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Login

Webinars

Technical Assistance

User Manuals

Southeast Missouri State University
Traditional Program

2015 | Title II
Reports

Complete Report Card

AY 2013-14

Institution Information

Name of Institution: Southeast Missouri State University
Institution/Program Type: Traditional
Academic Year: 2013-14
State: Missouri

Address: One University Plaza
MS 5600
Cape Girardeau, MO, 63701

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:**Grantee name:****Project name:****Grant number:****List partner districts/LEAs:****List other partners:****Project Type:**

Section I.a Program Information

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

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Agricultural Education 9-12	No
Art K-12	No
Biology 9-12	No
Business Education 9-12	No
Chemistry 9-12	No
Early Childhood Education B-3	No
Elementary Education 1-6	No
English 9-12	No
Family And Consumer Sciences B-12	No
French K-12	No
General Science 5-9	No
German K-12	No

Mathematics 5-9	No
Mathematics 9-12	No
Mild/Moderate: Cross Categorical K-12	No
Music - Instrumental K-12	No
Music - Vocal K-12	No
Physical Education K-12	No
Physics 9-12	No
Social Science 5-9	No
Social Science 9-12	No
Spanish K-12	No
Technology And Engineering 9-12	No
Unified Science: Biology 9-12	No
Unified Science: Chemistry 9-12	No
Unified Science: Physics 9-12	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

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

Junior year

Does your initial teacher certification program conditionally admit students?

Yes

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

http://www.semo.edu/cea/program_requirements.html

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

The unit has defined some contingency situations. Students can be admitted provisionally if they have not completed EN140, but they must complete that course during the initial semester in the program in order to move forward in the prescribed sequence of classes. Occasionally, students lacking ED250 and ED251 may be admitted provisionally, with progression in the program also being contingent upon successful completion of those two courses during the initial semester. The MoGEA requirement is waived for applicants who have completed a four-year degree from an accredited institution, per state rules.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (S205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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

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

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

2.5

3.2

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2013-14

3.5

Please provide any additional comments about the information provided above:

A minimum GPA in the content area and the successful completion of a subject area exam will be exit requirements in the future. In addition, the minimum GPA for program admittance is being raised to 2.75.

Section I.b Postgraduate Requirements

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

Are there initial teacher certification programs at the postgraduate level?

No

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

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

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

What was the median GPA of individuals accepted into the program in academic year 2013-14

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2013-14

Please provide any additional comments about the information provided above:

Section I.c Enrollment

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

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

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

Total number of students enrolled in 2013-14:	514
Unduplicated number of males enrolled in 2013-14:	114
Unduplicated number of females enrolled in 2013-14:	400

2013-14	Number enrolled
<i>Ethnicity</i>	

<i>Race</i>	
American Indian or Alaska Native:	1
Asian:	4
Black or African American:	17
Native Hawaiian or Other Pacific Islander:	0
White:	483
Two or more races:	1

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2013-14.

Average number of clock hours of supervised clinical experience required prior to student teaching	247
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	24
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	844
Number of students in supervised clinical experience during this academic year	953

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

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	31
Teacher Education - Early Childhood Education	32
Teacher Education - Elementary Education	71
Teacher Education - Junior High/Intermediate/Middle School Education	31
Teacher Education - Secondary Education	49
Teacher Education - Multiple Levels	65
Teacher Education - Agriculture	2
Teacher Education - Art	7
Teacher Education - Business	2
Teacher Education - English/Language Arts	28
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	22
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	20
Teacher Education - Social Science	
Teacher Education - Social Studies	24
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

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

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2013-14. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (S205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	31
Teacher Education - Early Childhood Education	32
Teacher Education - Elementary Education	71
Teacher Education - Junior High/Intermediate/Middle School Education	31
Teacher Education - Secondary Education	
Teacher Education - Agriculture	2
Teacher Education - Art	7
Teacher Education - Business	2
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	2
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	9
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	9
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	7
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

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

2013-14: 247

2012-13: 243

2011-12: 261

Section II Annual Goals - Mathematics

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

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

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

Academic year 2013-14

Did your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

2

Did your program meet the goal for prospective teachers set in mathematics in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

The Department of Mathematics recruits at Show Me Days and Southeast's Multicultural Showcase for potential students. Faculty also meet with the students at First Step new student orientation in order to engage students who arrive at school with an interest in math.

