AAQEP Annual Report for 2025

Provider/Program Name:	University of Missouri-St. Louis
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	June 2028

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 University of Missouri-St. Louis College of Education's mission is to advance educational knowledge and practice, partner with communities, and promote diversity, equity, and excellence. To further this mission, we develop original programs and practices, promote creative solutions for educational and mental health communities, and nurture diverse leaders, practitioners, and researchers in service to the critical demands of local, national, and global communities. We aim to extend the boundaries of our learning community to ensure that we and our partners learn from each other. We are dedicated to excellence and the inherent value of every learner.

With just under 15,000 students, the University of Missouri-St. Louis, established in 1963, is the St. Louis region's premier public research university. The College of Education (COE) has 39 full-time faculty members and 3 jointly appointed instructors whose primary roles are in other departments within the university. It offers six undergraduate degrees, 32 undergraduate and post-baccalaureate teaching certificates, nine master's degrees, many graduate certificate programs, two educational specialist

degrees, and two doctoral degrees. These programs prepare and sustain culturally competent, dedicated, and highly trained teachers for a variety of traditional and non-traditional educational settings. The college also prepares administrators, counselors, school psychologists, behavior analysts, educational scholars, and entrepreneurs. The COE houses two departments: Educator Preparation & Leadership and Education Sciences & Professional Programs. Student support is provided through the Office of Advising and Student Services. Our partnership with over 30 local schools provides collaborative practicum experience that enriches future teachers' learning. By partnering with a vast array of educational, business, and community resources, the college provides opportunities for faculty and students to develop professional connections that will improve their personal careers as well as their communities.

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.umsl.edu/education/about/aaqep-report.html

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 08/25)	Number of **Completers** in most recently completed academic year (12 months ending 08/25)
Undergraduate Level			
BSED - Early Childhood Education, *Early Childhood Special Education Emphasis*	Early Childhood Education B-3	58	5
BSED - Elementary Education, *Special Ed, TESOL, or Special Ed & TESOL Emphasis*	Elementary Education 1-6	147	53
	Mild-Mod Cross Categorical K-12	0	1

BSED - Elementary Education, *Middle School Emphasis*	Language Arts 5-9	5	1
	Mathematics 5-9	4	4
	Science 5-9	5	2
	Social Science 5-9	1	4
BSED - Physical Education	Physical Education K-12	12	6
BSED - Secondary Education	Biology 9-12	2	0
	Chemistry 9-12	2	0
	Physics 9-12	1	0
	English 9-12	19	7
	Mathematics 9-12	2	1
	Social Science 9-12	32	10
	French K-12	0	0
	Spanish K-12	3	2
BFA - Studio Arts FAC, *Art Education Emphasis*	Art Education K-12	33	4
BM - FAC Music, *Music Education Emphasis*	Instrumental Music K-12	15	2
	Vocal Music K-12	9	2
Graduate Level - Teach in Residency (TIR), Teach for America (TFA)			
MED - Elementary Education, *Early Childhood Emphasis; Education, Interdisciplinary Studies Teach Res*	Early Childhood Education B-3 (TIR, TFA)	41	23

MED - Elementary Education, *General Emphasis;* Education, *Interdisciplinary Studies for Teach Residency*	Elementary Education 1-6 (TR, TFA)	25	15
MED - Secondary Education, *Middle School;* Education, *Interdisciplinary Studies for Teach Residency*	Language Arts 5-9 (TR, TFA)	13	6
	Mathematics 5-9 (TIR, TFA)	8	2
	Science 5-9 (TIR, TFA)	8	2
	Social Science 5-9 (TIR, TFA)	7	2
MED - Secondary Education, *General Emphasis;* Education, *Interdisciplinary Studies for Teach Residency*	Biology 9-12 (TIR, TFA)	5	2
	Chemistry 9-12 (TIR, TFA)	1	0
	Physics 9-12 (TIR, TFA)	1	1
	English 9-12 (TIR, TFA)	9	3
	Mathematics 9-12 (TIR, TFA)	6	2
	Social Science 9-12 (TIR, TFA)	5	3
	French K-12 (TIR, TFA)	4	1
	Spanish K-12 (TIR, TFA)	9	3

