



William Jewell College
Traditional Report AY 2019-20
Missouri



REPORT COMPLETE
STATUS: CERTIFIED

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

ZIP

64068

SALUTATION

Dr.

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), Institution Information Postgraduate level (PG), or both.

(§205(a)(C))

THIS PAGE INCLUDES:

>> [List of Programs](#)

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

| 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 | |
| 13.99 | Teacher Education - Other | PG | |
| 13.1329 | Teacher Education - Physics | UG | |
| 13.1317 | Teacher Education - Social Sciences | UG | |

Total number of teacher preparation programs:

2

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\(a\)\(1\)\(C\)\(i\)](#))

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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

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 | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|---|---|---|
| Interview | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text" value="Good early fieldwork evals. No grade below C in content/pedagogy, entry & exit. N..."/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> 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.)

2.75

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.)

2.75

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

The GPA's Reflected above are state minimum overall grade points. A 3.0 GPA in both the content field and educations are required for certification in our program.

Postgraduate Requirements

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 |
|---|---|---|
| Transcript | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Fingerprint check | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Background check | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum number of courses/credits/semester hours completed | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in content area coursework | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum GPA in professional education coursework | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Minimum ACT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum SAT score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Minimum basic skills test score | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Subject area/academic content test or other subject matter verification | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| Recommendation(s) | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |

| Element | Admission | Completion |
|--|---|---|
| Essay or personal statement | <input type="radio"/> Yes <input checked="" type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Interview | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| Other Specify: <input type="text" value="No grade below C in prof ed or content for entry & exit. No perform issues."/> | <input checked="" type="radio"/> Yes <input type="radio"/> No | <input checked="" type="radio"/> Yes <input type="radio"/> 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

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.)

2.75

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 since we are primarily an undergraduate institution and there are many institutions in the area that offer certification in graduate degrees resulting in low demand.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§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

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

| | |
|--|----------------------|
| Number of years required for teaching as the teacher of record in a classroom | <input type="text"/> |
|--|----------------------|

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 | <input type="text" value="4"/> |
| Number of adjunct faculty supervising clinical experience during this academic year (IHE staff) | <input type="text" value="1"/> |
| Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year | <input type="text" value="46"/> |
| Number of students in supervised clinical experience during this academic year | <input type="text" value="45"/> |

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

In the "Average number of clock hours required for mentoring/induction" we have included the average number of hours of mentoring provided in the field to our first- and second-year beginning teachers for induction and support. This mentoring is required by the State of Missouri. To clarify, the persons who are supervising, FT Jewell faculty supervise our own fieldwork students and student teachers when possible. There are 5 FT Jewell faculty members who supervise. We also employ a part-time adjunct instructor who works closely in our program to supplement supervision as needed. Seven (7) school district cooperating teachers who worked with our student teachers are reflected in the 19-20 data but we do not consider them adjunct faculty and they receive only a minimal stipend from the College. However, given Title II directions, we include the 6 student teaching cooperating teachers here because they oversee our student teachers on a daily basis. Our early and mid-fieldwork students in 2019-20 worked with 39 fieldwork cooperating teachers for a total of 46 cooperating teachers/K-12 staff supervising clinical experience during this academic year.

Enrollment and Program Completers

THIS PAGE INCLUDES:

[>> 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

| 2019-20 Total | |
|--------------------------------------|---------------------------------|
| Total Number of Individuals Enrolled | <input type="text" value="25"/> |
| Subset of Program Completers | <input type="text" value="5"/> |

| Gender | Total Enrolled | Subset of Program Completers |
|---|---------------------------------|--------------------------------|
| Male | <input type="text" value="4"/> | <input type="text" value="0"/> |
| Female | <input type="text" value="21"/> | <input type="text" value="5"/> |
| Non-Binary/Other | <input type="text" value="0"/> | <input type="text" value="0"/> |
| No Gender Reported | <input type="text" value="0"/> | <input type="text" value="0"/> |
| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
| American Indian or Alaska Native | <input type="text" value="0"/> | <input type="text" value="0"/> |
| Asian | <input type="text" value="0"/> | <input type="text" value="0"/> |
| Black or African American | <input type="text" value="0"/> | <input type="text" value="0"/> |
| Hispanic/Latino of any race | <input type="text" value="1"/> | <input type="text" value="1"/> |
| Native Hawaiian or Other Pacific Islander | <input type="text" value="0"/> | <input type="text" value="0"/> |
| White | <input type="text" value="17"/> | <input type="text" value="4"/> |

| Race/Ethnicity | Total Enrolled | Subset of Program Completers |
|----------------------------|----------------|------------------------------|
| Two or more races | 7 | 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 2019-20.

