title II | higher education act

2023 TITLE II REPORTS
National Teacher Preparation Data

MO | **William Jewell College**
Traditional Report AY 2021-22
Missouri

100% COMPLETE
STATUS: IN PROGRESS

Institution Information

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

- Academic year
- IPEDS ID

IPEDS ID

179955

☐ **THIS INSTITUTION HAS NO IPEDS ID**

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

Dept of Ed, Box 1072

500 College Hill

CITY

Liberty

STATE

Missouri ▼

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64068

SALUTATION

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FIRST NAME

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List of Programs

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

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

- Teacher Preparation Program

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year's IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	
13.01	General Education (alternative programs/programs providing pedagogy only)	PG	
13.1322	Teacher Education - Biology	UG	
13.1323	Teacher Education - Chemistry	UG	
13.1324	Teacher Education - Drama and Dance	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1306	Teacher Education - Foreign Language	UG	
13.1311	Teacher Education - Mathematics	UG	
13.1312	Teacher Education - Music	UG	
13.1329	Teacher Education - Physics	UG	
13.1317	Teacher Education - Social Sciences	UG	
13.1331	Teacher Education - Speech	UG	

Total number of teacher preparation programs:

32

Program Requirements

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

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

- Full-time equivalent faculty supervising clinical experience
- Adjunct faculty supervising clinical experience
- Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience
- Supervised clinical experience

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

- ● Yes
- ○ No

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

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

Element	Admission		Completion	
	Yes	No	Yes	No
Essay or personal statement	○	● No	○	● No
Interview	○	● No	○	● No
Other Specify: Good early fieldwork evals. No grade below C- in content/pedagogy, entry & exit. N...	● Yes	○	● Yes	○

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

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

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

A 3.0 GPA in both the content field and education are required for admission and certification in our program.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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

● **Yes**
○ **No**

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

Element	Admission		Completion	
	Yes	No	Yes	No
Transcript	● Yes	○	● Yes	○
Fingerprint check	○	● No	● Yes	○
Background check	● Yes	○	○	● No
Minimum number of courses/credits/semester hours completed	● Yes	○	● Yes	○
Minimum GPA	○	● No	○	● No
Minimum GPA in content area coursework	● Yes	○	● Yes	○
Minimum GPA in professional education coursework	● Yes	○	● Yes	○
Minimum ACT score	○	● No	○	● No
Minimum SAT score	○	● No	○	● No
Minimum basic skills test score	○	● No	○	● No

Element	Admission		Completion	
Subject area/academic content test or other subject matter verification	● Yes	○ No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: No grade below C- in professional education courses or content for entry & exit. N…	● Yes	○ No	● Yes	○ No

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

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

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

The post-baccalaureate option exists but we have very few applicants for post-graduate work through a traditional program.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Are there programs with student teaching models?

● Yes
○ No

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

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	200
Number of clock hours required for student teaching	950

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

● Yes
○ No

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

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	750
Years required of teaching as the teacher of record in a classroom	0.5

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff) Optional tool for automatically calculating full-time equivalent faculty in the system	4.25
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	4
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	37
Number of students in supervised clinical experience during this academic year	51

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

To clarify, FT Jewell faculty supervise our own fieldwork students and student teachers when possible. There are 4 FT Jewell faculty and one PT music faculty who supervise. We also employ 4 adjunct instructors who work closely in our program to supplement supervision as needed. Our early and mid-fieldwork students were placed in seven surrounding districts. We had 25 undergrads in fieldwork with 19 cooperating teachers and 5 undergrads in student teaching with 6 cooperating teachers. We also had 4 MAT students in fieldwork with 5 cooperating teachers and 7 MAT student teachers with 7 cooperating teachers. NOTE: The only way an undergraduate student in our traditional education program can be the teacher of record is if the school district offers to hire them in the middle of their full-year student teaching experience and if they meet the requirements for doing an internship in teacher education at William Jewell College. Students must apply and be approved for an internship before they can become the teacher of record for one semester only in the spring. One student became the teacher of record in the spring.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year. **(§205(a)(1)(C)(ii))**

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

- Enrolled Student
- Program Completer

Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	33
Subset of Program Completers	12

Gender	Total Enrolled	Subset of Program Completers
Male	14	6
Female	19	6
Non-Binary/Other	0	0
No Gender Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	0
Asian	3	0
Black or African American	3	0
Hispanic/Latino of any race	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	26	12

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	0	0
No Race/Ethnicity Reported	0	0

Teachers Prepared

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

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

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

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

THIS PAGE INCLUDES:
>> Teachers Prepared by Subject Area
>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

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

What are CIP Codes?