	Art Ed K-12 (TIR, TFA)	4	0
MED - Special Education	Mild-Mod Cross-Categorical K-12 (TR, TFA)	39	10
Graduate Level - Teach in 12 (Tin12)			
MED - Elementary Education, *Elementary Teacher Cert Emphasis*; *General Emphasis*; Elem School Teacher Grad Cert; Elem & Spec Ed Teacher Cert	Elementary Education 1-6 (Tin12)	16	7
MED - Secondary Education, *Teacher Cert Emphasis; General Emphasis;* Secondary School Teaching Grad Cert; Graduate Teacher Certification	Art Education K-12 (Tin12)	1	2
	Biology 9-12 (Tin12)	3	
	Chemistry 9-12 (Tin12)	0	
	English 9-12 (Tin12)	12	3
	French K-12 (tin12)	1	
	Instrumental Music K-12 (Tin12)	1	1
	Mathematics 9-12 (Tin12)	2	1
	Physical Education K-12 (Tin12)	1	1
	Physics 9-12 (Tin12)	0	
	Social Science 9-12 (Tin12)	7	6
	Spanish K-12 (Tin12)	0	1
	Vocal Music K-12 (Tin12)	0	

Total for programs that lead to initial credentials	**579***	**201***
Programs that lead to additional or advanced credentials for already-licensed educators		
Total for programs that lead to additional/advanced credentials	NA	NA
Programs that lead to P-12 leader credentials		
Total for programs that lead to P-12 leader credentials	NA	NA
Programs that lead to credentials for specialized professionals or to no specific credential		
Total for programs that lead to specialized professional or no specific credentials	NA	NA
TOTAL enrollment and productivity for all programs	**579**	**201**
Unduplicated total of all program candidates and completers	**579***	**201***

*Enrollment and completer totals are the numbers reported to Title II and MO DESE. Completers are not included in the program candidate enrollment total.

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.

> The Missouri Department of Elementary and Secondary Education has revived a Grades 9-12 general science certification. We will begin offering this certification option in both our traditional and alternative pathways.

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. 579
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. 201
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. 192

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.

The table below provides some insight into the completion rates for our undergraduate degree programs. The courses for our undergraduate certification areas can be found within the four BSEd degrees, the Music FAC BM degree, and the Studio Art BAC degree. The enrollment numbers provided are first-time, full-time, degree-seeking freshmen and transfer students from Fall Semester (FS) 2014 through Fall Semester (FS) 2025. Noted are a high percentage of transfer students in our undergraduate student population. The figures shaded in blue represent either a change from last year's table, most likely due to drops or transfers into or out of the program, or new information added.

Only undergraduate rates are provided here. Graduate completion rates are not included because of the difficulty in determining which grad students are completing initial certification programs and which grad students are non-certification students (or already certified students) completing master's programs. To help identify graduate students seeking initial certification, we recently introduced new emphasis areas to our Master of Education degrees that will place students in unique program tracks. This will make it easier to determine completion rates for our initial cert-seeking graduate cohorts (Teach Residency and Teach in 12) in the future.

Completion. Graduation rate data show the average time for degree completion (2014-2019) for Early Childhood is 3.0 years, Elementary Ed is 2.8 years, Physical Ed is 3.0 years, Secondary Ed is 3.1 years, Music is 3.6 years, and Art is 2.4 years (2015-2019).

From 2014-2022, average graduation rates for completion within **three** years are for Early Childhood 35%; Elementary Ed 66%; Physical Ed 55%; Secondary Ed 51%; Music 39%; and Art 54%. From 2014-2021, average rates within **four** years are for Early Childhood 42%; Elementary Ed 76%; Physical Ed 64%; Secondary Ed 63%; Music 59%; and Art 66%. From 2014-2020, average rates within **five** years for Early Childhood are 43%; Elementary Ed 79%; Physical Ed 65%; Secondary Ed 65%; Music 65%; and Art 72%. From 2014-2019, average rates within **six** years for Early Childhood are 46%; Elementary Ed 80%; Physical Ed 65%; Secondary Ed 63%; Music 59%; and Art 69% (2015-2019).

Enrollment and Retention. Early Childhood showed a steady increase in enrollment after the pandemic, reaching a high of 15 students in Fall 2024. Enrollment in the other programs remained about the same, with the exception of Music, which slightly increased after FS 2020.

Due to our increased retention efforts (interventions including success coaching and referrals to campus services), we are encouraged to see that our program with the largest enrollment of new students in Fall 2023 (Elementary, N=47) has a 98% retention rate in the following Winter/Spring semester and a 89% retention rate in the following Fall semester.

