



AAQEP Annual Report for 2025

Provider/Program Name:	Thomas More University School of Education
End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited):	December 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

The School of Education (SOE) at Thomas More University employs the mission of the University by preparing individuals for the teaching profession and related educational endeavors. Faculty members of the School of Education strive to provide rigorous and engaging learning environments in which individuals can demonstrate the knowledge, dispositions, and skills required to facilitate learning for all students in a diverse and global society. Undergraduate and graduate programs include:

- Bachelor of Arts in Elementary, Middle and Secondary Education
- Bachelor of Arts in Educational Studies
- Master of Arts in Teaching
- Master of Education Leadership (new for FA 25)
- Education Specialist in Education Leadership (new for FA 25)

Mission

The School of Education at Thomas More University carries out the mission of the University by preparing individuals for the teaching profession and related educational endeavors. Faculty members of the School of Education strive to provide rigorous and engaging learning environments in which individuals can demonstrate the knowledge, dispositions, and skills required to facilitate learning for all students in a diverse and global society.

Undergraduate & Graduate Programs

Initial teacher certification programs at the undergraduate and graduate level include the following outcomes:

- to develop effective, proactive members of the teaching profession who value lifelong learning, reflection, service to diverse constituencies, and commitment to Christian values.
- to provide learning environments in which individuals can acquire the knowledge, attitudes, values, and skills to meet the needs of the 4 Cs (communication, collaboration, critical thinking, and creativity) in a dynamic society.

Thomas More University and the Thomas More School of Education are actively involved in research, data collection, reflection, and improvement processes to ensure that these programs are aligned with high quality practices and national and state standards.

The SOE is dedicated to providing teacher candidates with the knowledge, skills, and professional dispositions that schools want and need. We support our candidates through their journey and continue to advise and support as they move into teaching roles. Strategic partnerships with P-12 schools are also key to the development of our candidates, with key support from alumni and field relationships. These partnerships provide mentoring, strong models of best practice, feedback, and teaching roles upon graduation. From the classroom to the field, the goal of the SOE is to prepare knowledgeable, flexible practitioners who are reflective, competent, and focused on the learning of their students.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.thomasmore.edu/education-accreditation/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			
Bachelor of Arts	Initial Certification: Elementary (P-5)		11
	Initial Certification: Middle School English (5-9) *		2
	Initial Certification: Middle School Math (5-9) *		1
	Initial Certification: Middle School Science (5-9) *		0
	Initial Certification: Middle School Social Studies (5-9) *		0
	Initial Certification: Biology (8-12) 3		0
	Initial Certification: Chemistry (8-12) 1		0

	Initial Certification: English (8-12) 10 2		0
	Initial Certification: Math (8-12) 7		0
	Initial Certification: Physics (8-12) 1		0
	Initial Certification: Social Studies (8-12)		1
	Initial Certification: Business (5-12) 1		0
	Initial Certification: Art (P-12) 3 1		0
	Initial Certification: Spanish (P-12)		0
	Initial Certification: Theatre (P-12) 2		0
	Initial Certification: Special Education (P-12) **		2
Master of Arts in Teaching Traditional	Initial Certification: Middle School English (5-9)	0	0
	Initial Certification: Middle School Math (5-9)	0	0
	Initial Certification: Middle School Science (5-9)	0	0
	Initial Certification: Middle School Social Studies (5-9)	0	0
	Initial Certification: Biology (8-12)	0	0
	Initial Certification: Chemistry (8-12)	0	0
	Initial Certification: English (8-12)	0	0
	Initial Certification: Math (8-12)	0	0
	Initial Certification: Physics (8-12)	0	0
	Initial Certification: Social Studies (8-12)	0	0

	Initial Certification: Business (5-12)	1	1
	Initial Certification: Art (P-12)	0	0
	Initial Certification: Spanish (P-12)	0	0
	Initial Certification: Theatre (P-12)	0	0
Alternate Licensure Program (Graduate level)	Initial Certification: Middle School English (5-9)	4	1
	Initial Certification: Middle School Math (5-9)	5	2
	Initial Certification: Middle School Science (5-9)	3	2
	Initial Certification: Middle School Social Studies (5-9)	7	1
	Initial Certification: Biology (8-12)	2	1
	Initial Certification: Chemistry (8-12)	0	0
	Initial Certification: English (8-12)	3	0
	Initial Certification: Math (8-12)	3	2
	Initial Certification: Physics (8-12)	0	0
	Initial Certification: Social Studies (8-12)	4	1
	Initial Certification: Business (5-12)	5	3
	Initial Certification: Art (P-12)	4	2
	Initial Certification: Spanish (P-12)	2	2
	Initial Certification: Theatre (P-12)	2	0

	Initial Certification: Special Education LBD K - 12	0	0
	Total for programs that lead to initial credentials	112	31

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

Discontinued Programs: Initial Certification - Spanish P12
 Programs Added for FA 25 (Substantive Change Complete): Master of Education Leadership and Education in Education Leadership

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
112
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
31
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
31

D. **Cohort completion rates** for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Undergraduate

Undergraduate Expected Completion Timeframe = 4 years					
		8 Semesters	9 Semesters	10 Semesters	
Semester	Initial Cohort	Graduated in 100% Time	Graduated in 112% Time	Graduated in 125% Time	Graduation Rate
Spring 23 TEP	20	14	2	0	80%

Graduate

Masters of Arts in Teaching Expected Completion Timeframe = 5 Semesters					
Semester	Initial Cohort	Graduated in 100% Time (5 Semesters)	Graduated in 150% Time (7 Semesters)	Graduation Rate % (5 Semesters)	Graduation Rate % (7 Semesters)
Fall 2023	21	15	17	71%	81%

E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Summary for 2022-2023, the last year with official state data reported from Title II:



Thomas More University Traditional Teacher Preparation Program Pass Rates

Academic Year 2020-21
Program Pass Rates

89%

Academic Year 2021-22
Program Pass Rates

100%

Academic Year 2022-23
Program Pass Rates

100%



Thomas More University Alternative, IHE-based Teacher Preparation Program Pass Rates

Academic Year 2020-21
Program Pass Rates

0%

Academic Year 2021-22
Program Pass Rates

0%

Academic Year 2022-23
Program Pass Rates

100%

For confidentiality, pass rates are omitted if a teacher preparation provider had fewer than 10 test takers.

F. Explanation of **evidence available from program completers**, with a characterization of findings.

Note: In the Spring of 2024 the state piloted a system to collect employer and completer feedback. Due to state-wide low response rates, the SOE will implement a 2 or 3 year cycle for collecting this data (beginning in FA 25) using our original TMU Completer Survey launched through a new tool purchased by the university – Watermark.

The TMU Completer Survey was adapted from the University of Southern Mississippi's Educator Preparation Program

Completer and Employer survey. The Thomas More University School of Education adopted this new survey model to better align with InTASC and meet the ongoing needs following a student's program experience. The survey is used to capture the perception of our teacher preparation program completers. The survey has the same design and question structure as the Employer survey except for the completers. Likert questions starting with "My Educator Preparation Program Prepared me to..."

Surveys are sent anonymously to encourage honest, unbiased responses. The purpose of the assessment is to obtain feedback from initial program completers regarding their perception of their level of readiness because of the program preparation at Thomas More University, as well as their satisfaction with their program preparation. Questions are based on the 4 InTASC Domains: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility.

