

[Title II Higher Education Act](#)

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2020-21 Academic Year Data ▾

2022 Title II Reports National Teacher Preparation Data
William Jewell College

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MO

William Jewell College Traditional Report AY 2020-21 Missouri
Report CompleteStatus: Certified

Institution Information

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

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

If no IPEDS ID, please provide an explanation

Address

Address line 2:

City

State

▾

Zip

Salutation

▾

First Name

Last Name

Phone

Email

Section I: Program Information

List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both. [\(\\$205\(a\)\(C\)\)](#)

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

- [Teacher Preparation Program](#)

This Page Includes:

- [List of Programs](#)

List of Programs

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List of Programs			
CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	UG	<ul style="list-style-type: none"> • Edit • Delete
13.01	General Education (alternative programs/programs providing pedagogy only)	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1322	Teacher Education - Biology	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1323	Teacher Education - Chemistry	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1324	Teacher Education - Drama and Dance	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1305	Teacher Education - English/Language Arts	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1306	Teacher Education - Foreign Language	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1311	Teacher Education - Mathematics	UG	<ul style="list-style-type: none"> • Edit • Delete
13.1312	Teacher Education - Music	UG	<ul style="list-style-type: none"> • Edit • Delete

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.99	Teacher Education - Other	PG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1329	Teacher Education - Physics	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1317	Teacher Education - Social Sciences	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
13.1331	Teacher Education - Speech	UG	<ul style="list-style-type: none"> • <input type="button" value="Edit"/> • <input type="button" value="Delete"/>
		UG, PG, or Both <input type="radio"/> UG <input type="radio"/> PG <input type="radio"/> Both <input type="radio"/>	<ul style="list-style-type: none"> • <input type="button" value="Insert"/> • <input type="button" value="Cancel"/>

Total number of teacher preparation programs:

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

This Page is in Progress This Page is Completed

Section I: Program Information

Program Requirements

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

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

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

This Page Includes:

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

Undergraduate Requirements

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

No

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

Undergraduate Requirements

Element	Admission	Completion
Transcript	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in content area coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	Required for Entry <input type="radio"/> Yes <input checked="" type="radio"/> No	Required for Exit <input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify:		
Other specify: <u>Good early fieldwork eval</u>	Required for Entry <input checked="" type="radio"/> Yes <input type="radio"/> No	Required for Exit <input checked="" type="radio"/> Yes <input type="radio"/> No

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

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

4. Please provide any additional information about the information provided above: A 3.0 GPA in both the content field and education are required for admission and

certification in our program.

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

Postgraduate Requirements

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1. Are there initial teacher certification programs at the postgraduate level? Yes No

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

Postgraduate Requirements

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

Element

Admission

Completion

Other Specify:

Other specify:

Required for Entry Yes No Required for Exit Yes No

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

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

4. Please provide any additional information about the information provided above: The post-baccalaureate option exists but we have very few applicants for post-

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

graduate work through a traditional program.

Supervised Clinical Experience

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Provide the following information about supervised clinical experience in 2020-21. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models? Yes

No

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

Programs with student teaching models (most traditional programs)

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours of supervised clinical experience required prior to student teaching

Number of clock hours required for student teaching

Number of clock hours required for student teaching

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

No

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

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

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

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

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

Number of years required for teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

If there are no programs with a student teacher model or teacher of record model, please describe the teaching model(s) used:

All Programs

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

All Programs

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Number of students in supervised clinical experience during this academic year

Please provide any additional information about or descriptions of the supervised clinical experiences: To clarify, FT Jewell faculty supervise our own fieldwork students and student teachers when possible. There are 4 FT Jewell Education and one music faculty who supervise. We also employ an adjunct instructor who works closely in our program to supplement supervision as needed. Cooperating teachers who worked with our student teachers are reflected in the 20-21 data but we do not consider them adjunct faculty and they receive only a minimal stipend from William Jewell College. However, given Title II directions, we include the cooperating teachers here because they oversee our student teachers daily. Our early and mid-fieldwork students were placed in nine surrounding districts. 59 WJC students worked with 47 fieldwork cooperating teachers and 12 cooperating teachers for student teaching. Our students worked with a total of 47 cooperating teachers/K-12 staff supervising clinical experience during this academic year. NOTE: The only way a undergraduate student in our traditional education program can be the teacher of record is if the school district offers to hire them in the middle of their full year student teaching experience and if they meet the requirements for doing a internship in teacher education at William Jewell College. Students must apply and be approved for an internship before they can become the teacher of record for one semester only in the spring.