Students who declare a major related to math education as freshmen tend to stay in the program for the first few years. There has been a history of attrition, however, at the junior year when the difficulty of some upper-level math courses becomes more apparent. In order to address this issue, mathematics faculty are working to better inform students, early in their college careers, about the challenges of upper-level mathematics courses. Since the mathematics education faculty does not teach the mathematics courses our majors take, the math educators have been making efforts to work more closely with the mathematicians and with the advisers who are mathematicians.

In order to encourage investment in math programs, students are encouraged to join one of the two mathematics clubs available. In addition, students are invited to attend professional mathematics conferences and are provided with transportation and lodging if they choose to do so.

Provide any additional comments, exceptions and explanations below:

While we did not meet last year's goal for growth, we believe that the numbers of math educators being trained is in line with the demand for math educators in our region.

Academic year 2014-15

Is your program preparing teachers in mathematics in 2014-15?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

Academic year 2015-16

Will your program prepare teachers in mathematics in 2015-16?

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

Section II Annual Goals - Science

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

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

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

Academic year 2013-14

Did your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

3

Did your program meet the goal for prospective teachers set in science in 2013-14?

No

Description of strategies used to achieve goal, if applicable:

Program faculty offer careful academic planning and advising in order to increase retention. Support from both content area and teacher education advisers increases development of both professional and content competencies, leading to improved teacher competency and, in turn, confidence and, in turn, retention.

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

Current practices led to increases in previous years, so those will be continued.

Academic year 2014-15**Is your program preparing teachers in science in 2014-15?**

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

Academic year 2015-16**Will your program prepare teachers in science in 2015-16?**

Yes

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

2

Provide any additional comments, exceptions and explanations below:

Missouri has recently raised standards for entrance to teacher education programs, added new mandatory assessments, and significantly altered other assessments. The changes were made too quickly for university curriculum to be changed for teacher candidates having to take the new assessments. In addition, these changes have dramatically increased the costs associated with gaining teacher certification. At this point, we are unable to accurately estimate the effect on the number of students applying to our teacher education program. However, in the short term, there has been a decrease in the number of teacher candidates in nearly all fields.

Section II Annual Goals - Special Education

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

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

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

Academic year 2013-14**Did your program prepare teachers in special education in 2013-14?**

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

4

Did your program meet the goal for prospective teachers set in special education in 2013-14?

Yes

Description of strategies used to achieve goal, if applicable:

In recent years, the Exceptional Child Block, a semester focused on special education issues and a connected clinical experience, was moved from after Block III to after Block II so faculty could make contact with special education majors at an earlier point. This created opportunities for increased support, which, in turn, increased the potential for retention in the program.

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

The number of students in the program increased by over 20 students in 2013-14. Strategies outlined above seem to be effective.

Provide any additional comments, exceptions and explanations below:**Academic year 2014-15****Is your program preparing teachers in special education in 2014-15?**

Yes

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

0

Provide any additional comments, exceptions and explanations below:

meeting the needs of the region.

Academic year 2015-16

Will your program prepare teachers in special education in 2015-16?

Yes

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

0

Provide any additional comments, exceptions and explanations below:

Given that the program has increased by around 40 candidates in the last two years, there is no longer any need to set explicit goals for growth. The program is meeting the needs of the region.

Section II Annual Goals - Instruction of Limited English Proficient Students

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

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

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

Academic year 2013-14

Did your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2013-14?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2014-15

Is your program preparing teachers in instruction of limited English proficient students in 2014-15?