☐ **No teachers prepared in academic year 2021-22**

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

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

CIP Code	Subject Area	Number Prepared
13.10	**Teacher Education - Special Education**	
13.1202	**Teacher Education - Elementary Education**	5

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

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Journalism	3

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. **(§205(b)(1)(H))**

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

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ● Yes
- ○ No

☐ **No teachers prepared in academic year 2021-22**

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or **clear responses already entered**).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	
13.1202	Teacher Education - Elementary Education	5
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - General Science	
13.1317	Teacher Education - Social Science	1
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	1
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	1
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.99	Education - Other Specify: Journalism	3
01	Agriculture	
03	Natural Resources and Conservation	
05	Area, Ethnic, Cultural, and Gender Studies	
09	Communication or Journalism	

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

CIP Code	Academic Major	Number Prepared
99	Other Specify:	

Program Assurances

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

Program Assurances

Note: This section is preloaded from the prior year's IPRC.

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ○ Yes
   ○ No
   ● **Program does not prepare special education teachers**

4. **Prospective general education teachers are prepared to provide instruction to students with disabilities.**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   William Jewell College's teacher education program produces effective teachers and meets the Title II Assurances by requiring three (3) classroom-based fieldwork experiences prior to student teaching. WJC teacher education students are working or observing in schools every semester of their teacher education program except one. All fieldwork is also coordinated with the coursework so that while they are in the field Jewell teacher education students apply what they learn and build their teaching knowledge, understanding, and skills developmentally. Since these fieldwork experiences are connected to coursework Jewell teacher education students learn and then apply a variety of teaching strategies to meet every student where they are and devise instruction to help them move forward. Jewell prepares our teacher education students to identify the learning needs of every student whether that be because English is not the first language of the student or the student has a disability or the student lacks resources at home or is ill or has

experienced trauma or any number of other conditions. Jewell's program teaches a variety of teaching strategies and the skill of knowing when to use what strategy to meet a student's need and then requires that our student teachers differentiate for the class and for individual students. By the time a Jewell teacher education student gets to full-year student teaching during their final year in the program, each one is ready to be the teacher in their student teaching classroom. We also employ a co-teaching, student-teaching model so that the Jewell student teacher's understanding of the teaching-learning process grows during this experience. To summarize, Jewell teacher education students learn about the varying needs of students, how to address those instructional needs and then practice that knowledge and develop those skills continuously throughout our teacher education program.

Annual Goals: Mathematics

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

○ Yes

● No

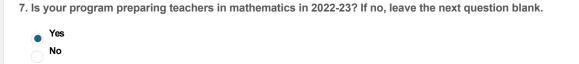**2. Describe your goal.**

3. Did your program meet the goal?

○ Yes

○ No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Increase program enrollment yearly by one teacher candidate in math education for the next 4 years. For 22-23, this means adding one teacher candidate in math education.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Increase program enrollment yearly by one teacher candidate in math education for the next 4 years. For 23-24, this means adding one teacher candidate in math education, for a total of 2 in the program.

Annual Goals: Science

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or clear responses already entered).

- ● Yes
- ○ No

2. Describe your goal.

A goal was not provided last year. We enrolled a MAT student in Biology and he completed the MAT program in 1 year. He was not enrolled at the time of completing the 20-21 Title II report.

3. Did your program meet the goal?

- ○ Yes
- ● No

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

We did not have a goal for recruiting science education teachers in 21-22.

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

Since that time, we have enrolled 1 science education student in our MAT program and have developed goals for the continued recruitment of science education teachers. See below for new goals.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ● Yes
- ○ No

8. Describe your goal.

Increase program enrollment yearly by one teacher candidate in science education for the next 4 years. For 22-23, this means adding one teacher candidate in science education.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ● Yes
- ○ No

10. Describe your goal.

Increase program enrollment yearly by one teacher candidate in science education for the next 4 years. For 23-24, this means adding one teacher candidate in science education, for a total of 2 in the program.

Annual Goals: Special Education

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. **Did your program prepare teachers in special education in 2021-22?**

   If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).