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 2019-20

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 | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | <input type="text" value="4"/> |

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

| CIP Code | Subject Area | Number Prepared |
|----------|--|----------------------|
| 13.1337 | Teacher Education - Earth Science | <input type="text"/> |
| 13.14 | Teacher Education - English as a Second Language | <input type="text"/> |
| 13.99 | Education - Other Specify: <input type="text"/> | <input type="text"/> |

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. 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?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program 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 | <input type="text"/> |
| 13.1202 | Teacher Education - Elementary Education | 4 |
| 13.1203 | Teacher Education - Junior High/Intermediate/Middle School Education | <input type="text"/> |
| 13.1210 | Teacher Education - Early Childhood Education | <input type="text"/> |
| 13.1301 | Teacher Education - Agriculture | <input type="text"/> |
| 13.1302 | Teacher Education - Art | <input type="text"/> |
| 13.1303 | Teacher Education - Business | <input type="text"/> |
| 13.1305 | Teacher Education - English/Language Arts | <input type="text"/> |
| 13.1306 | Teacher Education - Foreign Language | <input type="text"/> |
| 13.1307 | Teacher Education - Health | <input type="text"/> |

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

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

| CIP Code | Academic Major | Number Prepared |
|----------|----------------|-----------------|
|----------|----------------|-----------------|

99

Other Specify:

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: 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

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:

The single most successful strategy that William Jewell College's teacher education programs use to produce effective teachers and meet the Title II Assurances is to require five (5) classroom based fieldwork experiences prior to student teaching. Students in WJC teacher education programs work in schools in every semester of their teacher education program except one. All fieldwork is also coordinated with 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. The five early fieldwork placements occur in urban, rural, and suburban schools so that Jewell teacher education students learn how to address the many different factors that influence learning and experience a variety of teaching environments. 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 needs instructionally, 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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 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:

William Jewell College takes seriously the need to prepare teachers in the high need area of mathematics. We have few math/education majors, but Jewell Mathematics and Education faculty work closely to advise and mentor each and to provide them with developmental knowledge/understanding of deep knowledge of mathematics and the ability to teach that content effectively. We have 100% placement of the five (5) math teachers who have graduated over the past seven years.

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? 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\(a\)\)](#)

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

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 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 (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

| Assessment code | Assessment name | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|--|---------------------|-------------------|----------------------|---------------|
| 036 -ART | Evaluation Systems group of Pearson All program completers, 2017-18 | 1 | | | |
| 007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST | Evaluation Systems group of Pearson All program completers, 2019-20 | 4 | | | |
| 007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST | Evaluation Systems group of Pearson All program completers, 2018-19 | 6 | | | |
| 007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST | Evaluation Systems group of Pearson All program completers, 2017-18 | 9 | | | |
| 008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST | Evaluation Systems group of Pearson All program completers, 2019-20 | 4 | | | |
| 008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST | Evaluation Systems group of Pearson All program completers, 2018-19 | 6 | | | |

| Assessment code Test Company Group | Assessment name | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|---|-----------------|---------------------------|-------------------------|----------------------------|---------------------|
| 008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | | 9 | | | |
| 009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20 | | 4 | | | |
| 009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19 | | 6 | | | |
| 009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | | 9 | | | |
| 010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20 | | 4 | | | |
| 010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19 | | 6 | | | |
| 010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | | 9 | | | |
| 023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19 | | 1 | | | |
| 023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18 | | 2 | | | |
| 0255 -MISSOURI PRE-SERVICE TEACHER ASSESSMENT NON-VIDEO Educational Testing Service (ETS) All program completers, 2017-18 | | 16 | 47 | 16 | 100 |
| 043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20 | | 1 | | | |
| 043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2018-19 | | 1 | | | |
| 043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2017-18 | | 1 | | | |
| 071 -SOCIAL SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19 | | 1 | | | |
| 030 -SOCIAL SCIENCE: BEHAVIORAL SCIENCES SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | | 2 | | | |

| Assessment code Test Company Group | Assessment name | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) |
|--|--|---------------------------|-------------------------|----------------------------|---------------------|
| 027 | -SOCIAL SCIENCE: ECONOMICS SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 028 | -SOCIAL SCIENCE: GEOGRAPHY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 029 | -SOCIAL SCIENCE: POLITICAL SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 025 | -SOCIAL SCIENCE: UNITED STATES HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 026 | -SOCIAL SCIENCE: WORLD HISTORY SUBTEST Evaluation Systems group of Pearson All program completers, 2017-18 | 2 | | | |
| 031 | -SPEECH & THEATER Evaluation Systems group of Pearson All program completers, 2018-19 | 1 | | | |
| 045 | -WORLD LANGUAGES: SPANISH Evaluation Systems group of Pearson All program completers, 2017-18 | 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 Westat'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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) |
|---------------------------------|---------------------|----------------------|---------------|
| All program completers, 2019-20 | 5 | | |
| All program completers, 2018-19 | 10 | 10 | 100 |
| All program completers, 2017-18 | 16 | 16 | 100 |