Source: UMSL Institutional Research

University of Missouri – College of Education – Undergraduate Freshmen and Transfer Students (First-Time, Full-Time, Degree Seeking)														
				Retention Rates						Graduation Rates				
Program	Term	N (Total)	N (Transfers Only)	1st FS to W/S	1st FS to 2nd FS	3rd FS	4th FS	5th FS	6th FS	Within 3 Yrs	Within 4 Yrs	Within 5 Yrs	Within 6 Yrs	Ave Yrs to Degree
Early Child BSED	FS 2014	6	6	100%	100%	50%				67%	83%	83%	83%	2.8
Early Child BSED	FS 2015	8	7	63%	25%	25%				25%	25%	25%	25%	3.0
Early Child BSED	FS 2016	9	6	78%	67%	22%				22%	22%	22%	22%	3.0
Early Child BSED	FS 2017	4	3	75%	25%	25%				25%	25%	25%	25%	3.0
Early Child BSED	FS 2018	4	4	75%	50%	25%				50%	50%	50%	50%	2.5
Early Child BSED	FS 2019	10	6	80%	70%	60%	40%	10%		30%	60%	70%	70%	3.6
Early Child BSED	FS 2020	4	4	100%	75%	50%		25%	25%	25%	25%	25%		
Early Child BSED	FS 2021	6	4	100%	100%	67%	50%	17%		17%	50%			

Program	Term												
Early Child BSED	FS 2022	9	6	78%	56%	56%	33%			22%				
Early Child BSED	FS 2023	9	8	67%	67%	67%								
Early Child BSED	FS 2024	15	8	73%	67%									
Early Child BSED	FS 2025	10	7											
Elementary Ed BSED	FS 2014	62	56	95%	77%	42%	11%	5%	2%	61%	69%	71%	73%	2.8
Elementary Ed BSED	FS 2015	82	77	99%	87%	37%	13%	1%		67%	80%	83%	85%	2.8
Elementary Ed BSED	FS 2016	49	47	98%	92%	49%	22%	6%	2%	61%	80%	84%	86%	2.9
Elementary Ed BSED	FS 2017	71	63	93%	86%	46%	18%	7%	1%	65%	73%	80%	82%	2.9
Elementary Ed BSED	FS 2018	53	44	91%	79%	51%	19%	6%		55%	68%	74%	74%	2.9
Elementary Ed BSED	FS 2019	57	51	95%	84%	49%	9%	2%		72%	81%	81%	81%	2.6
Elementary Ed BSED	FS 2020	43	39	98%	95%	35%	9%	5%	2%	72%	77%	79%		
Elementary Ed BSED	FS 2021	50	46	92%	82%	30%	10%	4%		72%	78%			
Elementary Ed BSED	FS 2022	43	30	98%	93%	47%	23%			70%				
Elementary Ed BSED	FS 2023	47	44	98%	89%	32%								

Elementary Ed BSED	FS 2024	39	31	87%	82%								
Elementary Ed BSED	FS 2025	43	36										
Physical Ed BSED	FS 2014	6	5	100%	100%	33%			83%	83%	83%	83%	2.6
Physical Ed BSED	FS 2015	4	3	100%	100%	75%	50%	50%	25%	25%	50%	50%	4.0
Physical Ed BSED	FS 2016	5	3	100%	60%	20%			20%	20%	20%	20%	3.0
Physical Ed BSED	FS 2017	6	4	83%	100%	67%	17%	17%	33%	33%	50%	50%	3.7
Physical Ed BSED	FS 2018	2	2	100%	100%	50%			100%	100%	100%	100%	2.5
Physical Ed BSED	FS 2019	2	2	100%	50%				50%	50%	50%	50%	2.0
Physical Ed BSED	FS 2020	4	3	100%	100%	100%	50%		50%	100%	100%		
Physical Ed BSED	FS 2021	5	5	100%	100%	100%	20%		80%	100%			
Physical Ed BSED	FS 2022	2	1	100%	100%	50%	50%						
Physical Ed BSED	FS 2023	7	5	86%	86%	57%							
Physical Ed BSED	FS 2024	3	2	100%	100%								
Physical Ed BSED	FS 2025	1	1										