The survey consists of 18 Likert scale questions with responses ranging from Strongly Agree, Agree, Disagree, to Strongly Disagree. The first nine questions ask demographic type questions as well as questions regarding their employment. TMUCS is a new survey, only one round of data has been collected which is reported as means by program. Targets for the TMUCS include an average of 4.0 out of a 1-5 Likert scale for each of the 18 questions and an overall average.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

In the temporary absence of completer and employer surveys, the School of Education hosts multiple opportunities for feedback from our Teacher Education Committee Focus Groups (teachers, principals, district office). Discussions center around observation and disposition data and how well those data points transition into the independent practice. Feedback is gathered on areas identified by the employers to strengthen teacher readiness for the classroom. This feedback is actionable and recently incorporated specifically into our senior seminar course (EDU 425). This process, even with survey data, is ongoing and supports the completers and the employers in our region. Ongoing relationships with both completers and employers also add a feedback loop that we purposefully integrate into our annual improvement plan.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

Thomas More University collects annual data around the employment of our candidates both graduate and undergraduate. Due to our small size, we are in the unique situation to know exactly where most candidates have found a teaching job or have entered graduate study. We collect this data internally through reporting procedures that are a part of the university annual report which includes certification area, PRAXIS scores, GPA, and job placement. Historically, we consistently have a 100% placement rate. When possible, we track their employment to ensure better completer and employer data up to three years post graduation.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Thomas More University collects annual data from all colleges that include the number of full-time faculty, part-time faculty and adjuncts as well as qualifications as a part of the annual reporting process. As a part of this process, budget requests can be made to increase the number of full-time faculty if growth is indicated or a need is identified. This reporting year we did not include any staffing requests with the exception of a part time faculty member for the new graduate programs in education leadership. The university, however, is undergoing financial difficulties that might result in staffing changes for existing programs. Currently, we have six full-time faculty members that serve both graduate and undergraduate programs and one part-time graduate faculty member for a new leadership program. There are additional adjuncts hired to fill the need indicated by the number of students.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation																																																																																																																																																																																																																																													
<p>Skills of Teaching Tool</p> <p>This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address The Learner and Learning. Standards 4- 5 address Content Knowledge. Standards 6-8 address Instructional Practice. Standards 9-10 address Professional Responsibility. The student teaching evaluation instrument is scored on a 1 - 4 scale with 1 = underdeveloped, 2 = developing, 3 = proficient, and 4 = distinguished.</p>																																																																																																																																																																																																																																															
<p>Skills of Teaching Tool - InTasc Standard 1</p>	<p>Candidates in the undergraduate program consistently meet the target score of a 2.25 in their practicum and a 2.75 in their clinical placement.</p> <p>Graduate students in Field Experience and Professional Capstone consistently meet the target score 2.75 with the exception of FA 2023 which was a 2.64</p>	<table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="8">Undergraduate</th> <th colspan="12">Graduate (EDM 636 & 637)</th> </tr> <tr> <th colspan="4">Practicum</th> <th colspan="4">Clinical</th> <th colspan="4">Mentored Teaching (I & II)</th> <th colspan="4">Mentored Field Experience</th> <th colspan="4">Professional Semester & Capstone</th> </tr> <tr> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Fall 21</td> <td>2.25</td> <td>73</td> <td>2.44</td> <td>0.57</td> <td>2.75</td> <td>54</td> <td>2.99</td> <td>0.51</td> <td>2.75</td> <td>50</td> <td>2.46</td> <td>0.52</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 22</td> <td>2.25</td> <td>42</td> <td>2.71</td> <td>0.45</td> <td>2.75</td> <td>36</td> <td>2.94</td> <td>0.44</td> <td>2.75</td> <td>59</td> <td>2.79</td> <td>0.4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 22</td> <td>2.25</td> <td>61</td> <td>2.40</td> <td>0.49</td> <td>2.75</td> <td>45</td> <td>2.8</td> <td>0.37</td> <td>2.75</td> <td>145</td> <td>2.73</td> <td>0.53</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 23</td> <td>2.25</td> <td>56</td> <td>2.59</td> <td>0.33</td> <td>2.75</td> <td>57</td> <td>2.91</td> <td>0.4</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>87</td> <td>2.82</td> <td>0.4</td> <td>2.75</td> <td>77</td> <td>3.04</td> <td>0.34</td> <td></td> </tr> <tr> <td>Fall 23</td> <td>2.25</td> <td>60</td> <td>2.35</td> <td>0.52</td> <td>2.75</td> <td>85</td> <td>3.08</td> <td>0.37</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>57</td> <td>2.64</td> <td>0.65</td> <td>2.75</td> <td>71</td> <td>2.99</td> <td>0.46</td> <td></td> </tr> <tr> <td>Spring 24</td> <td>2.25</td> <td>44</td> <td>2.67</td> <td>0.62</td> <td>2.75</td> <td>23</td> <td>3.09</td> <td>0.44</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>73</td> <td>2.97</td> <td>0.61</td> <td>2.75</td> <td>59</td> <td>3.09</td> <td>0.42</td> <td></td> </tr> <tr> <td>Fall 24</td> <td>2.25</td> <td>47</td> <td>2.59</td> <td>0.46</td> <td>2.75</td> <td>46</td> <td>3.02</td> <td>0.21</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>98</td> <td>2.72</td> <td>0.55</td> <td>2.75</td> <td>6</td> <td>2.92</td> <td>0.49</td> <td></td> </tr> <tr> <td>Spring 25</td> <td>2.25</td> <td>54</td> <td>2.6</td> <td>0.51</td> <td>2.75</td> <td>17</td> <td>3.32</td> <td>0.47</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>73</td> <td>2.77</td> <td>0.49</td> <td>2.75</td> <td>38</td> <td>3.13</td> <td>0.34</td> <td></td> </tr> </tbody> </table>		Undergraduate								Graduate (EDM 636 & 637)												Practicum				Clinical				Mentored Teaching (I & II)				Mentored Field Experience				Professional Semester & Capstone				Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Fall 21	2.25	73	2.44	0.57	2.75	54	2.99	0.51	2.75	50	2.46	0.52										Spring 22	2.25	42	2.71	0.45	2.75	36	2.94	0.44	2.75	59	2.79	0.4										Fall 22	2.25	61	2.40	0.49	2.75	45	2.8	0.37	2.75	145	2.73	0.53										Spring 23	2.25	56	2.59	0.33	2.75	57	2.91	0.4					2.75	87	2.82	0.4	2.75	77	3.04	0.34		Fall 23	2.25	60	2.35	0.52	2.75	85	3.08	0.37					2.75	57	2.64	0.65	2.75	71	2.99	0.46		Spring 24	2.25	44	2.67	0.62	2.75	23	3.09	0.44					2.75	73	2.97	0.61	2.75	59	3.09	0.42		Fall 24	2.25	47	2.59	0.46	2.75	46	3.02	0.21					2.5	98	2.72	0.55	2.75	6	2.92	0.49		Spring 25	2.25	54	2.6	0.51	2.75	17	3.32	0.47					2.5	73	2.77	0.49	2.75	38	3.13	0.34	
