AAQEP Annual Report for 2025

Provider/Program Name:	Avila University School of Education
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	December 31, 2030

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

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

A summary of the School of Education (SOE) mission, philosophy, and conceptual framework are provided below to round out the picture of who we are and how we approach preparing educators.

School of Education Mission: The School of Education is committed to educating innovative, adaptable and involved professionals, who provide service to a diverse and ever-changing population. Through value-based learning and authentic experiences, our graduates will be qualified, ethical, and responsible contributors to the greater society.

School of Education Philosophy: The guiding philosophy for the School of Education is the worth and potential of all students. We strive to prepare individuals to be caring, competent, and dedicated professional educators, leaders, and advocates who will provide excellent learning opportunities for their own students, mentees and constituents. We embrace the values of Avila University in fostering the intellectual, spiritual, and social growth of its members.

School of Education Conceptual Framework: The Avila University School of Education Conceptual Framework is a shared vision that blends learning expectations with a theoretical and philosophical foundation that encourages learners to become *reflective practitioners prepared to impact a changing world.* The conceptual framework is predicated on Avila University's mission, community values, and purposes, and on the School of Education's mission and philosophy. Course assignments and projects, program components and assessments are directly aligned to the Missouri Teacher Standards and supported by the themes of the InTASC Model Core Teaching standards to create a high quality, coherent, and sequential curriculum consistent with institutional, state and national standards that support best practices.

The SOE has four possible routes within the initial teacher certification pathway: traditional undergraduate teacher candidates; undergraduate teacher candidates in an adult degree completion pathway; graduate certification candidates in traditional programs; graduate certification candidates in alternative certification programs. Additionally, the SOE maintains a Master of Arts in Education degree with concentration areas offered in Curriculum & Instruction, Special Reading, School Counselor, and Building Principal, as well as an Educational Specialist degree in Educational Leadership: Superintendent.

The traditional undergraduate teacher pathway is a four-year pathway to becoming a teacher that includes all core curriculum, content area specialization coursework, and professional education course requirements. Candidates in this pathway may major in Elementary Education (1-6); Mild/Moderate Cross-Categorical Special Education (K-12); Middle School Education (5-9) with concentrations available in Language Arts, Mathematics, General Science, or Social Science; Vocal Music Education (K-12); or Physical Education (K-12). Candidates may also major in Education (9-12) for teacher certifications in Biology, Chemistry, English, Social Science, and Speech/Theatre.

The non-traditional program includes several pathways to initial certification. The undergraduate teacher pathway in an adult degree completion pathway was introduced in Fall 2021 and currently provides an opportunity for adult degree completion candidates with an interest in Elementary Education (1-6). Candidates in this pathway complete their university core requirements and all Education coursework through our adult focused online courses. The graduate certification pathways are designed for individuals who have previously completed a bachelor's degree but now have a desire to become a teacher.

Elementary Education (1-6) and Mild/Moderate Cross-Categorical Special Education (K-12) are available through online coursework program designed for working adults. Graduate candidates in all other certification areas may choose to complete a traditional or alternative pathway. Graduate candidates in the traditional pathway must complete coursework as identified on our state approved certification matrices, while those in the alternative certification pathway have a degree related to their specific area of certification or have passed the appropriate Praxis Assessment needed for certification.

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.avila.edu/academics/school-of-education/

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)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Art Education	Initial Certification: Art (Grades K-12)	0	1
Bachelor of Science in Chemistry Teacher Education	Initial Certification: Chemistry (Grades 9-12)	0	0