To clarify, FT Jewell faculty supervise our own fieldwork students and student teachers when possible. There are 4 FT Jewell Education and one music faculty who supervise. We also

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Calculate Full-Time Equivalent Faculty in the System

For any other part-time faculty supervising clinical experience, indicate the number of faculty and the percentage that represents the part-time employment rate for those faculty members (for example, 25% for a faculty member employed at a quarter of the time compared to a full-time faculty member)

Employment Rate (%)	Number of Faculty	Update
100% (Full-Time)	<input type="text"/>	
50% (Half-Time)	<input type="text"/>	
<input type="text" value="75%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>
<input type="text" value="25%"/> Employment Rate (%)	<input type="text"/> Number of Faculty	<input type="button" value="Delete"/>

Section I: Program Information

Enrollment and Program Completers

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

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

- [Enrolled Student](#)
- [Program Completer](#)

This Page Includes:

- [Enrollment and Program Completers](#)

Enrollment and Program Completers

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Enrollment and Completer Totals

2020-21 Total

Total Number of Individuals Enrolled Total Number of Individuals Enrolled in 2020-21

Subset of Program Completers Subset of Program Completers in 2020-21

Program Enrollment and Completers By Gender

Gender	Total Enrolled	Subset of Program Completers
Male	Male Enrollment <input type="text" value="3"/>	Male Completers <input type="text" value="0"/>
Female	Female Enrollment <input type="text" value="18"/>	Female Completers <input type="text" value="12"/>
Non-Binary/Other	Non-Binary/Other Enrollment <input type="text" value="0"/>	Non-Binary/Other Completers <input type="text" value="0"/>
No Gender Reported	Nonreported gender Enrollment <input type="text" value="0"/>	Nonreported gender Completers <input type="text" value="0"/>

Program Enrollment and Completers By Race/Ethnicity

Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	American Indian or Alaska Native Enrollment <input type="text" value="0"/>	American Indian or Alaska Native Completers <input type="text" value="0"/>
Asian	Asian Enrollment <input type="text" value="0"/>	Asian Completers <input type="text" value="0"/>
Black or African American	Black or African American Enrollment <input type="text" value="0"/>	Black or African American Completers <input type="text" value="0"/>
Hispanic/Latino of any race	Hispanic/Latino of any race enrollment <input type="text" value="0"/>	Hispanic/Latino of any race Completers <input type="text" value="0"/>
Native Hawaiian or Other Pacific Islander	Native Hawaiian or Other Pacific Islander Enrollment <input type="text" value="0"/>	Native Hawaiian or Other Pacific Islander Completers <input type="text" value="0"/>
White	White Enrollment <input type="text" value="14"/>	White Completers <input type="text" value="8"/>
Two or more races	Two or more races Enrollment <input type="text" value="7"/>	Two or more races Completers <input type="text" value="4"/>
No Race/Ethnicity Reported	Nonreported race/ethnicity Enrollment <input type="text" value="0"/>	Nonreported race/ethnicity Completers <input type="text" value="0"/>

Save Option

To save this page, indicate whether it is still in progress (indicating you may have entered data, but have not yet completed all portions of the page) or completed (indicating you have completed all portions of the page). When pages are marked as complete, the red dot next to the section on the right side menu will change to a green dot. You will still be able to edit all pages of your report until you certify the full report through the Certification link.