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<p>Skills of Teaching Tool - InTasc Standard 2</p>	<p>Candidates in the undergraduate program consistently meet the target score of a 2.25 in their practicum with the exception of FA 2023 which was 2.21 and a 2.75 in their clinical placement.</p> <p>Graduate students in Field Experience consistently meet the target score of 2.75 with the exception of FA 23 which was a 2.69 and Professional Capstone met the target score 2.75 with the exception of FA 24 which was a 2.67</p>	<p>InTASC Standard #2- Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="8">Undergraduate</th> <th colspan="8">Graduate (EDM 536 & 537)</th> </tr> <tr> <th colspan="4">Practicum</th> <th colspan="4">Clinical</th> <th colspan="4">Mentored Teaching</th> <th colspan="4">Mentored Field Experience</th> <th colspan="4">Professional Semester & Capstone</th> </tr> <tr> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Fall 21</td> <td>2.25</td> <td>73</td> <td>2.33</td> <td>0.52</td> <td>2.75</td> <td>54</td> <td>2.98</td> <td>0.44</td> <td>2.75</td> <td>50</td> <td>2.52</td> <td>0.49</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 22</td> <td>2.25</td> <td>42</td> <td>2.58</td> <td>0.48</td> <td>2.75</td> <td>36</td> <td>2.89</td> <td>0.55</td> <td>2.75</td> <td>59</td> <td>2.86</td> <td>0.41</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 22</td> <td>2.25</td> <td>61</td> <td>2.25</td> <td>0.58</td> <td>2.75</td> <td>45</td> <td>2.77</td> <td>0.44</td> <td>2.75</td> <td>145</td> <td>2.74</td> <td>0.56</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 23</td> <td>2.25</td> <td>56</td> <td>2.61</td> <td>0.32</td> <td>2.75</td> <td>57</td> <td>2.93</td> <td>0.34</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>87</td> <td>2.87</td> <td>0.36</td> <td>2.75</td> <td>77</td> <td>3.04</td> <td>0.37</td> </tr> <tr> <td>Fall 23</td> <td>2.25</td> <td>60</td> <td>2.21</td> <td>0.48</td> <td>2.75</td> <td>85</td> <td>3.07</td> <td>0.46</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>57</td> <td>2.69</td> <td>0.52</td> <td>2.75</td> <td>71</td> <td>2.89</td> <td>0.44</td> </tr> <tr> <td>Spring 24</td> <td>2.25</td> <td>44</td> <td>2.56</td> <td>0.64</td> <td>2.75</td> <td>23</td> <td>3.02</td> <td>0.57</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>73</td> <td>3.04</td> <td>0.54</td> <td>2.75</td> <td>59</td> <td>2.92</td> <td>0.55</td> </tr> <tr> <td>Fall 24</td> <td>2.25</td> <td>47</td> <td>2.5</td> <td>0.45</td> <td>2.75</td> <td>46</td> <td>3.08</td> <td>0.37</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>98</td> <td>2.72</td> <td>0.58</td> <td>2.75</td> <td>6</td> <td>2.67</td> <td>0.26</td> </tr> <tr> <td>Spring 25</td> <td>2.25</td> <td>54</td> <td>2.54</td> <td>0.5</td> <td>2.75</td> <td>17</td> <td>3.24</td> <td>0.5</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>73</td> <td>2.83</td> <td>0.5</td> <td>2.75</td> <td>38</td> <td>3.13</td> <td>0.43</td> </tr> </tbody> </table>		Undergraduate								Graduate (EDM 536 & 537)								Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone				Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Fall 21	2.25	73	2.33	0.52	2.75	54	2.98	0.44	2.75	50	2.52	0.49									Spring 22	2.25	42	2.58	0.48	2.75	36	2.89	0.55	2.75	59	2.86	0.41									Fall 22	2.25	61	2.25	0.58	2.75	45	2.77	0.44	2.75	145	2.74	0.56									Spring 23	2.25	56	2.61	0.32	2.75	57	2.93	0.34					2.75	87	2.87	0.36	2.75	77	3.04	0.37	Fall 23	2.25	60	2.21	0.48	2.75	85	3.07	0.46					2.75	57	2.69	0.52	2.75	71	2.89	0.44	Spring 24	2.25	44	2.56	0.64	2.75	23	3.02	0.57					2.75	73	3.04	0.54	2.75	59	2.92	0.55	Fall 24	2.25	47	2.5	0.45	2.75	46	3.08	0.37					2.5	98	2.72	0.58	2.75	6	2.67	0.26	Spring 25	2.25	54	2.54	0.5	2.75	17	3.24	0.5					2.5	73	2.83	0.5	2.75	38	3.13	0.43
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<p>Skills of Teaching Tool - InTasc Standard 3</p>	<p>Candidates in the undergraduate program consistently meet the target score of a 2.25 in their practicum with the exception of FA 2023 which was 2.21 and a 2.75 in their clinical placement.</p> <p>Graduate students in Field Experience meet the target score of 2.75 with the exception of FA 23 which was a 2.62 and Professional Capstone met the target score 2.75 consistently.</p>	<p>InTASC Standard #3- Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="8">Undergraduate</th> <th colspan="8">Graduate (EDM 536 & 537)</th> </tr> <tr> <th colspan="4">Practicum</th> <th colspan="4">Clinical</th> <th colspan="4">Mentored Teaching</th> <th colspan="4">Mentored Field Experience</th> <th colspan="4">Professional Semester & Capstone</th> </tr> <tr> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Fall 21</td> <td>2.25</td> <td>73</td> <td>2.5</td> <td>0.54</td> <td>2.75</td> <td>54</td> <td>3.09</td> <td>0.41</td> <td>2.75</td> <td>50</td> <td>2.65</td> <td>0.54</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 22</td> <td>2.25</td> <td>42</td> <td>2.65</td> <td>0.51</td> <td>2.75</td> <td>36</td> <td>3.07</td> <td>0.43</td> <td>2.75</td> <td>59</td> <td>2.83</td> <td>0.41</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 22</td> <td>2.25</td> <td>61</td> <td>2.57</td> <td>0.51</td> <td>2.75</td> <td>45</td> <td>2.89</td> <td>0.33</td> <td>2.75</td> <td>145</td> <td>2.87</td> <td>0.6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 23</td> <td>2.25</td> <td>56</td> <td>2.62</td> <td>0.38</td> <td>2.75</td> <td>57</td> <td>2.93</td> <td>0.34</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>87</td> <td>2.82</td> <td>0.41</td> <td>2.75</td> <td>77</td> <td>3.05</td> <td>0.34</td> </tr> <tr> <td>Fall 23</td> <td>2.25</td> <td>60</td> <td>2.38</td> <td>0.54</td> <td>2.75</td> <td>85</td> <td>3.11</td> <td>0.32</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>57</td> <td>2.62</td> <td>0.68</td> <td>2.75</td> <td>71</td> <td>2.91</td> <td>0.55</td> </tr> <tr> <td>Spring 24</td> <td>2.25</td> <td>44</td> <td>2.8</td> <td>0.57</td> <td>2.75</td> <td>23</td> <td>3.09</td> <td>0.33</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>73</td> <td>3.00</td> <td>0.67</td> <td>2.75</td> <td>59</td> <td>3.03</td> <td>0.55</td> </tr> <tr> <td>Fall 24</td> <td>2.25</td> <td>47</td> <td>2.51</td> <td>0.53</td> <td>2.75</td> <td>46</td> <td>3.05</td> <td>0.22</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>98</td> <td>2.73</td> <td>0.61</td> <td>2.75</td> <td>6</td> <td>2.75</td> <td>0.42</td> </tr> <tr> <td>Spring 25</td> <td>2.25</td> <td>54</td> <td>2.67</td> <td>0.47</td> <td>2.75</td> <td>17</td> <td>3.47</td> <td>0.45</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>73</td> <td>2.89</td> <td>0.5</td> <td>2.75</td> <td>38</td> <td>3.38</td> <td>0.41</td> </tr> </tbody> </table>		Undergraduate								Graduate (EDM 536 & 537)								Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone				Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Fall 21	2.25	73	2.5	0.54	2.75	54	3.09	0.41	2.75	50	2.65	0.54									Spring 22	2.25	42	2.65	0.51	2.75	36	3.07	0.43	2.75	59	2.83	0.41									Fall 22	2.25	61	2.57	0.51	2.75	45	2.89	0.33	2.75	145	2.87	0.6									Spring 23	2.25	56	2.62	0.38	2.75	57	2.93	0.34					2.75	87	2.82	0.41	2.75	77	3.05	0.34	Fall 23	2.25	60	2.38	0.54	2.75	85	3.11	0.32					2.75	57	2.62	0.68	2.75	71	2.91	0.55	Spring 24	2.25	44	2.8	0.57	2.75	23	3.09	0.33					2.75	73	3.00	0.67	2.75	59	3.03	0.55	Fall 24	2.25	47	2.51	0.53	2.75	46	3.05	0.22					2.5	98	2.73	0.61	2.75	6	2.75	0.42	Spring 25	2.25	54	2.67	0.47	2.75	17	3.47	0.45					2.5	73	2.89	0.5	2.75	38	3.38	0.41
