, including (but not limited to) those discussed above. We feel that adding a Writing Across the Curriculum program at the college is a benefit, as are the addition of Writing Intensive courses across disciplines. In our department, we ask students to write and reflect extensively in every field experience to better prepare them for their final assessments.

Enhancing their learning in the components of reading, writing, and technology skills, we have required our juniors and seniors to purchase Apple iPads to better prepare them for future assessments and their real-world teaching. We are finding that students are using them extensively and often are sharing apps (with faculty and peers alike) that will be helpful with their future teaching. This has been strength in the last two years within our department, although full Wi-Fi access in the dorms remains a challenge on campus.

Finally, with the approval of the ESEA Waiver in the state of Missouri during the 2012-13 school year, our Higher Education accrediting body and the state legislature are making many changes in the assessment of educators. During the 2013-14 academic year our entry level exam will be changed from C-BASE to MoGEA, although it will continue to assess basic knowledge in the four core subject areas. In addition, our majors will have to complete a 200-question dispositions survey (called MEP) at two points during their undergraduate training. We are considering having the students complete it at the culmination of their Practicum field experiences and at the culmination of their Clinical field experiences. Beginning in fall 2014 they will be taking a subject specific exam from Pearson similar to the PRAXIS II; and in addition to that exam, they will have to complete a series of four to five performance tasks during their internship semester. These tasks will include extensive writing prompts and video footage that highlight their achievement within our program and their field experiences, as well as their competency in the new state teaching standards (called MoSPE). With the exception of the first writing prompt, all of the other writing tasks will be scored off site. Each exam/assessment mentioned above has a fee attached, ranging from $35 to $350. As in the past, our students will also have to complete their background, fingerprinting, and FBI checks at their own expense. Some estimates put their costs for teacher certification at around $800 per person (if the student passes each on the first attempt).
While the changes may seem overwhelming, change is inevitable and it remains our goal to continue to support and advocate for our students so that as many as possible can achieve their goal of teaching the next generation of learners.

6) If applicable, brief analysis of grade patterns of courses with high failure rates and/or withdrawals and action plan for student improvement in these courses

Overall the pass/fail rate for ED100 (Introduction to Teaching) was 40 students out of 220 failed. In ED190 (Elementary Practicum) 1 student out of 45 failed. Course ED191 (Secondary Practicum) had 3 students out of 55 fail. ED192 (Middle School Practicum) had no students fail the course out of 16 students. ED205 (Beginning Portfolio) had 10 students fail out of 102 total enrolled. ED260 (Education of the Exceptional Child) had 1 student out of 95 fail.

In review of the courses listed above, the department has noted a plan of action for student improvement that includes encouraging advisors to delay enrolling students in ED100 if they are registering late for the term or transfer to Missouri Valley College with a G.P.A. of less than 2.5. The new stringent requirement for the Teacher Education Program for the state will require a GPA of 3.0 in order to enter into the Education Program. Placing students with an education advisor as soon as they declare a substantive interest in education as a major should help students not take ED100 before they are prepared. The department will implement the policy that if a student receives a” D” or an “F” in Introduction to Teaching that it is recommended the student retakes the course in a face to face format verses online. Although, other colleges and universities combine ED100 and ED190, The Education Department at MVC feels it’s best to keep the course separate at this time. Many of the students that take ED100 are undeclared or uncertain if education is right for them. ED100 is an important prerequisite for all other courses in the education department. The department values the grade received in ED100. Often times the grade received in Introduction to Teaching can be a predictor for a student’s success in the education program. This grade can often be a telling sign as to how serious the student is about the education program.

IV. Facilities and Resources

1) Murrell Library and Murrell Library Commons (formerly the Teacher Education Library)

Two buildings house all the library material for Missouri Valley College. The Main Library is located in the Murrell Memorial Library building and the Murrell Library Commons is located in the Technology Center building. Murrell Library Commons contains books and periodicals such as instructional materials, teaching manipulative, videos, juvenile books, periodicals, and books covering topics in Education. The Commons also houses a computer lab. Library personnel request our assistance in selecting materials for the Library. The library is well resourced to handle the needs of the Education Department.

2) Classrooms & Technology

Education classes are held in Baity Hall on the 2nd and 3rd floors. Classrooms have gradually been upgraded over the past five years to include computers and ceiling-mounted projectors. Two of the classrooms also have SmartBoards. Once our students are accepted into the Education Department they are required to have an iPad. The cost of the iPad is partially offset by having their textbooks downloaded onto their iPad. Wireless Internet has been added but has
been a continual struggle to keep iPads online. There is a continual need for upgrading our classrooms and Internet service as new technology becomes available. Office computers are also in need of updating.