Info

This Page is in Progress This Page is Completed

Print

Reset Page

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Section I: Program Information

Teachers Prepared

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

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

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

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

- [Academic Major](#)

This Page Includes:

- [Teachers Prepared by Subject Area](#)
- [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

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Please provide the number of teachers prepared by subject area for academic year 2020-21.

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

[What are CIP Codes?](#)

No teachers prepared in academic year 2020-21

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

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

Teachers Prepared by Subject Area		
CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="10"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="1"/>

CIP Code	Subject Area	Number Prepared
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

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Please provide the number of teachers prepared by academic major for academic year 2020-21. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

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

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program? Yes
 No
 No teachers prepared in academic year 2020-21

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

Teachers Prepared by Academic Major		
CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	Number Prepared <input type="text"/>
13.1202	Teacher Education - Elementary Education	Number Prepared <input type="text" value="10"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	Number Prepared <input type="text"/>
13.1210	Teacher Education - Early Childhood Education	Number Prepared <input type="text"/>
13.1301	Teacher Education - Agriculture	Number Prepared <input type="text"/>
13.1302	Teacher Education - Art	Number Prepared <input type="text"/>
13.1303	Teacher Education - Business	Number Prepared <input type="text"/>
13.1305	Teacher Education - English/Language Arts	Number Prepared <input type="text"/>
13.1306	Teacher Education - Foreign Language	Number Prepared <input type="text"/>
13.1307	Teacher Education - Health	Number Prepared <input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	Number Prepared <input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	Number Prepared <input type="text"/>

Teachers Prepared by Academic Major

CIP Code	Academic Major	Number Prepared
13.1311	Teacher Education - Mathematics	Number Prepared <input type="text"/>
13.1312	Teacher Education - Music	Number Prepared <input type="text" value="1"/>
13.1314	Teacher Education - Physical Education and Coaching	Number Prepared <input type="text"/>
13.1315	Teacher Education - Reading	Number Prepared <input type="text"/>
13.1316	Teacher Education - General Science	Number Prepared <input type="text"/>
13.1317	Teacher Education - Social Science	Number Prepared <input type="text" value="1"/>
13.1318	Teacher Education - Social Studies	Number Prepared <input type="text"/>
13.1320	Teacher Education - Trade and Industrial	Number Prepared <input type="text"/>
13.1321	Teacher Education - Computer Science	Number Prepared <input type="text"/>
13.1322	Teacher Education - Biology	Number Prepared <input type="text"/>
13.1323	Teacher Education - Chemistry	Number Prepared <input type="text"/>
13.1324	Teacher Education - Drama and Dance	Number Prepared <input type="text"/>
13.1328	Teacher Education - History	Number Prepared <input type="text"/>
13.1329	Teacher Education - Physics	Number Prepared <input type="text"/>
13.1331	Teacher Education - Speech	Number Prepared <input type="text"/>
13.1337	Teacher Education - Earth Science	Number Prepared <input type="text"/>
13.14	Teacher Education - English as a Second Language	Number Prepared <input type="text"/>
13.99	Education - Other Specify: Other specify: <input type="text"/>	Number Prepared <input type="text"/>
01	Agriculture	Number Prepared <input type="text"/>
03	Natural Resources and Conservation	Number Prepared <input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	Number Prepared <input type="text"/>
09	Communication or Journalism	Number Prepared <input type="text"/>
11	Computer and Information Sciences	Number Prepared <input type="text"/>
12	Personal and Culinary Services	Number Prepared <input type="text"/>
14	Engineering	Number Prepared <input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	Number Prepared <input type="text"/>
19	Family and Consumer Sciences/Human Sciences	Number Prepared <input type="text"/>
21	Technology Education/Industrial Arts	Number Prepared <input type="text"/>
22	Legal Professions and Studies	Number Prepared <input type="text"/>
23	English Language/Literature	Number Prepared <input type="text"/>
24	Liberal Arts/Humanities	Number Prepared <input type="text"/>
25	Library Science	Number Prepared <input type="text"/>
26	Biological and Biomedical Sciences	Number Prepared <input type="text"/>
27	Mathematics and Statistics	Number Prepared <input type="text"/>
30	Multi/Interdisciplinary Studies	Number Prepared <input type="text"/>
38	Philosophy and Religious Studies	Number Prepared <input type="text"/>
40	Physical Sciences	Number Prepared <input type="text"/>
41	Science Technologies/Technicians	Number Prepared <input type="text"/>
42	Psychology	Number Prepared <input type="text"/>