Program	Term												
Secondary Ed BSED	FS 2014	24	23	88%	71%	25%	13%			42%	54%	54%	54%	2.7
Secondary Ed BSED	FS 2015	14	11	86%	64%	57%	43%	14%	7%	14%	36%	57%	57%	4.0
Secondary Ed BSED	FS 2016	12	11	83%	83%	58%	17%			58%	83%	83%	83%	3.0
Secondary Ed BSED	FS 2017	19	16	79%	74%	47%	21%	5%		53%	63%	68%	68%	2.9
Secondary Ed BSED	FS 2018	17	15	88%	71%	53%	18%	6%		53%	65%	65%	65%	3.0
Secondary Ed BSED	FS 2019	10	8	70%	60%	50%				50%	50%	50%	50%	3.0
Secondary Ed BSED	FS 2020	17	14	82%	82%	59%				76%	76%	76%		
Secondary Ed BSED	FS 2021	10	9	100%	90%	40%	10%			70%	80%			
Secondary Ed BSED	FS 2022	18	14	89%	83%	61%	28%			44%				
Secondary Ed BSED	FS 2023	20	16	85%	70%	40%								
Secondary Ed BSED	FS 2024	17	15	88%	76%									
Secondary Ed BSED	FS 2025	16	12											
Music FAC BM, Music Education	FS 2014	8	2	75%	63%	50%	50%	38%	13%		13%	38%	38%	4.7
Music FAC BM, Music Education	FS 2015	2	1	100%	50%	50%				50%	50%	50%	50%	3.0

Program	Term													
Music FAC BM, Music Education	FS 2016	2	1	100%	100%	100%	50%			50%	100%	100%	100%	3.5
Music FAC BM, Music Education	FS 2017	3	1	100%	100%	100%	67%	33%		33%	67%	67%	67%	3.5
Music FAC BM, Music Education	FS 2018	5	5	60%	60%	20%				60%	60%	60%	60%	2.3
Music FAC BM, Music Education	FS 2019	10	4	80%	80%	60%	50%	30%	10%	10%	20%	40%	40%	4.3
Music FAC BM, Music Education	FS 2020	2	1	100%	100%	100%	100%				100%	100%		
Music FAC BM, Music Education	FS 2021	5	4	100%	80%	60%	60%	20%		20%	60%			
Music FAC BM, Music Education	FS 2022	4	3	75%	50%	25%				50%				
Music FAC BM, Music Education	FS 2023	4	4	25%	25%	25%								
Music FAC BM, Music Education	FS 2024	6	3	100%	100%									
Music FAC BM, Music Education	FS 2025	8	4											
Studio Art FAC BFA, Art Education	FS 2015	4	4	75%	75%	50%				75%	75%	75%	75%	2.7

Studio Art FAC BFA, Art Education	FS 2016	3	2	100%	67%									
Studio Art FAC BFA, Art Education	FS 2017	4	4	75%	50%	25%	25%			25%	50%	50%	50%	3.0
Studio Art FAC BFA, Art Education	FS 2018	2	2	50%	50%					50%	50%	50%	50%	2.0
Studio Art FAC BFA, Art Education	FS 2019	1	1	100%	100%					100%	100%	100%	100%	2.0
Studio Art FAC BFA, Art Education	FS 2020	7	7	86%	86%	86%	43%			43%	86%	86%		
Studio Art FAC BFA, Art Education	FS 2021	3	3	100%	100%	33%				33%	33%			
Studio Art FAC BFA, Art Education	FS 2022	3	2	100%	67%									
Studio Art FAC BFA, Art Education	FS 2023	8	5	88%	63%	63%								
Studio Art FAC BFA, Art Education	FS 2024	7	7	86%	71%									
Studio Art FAC BFA, Art Education	FS 2025	10	10											

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%.

Listed below are our Traditional and Alternative programs' assessment pass rates for the past five years as reported on the Title II report to the US Department of Education. The COVID-19 pandemic affected our Missouri Content Assessment (MOCA) summary pass rate for our Traditional (undergraduate) program for the Title II report year (2019-2020). It decreased sharply (83%) from the previous year's rate of 100%. Teacher candidates were unable to retake failed content exams because testing centers were closed. The State, however, granted a one-time exemption from needing a passing content exam score and granted certification to these individuals. We returned to a 100% pass rate in the following years.