3) Personnel

Faculty members in the Education Department have many years of teaching and/or administrative experience. Three members have doctoral degrees and all are certificated in the area in which they teach. We see a need for faculty with Special Education teaching experience to help build the program and provide knowledge about current best practices. All of our full-time faculty attended the fall and spring Missouri Association of Colleges of Teachers Education (MACTE) meetings and have become aware of impending changes in the state requirements for teacher education.

V. Strengths, Weaknesses, Opportunities, and Threats (SWOT)

Ten full-time and adjunct faculty met in spring 2013 and analyzed our strengths, weaknesses, opportunities, and threats. The meeting took place in May at the Marshall Country Club during an extended working lunch.

In completing this document, we also looked at the most recent Program Completers Exit Comments, by 24 May 2013 graduates.

Strengths

- Class sizes are small; therefore students receive individualized instruction and personal assistance.
- Because our class size is typically under 20, there is a collaborative nature to the courses that the students take; they learn to work with peers/future colleagues.
- Faculty (both fulltime and adjunct) have extensive years of practical teaching and/or administrative experience in Missouri public schools.
- The Education Division faculty maintain good working relationships with the schools where we place our students with working professionals (Cooperating Teachers), while our students do their field experience. We strive to find the best placement possible for each candidate teacher.
- We consistently receive positive feedback about our students from their Cooperating Teachers in the field.
- Our fulltime and adjunct faculty remain apprised of what is currently happening in the field by serving as Supervising Professors for our field experiences, and by regularly attending MACTE (Missouri Association of Colleges of Teacher Education) meetings as well as other professional meetings.
- We maintain constant communication with state entities, and stay apprised of state regulations and laws pertaining to teacher certification by DESE (Department of Elementary and Secondary Education) through memos, webinars, podcasts and meetings attended by our Dean and other small groups.
- We have a strong advising program, with both fulltime and some adjunct Education faculty advising majors in their respective areas of certification.
- Our elementary and middle schools students move through some of their major course work as cohorts, which create a network of support and a nurturing, compassionate environment.
- Most fulltime and adjunct Education offices are located in a pod so that we work in close proximity to one another, therefore encouraging cooperation, communication, collaboration, and a positive working environment.
- Our Dean has an open door policy.
- Our support staff (secretary and student graduate assistant) are a source of tremendous support to all fulltime and adjunct Education faculty.
- Our courses are technology enriched, particularly with the addition in the last year (2012-13) of required iPads and e-books in most of the advanced Education courses (300-400 level). Students also learn to use the SMART technology and other display software (Elmos, projectors, Apple TV, etc.).
- Our Division is in full compliance with the Missouri regulations for teacher certification and has a rigorous 5-part Senior Exit component, in addition to passing required certification exams before they are admitted to Student Teaching (senior internship experience).
- We have diversity among our students (urban, rural, socioeconomic status, gender, culture, etc.).
- In the last few years several of our graduates have been admitted into the prestigious Teaching Fellows program affiliated with the University of Missouri’s Division of Education.
- Our current ADA coordinator was a public school Special Education professional and provides us much guidance and assistance in related areas.
- We have an active Student-Missouri State Teachers Association, which provides networking, speakers, field trips, professional development opportunities, and social interaction among our majors.
- In several of our elementary and middle school courses, we provide embedded field experiences and/or field trips.
- We have our own Education Library, within the Murrell Library Commons, with a fulltime, helpful support staff and where educational materials are centrally located.
- Moodle is a helpful online technology tool available to all students and faculty who use this technology to enhance their courses.
- We have good support from local schools and organizations for our field experiences, projects, and activities.
- Students receive helpful handouts, websites, pamphlets, posters, reminders, messages, etc. for help on the state licensing tests. Other study materials are available in the Learning Center and in the Education Library within the Murrell Library Commons.
- The Learning Center provides a quiet place to work and/or receive assistance from qualified tutors.
- The S-MSTA Facebook page keeps students apprised of events and announcements throughout the year.
- Graduating seniors are supported and encouraged in their efforts to find employment by allowed attendance at two Placement Days. Our institution also provides transportation to one Placement Day event, and hosts an Interview Day, a Business Luncheon to learn proper etiquette, a Resume Writing Workshop, among other trainings offered to them through Career Services and S-MSTA (legal issues, violence prevention, poverty simulation, etc.).
• Placement rate for our graduates is relatively high.
• Faculty annually seeks out and attends professional development opportunities both on and off campus.
• Fulltime faculty are heavily involved with committee work and sponsorship of small groups, organizations, and other activities on campus.
• Graduating students rate faculty as helpful, caring, committed, organized, involved, and invested in the students; several graduates rated faculty as strong advisors.
• Graduates rated the instruction they receive from the Education Division as ranging between good and excellent.
• Graduating seniors believe the Student Teaching experience (senior internship) is a strong and closely monitored program.
• Two of our recent graduates received Missouri Outstanding Beginning Teacher awards this past school year.