Bachelor of Science in Elementary Education	Initial Certification: Elementary Education (Grades 1-6)	25	2
Bachelor of Science in Middle School Education *(four content area concentrations)*	Initial Certification: Language Arts (Grades 5-9)	2	0
	Initial Certification: General Science (Grades 5-9)	0	0
	Initial Certification: Mathematics (Grades 5-9)	0	0
	Initial Certification: Social Studies (Grades 5-9)	3	0
Bachelor of Science in Physical Education	Initial Certification: Physical Education (Grades K-12)	6	1
Bachelor of Science in Special Education *(includes certification requirements for both Elementary and Mild/Moderate)*	Initial Certification: Mild/Moderate Cross-Categorical Special Education (Grades K-12)	8	2
Bachelor of Science in Biology Teacher Education	Initial Certification: Biology (Grades 9-12)	0	0
Bachelor of Science in English Teacher Education	Initial Certification: English (Grades 9-12)	4	0
Bachelor of Science in Social Studies Teacher Education	Initial Certification: History (Grades 9-12)	3	0
Bachelor of Science in Speech/Theater Education	Initial Certification: Speech/Theater (Grades 9-12)	2	0

Bachelor of Science in Vocal Music Education	Initial Certification: Vocal Music (Grades K-12)	3	0
Bachelor of Science in Elementary Education (Adult Undergraduate)	Elementary Education (1-6)	7	3
Master of Arts in Teaching (MAT)/Graduate Initial Teacher Certification	Art K-12	7	1
	Biology 9-12	3	0
	Business 9-12	4	0
	Chemistry 9-12	6	1
	Elementary Education	14	1
	English 9-12	2	0
	Language Arts 5-9	1	0
	Marketing 9-12	0	0
	Mathematics 5-9	4	0
	Music: Instrumental K-12	1	1
	Music: Vocal K-12	2	2
	Physical Education K-12	10	2
	Science 5-9	1	0
	Social Studies 5-9	3	2
	Social Studies 9-12	4	1
	Special Education K-12	7	2

	Speech & Theater 9-12	2	0
Total for programs that lead to initial credentials		134	22
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Arts in Education	Special Reading	27	15
Total for programs that lead to additional/advanced credentials		27	15
Programs that lead to P-12 leader credentials			
Master of Arts in Education	Educational Leadership: Building Principal	30	7
Educational Specialist	Educational Leadership: Superintendent	2	2
Total for programs that lead to P-12 leader credentials		32	9
Programs that lead to credentials for specialized professionals or to no specific credential			
Master of Arts in Education	Curriculum & Instruction	52	14
	School Counselor	89	3
Total for programs that lead to specialized professional or no specific credentials		141	17
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.

N/A

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.
134
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.
63
C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
34
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.
Traditional Undergrad-6 (100%) completed within the expected timeframe Grad/Adult Undergrad • Adult Elem Undergrad – 100% completed within the expected timeframe • MAT/Grad Cert – 85% completed within the expected timeframe, 7.5% completed within 1.5 times the expected timeframe • Special Reading – 100% completed within the expected timeframe • Educational Leadership – 100% completed within the expected timeframe • Educational Specialist – 100% completed within the expected timeframe • Curriculum & Instruction – 57% completed within the expected timeframe, 29% completed within 1.5 times the expected timeframe • School Counselor – 100% completed within the expected timeframe

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%.

The Missouri Educator Evaluation System (MEES) performance assessment is conducted by both the cooperating teacher and the university supervisor as the summative assessment of their Final Clinical Experience. Of all students enrolled in Avila's Final Clinical Experience, 100% of said completers passed this performance measure.

Missouri uses the Praxis Assessments as the additional evaluation needed for certification. Below is the table with Avila student results with tests taken by more than 5 students

Test Name	Number of Takers	Number Passed	Percent Passed
Art: Content Knowledge (5134/0134)	5	5	100.00
Elem Ed: Mathematics Subtest (7003/2003)	18	12	66.67
Elem Ed: Science Subtest (7005/2005)	18	10	55.56
Elem Ed: Social Studies Subtest (7004/2004)	18	13	72.22
Elem Ed: Teaching Reading Subtest (7002/2002)	18	18	100.00
Physical Education: Content Knowledge (5091/0091)	5	3	60.00
Reading Specialist (5302/0302)	5	5	100.00
School Counselor (5422/0422)	6	5	83.33