Content Assessment (MOCA/Praxis) Pass Rate* - Traditional Programs – Undergraduate and Graduate (Teach in 12)

Program Completer Group	# Test Takers	# Test Passers	Pass Rate
2023-2024	136	136	100%
2022-2023	157	157	100%
2021-2022	172	172	100%
2020-2021	122	122	100%
2019-2020	130	108	83%

Content Assessment (MOCA/Praxis) Pass Rate* - Alternative Programs – Graduate (Teach Residency/TFA)

Program Completer Group	# Test Takers	# Test Passers	Pass Rate
2023-2024	52	52	100%
2022-2023	39	39	100%
2021-2022	36	36	100%
2020-2021	93	93	100%
2019-2020	143	143	100%

*As reported on the Title II Report, US Department of Education.

**Beginning with the 2021-2022 academic year, MO DESE asked its EPPs to report only candidates who are teachers of record in a classroom (Teach Residency, TFA) on the Title II Alternative report. In the past we reported our post-baccalaureate Teach in 12 program on the Alternative report as well. Forty-one Teach in 12 students were added to the Traditional report who normally would have been included in the Alternative report number.

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

The Missouri Department of Secondary and Elementary Education (DESE) has developed a suite of six surveys educators complete in their first year of employment. These surveys were designed to evaluate the quality of the program's impact on the field and provide data to EPPS to support continuous improvement. Data from the First-Year Teacher Survey (FYTS), taken by teacher data from 2025 (completers from 2023-2024 academic year, first year of teaching in 2024-2025 academic year) indicates that UMSL completers report their strongest areas of preparation include being "prepared to foster positive student relationships," being "prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities" and being "prepared to deliver lessons based on curriculum standards."

FYTS Question	UMSL Teacher Mean (1-5) Scale	Missouri Teacher Mean (1-5) Scale
Standard 5 Positive Classroom Environment: Foster positive student relationships	4.36	4.54
Standard 6 - Effective Communication: Promote respect for diverse cultures, genders, and intellectual/physical abilities	4.36	4.42
Standard 3 - Curriculum Implementation: Deliver lessons based on curriculum standards	4.20	4.34

First-Year-Teacher Survey data indicates that UMSL completers report their weakest areas of preparation include being "prepared to modify instruction for English language learners" and being "prepared to modify instruction for gifted learners." While UMSL continues to address these weaknesses, it is also worth noting that these data remain comparable with state averages.

FYTS Question	UMSL Teacher Mean (1-5) Scale	Missouri Teacher Mean (1-5) Scale

Standard 2 Learning, Growth, and Development: Modify instruction for English language learners	3.16	3.45
Standard 2 Learning, Growth, and Development: Modify instruction for gifted learners	3.38	3.55

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

Additionally, the First-Year Teacher Survey (FYTS) is completed by principals assessing UMSL teachers following their first year on the job. These data from 2025 (completers from 2023-24 academic year, first year of teaching in 2024-25 academic year) indicate that UMSL completers' employers report UMSL completers' strongest areas of preparation include being "prepared to foster positive student relationships" and being "prepared to deliver lessons based on curriculum standards."

FYTS Question	UMSL Supervisor Mean (1-5) Scale	Missouri Supervisor Mean (1-5) Scale
Standard 5 Positive Classroom Environment: Foster positive student relationships	4.17	4.29
Standard 3 - Curriculum Implementation: Deliver lessons based on curriculum standards	4.12	4.12

First-Year-Teacher Survey data indicates that UMSL completers report their weakest areas of preparation include being "prepared to modify instruction for gifted learners" and being "prepared to modify instruction for English language learners." While these are weaknesses that UMSL continues to address, it is also worth noting that these data remain comparable with state averages.

FYTS Question	UMSL Supervisor Mean (1-5) Scale	Missouri Supervisor Mean (1-5) Scale
Standard 2 Learning, Growth, and Development: Modify instruction for gifted learners	3.56	3.55
	3.60	3.52

Standard 2 Learning, Growth, and Development: Modify instruction for English language learners		

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.

To monitor our completers' employment, we use a placement data report issued by DESE each year. This report summarizes the employment of completers who took jobs in Missouri public schools. We do not have a way of capturing data from students who sought jobs in private schools or out of the state of Missouri. Specifically, this helps us determine the public-school districts who hire our graduates.

While it is difficult to capture the overall number of completers who enrolled in master's degrees, we can monitor the number of graduates who enrolled in an UMSL graduate program—specifically our new accelerated master's degree begun in 2024. As of August 2025, 90 students have applied and enrolled in this program.