   ○ Yes
   ● No

2. **Describe your goal.**

3. **Did your program meet the goal?**

   ○ Yes
   ○ No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Annual Goals: Instruction of Limited English Proficient Students

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

Note: Last year's goal and the current year's goal are preloaded from the prior year's IPRC.

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

- Quantifiable Goals

Report Progress on Last Year's Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or **clear responses already entered**).
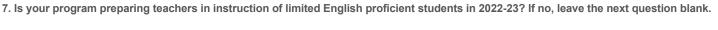
○ Yes
● No

2. Describe your goal.

3. Did your program meet the goal?

○ Yes
○ No

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

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

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ○ Yes
- ● No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ○ Yes
- ● No

10. Describe your goal.

Assessment Pass Rates

THIS PAGE INCLUDES:
>> Assessment Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
036 -ART Evaluation Systems group of Pearson All program completers, 2021-22	1			
075 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
016 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2021-22	1			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
073 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	3			
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
074 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	3			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	2			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	2			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	2			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2021-22	2			
041 -HEALTH Evaluation Systems group of Pearson Other enrolled students	1			
070 -JOURNALISM Evaluation Systems group of Pearson All program completers, 2021-22	3			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson Other enrolled students	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2021-22	1			
031 -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2021-22	1			

Summary Pass Rates

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

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

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

- Pass rate
- Scaled score
- Teacher credential assessment

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	12	12	100
All program completers, 2020-21	11	11	100
All program completers, 2019-20	5		

Low-Performing

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

Note: This section is preloaded from the prior year's IPRC.

Low-Performing

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

- ● Yes
- ○ No

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

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

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

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Use of Technology

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

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   ● Yes
   ○ No

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

   William Jewell College prepares teachers to integrate technology into instruction effectively (Element 1). Students learn to use a variety of instructional tools and practice those throughout fieldwork and student teaching. Jewell Faculty model the use of instructional technology tools and require effective technology use during teaching demonstration classwork. Jewell education students use online learning platforms such as Google Classroom along with utilizing 1:1 tablets, iPads or computers with appropriate instructional software. Jewell students are provided opportunities to use technology such as: projection devices (i.e., Apple TV, Smartboards); graphing calculators; digital cameras/ microphones; and video capture/use. Teacher education students are also exposed to provision of virtual instruction using a variety of programs and applications. In addition to teaching the use of technology, Jewell requires students to analyze instructional demands and select the best technological tools for any given lesson/assessment. Explicit instruction on technology tool use begins in EDU 275, Instructional Design and Assessment and continues throughout EDU 280, 299, 305, 308 and 316. Application occurs in fieldwork courses, EDU 213, 214, 311, 315 and the student teaching experience. UDL (Element 4) is taught early in the program to create profiles and to track student learning results (including benchmark assessment scores). This practice is used by Jewell student teachers to design instruction that meets students where they are and to provide differentiation for individuals and groups of students. Jewell student teachers must provide evidence that they are employing a cyclical instruction-assessment-results analysis-instructional design process in their EDU 501 Differentiated Instruction (taken in the fall simultaneously with the first semester of student teaching) and in their online student teaching portfolio. As part of the assessment process, Jewell teacher education students collect and record evidence of student performance and analyze that evidence against standards set by the District and the state. They then analyze that data for patterns in groups performances and/or needs of individual students. Jewell's

teacher education students then act on that student performance data analysis, using the information derived therefrom to inform instructional planning and implementation. (Element 2) Evidence of this practice is provided during the EDU 501 Differentiated Instruction course taken simultaneously with student teaching wherein the student teachers demonstrate evidence of K-12 student learning and explain their instructional process for advancing the learning of each student (Element 3). Finally, student teachers participate in Data Teams, Professional Learning Communities, or other data analysis teams in the schools in which they are student teaching. Jewell students' ability to use technology allows them the opportunity to consider individual and group needs and plan instruction accordingly.

Teacher Training

Provide the following information about your teacher preparation program.
(§205(a)(1)(G))

Note: This section is preloaded from the prior year's IPRC.