Three of the Praxis Assessment pass rates are 100%-Art Content Knowledge; Elementary Ed: Reading Subtest; and Reading Specialist. Concerning the Elementary Subtests 7003, 7004, and 7005, these are content knowledge assessments.   Those subject areas are not within our School of Education (SOE) realm. However, after looking at the data, we know we need to do something to support these students. We have put study guides on our SOE Canvas site that all students have access to. But we need to do more to promote the use of these materials. During ED 185, the instructor will introduce the students to the Praxis Assessments and show them study guides.   We will then offer a session on how to study for the Praxis each semester. We will also encourage students to take the Praxis as soon as they have completed a subject area course. It is interesting that low pass rates are evident for these assessments across the state of Missouri. Subtests 7004 and 7005 are both under 80% statewide, and 7003 is at 80.15%. Just to note, the Praxis area assessment that we do address the content is the Teaching Reading (7002) Subtest where 100% of candidates passed on the first try. Concerning the Physical Education Test (5091), graduate students working on initial certification must take this assessment before applying for teacher candidacy to show they are competent in the area. They may not proceed to Teacher Candidacy if they do not process the content knowledge as measured by the Praxis Assessment.

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

End of Program Survey-
At the end of the Final Clinical Experience, student teachers are given the End of Program Survey. This survey showed overwhelmingly positive results. Out of the 25 questions asked, 23 had 100% of the responders marking Strongly Agree/Agree. In fact, 9 of the questions only had Strongly Agree selected. The other 2 questions had 92.8% Strongly Agree/Agree and 7.14% Disagree. Questions asked included areas such as "My experiences at Avila prepared me to critically evaluate instructional strategies and instructional technology to select those best suited for the needs of all students" and "I feel prepared for the responsibilities of leading a classroom".

First Year Survey-
At the end of their first year of teaching, teachers in Missouri are asked to complete the First Year Educator Survey. Of the 38 questions aligned to the Missouri Educator Evaluation Standards, 29 questions showed an 80% or higher Strongly Agree or Agree response. Another four questions had a 76% Strongly Agree or Agree rate. The five questions that showed lower positive response rates were as follows: I was prepared to modify instruction for English language learners (52%); I was prepared to use technology to enhance student learning (62%); I was prepared to enhance students' skills in using technology as a communication tool (66%); I was prepared to collaborate with parents to support student learning (67%); and I was prepared to participate in professional organizations (72%). We are currently focused on enhancing our students' understanding of working with English language learners by weaving information and strategies through various courses. All students take a technology course, which was updated this summer. Our Special Education majors take a one-hour course concerning family engagement. We will encourage all students to take it. Finally, we have revamped an organization on campus called Avila Education Association to expose our students to professional organizations. All of these intentional moves will help better prepare our students during their first year of teaching.

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

First Year Survey-Teacher's Principal
In Missouri, just as the first-year teachers are given a survey, their principals also have the opportunity to complete a survey based on their view of the first-year teacher. It is interesting to note that for three of the questions, 100% of the principals scored the teachers as Strongly Agree or Agree. These were concerning preparedness to promote respect for diverse cultures, genders, and intellectual/physical abilities; working with colleagues to set learning goals using assessment results; and preparedness to foster positive student relationships. Twenty-eight of these questions showed an 80% or higher Strongly Agree or Agree response. Another 5 questions were at a 75/76% Strongly Agree or Agree rate. There were also five questions that the principals rated lower. These addressed designing lessons for differentiation (62%); modifying instruction for English language learners

(50%) and gifted learners (51%); engaging students in critical thinking (69%); and developing assessments to evaluate learning (62%). It is interesting to note that Modifying instruction for English learners was the lowest scoring question in both the Principal's Survey and for the first-year teachers themselves. However, where the first-year teachers marked themselves lower in using technology, the principals' views did not support this. We will continue to work on helping our students understand how to get their K-12 students engaged in critical thinking. We have revised the assessment course that all education majors take including updating the textbook to a more current view of assessment. This should better prepare students to develop assessments as well as use the data to inform their instruction.

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.

End of Program Survey
Initial Certification Candidates are asked to complete an End of Program Survey at the end of their student teaching/internship semester. The information was not disaggregated by certification/majors because of the small numbers.