Weaknesses
• Advising for Physical Education majors needs to be improved.
• Course work for some of the Physical Education courses needs to be more rigorous.
• We need a better “counseling out” process for the 100-200 level students, prior to admittance in our Teacher Education program.
• Students who pass admittance and licensing exams but who do not have fundamental skills in other necessary areas (written and oral communication, etc.) also need to have some type of “counseling out” process and guidance in the selection of other majors.
• High number of adjunct professors in our program.
• We at times need more prompt dissemination of information relative to state and institutional changes.
• Writing and research skills continue to be a weakness in some students.
• Some students do not purchase required textbooks.
• Our students tend to be at the lower end with some skill sets.
• Lack of technology available in some classrooms.
• Adequate modern classroom space in some cases.
• Lack of office space for adjunct faculty.
• Need a bigger computer lab that is available to our majors for whole-class instruction.
• No color copier available.
• We perhaps need to consider limitations on the number of times a student may retake a major course.
• More field experience needs to be embedded into the behavior management and assessment coursework.
• We need to continue to work on building strong math instructional skills in our elementary majors (a weakness, verified by national research).
• We also need to continue to rigorously assess the writing skills of our Education majors, throughout the program.
• Graduating seniors feel some faculty could improve their instructional techniques.
• Graduates also feel more guided preparation (or a specialized class or tutorial) for the state tests (C-BASE, PRAXIS) would be helpful.
• Some graduates cite a lack of consistency in information given to them by different professors regarding the same topic (lesson plans, reflections, etc.).
• Some graduates feel faculty could do a better job following their syllabi.
• Some graduates believe MVC could provide better Placement Services.
Some graduates feel more emphasis on Special Needs instruction and identification, as well as the use of differentiated instruction, would be helpful.  
More rigor throughout the courses, some students feel, would be beneficial.  
Some graduates mention that we need to continue to purchase new and improved equipment and keep facilities up to date.  
Graduates want more consistency and organization in the Portfolio classes.  
Graduates feel faculty/staff could do a better job of getting information about procedures and criteria to meet state certification requirements to them.  
Some graduates said their advisors could do a better job.

**Threats**
- Plethora of DESE (Department of Elementary and Secondary Education) changes coming in the next 2-3 years.
- High cost of certification testing for our students (rising from approximately $300 to $800 per student).
- Institutional budget cuts.
- Meeting all the Higher Education requirements due to the Missouri NCLB Waiver while remaining true to our institutional and department mission and goals.
- Federal and state government regulatory methodologies.
- Tying future student state test scores and teacher evaluations back to the certifying institution, regardless of demographics, etc.
- Higher student GPA requirements put into place by the state governing board.
- Higher tuition costs and costs of individual technologies and requisite materials.
- Missouri Higher Education “rules” or guidelines are becoming elitist in nature.
- External political groups operating in Missouri that place pressure on us.
- Federal laws that place certain restrictions on us in relation to funding, loans, etc.
- Cuts in the DESE work staff which has made their certification department extremely slow and ineffective, and which has placed more paperwork and accounting on our department staff.
- Emphasis by certain state entities on the priority of urban education, leaving an inequity in emphasis and funding in some out-state schools, which in turn impacts our work.  
  (NCLB Waiver)

**Opportunities**
- Our new Early Childhood Lab School will be a bonus for our students and the campus and local community.
- We can continue to grow our Wentworth Campus (extended program).
- Faculty should continue to volunteer to serve on state Higher Education committees.
- All full time faculty should be involved with MACTE and keep abreast of new trends and requirements for teacher education in our state.
- We should focus on doing a better job of disseminating state, federal, and institutional changes in a timely manner.
- We should regularly look at our graduating student surveys (as a department) and evaluate changes that should be made.
- We should continue to focus on updating our technology (wireless campus), more SMART boards, and maintaining excellent facilities for our students.
- More field experiences embedded within our courses would be beneficial.
• We should focus on providing the best advising possible and continue to attend advising help sessions and serve on advising committees, etc. as we have in the past, to best meet the needs of our candidate teachers.
• Group discussions about students who need to be “counseled out” might be beneficial.
• We need to regularly evaluate our courses and make sure the expectations and rigor match both institutional and state/federal guidelines and requirements.
• As a department, we need to improve student access to state test preparation materials, career placement, and other employment services.
• To maintain trusting and communicative relationships, we should continue to develop more formal terms of agreement between our department and partnering schools.
• As a department we should work on developing strong relationships within the local community, perhaps involving our majors serving as work-studies or volunteers at the local YMCA, area churches, after-school programs, etc.
• In addition, we could add to the number of local community service projects that course work requires. Finally, our individual majors as well as our S-MSTA chapter can continue to work on community projects to enhance our presence in Marshall.