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Fall 24	2.25	47	2.51	0.53	2.75	46	3.05	0.22					2.5	98	2.73	0.61	2.75	6	2.75	0.42																																																																																																																																																																																																															
Spring 25	2.25	54	2.67	0.47	2.75	17	3.47	0.45					2.5	73	2.89	0.5	2.75	38	3.38	0.41																																																																																																																																																																																																															
<p>Skills of Teaching Tool - InTasc Standard 4</p>	<p>Candidates in the undergraduate program consistently meet the target score of a 2.25</p> <p>Graduate students in Field Experience met the target score of 2.75 with the exception of FA 23 which was a 2.66 and Professional Capstone met the target score 2.75 .</p>	<p>InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <table border="1"> <thead> <tr> <th rowspan="3"></th> <th colspan="8">Undergraduate</th> <th colspan="8">Graduate (EDM 536 & 537)</th> </tr> <tr> <th colspan="4">Practicum</th> <th colspan="4">Clinical</th> <th colspan="4">Mentored Teaching</th> <th colspan="4">Mentored Field Experience</th> <th colspan="4">Professional Semester & Capstone</th> </tr> <tr> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> <th>Target</th> <th>n</th> <th>Mean</th> <th>SD</th> </tr> </thead> <tbody> <tr> <td>Fall 21</td> <td>2.25</td> <td>73</td> <td>2.35</td> <td>0.51</td> <td>2.75</td> <td>54</td> <td>3.04</td> <td>0.44</td> <td>2.75</td> <td>50</td> <td>2.54</td> <td>0.56</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 22</td> <td>2.25</td> <td>42</td> <td>2.57</td> <td>0.48</td> <td>2.75</td> <td>36</td> <td>3.01</td> <td>0.42</td> <td>2.75</td> <td>59</td> <td>2.84</td> <td>0.38</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 22</td> <td>2.25</td> <td>61</td> <td>2.31</td> <td>0.55</td> <td>2.75</td> <td>45</td> <td>2.93</td> <td>0.51</td> <td>2.75</td> <td>145</td> <td>2.84</td> <td>0.54</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring 23</td> <td>2.25</td> <td>56</td> <td>2.53</td> <td>0.37</td> <td>2.75</td> <td>57</td> <td>2.95</td> <td>0.36</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>87</td> <td>2.81</td> <td>0.34</td> <td>2.75</td> <td>77</td> <td>3.14</td> <td>0.35</td> </tr> <tr> <td>Fall 23</td> <td>2.25</td> <td>60</td> <td>2.15</td> <td>0.53</td> <td>2.75</td> <td>85</td> <td>3.11</td> <td>0.35</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>57</td> <td>2.66</td> <td>0.64</td> <td>2.75</td> <td>71</td> <td>2.80</td> <td>0.44</td> </tr> <tr> <td>Spring 24</td> <td>2.25</td> <td>44</td> <td>2.7</td> <td>0.62</td> <td>2.75</td> <td>23</td> <td>3.11</td> <td>0.30</td> <td></td> <td></td> <td></td> <td></td> <td>2.75</td> <td>73</td> <td>3.03</td> <td>0.55</td> <td>2.75</td> <td>59</td> <td>2.96</td> <td>0.49</td> </tr> <tr> <td>Fall 24</td> <td>2.25</td> <td>47</td> <td>2.44</td> <td>0.53</td> <td>2.75</td> <td>46</td> <td>3.07</td> <td>0.29</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>98</td> <td>2.71</td> <td>0.58</td> <td>2.75</td> <td>6</td> <td>3.00</td> <td>0</td> </tr> <tr> <td>Spring 25</td> <td>2.25</td> <td>54</td> <td>2.51</td> <td>0.48</td> <td>2.75</td> <td>17</td> <td>3.29</td> <td>0.4</td> <td></td> <td></td> <td></td> <td></td> <td>2.5</td> <td>73</td> <td>2.86</td> <td>0.54</td> <td>2.75</td> <td>38</td> <td>3.20</td> <td>0.43</td> </tr> </tbody> </table>		Undergraduate								Graduate (EDM 536 & 537)								Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone				Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Fall 21	2.25	73	2.35	0.51	2.75	54	3.04	0.44	2.75	50	2.54	0.56									Spring 22	2.25	42	2.57	0.48	2.75	36	3.01	0.42	2.75	59	2.84	0.38									Fall 22	2.25	61	2.31	0.55	2.75	45	2.93	0.51	2.75	145	2.84	0.54									Spring 23	2.25	56	2.53	0.37	2.75	57	2.95	0.36					2.75	87	2.81	0.34	2.75	77	3.14	0.35	Fall 23	2.25	60	2.15	0.53	2.75	85	3.11	0.35					2.75	57	2.66	0.64	2.75	71	2.80	0.44	Spring 24	2.25	44	2.7	0.62	2.75	23	3.11	0.30					2.75	73	3.03	0.55	2.75	59	2.96	0.49	Fall 24	2.25	47	2.44	0.53	2.75	46	3.07	0.29					2.5	98	2.71	0.58	2.75	6	3.00	0	Spring 25	2.25	54	2.51	0.48	2.75	17	3.29	0.4					2.5	73	2.86	0.54	2.75	38	3.20	0.43
	Undergraduate								Graduate (EDM 536 & 537)																																																																																																																																																																																																																										
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Fall 21	2.25	73	2.35	0.51	2.75	54	3.04	0.44	2.75	50	2.54	0.56																																																																																																																																																																																																																							
Spring 22	2.25	42	2.57	0.48	2.75	36	3.01	0.42	2.75	59	2.84	0.38																																																																																																																																																																																																																							
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Spring 23	2.25	56	2.53	0.37	2.75	57	2.95	0.36					2.75	87	2.81	0.34	2.75	77	3.14	0.35																																																																																																																																																																																																															
Fall 23	2.25	60	2.15	0.53	2.75	85	3.11	0.35					2.75	57	2.66	0.64	2.75	71	2.80	0.44																																																																																																																																																																																																															
Spring 24	2.25	44	2.7	0.62	2.75	23	3.11	0.30					2.75	73	3.03	0.55	2.75	59	2.96	0.49																																																																																																																																																																																																															
Fall 24	2.25	47	2.44	0.53	2.75	46	3.07	0.29					2.5	98	2.71	0.58	2.75	6	3.00	0																																																																																																																																																																																																															
Spring 25	2.25	54	2.51	0.48	2.75	17	3.29	0.4					2.5	73	2.86	0.54	2.75	38	3.20	0.43																																																																																																																																																																																																															