No

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Will your program prepare teachers in instruction of limited English proficient students in 2015-16?

No

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

Provide any additional comments, exceptions and explanations below:

Section II Assurances

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

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

Yes

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

Yes

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

Yes

Yes

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

Yes

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

Yes

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

Yes

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

Administrators and faculty from the College of Education maintain regular contact with P-12 administrators and teachers through joint supervision of field experiences, attendance at P-12 administrative meetings, and consultancy on special projects. These types of contacts allow members of the unit to keep abreast of changes in the needs and expectations of local districts. One area of particular need in regional schools has been special education. In response to that need for more special educators, the unit has worked to recruit more candidates in special education and has made curricular changes that have allowed elementary education candidates to more easily meet certification requirements in special education.

The unit has two regional advisory boards, populated by school stakeholders in the University's service area, which create a conduit for communication between the College of Education and school districts. In addition, the unit regularly evaluates data generated by surveys of first-year teachers and their administrators. In combination, these sources of information have suggested that the following are areas in which our programs might improve: 1) the ability to fully integrate certain types of technology, 2) classroom management, and 3) accurate use of assessment data to shape instruction. In response, program faculty are currently working to adapt curriculum to address these areas.

The Exceptional Child program is part of the Elementary, Early and Special Education Department. All Exceptional Child majors complete a rigorous curriculum which includes meeting the requirements for certification in Exceptional Child K-12 and Elementary Education (grades 1-6). Students complete coursework, field experiences and licensing exams that align with Missouri Standards for Teacher Education Programs (MoSTEP), the Council for Exceptional Children (CEC), and the Association of Childhood Education International (ACEI). Having met standards for both CEC and ACEI helps to ensure that our teacher candidates in the Exceptional Child program have the coursework and field experiences necessary to effectively deliver instruction in core content areas.

All teacher candidates take Psychology and Education of the Exceptional Child (EX390) in which the 14 disability areas are studied. Students adapt lesson plans under the direction of an instructor trained in special education and learn about Individualized Education Programs (IEPs). Another focus of the course is the appropriate collaboration between professionals, community organizations, and families in order to serve the needs of students with exceptional learning needs. In addition, differentiating instruction for students with special needs--including those encompassed by the parameters of special education--is addressed in Diversity in American Schools (EL 274 or SE 275, depending upon the students major) and in Theories of Learning and Management (EL 315 or SE 306, depending upon the student's major).

Meeting the needs of LEP students is addressed in Diversity in American Schools (EL 274 or SE 275). Early Childhood majors complete coursework specifically focused on working with LEP students in Language Development and the Young Child (CE370). Elementary Education majors and Middle/Secondary Education majors address LEP learners in courses focused on teaching reading: Corrective Reading Instruction (EL354) and Teaching Reading in the Secondary School (SE307), respectively. In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

All teacher preparation programs are structured to provide teacher candidates with knowledge and experiences relevant to learning to teach students from a variety of socioeconomic and geographic backgrounds. In Diversity in American Schools, all candidates study the backgrounds from which different students enter school and the ways in which that might affect learning. Candidates also complete multiple performance tasks during field and clinical experiences in which they must identify relevant contextual factors. They are encouraged, in particular, to analyze the ways in which socioeconomic status and geographical designations (e.g. rural and urban) might influence student learning. In addition, the Office of Clinical Experiences (OCE) works to ensure that teacher candidates participate in clinical experiences in diverse settings. The OCE uses a database of field placements to accurately track the types of field and clinical experiences in which teacher candidates participate, thereby making it easier to ensure that candidates work in schools of different wealth levels and in schools with different geographic characteristics.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0700 -AGRICULTURE Educational Testing Service (ETS) Other enrolled students	5			
ETS0700 -AGRICULTURE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6			
ETS5134 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			