Teacher Training

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

   a. **Teach students with disabilities effectively**

   William Jewell College prepares general education teachers, throughout the teacher education program, to instruct students with disabilities. There is a primary focus on meeting every student where they are and teaching them effectively for growth. William Jewell's first professional content course, EDU 206, Diverse Learners, focuses on how children develop and how to teach for development, whether that development follows age/stage trajectories or when there are underlying physical conditions or brain information processing differences that need specific instructional approaches. In addition to this foundation of child development/exceptionalities and how teachers must respond to promote learning, the course also engages the teacher in identification and referral of students for special education testing/diagnosis; the teacher's legal obligations under IDEA and Section 504; the use of the results of various diagnostic instruments; the mechanics and process of creating and reading an IEP; participation in IEP conferences; and a variety of teaching strategies to meet the needs of all of the above populations (including RTI and universal design). Teacher education students build on this knowledge in EDU 275 Instructional Design and Assessment by applying understanding of to how P-12 students grow and learn to instructional and assessment planning and utilization. In EDU 501, Differentiated Instruction, teacher education students analyze the individual readiness, interests, and needs of a class of students and design effective instruction for that class. Teacher education students design differentiated lessons and assessments for specific student needs and measure and identify how all students' progress toward standards-based objectives. Teacher education students also consider how assessment data informs instructional activities to promote individual student progress. Teacher education students differentiate from concrete to abstract, from structured to less structured, and use flexible grouping, tiering and individual tools to facilitate individual growth and learning. The individual needs of students are addressed instructionally as part of these processes. Teacher education students apply this knowledge and these skills during fieldwork (EDU 212-Urban, 213-14-Suburban, 311-315-Rural). Each of these experiences requires the teacher education students to monitor students needs, whether they be academic disabilities, giftedness, non-English language, developmental, experiential or socioeconomically based. Application culminates in Student Teaching (EDU 410/411, 420/421, 425/426). William Jewell requires every undergraduate teacher education student to teach for a full year and meet the needs of Special Education, Limited English Proficient, Gifted, and other needs of the students in their class. In EDU 401, Student Teaching Seminar, student teachers are required to discuss how they have planned and implemented effective modifications, adaptations, and accommodations for IEP, LEP and non-diagnosed students during student teaching. Required courses and experiences vary by field but all include the complexities of child language acquisition, development, the use of receptive and expressive language, both oral and written. A brief listing of the key ideas that prepare Jewell elementary teacher education students to individualize instruction for special education and ELL students are: language acquisition and development, second language acquisition, literature circles, autobiography, Readers' theatre, conferencing, pre-writing, 6+1 traits of effective writing, assessment of spelling development, listening for meaning, oral expression as a bridge, phonemic awareness, phonics instruction, word attack skills, vocabulary development, instruction for comprehension, scaffolding literacy learning, reading/writing assessment, individualization for LEP reading learners, leveled/leveling books, CAFE strategies, RTI, IRI, running records, differentiated study guides, differentiated instruction, fluency, motivation, assessment and remediation. Specific strategies learned vary by elementary education (EDU 250, 299, 305) or secondary education (EDU 280, 308) teaching level but all teacher education students apply this knowledge and these skills in field experiences as well as student teaching. Elementary teacher education students must also deeply understand numeracy. EDU 260 and EDU 270, Teaching Elementary Math (content and methods) requires students to understand mathematics at the conceptual level, so that they can employ a variety of strategies to help elementary learners attain understanding. Concepts covered include set theory, number theory, whole numbers (place value system, operations, and properties), fractions (representation, operations, and properties), decimals, ratio, proportion, and percent, problem-solving, math reasoning, and math task research. Secondary teacher education students must either double major or minor and complete the equivalent of a major in the content field in which they will teach. This provides depth of knowledge, so that William Jewell's secondary education graduates can teach a range of learners for conceptual understanding.

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

   William Jewell College prepares teacher candidates to participate as a member of individualized education program (IEP) teams in our first course,

EDU 206 Diverse Learners. Candidates then observe IEP meetings as the opportunity arises during fieldwork and appropriately participates (as a student, not a teacher of record) in IEP completion and conferences during student teaching. WJC teacher candidates are taught how to identify students with disabilities, how to refer them for testing, services, and how to provide teacher information for an evaluation process. WJC teacher candidates understand their legal obligations under IDEA and Section 504 and the mechanics of creating an IEP. Finally, in this class they practice reading and interpreting various diagnostic instruments and then complete an IEP and conduct a mock IEP conference. In fieldwork (EDU 212, 213, 214, 311, 315) teacher education students are asked to monitor the needs of students in their classrooms (including diagnosed SpEd needs, English language acquisition – native or non-native, giftedness, and undiagnosed needs – learning or contextual) and to reflect on classroom practice to promote learning. They discuss with their cooperating teachers which students have IEP's or 504 plans and under the teacher's guidance respond to those needs. Finally, during student teaching (EDU 410/411, 420/421, 425/426) Jewell teacher candidates utilize IEP and 504 plans to plan effective instruction for the students in their student teaching classrooms and participate in IEP/504 conferences as is appropriate (not as the teacher of record).