Skills of Teaching Tool - InTasc Standard 5

Candidates in the undergraduate program consistently meet the target score of a 2.25 with the exception of students in the Clinical group in SP 23 which was a 2.47.

Graduate students in Field Experience consistently meet the target score of 2.75 with the exception of FA 23 which was a 2.56 in Field Experience and Professional Capstone met the target score 2.75 with the exception of FA 23 which was a 2.66.

InTASC Standard #5- Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.																					
Undergraduate										Graduate (EDM 536 & 537)											
Practicum					Clinical					Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone			
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	
Fall 21	2.25	73	2.25	0.63	2.75	54	3.06	0.52	2.75	50	2.47	0.52									
Spring 22	2.25	42	2.5	0.47	2.75	36	2.99	0.45	2.75	59	2.85	0.34									
Fall 22	2.25	61	2.18	0.63	2.75	45	2.87	0.46	2.75	145	2.72	0.55									
Spring 23	2.25	56	2.47	0.43	2.75	57	2.47	0.43					2.75	87	2.79	0.34	2.75	77	3.11	0.34	
Fall 23	2.25	60	2.15	0.53	2.75	85	2.98	0.31					2.75	57	2.56	0.74	2.75	71	2.66	0.52	
Spring 24	2.25	44	2.56	0.66	2.75	23	2.83	0.60					2.75	73	2.88	0.62	2.75	59	2.93	0.42	
Fall 24	2.25	47	2.3	0.49	2.75	46	2.99	0.31					2.5	98	2.53	0.67	2.75	6	2.60	0.2	
Spring 25	2.25	54	2.49	0.44	2.75	17	3.18	0.43					2.5	73	2.62	0.55	2.75	38	3.05	0.49	

Skills of Teaching Tool - InTasc Standard 6

Candidates in the undergraduate program consistently meet the target score of 2.25 with the exception of students in the Practicum group in FA 21 and FA 23 in which their scores were 2.19 and 2.13 respectively. The Clinical group consistently met the 2.25.

Graduate students in Field Experience met the target score of 2.75 with the exception of SP 23 which was a 2.62 and FA 23 which was a 2.48 in Field Experience and Professional Capstone met the target score 2.75 with the exception of FA 23 which was a 2.63.

InTASC Standard #6- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.																					
Undergraduate										Graduate (EDM 536 & 537)											
Practicum					Clinical					Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone			
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	
Fall 21	2.25	73	2.19	0.61	2.75	54	2.9	0.53	2.75	50	2.39	0.48									
Spring 22	2.25	42	2.49	0.5	2.75	36	2.85	0.48	2.75	59	2.72	0.4									
Fall 22	2.25	61	2.2	0.51	2.75	45	2.87	0.38	2.75	145	2.64	0.6									
Spring 23	2.25	56	2.46	0.35	2.75	57	2.94	0.33					2.75	87	2.62	0.42	2.75	77	2.97	0.42	
Fall 23	2.25	60	2.13	0.5	2.75	85	3.05	0.3					2.75	57	2.48	0.65	2.75	71	2.63	0.43	
Spring 24	2.25	44	2.57	0.53	2.75	23	3.02	0.44					2.75	73	2.90	0.63	2.75	59	2.86	0.48	
Fall 24	2.25	47	2.44	0.48	2.75	46	3.01	0.29					2.5	98	2.61	0.61	2.75	6	2.75	0.27	
Spring 25	2.25	54	2.52	0.42	2.75	17	3.21	0.44					2.5	73	2.66	0.53	2.75	38	3.11	0.39	

Skills of Teaching Tool - InTasc Standard 7

Candidates in the undergraduate program consistently meet the target score of 2.25 in the Practicum and Clinical groups

Graduate students in Field Experience consistently meet the target score of 2.75 with the exception of SP 23 and FA 23 which were a 2.73 and 2.62 respectively. The students in Professional Capstone consistently meet the target score 2.75 .

InTasc Standard #7- Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Undergraduate								Graduate (EDM 536 & 537)											
	Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone			
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 21	2.25	73	2.35	0.59	2.75	54	3.06	0.46	2.75	50	2.52	0.47								
Spring 22	2.25	42	2.67	0.44	2.75	36	3.07	0.34	2.75	59	2.81	0.42								
Fall 22	2.25	61	2.44	0.53	2.75	45	2.93	0.34	2.75	145	2.7	0.63								
Spring 23	2.25	56	2.61	0.4	2.75	57	3.01	0.3					2.75	87	2.73	0.38	2.75	77	3.08	0.35
Fall 23	2.25	60	2.27	0.47	2.75	85	3.18	0.38					2.75	57	2.62	0.68	2.75	71	2.80	0.47
Spring 24	2.25	44	2.68	0.64	2.75	23	3.20	0.45					2.75	73	3.06	0.56	2.75	59	2.97	0.46
Fall 24	2.25	47	2.65	0.47	2.75	46	3.05	0.24					2.5	98	2.74	0.62	2.75	6	3.00	0.32
Spring 25	2.25	54	2.54	0.45	2.75	17	3.26	0.5					2.5	73	2.74	0.57	2.75	38	3.18	0.57

Skills of Teaching Tool - InTasc Standard 8

Candidates in the undergraduate program consistently meet the target score of 2.25 in the Practicum and Clinical groups.

Graduate students in Field Experience and Professional Capstone consistently meet the target score of 2.75.

InTasc Standard #8- Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Undergraduate								Graduate (EDM 536 & 537)											
	Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone			
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 21	2.25	73	2.37	0.57	2.75	50	3.13	0.44	2.75	50	2.55	0.5								
Spring 22	2.25	42	2.76	0.4	2.75	59	3.04	0.45	2.75	59	2.88	0.43								
Fall 22	2.25	61	2.41	0.51	2.75	45	2.97	0.3	2.75	145	2.76	0.53								
Spring 23	2.25	56	2.56	0.39	2.75	57	2.97	0.34					2.75	87	2.77	0.27	2.75	77	3.06	0.32
Fall 23	2.25	60	2.37	0.55	2.75	85	3.12	0.29					2.75	57	2.75	0.63	2.75	71	2.77	0.47
Spring 24	2.25	44	2.82	0.5	2.75	23	3.11	0.26					2.75	73	3.03	0.62	2.75	59	2.93	0.52
Fall 24	2.25	47	2.66	0.49	2.75	46	3.05	0.26					2.5	98	2.73	0.59	2.75	6	3.00	0
Spring 25	2.25	54	2.63	0.44	2.75	17	3.32	0.43					2.5	73	2.76	0.53	2.75	38	3.20	0.43

Skills of Teaching Tool - InTasc Standard 9

Candidates in the undergraduate program consistently meet the target score of 2.25 in the Practicum and Clinical groups.

Graduate students in Field Experience and Professional Capstone consistently meet the target score of 2.75.

InTasc Standard #9- Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.