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.

To build, deploy, and monitor our quality assurance systems, we utilize a director of quality assurance (50% time), two full-time staff members in our Office of Educator Effectiveness and Accreditation, and a 20 hour/week graduate student. An associate dean also has duties assigned in this realm.

To ease our reliance on adjunct instructors and to maintain curricular integrity and continuity, the Department of Educator Preparation and Leadership was able to hire two new full-time faculty members in Fall 2025.

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. We do administer Praxis as a content measure but due to how data is shared with us, we are currently unable to disaggregate data by program or certification area. Certification requirements in Missouri do require passing the Praxis based on scale scores (vary based on content areas) determined by the Missouri Department of Elementary and Secondary Education.

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

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met. This is our first year for establishing thresholds for internal measures at introductory, developing, and mastery levels. We will monitor and adjust thresholds if applicable over time. The red highlights indicate where thresholds have not been met.

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation

All Initial Teacher Education MEES Summative Standards 1-7	The Missouri Educator Evaluation System (MEES) is a set of nine educator preparation standards listed in tables 3a and 4a below. The measure is used as a mastery end-of-program measure. Clinical teachers and clinical educators score teacher candidates on each standard 1-4, with three as "skilled candidate," which is the expected performance level for a Missouri EPP program completer, and four as "exceeding candidate." A total combined score by each rater of 42 is the targeted threshold. **We expect 95% of our students to meet this threshold.** UMSL uses standards 1-7 in its AAQEP standard #1 self-evaluation.	UMSL candidates consistently performed on MEES standards 1-7 with their performance in previous years (2023-2024 standard 1 mean CT = 3.29 and CE = 3.22; standard 2 mean CT = 3.09 and CE = 3.06; standard 3 mean CT = 3.25 and CE = 3.19; standard 4 mean CT = 3.05 and CE = 3.01; standard 5 mean CT = 3.38 and CE = 3.33; standard 6 mean CT = 3.37 and CE = 3.25; standard 7 mean CT = 3.13 and CE = 3.14). The number of students (%) that met targeted threshold of 42 on standards 1 - 9 = 197 (94.04%)
Average MEES Scores by Assessor, AY 2024 (n=210)	**Stand 1: Content Knowledge** / **Stand 2: Learning, Growth and Development** / **Stand 3: Curriculum Implementation** / **Stand 4: Critical Thinking Analysis** / **Stand 5: Positive Classroom Environment** / **Stand 6: Effective Communication**	**Stand 7: Student Assessment and Data Analysis**

	Stand 1	Stand 2	Stand 3	Stand 4	Stand 5	Stand 6	Stand 7
All Initial Teacher Education: Clinical Teacher (school-based mentor)	**3.22**	**2.95**	**3.13**	**2.90**	**3.35**	**3.30**	**3.01**
All Initial Teacher Education: Clinical Educator (university supervisor)	**3.28**	**3.08**	**3.16**	**2.99**	**3.39**	**3.34**	**3.13**
Undergraduate Initial Teacher Education: Clinical Teacher (school-based mentor)	**3.34**	**3.20**	**3.34**	**3.18**	**3.40**	**3.42**	**3.23**

Undergraduate Initial Teacher Education: Clinical Educator (university supervisor)	3.17	3.03	3.21	3.03	3.28	3.18	3.16
Teach in 12 Initial Teacher Education: Clinical Teacher (school-based mentor)	3.19	2.80	3.06	2.88	3.21	3.31	2.93
Teach in 12 Initial Teacher Education: Clinical Educator (university supervisor)	2.92	3.01	2.91	2.69	3.04	3.10	2.98
TFA/TIR Initial Teacher Education: Clinical Teacher (school-based mentor)	3.22	2.98	3.14	2.90	3.38	3.30	3.02
TFA/TIR Initial Teacher Education: Clinical Educator (university supervisor)	3.36	3.10	3.21	3.05	3.47	3.39	3.16