Number of Completers	Number completing survey	Plan to teach full-time	Plan to attend Grad School	Current or next year's placement- already in a teaching position	Current or next year's placement- already received an offer	Current or next year's placement- have begun to apply or plan to apply	Type of school plan to teach in- Public Suburban	Type of school plan to teach in- Public-Rural	Type of school plan to teach in- Public Urban	Type of school plan to teach in- Private Religious
22	14 (63.6%)	13 (92.9%)	1 (7.1%)	7 (50%)	4(28.6%)	2 (14.3%)	7 (50%)	3(21.4%)	2 (14.3%)	1 (7.1%)

Initial certification candidates from Avila University complete an End-of-Program Survey at the conclusion of their Final Clinical Experience (FCE), which includes both student teachers and interns. This survey gives a lot of information about our candidates' future teaching positions and is used to capture a snapshot of their immediate post-completion employment intentions/options and placement status. Although the data is not split by certification area due to small cohort size, the response rate does provide a meaningful idea of where the students are with their workforce readiness and the trajectory of their post-program. Of the 14 responders, over 92% said they plan to teach full-time, which indicates a strong alignment between program completion and entry into the profession. Only 7% said they were likely to attend graduate school immediately after, which may be due to some of the responders currently enrolled in graduate school earning their Master of Arts in Teaching.

Half of the respondents were already in a teaching position, 28% had received offers for teaching, and 14% were actively applying. Candidate preferences for school settings reflect diverse preparation across public suburban (50%), public rural (21.4%), public urban (14.3%), and private/religious (7.1%) schools.

At the Graduate Certification level, many of the candidates are already in a teaching position. Seven of the nine (78%) are currently serving in teaching roles, and therefore their school of employment is already known. In addition to the End-of-Program Survey, the course instructor for the traditional students' FCE Seminar also collects students' phone numbers and arranges quarterly meetings with the group during their first year of teaching to check in on their progress in their new teaching positions.

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.

The Graduate Education program maintained its existing staffing structure this year, with only two individuals supporting over 210 students: the Director of Graduate Education and the Director of Advising / Certification Officer. The Director of Advising / Certification Officer is responsible for advising, onboarding, and certification recommendations, while the Director of Graduate Education oversees clinical placements, assessment systems, data reporting, curriculum development, and adjunct coordination. Student communication remains timely, and adjunct staffing is consistent. However, clinical placements now require a large portion of the Director of Graduate Education's time, and the increasing number of students needing clinical experiences has heightened operational demands. As a result, tasks such as curriculum updates, assessment cycles, and data analysis are becoming more difficult to manage, although accreditation and compliance activities continue to be prioritized.

Given the program's size and complexity, as well as the planned expansion of offerings next year that will further increase clinical placement needs, current staffing is adequate but increasingly strained. To support ongoing operations and anticipated growth, the program is advocating for a Clinical Coordinator. This position would assume responsibility for placements, triad meetings, documentation tracking, hour verification, supervisor communication, and assessment retrieval. Introducing this role is expected to enhance accuracy and compliance, improve student experience, increase the program's capacity for placements, and allow the Director to focus on curriculum development, continuous improvement, and future expansion.

In the School of Education program serving traditional undergraduate students, we currently have three full-time faculty. Although each faculty member is teaching at least one overload class each semester, the work is manageable. We also have stable, well-qualified adjunct instructors who are currently teaching in local school districts. We feel this gives our students the best of both worlds-professors who are on campus and those who are currently in the local school districts. The three full-time faculty teach many of the education courses, are available for check-in meetings throughout the day and build strong relationships with the students. The adjuncts are all from different local school districts, so our students hear what is going on in a variety of districts. This gives them the opportunity to hear different perspectives and also gives a glimpse into a district where they may want to teach in the future.