	Undergraduate								Graduate (EDM 536 & 537)											
	Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone			
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 21	2.25	73	2.75	0.62	2.75	54	3.46	0.61	2.75	50	2.81	0.7								
Spring 22	2.25	42	3.06	0.46	2.75	36	3.39	0.51	2.75	59	3.17	0.6								
Fall 22	2.25	61	2.62	0.57	2.75	45	2.97	0.34	2.75	145	3.24	0.65								
Spring 23	2.25	56	2.96	0.21	2.75	57	3.00	0.21					2.75	87	3.41	0.47	2.75	77	3.34	0.36
Fall 23	2.25	60	2.52	0.43	2.75	85	3.11	0.33					2.75	57	3.34	0.55	2.75	71	3.38	0.52
Spring 24	2.25	44	2.82	0.61	2.75	23	3.15	0.35					2.75	73	3.40	0.68	2.75	59	3.40	0.46
Fall 24	2.25	47	2.84	0.42	2.75	46	3.02	0.1					2.5	98	3.1	0.56	2.75	6	3.25	0.27
Spring 25	2.25	54	2.61	0.53	2.75	17	3.18	0.5					2.5	73	2.94	0.49	2.75	38	3.67	0.42

Skills of Teaching Tool - InTasc Standard 10

Candidates in the undergraduate program consistently meet the target score of 2.25 in the Practicum and Clinical groups.

Graduate students in Field Experience and Professional Capstone consistently meet the target score of 2.75.

InTasc Standard #10- Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.

	Undergraduate								Graduate (EDM 536 & 537)											
	Practicum				Clinical				Mentored Teaching				Mentored Field Experience				Professional Semester & Capstone			
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 21	2.25	73	2.5	0.61	2.75	54	3.31	0.68	2.75	50	2.63	0.62								
Spring 22	2.25	42	2.77	0.54	2.75	36	3.35	0.49	2.75	59	3.04	0.54								
Fall 22	2.25	61	2.43	0.65	2.75	45	2.87	0.32	2.75	145	3.18	0.69								
Spring 23	2.25	56	2.8	0.32	2.75	57	2.95	0.17					2.75	87	3.4	0.4	2.75	77	3.36	0.37
Fall 23	2.25	60	2.47	0.64	2.75	85	3.05	0.30					2.75	57	3.34	0.54	2.75	71	3.29	0.58
Spring 24	2.25	44	2.65	0.65	2.75	23	3.11	0.30					2.75	73	3.41	0.67	2.75	59	3.46	0.46
Fall 24	2.25	47	2.69	0.45	2.75	46	3	0.26					2.5	98	3.05	0.57	2.75	6	3.00	0.32
Spring 25	2.25	54	2.34	0.46	2.75	17	3.15	0.52					2.5	73	2.93	0.52	2.75	38	3.45	0.52

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation																																																																																																																																				
<p>Thomas More University Dispositions</p> <p>Thomas More adapted our Teacher Dispositions Rubric in the summer of 2021 from “Wayda, V, & Lund, J. (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? The Journal of Physical Education, Recreation, & Dance, 76, p. 34.” This tool is used throughout the teacher education program by the faculty and the students. The 4-point rubric with levels between distinguished (4) and ineffective (1) allows for ratings of how students value Knowledge, Diversity, Collaboration, Professionalism, and Personal Integrity.</p>																																																																																																																																						
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Spring 24	3	69	3.01	0.32	3	10	3.30	0.48	3	80	3.09	0.33	3	31	3.03	0.41																																																																																																																								
Fall 24	3	89	3.13	0.40	3.00	16	3.88	0.34	3	57	3.02	0.35	3	4	2.75	0.50																																																																																																																								
Spring 25	3	119	3.01	0.28	3	9	3.22	0.44	3	65	2.94	0.39	3	25	3.10	0.46																																																																																																																								

Disposition Standard 6

Candidates in the undergraduate program in the practicum consistently did not meet the target of 3. Undergraduate candidates in the practicum consistently meet the target of 3 with the exception of SP 25 in which they scored a 2.78. Graduate candidates in the field experience group consistently meet the target of 3 with the exception of SP 25 in which they scored a 2.97. Graduate candidates in the professional semester & capstone consistently meet the target score of 3.

Disposition Standard 6 -- Professional Development and Involvement																
Undergraduate										Graduate (EDM 536 & 537)						
Practicum					Clinical					Mentored Field Experience				Professional Semester & Capstone		
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 23	3	117	2.97	0.39	3	43	3.12	0.5	3	36	3.22	0.48	3	49	3.05	0.39
Spring 24	3	69	2.95	0.4	3	10	3.20	0.42	3	80	3.11	0.39	3	31	3.06	0.51
Fall 24	3	89	2.95	0.28	3.00	16	3.81	0.40	3	57	3.05	0.40	3	4	3.00	0.00
Spring 25	3	119	2.93	0.35	3	9	2.78	0.67	3	65	2.97	0.32	3	25	3.20	0.41

Disposition Standard 7

Candidates in the undergraduate programs consistently meet the target score of 3. Graduate candidates in the field experience consistently meet the target score of 3. Graduate candidates in the professional semester & capstone consistently meet the target score of 3 with the exception of FA in which they scored a 2.75.

Disposition Standard 7 -- Respect for Rules, Policies and Norms																
Undergraduate										Graduate (EDM 536 & 537)						
Practicum					Clinical					Mentored Field Experience				Professional Semester & Capstone		
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 23	3	117	3.10	0.33	3	43	3.44	0.5	3	36	3.31	0.46	3	49	3.18	0.44
Spring 24	3	69	3.09	0.37	3	10	3.40	0.52	3	80	3.15	0.39	3	31	3.19	0.54
Fall 24	3	89	3.02	0.30	3.00	16	3.84	0.25	3	57	3.08	0.52	3	4	2.75	0.50
Spring 25	3	119	3.17	0.38	3	9	3.22	0.44	3	65	3.08	0.37	3	25	3.24	0.52

Disposition Standard 8

Candidates in the undergraduate program consistently meet the target score of 3.

Disposition Standard 8 -- Communication																
Undergraduate										Graduate (EDM 536 & 537)						
Practicum					Clinical					Mentored Field Experience				Professional Semester & Capstone		
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 23	3	117	3.04	0.43	3	43	3.21	0.51	3	36	3.30	0.52	3	49	3.02	0.58
Spring 24	3	69	3.20	0.47	3	10	3.25	0.72	3	80	3.15	0.36	3	31	3.19	0.58
Fall 24	3	89	3.01	0.18	3.00	16	3.94	0.25	3	57	2.88	0.44	3	4	2.75	0.50
Spring 25	3	119	3.01	0.31	3	9	3.22	0.44	3	65	3.02	0.41	3	25	3.20	0.64

The candidates in the graduate programs consistently meet the target of 3 with the exception of FA 24 in which candidates in both the field experience and professional semester & capstone scored below the target score of 3. The field experience candidates scored a 2.98 and the candidates in the professional semester & capstone scored a 2.75.

The candidates in the undergraduate program in the practicum consistently meet the target score of 3. The candidates in the undergraduate program in the clinical consistently meet the target score of 3 with the exception of SP 25 in which they scored a 2.88. The graduate candidates in field experience consistently meet the target score of 3. The graduate candidates in professional semester and capstone consistently meet the target score of 3 with the exception of FA 24 in which they scored a 2.75.