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

Learning by Scientific Design	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: Learning by Scientific Design (LbSD). Introductory (I)- 20% - 40% Domain 1, 2, and Equity quantitative items and at least 5.0 mean Domain 3 Developing (D)- 40% - 60% Domain 1, 2, and Equity quantitative items and at least 6.0 mean Domain 3 Mastery (M)- 60% or greater Domain 1, 2, and Equity quantitative items and at least 7.0 mean Domain 3 **90% of all students will meet or exceed the thresholds noted above each time the measure is administered**	**Introductory (I)- 20% - 40% Domain 1, 2, and Equity quantitative items and at least 5.0 mean Domain 3** **120/120 (100.00%) (I level all undergrad and graduate students Fall 24 and Spring 25)** **67/67 (100.00%) (I level all undergrad students Fall 24 and Spring 25)** **53/53 (100.00%) (I level all T in 12 students Fall 24 and Spring 25)** **3/3 (100.00%) (I level all TFA/TIR students Fall 24 and Spring 25)** **Developing (D)- 40% - 60% Domain 1, 2, and Equity quantitative items and at least 6.0 mean Domain 3** **96/110 (87.27%) (D level all undergrad and graduate students Fall 24 and Spring 25)** **83/96 (86.46%) (D level all undergrad students Fall 24 and Spring 25)**

		13/14 (92.86%) (D level all T in 12 students Fall 24 and Spring 25)
		Mastery (M)- 60% or greater Domain 1, 2, and Equity quantitative items and at least 7.0 mean Domain 3
		44/123 (35.77%) (M level all undergrad and graduate students Fall 24 and Spring 25)
		35/100 (35.00%) (M level all undergrad students Fall 24 and Spring 25)
		9/20 (45.00%) (M level all T in 12 students Fall 24 and Spring 25)
		0/3 (0.00%) (M level all TFA/TIR students Fall 24 and Spring 25)

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

Teaching Beliefs and Mindsets	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: Teaching Beliefs and Mindset (TBMS)-- Introductory: Efficacy Sub-scale and item mean at least 5.0 (items 13-38) **80% of all students will meet or exceed the thresholds noted above each time the measure is administered** Developing: Efficacy Sub-scale and item mean at least 6.0 (items 13-38) **60% of all students will meet or exceed the thresholds noted above each time the measure is administered**	**Introductory (I): Efficacy Sub-scale and item mean at least 5.0 (items 13-38)** **104/105 (99.05%) (I level all undergrad and graduate students Fall 24 and Spring 25)** **98/98 (100.00%) (I level all undergrad students Fall 24 and Spring 25)** **2/3 (66.67%) (I level all T in 12 students Fall 24 and Spring 25)** **4/4 (100.00%) (I level all TFA/TIR students Fall 24 and Spring 25)** **Developing (D): Efficacy Sub-scale and item mean at least 6.0 (items 13-38)** **90/117 (76.92%) (D level all undergrad and graduate students Fall 24 and Spring 25)** **77/100 (77.00%) (D level all undergrad students Fall 24 and Spring 25)** **13/17 (76.47% (D level all T in 12 students Fall 24 and Spring 25)** **Mastery (M): Efficacy Sub-scale and item mean 6.0 (items 13-38)** **121/127 (95.28%) (M level all undergrad and graduate students Fall 24 and Spring 25)** **95/100 (95.00%) (M level all undergrad students Fall 24 and Spring 25)**

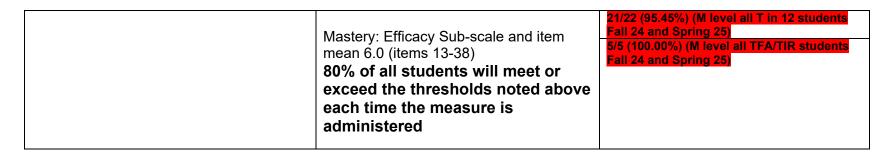| | Mastery: Efficacy Sub-scale and item mean 6.0 (items 13-38) **80% of all students will meet or exceed the thresholds noted above each time the measure is administered** | 21/22 (95.45%) (M level all T in 12 students Fall 24 and Spring 25) |
| | | 5/5 (100.00%) (M level all TFA/TIR students Fall 24 and Spring 25) |