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

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) by teaching specific uses of a variety of instructional tools and requiring teacher education candidates to use these tools throughout early and mid-level fieldwork and during student teaching. Jewell Faculty model the use of those instructional technology tools and require teacher education students to demonstrate use of these in College coursework and in fieldwork and student teaching classrooms. Some of the technological tools that Jewell uses and teaches for use in the classroom are online class platforms (Moodle, Google classroom); 1:1 tablet or computer use and related instructional software; projection device use including Apple TV and Smartboards; graphing calculators; digital cameras and microphones; and video capture/use. In addition to teaching use of the technology Jewell requires students to analyze instructional demands and select the best technological tools for any given lesson/assessment critically. Tools are modeled throughout the program but 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. Jewell teacher education students also learn to use productivity software to collect, manage, and analyze data and student assessment results (Element 2) and use that information to differentiate instruction in EDU 275 and apply that skill directly in EDU 501, Differentiated Instruction which is taken concurrently with student teaching. Throughout our program Jewell teacher education students are prepared to use knowledge about student readiness to plan instruction that will increase student academic achievement (Element 3), hence our focus on differentiating instruction. From

our first class, EDU 206, teacher education candidates learn to consider the varying learning needs of all students and then they build on that knowledge in EDU 275 learning to plan instruction in response to assessment results and finally to Edu 501 where they plan differentiated instruction. All of this knowledge and these skills are demonstrated during a full-year student teaching experience. UDL (Element 4) is taught early in the program as well, being introduced in the first professional class, EDU 206, Diverse Learners and then reinforced throughout the program up to the culminating performance in Edu 501. Their knowledge and skills mature as they progress through the program and then, while they are student teaching every Jewell student teacher has to develop a class learning profile to track student learning results (including benchmark assessment scores) and needs. This tool 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 this 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. In addition, as an assignment for EDU 501, student teachers must analyze student assessment results and reflect on how and why they changed their instruction to meet student needs. Finally, student teachers participate in Data Teams, Professional Learning Communities or other like data analysis teams in the schools in which they are student teaching. the teacher making decisions about when to use a strategy and for what learning purpose. Required elements that Jewell student teachers must incorporate into their student teaching practice include flexible grouping; differentiation for readiness (nearly constantly) and for interest and learning profile; scaffolding; modification when necessary for special education students; leveled material development and use; ELL strategies; and use of a variety of assessments. Beginning teachers prepared at William Jewell College possess the ability to think through all the different factors that influence learning and apply them to specific knowledge, understanding and skills to be learned. But more importantly they can also consider the learning needs of their varied students and plan instruction considering what the curriculum demands and how they are going to help their students acquire that learning.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

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

a. Teach students with disabilities effectively

With a primary focus on meeting every student where they are and teaching them effectively for growth, William Jewell College prepares general education teachers to teach students with disabilities throughout the teacher education program. 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 it does not (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: 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 how P-12 students grow, learn and develop to instructional and assessment planning. Then, 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. In EDU 501, teacher education students design differentiated lessons and assessments for specific student needs and identify how all students' progress toward standards-based objectives is measured. Teacher education students also consider how assessment data informs instructional activities to promote individual student progress. These teacher education students differentiate from concrete to abstract, from structured to less structured, and use flexible grouping, tiering and individual tool use to facilitate individual growth and learning. As part of these processes, the individual needs of students in poverty, whose first language is not English, who have a SPed diagnosis, who have suffered trauma or who have other needs are addressed instructionally. These knowledge and skills are applied during fieldwork (EDU 212-Urban, 213-14-Suburban, 311-315-Rural) – in each of these experiences the student is required to monitor students with needs whether they be disabilities, giftedness, non-English language, developmental, experiential or socioeconomically based. Application culminates in Student teaching (EDU 410/411, 420/421, 425/426) – Every undergraduate teacher education student teaches for a full year and is required to meet the needs of the special education, Limited English Proficient, Gifted, and other needs of the students in their class. In addition, in the related 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. In addition to the above, the content knowledge of our teacher education students is strong. Required courses and experiences vary by field but all include the complexities of child language acquisition, development, and use both receptive and expressive and 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 will vary by elementary education (EDU 250, 299, 305) or secondary education (EDU 280, 308) teaching level but teacher education students are asked to apply this knowledge and these skills in urban and rural field experiences as well as student teaching. Elementary teacher education students must also deeply understand numeracy. EDU 260, 270 *Teaching Elementary Math* (content and methods) requires students to understand mathematics at the conceptual level and with depth so that they can employ a variety to strategies to help elementary learners get to 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, math task research. Secondary teacher education students must double major or minor and complete the equivalent of a major in the content field that they will teach which provides depth of knowledge so that our 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 general education teachers to participate as a member of individualized education program (IEP) teams in our first

course, EDU 206 Diverse Learners. Jewell teacher candidates then observe IEP's 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. In EDU 206, Diverse Learners, Jewell teacher education students learn how to identify students with disabilities, how to refer them for testing and services, and how to provide teacher information for an evaluation process. They 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 education 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 (never as the teacher of record).

c. Effectively teach students who are limited English proficient.

William Jewell prepares general education teachers to effectively teach 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 education students 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 will 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 contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 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. We cycle our placements but school districts with whom we work closely include: Center, Excelsior Springs, Fort Osage, Independence, Kansas City Missouri Public Schools, 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 15 years. During the past six 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 please visit our website at: <https://www.jewell.edu/programs/elementary-education> or <https://www.jewell.edu/programs/secondary-education>

Supporting Files

No files have been provided.

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:

Jennifer Wilson

TITLE:

Assessment Director and Fieldwork Coordinator

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:

Elizabeth MacLeod Walls

TITLE:

President