The candidates in the undergraduate program consistently meet the target score of 3 as do the graduate candidates in field experience. The graduate candidates in the professional semester & capstone consistently meet the target score of 3 with the exception of FA 24 in which they scored a 2.75

Disposition Standard 9 -- Emotional Control and Responsibility																
Undergraduate										Graduate (EDM 536 & 537)						
Practicum				Clinical				Mentored Field Experience				Professional Semester & Capstone				
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 23	3	117	3.08	0.35	3	43	3.28	0.5	3	36	3.23	0.48	3	49	3.03	0.62
Spring 24	3	69	3.07	0.46	3	10	3.40	0.52	3	80	3.14	0.38	3	31	3.19	0.6
Fall 24	3	89	3.16	0.42	3.00	16	3.94	0.25	3	57	3.07	0.49	3	4	2.75	0.50
Spring 25	3	119	3.18	0.40	3	9	2.88	0.93	3	65	3.06	0.39	3	25	3.20	0.50

Disposition Standard 10 -- Ethical Behavior and Role Model																
Undergraduate										Graduate (EDM 536 & 537)						
Practicum				Clinical				Mentored Field Experience				Professional Semester & Capstone				
	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD	Target	n	Mean	SD
Fall 23	3	117	3.06	0.33	3	43	3.37	0.49	3	36	3.32	0.47	3	49	3.18	0.44
Spring 24	3	69	3.09	0.33	3	10	3.40	0.52	3	80	3.15	0.39	3	31	3.25	0.56
Fall 24	3	89	3.10	0.44	3.00	16	4.00	0	3	57	3.28	0.59	3	4	2.75	0.50
Spring 25	3	119	3.16	0.43	3	9	3.22	0.44	3	65	3.09	0.38	3	25	3.24	0.52

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

Accomplishments & Efforts:

- The SOE continues to triangulate the strengths and identified areas for improvement for both the graduate and undergraduate programs.
- Updates include the selection of tools and instruments that are valid and reliable. Data becomes actionable and improvement planning actualized. (observation instrument, dispositions rubric, employer and completer surveys). The creation of this system allows for the SOE to make quick decisions and identify barriers to teacher efficacy. Data is evaluated each semester and changes are made to the Improvement Plan that address overarching areas for growth.
- Serious consideration is given to stakeholder feedback; for example, needs and requests expressed by administrators in Teacher Education Committee meetings, meetings with established K-12 partnerships, meetings with practicum and student teacher supervisors. These sources have prompted a variety of program improvements.
- SOE faculty continues to examine feedback from a variety of sources, including the Teacher Education Committee, employer and graduate surveys, Quality Control Circles, EPSB/accreditation guidelines, regional P-20 organizations, Praxis II / PLT test results, and the faculty’s own observations and reflections.
- Programmatic changes are made as a result of the above stakeholder feedback and in response to changes in regulations

by the State and national organizations. Examples of such changes include alternative routes to certification, curriculum modifications, professional development related to the Kentucky Academic Standards, and current assessment practices.

- Bi-weekly departmental meetings are held where candidate concerns and program issues are discussed, documented, and considered for improvement that are also often included in bi-weekly accreditation work sessions.
- Candidates' in-class reflection and discussion about programs informs the EPP's conversations and adjustments in the program as needed.
- The SOE reviews and updates program exit requirements to ensure that they reflect the most current trends and most highly effective teaching strategies.
- The SOE collaborates with the Arts and Science faculty regarding Praxis II scores, as well as their input into content proficiencies through their observation of secondary level students.
- The SOE works to implement equitable and accessible Praxis support programs for all students.

Innovations:

- TMU SOE is one of few programs in the state that assesses our own coursework as it is simultaneously implemented in the field. The SOE capitalizes on this feature by making real time adjustments to its curriculum, instruction, and assessment. These changes are documented in department meetings and in data retreats that take place in December and May.
- Addition of new graduate programs, MA in Education Leadership and EdS in Education Leadership (pending SACOC approval) that will begin in the fall of 2025.
- Undergraduate proposals have been submitted to the University for a minor in Special Education (in place for 24/25 academic year) and a major in Physical Education (in place for 24/25 academic year) and ELL coursework.
- The SOE had two sections of "Education Only" First Year Experience courses for the 23/24 school year creating a learning community to increase retention.
- The SOE increased dual credit offerings for EDU 101 and created a pathway for local high school students to
- Quarterly majors meetings to increase awareness of Gateways, Praxis requirements, and dispositions requirements for pre service teachers.
- Development of the Education Program Canvas Site - informational site.
- Development of Educational Resources Canvas Site for current students and alumni.

Challenges:

- The SOE is in need of intentional recruiting efforts at the university level. The MAT enrollment relies heavily on the relationships that faculty and staff cultivate with schools and districts. These relationships are individual and not sustainable over time.
- A new principal program will require intentional, state-wide recruiting. This will need to include both public and private systems.
- Spring of 2025 the state piloted a system to collect employer and completer feedback. Due to state-wide low response rates, the SOE will implement a two or three year cycle for collecting this data.
- Exploring and ensuring more intentional recruitment efforts for diverse candidates.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs **may** post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing improvement processes in relation to each AAQEP standard and recent activities related to investigating data quality. Table 5 may focus on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement



THOMAS MORE
UNIVERSITY

COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
SCHOOL OF EDUCATION

2023 - 2025

Quality Assessment System- Candidate and Completer Performance

Goal: Ongoing revision and improvement of the assessment system to ensure there are multiple data points for triangulation for each measure and that the data is distilled to the appropriate level to identify needed improvements for candidate and completer performance.						
Objective	AAQEP Standard	Activities	Measure of Success	Progress Monitoring	Person(s) Responsible	Timeline
STOT data for undergraduate and graduate students needs to be deconstructed by demographic data, course, section (grad) and semester to allow for growth to be measured across the program.	Standard 1 Standard 2	Data Pull Undergrad - <ul style="list-style-type: none"> o FA EDU 301 o SPR EDU 302 o EDU 407+ Graduate - <ul style="list-style-type: none"> o EDM 536 o EDM 537 	STOT <ul style="list-style-type: none"> • EDU 301 2.25 • EDU 302 2.5 • EDU 407 2.75 • EDM 536 (1) 2.25? (2.0?) • EDM 536 (2) 2.25? • EDM 537 (2.75) 	<ul style="list-style-type: none"> • By semester (course) • Review and analyze overall data annually 	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	Implementation FA 23 Ongoing FA 24 (2 full cycles of data)
Continue implementation of the Dispositions instrument for a full 3 year cycle and make adjustments accordingly.	Standard 1	Each EDU course taught by Full Time Faculty	At or above 3.0 average Question: Qualify if they have a 1 or 2 2's???	<ul style="list-style-type: none"> • By semester • Review and Analyze Overall Data Annually 	Department Chair Director of Graduate Education Coordinator Data Coordinator	Continued Implementation and Analysis 4 cycles of data



Ensure demographic data collection					Education Faculty	FA 23 and SPR 24 FA 24 and SPR 25
Continue to closely monitor Praxis Subject areas scores in relation to the new KY -1 SEM requirements.	Standard 1 and 2	Ongoing Monitoring of Praxis Scores	Disaggregate by cut score or -1 SEM	Ongoing/ Monthly as Scores are Released	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	Ongoing Title II Pass Rates
Global awareness, language acquisition instructional strategies will be embedded in coursework with experiences added to program workshops to support growth.	Standard 1 Standard 2	<ul style="list-style-type: none"> • Embed into course or continue Professional Learning Series • Align strategies and standards in coursework 	Review of data Conversations with TEC members	Timeline for new ELL course implementation	Department Chair Director of Graduate Education Faculty	Course Approval FA 24 Course implementation across 4 year plans SPR 25.