VI. Conclusion and Vision

1) Status of program: We believe that the program is growing. During the past academic year, 33 preservice teachers were graduated Missouri Valley College. This graduating class is larger than the number of preservice teachers graduated in each of the past 5 years. The impact of the new Missouri Standards is yet to be determined, as their implementation is ongoing.

2) Major strengths/accomplishments of the program over the last five years

Positive survey results from our constituencies:

• We consistently receive positive feedback about our students from their Cooperating Teachers in the field.

• Graduating students rate faculty as helpful, caring, committed, organized, involved, and invested in the students; several graduates rated faculty as strong advisors.

• Graduates rated the instruction they receive from the Education Division as ranging between good and excellent.

• Graduating seniors believe the Student Teaching experience is a strong and closely monitored program.

Faculty efforts at maintaining professional currency, communication and advising:

• Faculty remain apprised of what is currently happening in the field by serving as Supervising Professors for our field experiences, and by regularly attending MACTE (Missouri Association of Colleges of Teacher Education) meetings as well as other professional meetings.
• Communication is maintained with state entities relative to state regulations and laws pertaining to teacher certification by the Missouri Department of Elementary and Secondary Education) through memos, webinars, podcasts and meetings attended by our Dean and other small groups.

• Presence of a strong advising program, with both fulltime and some adjunct Education faculty advising majors in their respective areas of certification.

Efforts of Divisional support staff:

• The Education Division support staff (administrative assistant and student graduate assistant) are a source of tremendous support to all fulltime and adjunct Education faculty.

Divisional initiatives:

• Divisional courses are technology enriched, particularly with the addition in the last year (2012-13) of required iPads and e-books in most of the advanced Education courses (300-400 level). Students also learn to use the SMART technology and other display software (Elmos, projectors, Apple TV, etc.).

• An active Student-Missouri State Teachers Association, which provides networking, speakers, field trips, professional development opportunities, and social interaction among our majors.

• Support of Graduating seniors in their efforts to find employment by allowed attendance at two Placement Days. Our institution also provides transportation to one Placement Day event, and hosts an Interview Day, a Business Luncheon to learn proper etiquette, a Resume Writing Workshop, among other trainings offered to them through Career Services and S-MSTA (legal issues, violence prevention, poverty simulation, etc.).

Accomplishments:

• The Education Program in full compliance with the Missouri regulations for teacher certification and has a rigorous 5-part Senior Exit component, in addition to passing required certification exams before they are admitted to Student Teaching.

• The diversity that is present among our students (urban, rural, socioeconomic status, gender, culture, etc.).

• In the last few years several of our graduates have been admitted into the prestigious Teaching Fellows program affiliated with the University of Missouri’s Division of Education.

• Placement rate for our graduates is relatively high.

• Two of our recent graduates received Missouri Outstanding Beginning Teacher awards this past school year.
3) Vision statement of what the program members would like the program to be in five years (improvement goals).

We would envision that 100% of students in the Education Program would pass each of the various assessments that lead to licensure that are currently being implemented. Additionally, we would envision 100% employment of program completers in their areas of certification. Therefore, we would indicate the following improvement goals:

- 100% MoSPE assessment pass rate. Though, at this time, we don’t know what the results of the assessments will be until our students begin taking the new assessments, we are preparing for a more rigorous assessment environment. Also, in the past, some students needed to attempt the assessments more than once and we would like to reduce the number of those additional attempts.
- 100% Program Completer employment rate. Though approximately 90% of our students were employed this year, as in most years, we would like to improve that result to 100% each year.

4) Strategies and resources required for achieving the program vision (Identify recommendations for improvement that are in the control of the program and those that require action at higher levels.)

- 100% MoSPE Assessment pass rate: Our strategy would be to engage every opportunity to provide curricular assistance to students as they prepare for each required State assessment. We are utilizing the new Missouri Standards and are adapting our instruction to meet the new design. We can control this within our curricular design.

- 100% Program Completer employment rate: Our strategy would be to create a placement program that leads to each graduate securing employment. We are currently discussing methods to achieve this goal. We can control this through the provision of our Divisional services.

Additional note: Most of what the Education Division would need to meet these two goals can be achieved through implementation of effective curricular strategies and student service processes. This can be done, because there is a belief that we can always do better. We would also note that there is tremendous appreciation for the support that we have received fiscally, and otherwise, which has contributed to maintaining a strong Teacher Education Program. As the new Missouri Standards are implemented, our strategy will be to continue to communicate specific Divisional needs that develop that may require action at higher levels.

VII. List of individuals who assisted in the completion of this report:

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Mrs. Linda Gordon, Assistant Professor
Mrs. Peggy Sherman, Assistant Professor
Mrs. Pam Stouffer, Administrative Assistant
Ms. Molly Boevers, Graduate Assistant
Dr. Earl Wellborn, Dean and Professor