4. Candidate Academic Performance Indicators

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

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Student Teacher Final Clinical Experience Evaluation (Missouri Educator Evaluation System) MEES	Missouri State requirement for teacher candidates to be recommended for candidacy is that the combined score between cooperating teacher and university supervisor for the MEES score is 42 or greater. For baseline understanding, if a teacher candidate received the score of "Skilled Candidate" across all standards from both the cooperating teacher and the university supervisor, they would receive a combined score of 54. No Evidence - 0 Emerging Candidate - 1 Developing Candidate - 2 Skilled Candidate - 3	Teacher Candidates in the FCE performed well on the Summative MEES, with results above Missouri's certification benchmark. To be recommended, candidates need a combined score of at least 42. In Fall 2024, the average combined score was 62.08 (University Supervisor [US] - 31.00 / Cooperating Teacher [CT] - 31.08). This shows a great deal of reliability between the university supervisor and the cooperating teacher. In Spring 2025, it was 58.82 (US - 28.36 / CT - 30.45). Although the gap was a bit larger, the scores between the university supervisor and cooperating teacher were still within an acceptable variance. All candidates in both terms scored above the state minimum and fell within the "Skilled" to "Exceeding" range for all MEES standards.

| | Exceeding Candidate – 4 | The results by standard show strong performance, with average scores between 2.99 and 3.56. Candidates scored highest in Critical Thinking (3.56) and Professionalism (3.46). Scores for Curriculum Implementation (3.23) and Assessment and Data Analysis (3.26) were also sound, with some room for growth. There was little difference between CT and US ratings, and the low standard deviations show that evaluations were consistent. This has been a focus on our end to ensure uniformed and consistent scorings. Overall, the 2024–2025 MEES data show that all Avila University candidates met or exceeded expectations in instructional skills, reflection, and professionalism, in line with Missouri's educator preparation standards. |

| Final Clinical Experience Student Portfolios | Students submit an FCE portfolio at the end of their FCE term. The portfolio is reflective in nature and ties their experience to the 9 MEES standards. Student portfolios show full understanding of the nine MEES standards. They highlight reflection, use of evidence, and professional growth. To succeed, students need to:

1. Match each reflection and artifact to one of the nine MEES standards. Clearly state which standard is being addressed and why it matters.
2. Show their skills by including artifacts like lesson plans, student work, assessments, or logs from professional development.
3. Go beyond just describing what they did. Analyze how their teaching affected student learning and their own growth. | The criterion for success required students to earn a minimum of 42 out of 52 points (80.8%) on the Final Clinical Experience portfolio to demonstrate proficiency across all nine MEES Standards through reflection and supporting artifacts. Across both terms, all students met or exceeded this benchmark.

In Fall 2024, 13 students achieved an average score of 51.46, with scores ranging from 49 to 52. In Spring 2025, 9 students earned an average score of 50.00, ranging from 47 to 52. Combined data from both terms (N=22) shows a mean score of 50.84 out of 52, with 100% of students passing and even the lowest score exceeding the requirement by five points.

These results reflect near-universal mastery. Students consistently demonstrated the ability to apply reflection, evidence, and professional growth aligned with the MEES standards. The program's structure, emphasis on reflective practice, and evaluator consistency appear to effectively support candidate success. While performance remained strong, there was a minor decrease in the Spring term average. In addition, there was a wider score range which can suggest variability by term is clear, suggesting slight variability by term. Overall, the level of success exceeds expectations, confirming that all candidates demonstrated mastery of the portfolio standards and effectively connected reflection, evidence, and professional growth to their clinical practice and the MEES standards. |

	4. Use a professional tone and organize their work well. Include clear headings, write in an academic style, and follow proper formatting. 5. Include reflections based on data. Show how student evidence helped guide their teaching choices. A passing score is 42 points out of a possible 52. This equates to 80%, which represents the minimum acceptable level of proficiency. Any score below 42 points would indicate that the student has not demonstrated sufficient evidence of meeting program standards for reflective practice and application of the MEES framework.	