Educational Testing Service (ETS) All program completers, 2012-13				
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	6			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5101 -BUSINESS ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	3			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS0245 -CHEMISTRY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All enrolled students who have completed all noncl	15	184	15	100
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	21	186	20	95
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2013-14	32	185	32	100
ETS5021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2012-13	42	184	42	100
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All enrolled students who have completed all noncl	27	178	25	93
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	22	177	19	86
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2013-14	70	178	69	99
ETS0011 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2012-13	82	176	80	98
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	6			
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	176	12	92
	18	177	18	100

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	177	15	100
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) Other enrolled students	1			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2013-14	2			
ETS5121 -FAMILY AND CONSUMER SCIENCES Educational Testing Service (ETS) All program completers, 2012-13	7			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2			
ETS5174 -FRENCH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	1			
ETS5183 -GERMAN WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	2			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	12	151	10	83
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS0061 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	15	150	14	93
ETS5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	5			
ETS5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS5049 -MIDDLE SCHOOL ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	4			
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	179	12	100
ETS0069 -MIDDLE SCHOOL MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	6			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) Other enrolled students	7			
	13	153	9	69

Educational Testing Service (ETS) All program completers, 2013-14				
ETS0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2012-13	4			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	7			
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2013-14	12	154	8	67
ETS5089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) All program completers, 2012-13	2			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) Other enrolled students	11	166	7	64
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2013-14	8			
ETS5114 -MUSIC CONTENT & INSTRUCTION Educational Testing Service (ETS) All program completers, 2012-13	5			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	159	12	100
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	9			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	20	157	20	100
ETS5265 -PHYSICS CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All enrolled students who have completed all noncl	12	169	11	92
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) Other enrolled students	31	173	31	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2013-14	31	177	31	100
ETS5543 -SE CK AND MILD TO MODERATE APPL Educational Testing Service (ETS) All program completers, 2012-13	25	173	25	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	13	172	13	100
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2013-14	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2012-13	13	173	12	92
	1			

Educational Testing Service (ETS) Other enrolled students				
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2013-14	4			
ETS5195 -SPANISH WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2012-13	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) Other enrolled students	3			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2013-14	3			
ETS5051 -TECHNOLOGY EDUCATION Educational Testing Service (ETS) All program completers, 2012-13	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2013-14	240	228	95
All program completers, 2012-13	228	223	98

Section IV Low-Performing

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

Is your teacher preparation program currently approved or accredited?

Yes

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

State
NCATE

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

No

Section V Use of Technology

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

Does your program prepare teachers to:

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

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

Currently, all teacher candidates at Southeast Missouri State University take at least one course that incorporates the ISTE NETS standards for teachers and focuses on the use of instructional technology, and candidates in middle and secondary programs take two such courses. In these courses, students are introduced to specific software and hardware examples, provided with opportunities to use these in educational contexts, and led in the exploration of philosophical and ethical issues related to the use of technology in the classroom. In addition, a requirement to use instructional technology is embedded in nearly every other course in all of the unit's teacher preparation programs. In order to facilitate the increased use of instructional technology, the College of Education has installed Smartboards and technology packs in most classrooms, built a new state-of-the-art technology demonstration room, and constructed video editing rooms that will enable teacher candidates to create instructional videos and to edit videos of their own teaching for the purposes of self and peer critique.

1:1 initiative in teacher preparation. The new EDvolution program integrates the use of iPads into all courses in the teacher preparation program, with emphasis on three specific steps: Tech for You (candidate use), Tech for Us (professional collaboration), and Tech for Them (instructional use).

In a general sense, all teacher candidates are exposed to and interact with software designed to collect, manage, and analyze data. The University's Moodle learning management system provides students with experience in data collection from the student's perspective and enables them to see various ways--depending upon instructor preferences--in which data might be collected, evaluated, and reported using an electronic system. More specifically, in the process of completing multiple performance assessments during field and clinical experiences, teacher candidates use basic software (e.g. Word, Excel) to organize and analyze data and then to report on conclusions drawn from that analysis. Based upon this analysis, teacher candidates then make plans to revise their instruction to improve learning in future lessons. The unit is also in the process of revising nearly all teacher preparation curricula. Revised courses will include increased emphasis on assessment, including uses for technology in the process.