CIP Code	Academic Major	Number Prepared
44	Public Administration and Social Service Professions	Number Prepared <input type="text"/>
45	Social Sciences	Number Prepared <input type="text"/>
46	Construction	Number Prepared <input type="text"/>
47	Mechanic and Repair Technologies	Number Prepared <input type="text"/>
50	Visual and Performing Arts	Number Prepared <input type="text"/>
51	Health Professions and Related Clinical Sciences	Number Prepared <input type="text"/>
52	Business/Management/Marketing	Number Prepared <input type="text"/>
54	History	Number Prepared <input type="text"/>
99	Other Specify: <input type="text"/>	Number Prepared <input type="text"/>

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Section I: Program Information

Program Assurances

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

This Page Includes:

- [Program Assurances](#)

Program Assurances

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1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends. Yes
 No
2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom. Yes
 No
3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects. Yes
 No
 Program does not prepare special education teachers
4. Prospective general education teachers are prepared to provide instruction to students with disabilities. Yes
 No
5. Prospective general education teachers are prepared to provide instruction to limited English proficient students. Yes
 No
6. Prospective general education teachers are prepared to provide instruction to students from low-income families. Yes
 No
7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable. Yes
 No
8. Describe your institution's most successful strategies in meeting the assurances listed above: William Jewell College’s teacher education program produces effective teachers and meets the Title II Assurances by requiring five (5) classroom based fieldwork experiences prior to student teaching. WJC teacher education students work in schools every semester of their teacher education program except one. All fieldwork is also coordinated with coursework so that while they are in the field Jewell teacher education students apply what they learn and build their teaching knowledge, understanding, and skills developmentally. The five early fieldwork placements occur in urban, rural, and suburban schools so that Jewell teacher education students learn how to address the many different factors that influence learning and experience a variety of teaching environments. Since these fieldwork experiences are connected to coursework Jewell teacher education students learn and then apply a variety of teaching strategies to meet every student where they are and devise instruction to help them move forward. Jewell prepares our teacher education students to identify the learning needs of every student whether that be because English is not the first language of the student or the student has a disability or the student lacks

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

William Jewell College's teacher education program produces effective teachers and meets the Title II Assurances by requiring five (5) classroom based fieldwork experiences prior to

that knowledge and develop those skills continuously throughout our teacher education program.

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Section II: Annual Goals

Annual Goals: Mathematics

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

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

[Back To Top](#)

1. Did your program prepare teachers in mathematics in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in mathematics in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in mathematics in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Science

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

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in science in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in science in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in science in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year's Goal \(2020-21\)](#)
- [Review Current Year's Goal \(2021-22\)](#)
- [Set Next Year's Goal \(2022-23\)](#)

Report Progress on Last Year's Goal (2020-21)

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1. Did your program prepare teachers in special education in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes

No

2. Describe your goal.

3. Did your program meet the goal? Yes

No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in special education in 2021-22? If no, leave the next question blank. Yes

No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in special education in 2022-23? If no, leave the next question blank. Yes

No

10. Describe your goal.

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Section II: Annual Goals

Annual Goals: Instruction of Limited English Proficient Students

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

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

- [Quantifiable Goals](#)

This Page Includes:

- [Report Progress on Last Year’s Goal \(2020-21\)](#)
- [Review Current Year’s Goal \(2021-22\)](#)
- [Set Next Year’s Goal \(2022-23\)](#)

Report Progress on Last Year’s Goal (2020-21)

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1. Did your program prepare teachers in instruction of limited English proficient students in 2020-21?