Form B	Avila's Form B is an evaluation of the Teacher Candidate's readiness for professional practice that the University Supervisor completes. For each of the nine criteria, each candidate is assessed on a 4 point scale (Superior, Good, Average, & Below Average). Examples of the criteria include: • TC is able to create positive climate for learning by successfully managing student behavior. • TC responds appropriately to constructive criticism and makes positive changes .	A critical analysis of the data shows that the Final Clinical Experience teacher candidates from Avila are professional, have good behavior management, and are responsive to feedback. Areas of growth include adapting instruction for diverse learners and instructional differentiation. The criteria for success would put students scoring in either the Good or Superior range as "Good" is considered the target. Criterion are below: 1 – Teaching skills and adaptations for diverse learners 2 – Classroom management / Climate 3 – Mastery of Subject Matter 4 – Initiative, dependability, creativity, effort 5 – Response to constructive criticism 6 – Relationships with students/ teachers/staff 7 – Organization and preparedness 8 – Assessment and adjustment of teaching 9 – Communication skills

Criterion	Mean	Mean %	Performance Range	Observations
1	3.31	83	Good	Continued support needed for differentiation and individualization.
2	3.62	90	Good	Strength in classroom management and establishing a positive learning environment.
3	3.46	87	Good	Shows strong understanding of

				content and curricular standards integration.
4	3.69	92	Good	Exemplary professionalism, initiative, and reliability noted by mentors.
5	3.62	90	Good	Demonstrates maturity and reflective practice; responsive to mentor feedback.
6	3.46	87	Good	Builds strong rapport and collaborates effectively with colleagues and students.
7	3.5	88	Good	Effective organizational and time-management skills; consistent reliability.
8	3.42	86	Good	While competent in assessment use; further focus on formative data to inform instruction.
9	3.5	88	Good	Communicates clearly; effective use of media and multimodal instruction.

Upon review of individual results of students, of the 25 assessments, 92% of students scored in the "Good" range or higher. The remaining 8% scored in the Average range, only of which two assessments (candidates) were a part of. These two candidates' mean scores were 2.56 and 2.67.

		Overall, the Form B results show that teacher candidates are performing at or above the expected proficiency level. The aggregate mean score 3.51 places the vast majority of students in the Good-Superior range.

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

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
Professional Dispositions	Our program's expectation is that the average score is at least 2.5 as an overall score. 1 = Area of Concern 2 = Growth Opportunity 3 = Meets Expectations Professional dispositions are evaluated on a three-point scale: area of concern; growth opportunity; and meets expectations. Failure to demonstrate one or more of the essential professional dispositions could lead to an individualized plan for improvement, and with failure to improve, could lead to dismissal from the program. Students/candidates that score below "meets expectations" may be asked to develop a growth plan to further enhance these skills.	Throughout the 24-25 academic year, professional dispositions results from the Final Clinical Experience show consistent high performance and evaluator agreement. In Fall 2024, 14 candidates earned mean scores of 2.96 (CT) and 2.98 (US) out of 3.00, with scores ranging from 2.7 to 3.0. In Spring 2025, eleven candidates achieved nearly identical averages of 2.99 (CT and US), with a narrower range of 2.9 to 3.0. Combined across both semesters, averages were 2.97 (CT) and 2.98 (US), demonstrating strong interrater alignment and uniform application of evaluation standards. All candidates met or exceeded expectations, reflecting professionalism, collaboration, and ethical conduct throughout their placements. The slight increase and tighter range in Spring suggest improved consistency among evaluators and sustained candidate success (however, it was also a smaller sample size). Overall, the data confirms

	If the candidate has not demonstrated professional dispositions appropriate for teaching, or has breached standards of ethical and professional conduct, the candidate may be dismissed from the program. The included data includes dispositions from our EPP's initial practicum experience and our Final Clinical Experience. Initial Practicum Experience – assessed by cooperating teacher (mentor) teacher, University Supervisor, course instructor, and student. Final Clinical Experience – assessed by cooperating teacher (mentor) and University Supervisor	that candidates consistently demonstrate professional dispositions at a level that exceeds program expectations. CT – Cooperating Teachers US – University Supervisors
Avila University School of Education Exit Survey Each completer of the EPP Final Clinical Experience is requested to complete the Exit Survey. This Questionnaire asks completers to share their future expectations of their career, where they plan to teach, and their experience at Avila University.	Expectations of the survey are that no completers choose Disagree or Strongly Disagree	The response to this survey was very positive. In all but two questions, there were 100% of completers who marked Strongly Agree or Agree. There was one completer who marked Disagree on two questions, bringing the Strongly Agree/Agree to 92.8%. However, in the comments section, the student wrote, "Question 15 should include an NA for those of us who did not physically go to campus or attend other schools or classrooms due to our teaching

