



**NORTHWEST MISSOURI STATE UNIVERSITY
EDUCATOR PREPARATION PROVIDER ANNUAL REPORT**

SECTION 4: DISPLAY OF ANNUAL REPORTING MEASURES

1. Impact on P-12 learning and development
2. Indicators of teaching effectiveness
3. Satisfaction of employers and employment milestones
4. Satisfaction of completers
5. Graduation rates
6. Ability of completers to meet certification and any additional state requirements (Title II)
7. Ability of completers to be hired in positions for which they were prepared
8. Student loan default rates and other consumer information

IMPACT ON P-12 LEARNING AND DEVELOPMENT & INDICATORS OF TEACHING EFFECTIVENESS

Missouri Educator Evaluation System (MEES)

- Observation forms used during student teaching
- Used formatively and summatively
- Pre-service teachers are scored on a scale of 0-4
- Includes 9 items based on the 9 Missouri teacher standards from the Department of Elementary and Secondary Education (DESE)
- Cooperating teachers and university supervisors must complete five formatives and one summative MEES
- DESE collects MEES summative data from all Missouri EPP's

IMPACT ON P-12 LEARNING AND DEVELOPMENT & INDICATORS OF TEACHING EFFECTIVENESS

Missouri Educator Evaluation System (MEES) Items (brief)

- Standard 1: Content Knowledge
- Standard 2: Student Learning & Development
- Standard 3: Curriculum Implementation
- Standard 4: Critical Thinking
- Standard 5: Classroom Environment
- Standard 6: Effective Communication
- Standard 7: Assessment & Data Analysis
- Standard 8: Professionalism
- Standard 9: Professional Collaboration

INDICATORS OF TEACHING EFFECTIVENESS

Missouri Educator Evaluation System (MEES) Items, expanded

Standard 1 Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students. Representative Indicators

Standard 2 Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 3 Curriculum Implementation. The teacher candidate recognizes the importance of long-range planning and curriculum development. The teacher candidate implements curriculum based upon student, district and state standards.

Standard 4 Critical Thinking. The teacher candidate uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Standard 5 Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 6 Effective Communication. The teacher candidate models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

Standard 8 Professionalism. The teacher candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher candidate actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard 9 Professional Collaboration. The teacher candidate has effective working relationships with students, families, school colleagues, and community members.

IMPACT ON P-12 LEARNING AND DEVELOPMENT & INDICATORS OF TEACHING EFFECTIVENESS

Missouri Educator Evaluation System (MEES) Performance Levels

All of these items are scored on a scale of 0-4, with 3 (Skilled) being the expected level of performance by the end of the student teaching semester

0-The teacher candidate does not possess the necessary knowledge, therefore, the standard is not evident or is incorrect in performance

1-Emerging Candidate: The teacher candidate is able to articulate the necessary knowledge, but does not demonstrate in performance

2-Developing Candidate: The teacher candidate is able to articulate the necessary knowledge and demonstrates in performance with some success

3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance

4-Exceeding Candidate: The teacher candidate adapts and develops the lesson according to the teaching environment/ student response (all descriptors in the skilled candidate (3) column must be met as well as.. (different criteria for each standard above and beyond)

IMPACT ON P-12 LEARNING AND DEVELOPMENT

1. Can our candidates contribute to student growth?

Standard 2 Student Learning, Growth and Development. The teacher candidate understands how students learn, develop and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

2. Can our candidates gather data on how well they contribute to student growth?

Standard 7 Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.

IMPACT ON P-12 LEARNING AND DEVELOPMENT

% of Northwest 18-19 Completers with at or above expected performance ("Skilled or Exceeding") (n=218)	CT	US
Standard 2: Student Learning & Development	95%	94%
Standard 7: Assessment & Data Analysis	94%	95%

INDICATORS OF TEACHING EFFECTIVENESS

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

As demonstrated through all of the items on the MEES form, as cooperating teachers and university supervisors must complete five formatives and one summative MEES during student teaching

INDICATORS OF TEACHING EFFECTIVENESS

Missouri Educator Evaluation System (MEES) Summative Scores

MEES 18-19 % at Skilled or Above (n=218)	CT	US
Standard 1	96%	99%
Standard 2	95%	94%
Standard 3	95%	97%
Standard 4	95%	96%
Standard 5	94%	95%
Standard 6	96%	99%
Standard 7	94%	95%
Standard 8	97%	96%
Standard 9	95%	98%

SATISFACTION OF EMPLOYERS SATISFACTION OF COMPLETERS

First Year Surveys

- Annual surveys
- Given by the Department of Elementary and Secondary Education (DESE)
- All first year educators and their supervisors (includes teachers, principals and counselors)

SATISFACTION OF EMPLOYERS SATISFACTION OF COMPLETERS

First Year Surveys (AY19)

Overall rating would you give the quality of the preparation program, Good or Very Good)	Teachers (Initial)	Principals (Advanced)	Counselors (Advanced)
Completers results AY 2019	90%	82%	89%
Principal/Supervisor results AY 2019	81%	100%*n too small	

GRADUATION RATES

<https://www.nwmissouri.edu/services/ir/consumer/graduation.htm>

Initial:

Six year Graduation Rate, 2010 cohort for first time, fulltime freshmen	Began and graduated in School of Education	Graduated from the University
School of Education	34.6%	50.3%

Advanced program completion rate is difficult to determine, since many students proceed at their own pace and may leave and return from semester to semester.

ABILITY OF COMPLETERS TO MEET CERTIFICATION AND ANY ADDITIONAL STATE REQUIREMENTS (TITLE II)

The final certification requirement for program completers is the Missouri Content Assessment, content-based assessment.

Title II passage rates for initial traditional completers from 18-19 academic year was 93%

ABILITY OF COMPLETERS TO MEET CERTIFICATION AND ANY ADDITIONAL STATE REQUIREMENTS (TITLE II)

Of the MoCA assessments used by advanced programs, here are the passage rates of those assessments taken during the 18-19 academic year, according to the Pearson Results Analyzer website:

Missouri Content Assessment Results, Advanced Program, Academic Year 18-19	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score-Average	Mean Total Scaled Score-Missouri Average
Building-Level Admin.	50	35	15	70%	30%	230.4	226.2
Counselor	18	16	2	89%	11%	240.1	238.0

ABILITY OF COMPLETERS TO BE HIRED IN POSITIONS FOR WHICH THEY WERE PREPARED

Initial Program Completer Placement Rates	Total Placement	Continuing Education
Total 2017-2018 Undergraduate	95.6%	16.5%
School of Education	97.7%	7.0%
Advanced Program Completer Placement Rates	Total Placement	Continuing Education
Total 2017-2018 Graduate	96.4%	3.6%
School of Education	100.0%	3.6%

<https://www.nwmissouri.edu/career/Post-Grad-Data.htm>

STUDENT LOAN DEFAULT RATES AND OTHER CONSUMER INFORMATION

Student Loan Default Rates and other Consumer Information

- For Northwest Missouri State; **7.9%, as of FY2016**
- More consumer information: <https://www.nwmissouri.edu/facts/consumerinfo.htm>

QUESTIONS?

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