c. **Effectively teach students who are limited English proficient.**

William Jewell prepares teacher candidates to effectively instruct students who are limited English proficient through course and field work experiences. Midway through the program, after they understand basic teaching-learning concepts, Jewell teacher education students take literacy courses that help them understand language acquisition and second language acquisition (EDU 250, 299, 308) and introduces them to strategies for promoting language acquisition (written, oral, reading, listening, speaking), production, and comprehension. They also learn to diagnose student reading level (IRI & other diagnostic instruments); identify text readability; create leveled reading material; provide scaffolding; assess student performance/comprehension; adapt texts; create modifications and accommodations; produce differentiated study guides; provide comprehension support; and implement instruction flexibly to meet student needs. With this basic knowledge about how to promote language development in LEP students, Jewell teacher candidates practice what they have learned in their remaining fieldwork classrooms (EDU 213, 214, 311, 315). In EDU 311 elementary teacher education students are required to tutor ELL students and secondary teacher education students have the option to do so. Finally, in EDU 501 student teachers must identify how they meet the needs of the LEP learners in their student teaching classroom and implement instruction accordingly selecting the appropriate strategies from those described above to meet the needs of their specific students.

2. **Does your program prepare special education teachers?**

○ Yes

● No

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

a. **Teach students with disabilities effectively**

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

c. **Effectively teach students who are limited English proficient.**

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

Contextual Information

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

William Jewell College Department of Education, Empowering with Education to create a more compassionate and just world." William Jewell College teacher education not only prepares our students to teach, we prepare them to address the needs of K-12 students in a world that is ever-changing. Jewell teacher education program features that help students accomplish this goal are: -Fieldwork in classrooms every semester of the teacher education program except one is required to help our undergraduate students gradually and thoughtfully apply the knowledge they are learning and acquire the skills of teaching. -Urban, rural, and suburban fieldwork experiences prior to student teaching allow our teacher education students to encounter a variety of educational environments and to experience situations different from those of their K-12 education. -Full semester student teaching supervised by the in-school cooperating teacher, the College Education supervisor, and Arts and Sciences faculty. -Focus on learning and practicing high leverage, research-based teaching strategies. -Application of differentiated instruction to foster individual student growth and achievement. -WJC Education faculty members ensure that the teacher education program continuously evolves to meet the emerging needs of schools and students through research and by accompanying our students into the classroom and collaborating with our K-12 colleagues. Jewell cycles our placements but school districts with whom we work closely include: Center, Excelsior Springs, Fort Osage, Independence, Kearney, Lawson, Liberty, North Kansas City, Park Hill, Platte County, and selected Kansas City charter schools. The varying populations and teaching conditions in these schools provide a rich environment in which our students learn, and our faculty stay current. -Collaboration with Arts & Sciences fosters student acquisition of content and pedagogical knowledge and skills. As a liberal arts college with a long-standing tradition of rigorous preparation, all of our departments hold high standards for student performance. The quality of our graduates is recognized by area schools as evidenced by an average 90% placement rate of our teaching graduates in school positions within two-years of graduation over the past 20 years. In six recent years we have placed 100% of our teaching graduates into teaching or other educational positions. The strength of our liberal arts programs makes Jewell the ideal place to prepare teachers who think critically. Jewell prepares 10-25 new teachers each year. Those teachers are hired not only in surrounding school districts, but throughout the country. In Conclusion: William Jewell College's teacher education programs continuously gather information and data from a wide variety of sources to improve our teacher education programs. Jewell's teacher education programs are strong and well regarded, but we guard against becoming static and each year we use the data provided from our evaluation instruments to modify and improve our programs and our own instruction – just as we ask our student teachers to do. For more information visit our website: https://www.jewell.edu/programs/elementary-education; https://www.jewell.edu/programs/secondary-education

Supporting Files

William Jewell Teacher Education Handbook 21-22	

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

Report Card Certification

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

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

[   ]

TITLE:

[   ]

Certification of review of submission

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

NAME OF REVIEWER:

[   ]

TITLE:

[   ]