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

CAP/Professionalism Checklist	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: Professionalism Checklist- Introductory- at least 50% Developing and 50% Acceptable on each item and overall Developing- at least 30% Developing and 70% Acceptable on each item and overall Mastery- at least 20% Developing and 80% Acceptable on each item and overall **95% of all students will meet or exceed the thresholds noted above each time the measure is administered**	Introductory (I)- at least 50% Developing and 50% Acceptable on each item and overall all raters
		124/133 (93.28%) (I level all undergrad and graduate students Fall 24 and Spring 25)
		86/93 (92.55%) (I level all undergrad students Fall 24 and Spring 25)
		2/4 (50.00%) (I level all T in 12 students Fall 24 and Spring 25)
		36/36 (100.00%) (I level all TFA/TIR students Fall 24 and Spring 25)
		Developing (D)- at least 20% Developing and 80% Acceptable on each item and overall all raters
		105/124 (84.32%) (D level all undergrad and graduate students Fall 24 and Spring 25)
		91/106 (85.71%) (D level all undergrad students Fall 24 and Spring 25)
		14/18 (75.76%) (D level all T in 12 students Fall 24 and Spring 25)
		Mastery (M)- 100% Acceptable on each item and overall all raters
		173/209 (82.86%) (M level all undergrad and graduate students Fall 24 and Spring 25)
		94/108 (86.73%) (M level all undergrad students Fall 24 and Spring 25)

| | | 18/24 (77.08%) (M level all T in 12 students Fall 24 and Spring 25) |
| | | 61/77 (79.50%) (M level all TFA/TIR students Fall 24 and Spring 25) |

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education MEES Summative Standards 8-9	The Missouri Educator Evaluation System (MEES) is a set of nine educator preparation standards listed in tables 3a and 4a. The measure is used as a mastery end-of-program measure. Clinical teachers and clinical educators score teacher candidates on each standard 1-4, with three as "skilled candidate," which is the expected performance level for a Missouri EPP program completer, and four as "exceeding candidate." A total combined score by each rater of 42 is the targeted threshold. **We expect 95% of our students to meet this threshold.** UMSL uses standards 8-9 in its self-evaluation regarding AAQEP standard #2.	UMSL candidates consistently performed on MEES standards 8-9 with their performance in previous years (2023-2024 standard 8 mean CT = 3.46 and CE = 3.31; standard 9 mean CT = 3.41 and CE = 3.30). The number of students (%) that met targeted threshold of 42 on standards 1 - 9 = 197 (94.04%)

Average MEES Scores by Assessor, AY 2025 (n=210)	Stand 8: Professionalism	Stand 9: Professional Collaboration
Clinical Teacher (school-based mentor)	3.46	3.41
Clinical Educator (university supervisor)	3.31	3.30
Undergraduate Initial Teacher Education: Clinical Teacher (school-based mentor)	3.54	3.45
Undergraduate Initial Teacher Education: Clinical Educator (university supervisor)	3.31	3.23
Teach in 12 Initial Teacher Education: Clinical Teacher (school-based mentor)	3.31	3.28
Teach in 12 Initial Teacher Education: Clinical Educator (university supervisor)	3.23	3.19

TFA/TIR Initial Teacher Education: Clinical Teacher (school-based mentor)	3.37	3.38
TFA/TIR Initial Teacher Education: Clinical Educator (university supervisor)	3.32	3.43

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

Global Competence	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: Teaching for Global Competence- Introductory- 4.0 - 4.99 overall and sub-scale means Developing- 5.0 - 5.99 overall and sub-scale means Mastery- 6.0 or greater overall and sub-scale means **80% of all students will meet or exceed the thresholds noted above each time the measure is administered**	**Introductory- 4.0 or greater overall and sub-scale means** 4/4 (89.16%) (I level TFA/TIR students Fall 24 and Spring 25) **Mastery- 6.0 or greater overall and sub-scale means** <mark>**76/127 (59.84%) (M level all undergrad and graduate students Fall 24 and Spring 25)**</mark> <mark>**61/100 (61.00%) (M level all undergrad students Fall 24 and Spring 25)**</mark>

| | | 15/27 (55.56%) (M level all T in 12 students Fall 24 and Spring 25) |
| | | 4/5 (80.00%) (M level all TFA/TIR Fall 24 and Spring 25) |

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

TPP Exit Survey	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
All Initial Teacher Education	Success Criteria to Critique: TPP Exit Survey– Mastery: 4.0 overall mean score or higher for all quantitative questions within each domain **95% of all students will meet or exceed the threshold noted above**	114/129 (88.37%) (M level all undergrad and graduate students Fall 24 and Spring 25) 91/101 (90.10%) (M level all undergrad students Fall 24 and Spring 25) 18/20 (90.00%) (M level all T in 12 students Fall 24 and Spring 25) 5/8 (62.50%) (M level all TFA/TIR students Fall 24 and Spring 25)