		positions." This seems to explain the "Disagree" answers to "I was exposed to diverse peers, professional educators, and K-12 students during my classroom and field experiences" and "The resources on the Avila campus exposed me to the instructional technology available in K-12 schools. We also had very positive replies when asked about the most valuable aspect of their Avila education. Here is one qualitative example response," This has been one of the greatest experiences of my life. My professors truly cared about me and provided solid, useful feedback and encouragement...I have loved every minute of my Avila journey and am so excited to finally be a teacher!"
Missouri's First Year Educator Survey Data (Teacher's Principal)

Principals complete a survey for each teacher at the end of their first year of teaching. The majority of the questions are based on the Missouri Educator Evaluation System (MEES) Standards. | The results of the 2024-25 Missouri's First Year Educator Survey completed by principals should affirm the programs' strengths but also highlight areas of growth for the program to help us better prepare new teachers for their first year. The ability to address the gaps shared by building leadership can not only increase first-year satisfaction, but the program's ability to provide exemplary educational practices necessary for successful classrooms | It is interesting to note that for three of the questions, 100% of the principals scored the teachers as Strongly Agree or Agree. These were concerning preparedness to promote respect for diverse cultures, genders, and intellectual/physical abilities; working with colleagues to set learning goals using assessment results; and preparedness to foster positive student relationships. Twenty-eight of the questions showed an 80% or higher Strongly Agree or Agree response. Another 5 questions were at a 75/76% Strongly Agree or Agree rate. There were also five questions that the principals rated lower. These addressed designing lessons for differentiation (62%); modifying instruction for English |

		language learners (50%) and gifted learners (51%); engaging students in critical thinking (69%); and developing assessments to evaluate learning (62%). It is interesting to note that Modifying instruction for English learners was the lowest scoring question in both the Principal's Survey and for the first-year teachers themselves.

5. Notes on Progress, Accomplishment, and Innovation

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

We have made steady progress in broadening access to our programs and strengthening the academic experiences we provide. Our enrollment has grown not only in size but in diversity, especially within our MAT program, with more candidates from a wider range of ethnic and racial backgrounds choosing to pursue teacher preparation with us. Our diversity in the MAT program has grown by 118% during the 2024-2025 academic year in the following background areas:
- Asian: from 1 to 2 students
- Black/African American: from 9 to 20 students
- Hispanic: from 1 to 2 students

We have also seen clear momentum in STEM interest in our MAT program, especially within our science and math certification areas, where student interest and enrollment have increased 500% during the 2024-2025 academic year, going from 2 students to 12 students in these areas:
- Biology: from 1 to 3 students
- Chemistry: from 1 to 5 students
- Mathematics: 0 to 3 students
- General Science: 0 to 1 student

This year, the program made innovative progress and introduced new ideas in several key areas. We expanded our reach, with enrollment now covering 11 states, thanks to better program visibility and effective recruitment. We also reviewed and updated

our Course Learning Objectives to better align with program goals, professional standards, and accreditation needs. Signature assignments were improved to serve as reliable, standards-based assessments that show how curricula is making an impact. Working with Faculty Discipline Experts, program reviews were conducted to check data, confirm assessment quality, and keep courses consistent across different formats. All these steps work together to support enrollment growth, improve assessment quality, and keep our focus on ongoing improvement at both the course and program levels.

The traditional undergraduate and graduate courses have had considerable improvements during the 2024-25 school year. Each of the courses' objectives were reviewed and updated to ensure the course would meet Program Level Outcomes and AAQEP Standards. The signature assessments were then revised to measure the updated objectives. Finally, a curriculum map is being developed to show alignment to AAQEP Standards and Program Level Outcomes across the education courses.