Section VI Teacher Training

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

Does your program prepare general education teachers to:

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

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

All teacher candidates take Psychology and Education of the Exceptional Child (EX390) in which the 14 disability areas are studied. Candidates also adapt lesson plans under the direction of an instructor trained in special education. In addition candidates learn about the roles of different members of Individualized Education Program (IEP) committees, as well as their responsibilities for enacting IEPs in the classroom. Another focus of the course is the appropriate collaboration between professionals, community organizations, and families in order to serve the needs of students with exceptional learning needs. In addition, differentiating instruction for students with special needs--including those encompassed by the parameters of special education--is addressed in Diversity in American Schools (EL 274 or SE 275, depending upon the student's major) and in Theories of Learning and Management (EL 315 or SE 306, depending upon the student's major).

Meeting the needs of LEP students is addressed in Diversity in American Schools (EL 274 or SE 275). Early Childhood majors complete coursework specifically focused on working with LEP students in Language Development and the Young Child (CE370). Elementary Education majors and Middle/Secondary Education majors address LEP learners in courses focused on teaching reading: Corrective Reading Instruction (EL354) and Teaching Reading in the Secondary School (SE307), respectively. In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

Does your program prepare special education teachers to:

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

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

Teacher candidates preparing to become special education teachers complete coursework and participate in field based experiences that will prepare them to work, specifically, with students with special needs. Teacher candidates complete exceptional child and elementary coursework during their programs and work collaboratively with other teacher candidates preparing to become general education teachers. During the Block II experience (Reading and Language Arts with extensive field experience) teacher candidates become familiar with language diversity and working with diverse families in Language Development of the Exceptional Child (EX 302). Exceptional Child majors also take Parents and the Exceptional Child (EX307). A block experience unique to Exceptional Child majors (Exceptional Child Block) is completed before the student teaching semester. This block experience consists of:

- o EX 304 Behavior Management
- o EX 305 Teaching Strategies & Career Awareness for Mildly Handicapped Adolescents
- o EX 312 Diagnosis and Remediation of Learning Disabilities in Math
- o EX 317 Assessment & Techniques of Teaching the Exceptional Child
- o EX 373 Techniques of Teaching Cross Categorical
- o EX 309 Exceptional Child Field Experience (90 hours of faculty directed field experience).
- o Teacher candidates in the Exceptional Child major complete an additional TWS in Block IIIa.

data to write a formal IEP during Assessment & Techniques of Teaching the Exceptional Child (EX317).

In EX311 Introduction to Exceptional Child, special education candidates identify the appropriate members of an individualized education program team and learn to explain the role of each. In addition, they learn the purpose of the IEP. In EX317 Assessment and Techniques of Teaching the Exceptional Child candidates help to write an IEP. During field and clinical experiences, candidates work closely with cooperating teachers to carry out the guidelines of specific IEPs.

Meeting the needs of LEP students is addressed in Diversity in American Schools (EL 274 or SE 275). Exceptional Child majors complete coursework specifically focused on working with LEP students in Language Development of the Exceptional Child (EX302). In addition, teacher education faculty members work with the Regional Professional Development Center (RPDC) to provide LEP-related workshops and training for teacher candidates and university faculty.

Section VII Contextual Information

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

All teacher preparation programs at Southeast Missouri State University have recently been revised and will soon be reviewed at the state level. The changes being proposed are, in part, responses to new state mandates. More importantly, though, the proposed revisions represent a unit response to the concerns of P-12 partners, analysis of assessment data, and an extensive review of various areas of educational research. Unit faculty and staff are also engaged in developing a more robust system for the collection, organization, distribution, and analysis of assessment data in order to improve our ability to evaluate and improve the quality of our programs.

Supporting Files

Complete Report Card

AY 2013-14

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