If no, leave remaining questions for 2020-21 blank (or [clear responses already entered](#)).

Yes
 No

2. Describe your goal.

3. Did your program meet the goal? Yes
 No

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

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

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

Review Current Year's Goal (2021-22)

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7. Is your program preparing teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank. Yes
 No

8. Describe your goal.

Set Next Year's Goal (2022-23)

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9. Will your program prepare teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank. Yes
 No

10. Describe your goal.

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Section III: Program Pass Rates

Assessment Pass Rates

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Assessment Pass Rates](#)

Assessment Pass Rates

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Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number Passing tests	Pass rate (%)
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	10	258	10	100
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	4			
007 -ELEMENTARY EDUCATION: ENGLISH LANG. ARTS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	6			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	10	256	10	100
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	4			
008 -ELEMENTARY EDUCATION: MATHEMATICS SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	6			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	10	252	10	100
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	4			
009 -ELEMENTARY EDUCATION: SCIENCE SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	6			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson Other enrolled students	2			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2020-21	10	244	10	100
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2019-20	4			
010 -ELEMENTARY EDUCATION: SOCIAL STUDIES SUBTEST Evaluation Systems group of Pearson All program completers, 2018-19	6			
020 -ENGLISH Evaluation Systems group of Pearson Other enrolled students	1			
023 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2020-21	1			
043 -MUSIC: INSTRUMENTAL & VOCAL Evaluation Systems group of Pearson All program completers, 2019-20	1			
043 -MUSIC: INSTRUMENTAL & VOCAL	1			

Assessment code - Assessment name

Test Company
GroupNumber taking tests
Avg. scaled score
Number passing tests
Passing rate (%)

Evaluation Systems group of Pearson
All program completers, 2018-19
071 -SOCIAL SCIENCE
Evaluation Systems group of Pearson
All program completers, 2018-19
031 -SPEECH & THEATER
Evaluation Systems group of Pearson
All program completers, 2018-19

1

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Section III: Program Pass Rates**Summary Pass Rates**

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

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

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

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

This Page Includes:

- [Summary Pass Rates](#)

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Summary Pass Rates

Group	Number taking tests	Number passing tests	Passing rate (%)
All program completers, 2020-21	11	11	100
All program completers, 2019-20	5		
All program completers, 2018-19	10	10	100

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Section IV: Low-Performing

Low-Performing

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

This Page Includes:

- [Low-Performing](#)

Low-Performing

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1. Is your teacher preparation program currently approved or accredited? Yes
 No

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

CAEP

AAQEP

Other specify:

Other specify:

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

No

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Section V: Use of Technology

Use of Technology

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

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

This Page Includes:

- [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

1. integrate technology effectively into curricula and instruction Yes
 No
2. use technology effectively to collect data to improve teaching and learning Yes
 No
3. use technology effectively to manage data to improve teaching and learning Yes
 No
4. use technology effectively to analyze data to improve teaching and learning Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic

achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place. William Jewell College prepares teachers to integrate technology into instruction effectively (Element 1). Students learn to use a variety of instructional tools and practice those throughout fieldwork and student teaching. Jewell Faculty model the use of instructional technology tools and require effective technology use during teaching demonstration classwork. Jewell education students use online learning platforms such as Google Classroom along with utilizing 1:1 tablets, iPads or computers with appropriate instructional software. Jewell students are provided opportunities to use technology such as: projection devices (i.e., Apple TV, Smartboards); graphing calculators; digital cameras/ microphones; and video capture/use. Teacher education students are also exposed to provision of virtual instruction using a variety of programs and applications. In addition to teaching the use of technology, Jewell requires students to analyze instructional demands and select the best technological tools for any given lesson/assessment. Explicit instruction on technology tool use begins in EDU 275, Instructional Design and Assessment and continues throughout EDU 280, 299, 305, 308 and 316. Application occurs in fieldwork courses, EDU 213, 214, 311, 315 and the student teaching experience. UDL (Element 4) is taught early in the program to create profiles and to track student learning results (including benchmark assessment scores). This practice is used by Jewell student teachers to design instruction that meets students where they are and to provide differentiation for individuals and groups of students. Jewell student teachers must provide evidence that they are employing a cyclical instruction-assessment-results analysis-instructional design process in their EDU 501 Differentiated Instruction (taken in the fall simultaneously with the first semester of student teaching) and in their online student teaching portfolio. As part of the assessment process, Jewell teacher education students collect and record evidence of student performance and analyze that evidence against standards set by the District and the state. They then analyze that data for patterns in groups performances and/or needs of individual students. Jewell's teacher education students then act on that student performance data analysis, using the information derived therefrom to inform instructional planning and implementation. (Element 2) Evidence of this practice is provided during the EDU 501 Differentiated Instruction course taken simultaneously with student teaching wherein the student teachers demonstrate evidence of K-12 student learning and explain their instructional process for advancing the learning of each student (Element 3). Finally, student teachers participate in Data Teams, Professional Learning Communities, or other like data analysis teams in the schools in which they are student teaching. Jewell students' ability to use technology allows them the opportunity to consider individual and group needs and plan instruction accordingly.

William Jewell College prepares teachers to integrate technology into instruction effectively (Element 1). Students learn to use a variety of instructional tools and practice those throughout

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Section VI: Teacher Training

Teacher Training

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

This Page Includes:

- [Teacher Training](#)

Teacher Training

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1. Provide a description of the activities that prepare general education teachers to:
 1. Teach students with disabilities effectively William Jewell College prepares general education teachers, throughout the teacher education program, to instruct students with disabilities. There is a primary focus on meeting every student where they are and teaching them effectively for growth. William Jewell's first professional content course, EDU 206, Diverse Learners, focuses on how children develop and how to teach for development, whether that development follows age/stage trajectories or when there are underlying physical conditions or brain information processing differences that need specific instructional approaches. In addition to this foundation of child development/exceptionalities and how teachers must respond to promote learning, the course also engages the teacher in identification and referral of students for special education testing/diagnosis; the teacher's legal obligations under IDEA and Section 504; the use of the results of various diagnostic instruments; the mechanics and process of creating and reading an IEP; participation in IEP conferences; and a variety of teaching strategies to meet the needs of all of the above populations (including RTI and universal design). Teacher education students build on this knowledge in EDU 275 Instructional Design and Assessment by applying understanding of to how P-12 students grow and learn to instructional and assessment planning and utilization. In EDU 501, Differentiated Instruction, teacher education students analyze the individual readiness, interests, and needs of a class of students and design effective instruction for that class. Teacher education students design differentiated lessons and assessments for specific student needs and measure and identify how all students' progress toward standards-based objectives. Teacher education students also consider how assessment data informs instructional activities to promote individual student progress. Teacher education students differentiate