Completers and Partnerships

Goal: Ongoing work preparing educators to continue to grow as professionals and to adapt to school and community environments different from those encountered in the supportive context of the preparation program.						
Objective	AAQEP Standard	Activities	Measure of Success	Progress Monitoring	Persons Responsible	Timeline
Continue to fully implement employer focus groups to triangulate data with employer and completer surveys	Standard 2 Standard 3	<ul style="list-style-type: none"> Continue U5 Completer Focus Groups to ensure we hear what completer needs are and how we can support them in their first 5 years. 	Review of data	Semester groups Fall and Spring Data Collection Agendas Ongoing Feedback	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	Continued Implementation and Analysis In SPR 25 - Add Advisory Council for the new EdSEL and MEDL
Ensure a system for feedback from partners (TEC, Employer, Alumni) to define targets and specific areas for improvement and continue to cross reference Alumni Groups and their feedback	Standard 2 Standard 3	<ul style="list-style-type: none"> Define Targets Feedback Opportunities Wrap around feedback 	Feedback from Completers Data from surveys (semester and annual)	Year 1 and Year 2 Feedback from Completers	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	FA 23 Meet with Focus Groups SPR 24 Plan for support FA 25 Implement
Create or acquire a quantifiable measure for completer effectiveness and retention that supports our data collection and analysis needs.	Standard 2 Standard 3	Explore tools and adapt or create tool Pilot tool Implement Tool for next cycle of data collection	Triangulation of completer effectiveness data	<ul style="list-style-type: none"> By semester (course) Review and analyze overall data annually 	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	Summer 2023 begin process FA 24 Implement Tool FA 25 Continue to Use Tool for Data Collection and Analysis

Quality Program Practices

Goal: Ongoing systematic improvement in program practices.						
Objective	AAQEP Standard	Activities	Measure of Success	Progress Monitoring	Persons Responsible	Timeline

Establish consistent data routines and establish validity for data sets	Standard 1 Standard 4	<ul style="list-style-type: none"> ● STOT ● Dispositions ● Surveys ● Any new data set 	Semester and Annual	<ul style="list-style-type: none"> ● 3 year cycle of review and analysis per assessment 	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	Spring 2023 <ul style="list-style-type: none"> ● STOT Spring 2024 <ul style="list-style-type: none"> ● Dispositions Spring 2025 <ul style="list-style-type: none"> ● STOT ● Dispositions ● Completer/Employer Surveys
Exploring and ensuring more intentional recruitment efforts for candidates at the undergraduate and graduate levels.	Standard 4	<ul style="list-style-type: none"> ● Review of the Recruitment Plan ● Collaborate with Enrollment on recruitment of diverse candidates ● Data collection (demographic, socio economic data) 	Recruitment efforts identified both at university and school level Data Pull of demographic and socio economic data of current and future candidates	<ul style="list-style-type: none"> ● By semester (course) ● Review and analyze overall data annually 	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty	Implementation FA 23 Ongoing SPR 25 - wor
Continuous Curriculum Improvements based on data	Standard 4	<ul style="list-style-type: none"> ● Praxis Cross Walk ● Collaborate with Content Specialists ● Analysis of STOT Content 	Praxis Subject Area <ul style="list-style-type: none"> ● Pass Rates ● Times Taken 	Annual Analysis of the following: <ul style="list-style-type: none"> ● Praxis Subject Area ● STOT Content Area ● Observation 	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty University Faculty	Spring 2023 <ul style="list-style-type: none"> ● Elementary SC and SS (undergrad) ● MS English (grad and undergrad) Spring 2024 <ul style="list-style-type: none"> ● Elementary Reading & Math (undergrad) ● MS Math (undergrad/grad)

						<ul style="list-style-type: none"> • HS SS (undergrad/grad) SPR 25 <ul style="list-style-type: none"> • Add ELL Course • Revision Methods - STEM
Establish and support an ongoing process for internal audits to provide opportunities for growth and to support data collection and review	Standard 4	Review and refine internal audit processes and procedures to ensure collection of data to determine efficacy of program processes and data	3 - 5 years of data collected, reviewed, analyzed, and changes implemented	Audit data - annually and reviewed in 3 year cycles - 5 for future	Department Chair Director of Graduate Education Coordinator Data Coordinator	SM 2023, 24, 25
Continue to work in partnership with university leadership to ensure mission driven program growth that supports the university strategic plan	Standard 4	<ul style="list-style-type: none"> • Develop and implement budgets that support program growth • Develop and revise programs that support the needs of the university and region • Develop new graduate programs in education 	Annual review of mission/vision of the School of Education and the TMU Strategic Plan	<ul style="list-style-type: none"> • Participate in university, college and regional committees. • Develop a plan for growth of program (future) • Develop and seek approval for an instructional leadership program 	Department Chair Director of Graduate Education Coordinator Data Coordinator Education Faculty Dean of CLASS University Leadership	Ongoing <ul style="list-style-type: none"> • EdSEL and MEDL programs approved by KYEPSB/KYCPE/SACS COC in 24/25. • EdSEL and MEDL opened in FA 25.

Update on Activities to Investigate Data Quality

Data quality investigations are essential to work across the standards. This section documents activities in the 2024-25 reporting year related to ensuring data quality.

<p>Key Data Quality Considerations:</p> <ul style="list-style-type: none"> • Annual Interrater Reliability analysis and training is ongoing to ensure equitable evaluation of student performance. • During the department data meetings (by semester) we discuss the indicators and review language to ensure the measurements are accurately representing the expected skills. • Current discussion around the indicators for the disposition instrument include accuracy, identification of areas of growth, and a potential redesign or instrument selection for future use.

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted). If a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

While we did not have any concerns or conditions, we did have a note about culturally responsive practice that has been identified as an ongoing set of goals in our improvement goals above. In response to the notation, we have created a new course Introduction to the General Classroom for English Learners. The course is in development and partnerships with local district content experts with an anticipated start date 2026-2027 school year.

In addition, to the new course, our six credit values series has been redesigned to consider culturally responsive teaching and learning. This series is scaffolded into four parts over the course of the program. It integrates personal reflective practices as well as teaching pedagogy.

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

We have redesigned the elementary education curriculum contract to better align with Kentucky Academic Standards and literacy and numeracy legislation.

We are currently designing a physical education program that is collaboratively going through the approval process with the state. The potential challenge is it takes the state at least a year to return feedback and next steps.

Thomas More University has been approved for a Masters in Education and an Education Specialist in Education Leadership. A substantive change application has been filed and approved as of 11/2025.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider's response to those changes (indicate "n/a" if no changes have been made or are anticipated).

The state is working with a third party evaluator to review early literacy programs for new legislative compliance in the areas of literacy and numeracy (KRS 158.791). Based on legislation courses and programs have been evaluated and redesigned if necessary to realign to regulations.

10. Sign Off

Provider's Primary Contact for AAQEP (Name, Title)	Dean/Lead Administrator (Name, Title)
Christy Petroze, EdD Chair of the School of Education	V. Rev. Raymond Enzwiler, PhD, Be. L., V. F. Dean of CLASS

Date sent to AAQEP:	12/16/25
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