from concrete to abstract, from structured to less structured, and use flexible grouping, tiering and individual tools to facilitate individual growth and learning. The individual needs of students are addressed instructionally as part of these processes. Teacher education students apply this knowledge and these skills during fieldwork (EDU 212-Urban, 213-14-Suburban, 311-315-Rural). Each of these experiences requires the teacher education students to monitor students needs, whether they be academic disabilities, giftedness, non-English language, developmental, experiential or socioeconomically based. Application culminates in Student Teaching (EDU 410/411, 420/421, 425/426). William Jewell requires every undergraduate teacher education student to teach for a full year and meet the needs of Special Education, Limited English Proficient, Gifted, and other needs of the students in their class. In EDU 401, Student Teaching Seminar, student teachers are required to discuss how they have planned and implemented effective modifications, adaptations, and accommodations for IEP, LEP and non-diagnosed students during student teaching. Required courses and experiences vary by field but all include the complexities of child language acquisition, development, the use of receptive and expressive language, both oral and written. A brief listing of the key ideas that prepare Jewell elementary teacher education students to individualize instruction for special education and ELL students are: language acquisition and development, second language acquisition, literature circles, autobiography, Readers' theatre, conferencing, pre-writing, 6+1 traits of effective writing, assessment of spelling development, listening for meaning, oral expression as a bridge, phonemic awareness, phonics instruction, word attack skills, vocabulary development, instruction for comprehension, scaffolding literacy learning, reading/writing assessment, individualization for LEP reading learners, leveled/leveling books, CAFE strategies, RTI, IRI, running records, differentiated study guides, differentiated instruction, fluency, motivation, assessment and remediation. Specific strategies learned vary by elementary education (EDU 250, 299, 305) or secondary education (EDU 280, 308) teaching level but all teacher education students apply this knowledge and these skills in field experiences as well as student teaching. Elementary teacher education students must also deeply understand numeracy. EDU 260 and EDU 270, Teaching Elementary Math (content and methods) requires students to understand mathematics at the conceptual level, so that they can employ a variety of strategies to help elementary learners attain understanding. Concepts covered include set theory, number theory, whole numbers (place value system, operations, and properties), fractions (representation, operations, and properties), decimals, ratio, proportion, and percent, problem-solving, math reasoning, math task research. Secondary teacher education students must either double major or minor and complete the equivalent of a major in the content field in which they will teach. This provides depth of knowledge, so that William Jewell's secondary education graduates can teach a range of learners for conceptual understanding.

William Jewell College prepares general education teachers, throughout the teacher education program, to instruct students with disabilities. There is a primary focus on meeting

- Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*. William Jewell College prepares teacher candidates to participate as a member of individualized education program (IEP) teams in our first course, EDU 206 Diverse Learners. Candidates then observe IEP meetings as the opportunity arises during fieldwork and appropriately participates (as a student, not a teacher of record) in IEP completion and conferences during student teaching. WJC teacher candidates are taught how to identify students with disabilities, how to refer them for testing, services, and how to provide teacher information for an evaluation process. WJC teacher candidates understand their legal obligations under IDEA and Section 504 and the mechanics of creating an IEP. Finally, in this class they practice reading and interpreting various diagnostic instruments and then complete an IEP and conduct a mock IEP conference. In fieldwork (EDU 212, 213, 214, 311, 315) teacher education students are asked to monitor the needs of students in their classrooms (including diagnosed SpEd needs, English language acquisition – native or non-native, giftedness, and undiagnosed needs – learning or contextual) and to reflect on classroom practice to promote learning. They discuss with their cooperating teachers which students have IEP's or 504 plans and under the teacher's guidance respond to those needs. Finally, during student teaching (EDU 410/411, 420/421, 425/426) Jewell teacher candidates utilize IEP and 504 plans to plan effective instruction for the students in their student teaching classrooms and participate in IEP/504 conferences as is appropriate (not as the teacher of record).

William Jewell College prepares teacher candidates to participate as a member of individualized education program (IEP) teams in our first course, EDU 206 Diverse Learners.

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

William Jewell prepares teacher candidates to effectively instruct students who are limited English proficient through course and field work experiences. Midway through the program, after

- Does your program prepare special education teachers? Yes No

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

1. Teach students with disabilities effectively

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

Act.

3. Effectively teach students who are limited English proficient.

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Contextual Information

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

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

This Page Includes:

- [Contextual Information](#)

Contextual Information

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

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

school districts, but throughout the country. In Conclusion: William Jewell College's teacher education programs continuously gather information and data from a wide variety of sources to improve our teacher education programs. Jewell's teacher education programs are strong and well regarded, but we guard against becoming static and each year we use the data provided from our evaluation instruments to modify and improve our programs and our own instruction – just as we ask our student teachers to do. For more information visit our website: <https://www.jewell.edu/programs/elementary-education>; <https://www.jewell.edu/programs/secondary-education>

William Jewell College Department of Education,
Empowering with Education to create a more
compassionate and just world.”
William Jewell College teacher education not only

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

Name of responsible representative for teacher preparation program:

Title:

Certification of review of submission

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

Name of reviewer:

Title: