

# Title II

## Higher Education Act

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Webster University  
Traditional Program  
2010-11

### Print Report Card

### Program Information

**Name of Institution:** Webster University  
**Institution/Program Type:** Traditional  
**Academic Year:** 2010-11  
**State:** Missouri

**Address:** 470 E Lockwood Ave  
  
St. Louis, MO, 63119

**Contact Name:** Diane Hosford  
**Phone:** 314-246-7493  
**Email:** dhosford@webster.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:**  
No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	Yes	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No

Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	No	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify: CBASE reqd for all UNDG and reqd for postbacc Elementary only )	Yes	Yes

**Provide a link to your website where additional information about admissions requirements can be found:**

[www.webster.edu](http://www.webster.edu)

**Indicate when students are formally admitted into your initial teacher certification program:**

Other upon completion of specific admission criteria for both undergraduate and postbacc programs

**Does your initial teacher certification program conditionally admit students? Yes**

**Please provide any additional about or exceptions to the admissions information provided above:**

If accepted provisionally, graduate candidates must complete all admissions requirements for the degree within one semester. If those requirements are not met, the candidate may not proceed in the program. In addition, separate from the degree, acceptance to teacher certification status requires:

- GPA
- B- or better in math
- B- or better in composition
- C-base at UG level and MAT Elementary at graduate level
- B- or better in foundations block (foundations course early field experience)(undergraduate); B or better in CMAT 5000 Teaching in a Diverse Society (graduate)

## Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	319
Unduplicated number of males enrolled in 2010-11:	71
Unduplicated number of females enrolled in 2010-11:	248

2010-11	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	11
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	3
Black or African American:	36
Native Hawaiian or Other Pacific Islander:	0
White:	268
Two or more races:	1

## Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	135
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	21
Number of students in supervised clinical experience during this academic year	243

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

Number of students in clinical experiences includes duplicates since both practicum and apprentice teaching are taken in same academic year.

## Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11.

**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))**

<b>Subject Area</b>	<b>Number Prepared</b>
Education - General	
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	29
Teacher Education - Junior High/Intermediate/Middle School Education	9
Teacher Education - Secondary Education	22
Teacher Education - Multiple Levels	13
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	10
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	10
Teacher Education - Music	5
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	3
Teacher Education - Social Science	4
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	2
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	

Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify :	

### Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	7
Teacher Education - Early Childhood Education	11
Teacher Education - Elementary Education	29
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	5
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	

Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	4
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	13
History	
Foreign Languages	3
Family and Consumer Sciences/Human Sciences	
English Language/Literature	7
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	

Biology	2
Mathematics and Statistics	10
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify :	

### Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 94

2009-10: 56

2008-09: 80

### Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase by 10%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>University recruiters inform prospective candidates of teacher shortage areas. During orientation of new students, information is given about teacher shortage areas to</p>

encourage candidates.

We continuously encourage candidates through advising to consider seeking certification in high needs areas. Webster's Math Department faculty also advise its majors to consider seeking certification as well as the major in mathematics.

Education and Math Department advisors share access to student programs of study electronically through shared Google docs. This is done to facilitate communication with students about how to accomplish both majors and achieve teacher certification in math.

Post baccalaureate certification has been offered in the past (in years prior to 2010) for Math teacher preparation outside of a degree program or concurrent with a Masters degree program. In June 2010 the School of Education implemented new MAT degrees for Middle School and Secondary teachers that embed initial certification in multiple content areas (including mathematics).

Our goal for 2010-2011 was to increase the number of math certification seeking candidates by 10% more than the prior year. In fact, our numbers of current candidates in the program grew from 13 at the undergraduate level to 27 candidates. That is over 100% increase. At the post baccalaureate level we increased from 13 candidates to 25 candidates. This was an almost 100% increase.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Science	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase by 10%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The same strategies were used for recruitment of science candidates as those described for Math. As reported last year, the faculty of the Teacher Education Department and Science worked together to streamline the programs of study for the education major with science certification, as well as the programs for a double major. The number of students who entered the Science certification program at the undergraduate level increased in 2010-11 from 1 new candidate in 2009-10 to 3 new candidates in 2010-11.</p> <p>The post baccalaureate students in our new MAT initial certification degree program that was implemented in June 2010 had 17 candidates in 2010-2011.</p> <p><b>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</b></p>
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Special education	<p><b>Academic year:</b> 2010-11</p> <p><b>Goal:</b> Increase by 10%</p> <p><b>Goal met?</b> Yes</p> <p><b>Description of strategies used to achieve goal:</b></p> <p>The undergraduate candidates in special education increased from 23 candidates in 2009-10 to 36 candidates in 2010-11.</p>
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At the Post Baccalaureate level there were more applications to the MAT in Mild Moderate Disabilities in 2010-11 than in 2009-10, but fewer candidates were admitted due to raised admissions standards for the MAT program. In 2009-10 there were 15 new admissions to our (then) stand-alone Post Baccalaureate initial certification program, while in 2010-11 there were only 10 new admissions to our new MAT in Mild Moderate Disabilities.

In addition, there are a number of candidates in our MA in Special Education, who have initial certification in another field and are taking advanced level courses in special education with the intent of taking the PRAXIS II exam to add certification in Special Education, while also completing the MA degree. Not all candidates declare this intent to take the PRAXIS II, but we know that at least 10 candidates in 2010-11 indicated this plan.

Overall, however, there is more than a 10% increase. Therefore the goal was met.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

The same strategies were used for recruitment of special education candidates as those described for Math and Science. The implementation of the new MAT in Mild Moderate Disabilities in June 2010 has focused on recruiting highly capable candidates. The MA in Special Education gives already certified teachers from other fields the knowledge base to pass the PRAXIS II exam in Missouri which allows them to become certificated in Special Education.

Instruction of limited English proficient students

**Academic year:** 2010-11

**Goal:** Increase 5%; maintain flow

**Goal met?** Yes

**Description of strategies used to achieve goal:**

Though we anticipated a stable number of candidates in this graduate certification program that had increased rapidly in the past few years due to the addition of several cohorts of teachers from the St. Louis Public Schools, we are pleased to report that our growth trend has continued. In 2009-10 there were 73 candidates in the program. In 2010-11 there were 97 candidates.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

We demonstrated to the St. Louis Public School District that we could offer a high quality program on-site and, as a result, additional cohorts of teachers were added. In addition, we gained a new cohort at a Charter School.

TEACH Grant

**Academic year:** 2010-11

**Goal:** 10 candidates

**Goal met?** No

**Description of strategies used to achieve goal:**

The academic year of 2010-11 was the first year in which Webster was eligible for TEACH grants. During this year 7 candidates qualified and received financial aid

through the TEACH grant program.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

TEACH grant information is provided on the Webster University website. Financial Aid counselors inform potential students TEACH Grant opportunities.

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**

Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**

Yes

**General education teachers receive training in providing instruction to children with disabilities.**

Yes

**General education teachers receive training in providing instruction to limited English proficient students.**

Yes

**General education teachers receive training in providing instruction to children from low-income families.**

Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

A required foundations course for all undergraduate education majors is taught in local k-12 schools, which have diverse populations (e.g., Maplewood/Richmond Heights, which is a racially diverse urban ring district with 57% free/reduced lunch). Each of the schools where these foundations courses are offered participate in developing and supporting on-site field experiences which are integrated with the coursework. School faculty also participate in assessing the dispositions of preservice teachers in the setting and working with the on-site course instructor and/or liaison based on written agreements of expectations of both preservice candidates and classroom teachers. Classroom teachers individualize the experience to meet the skills and confidence levels of the candidates, but all candidates participate by working with pk-12 students directly.

Training related to educational decision-making related to the needs of local school districts is addressed

in methods courses, classroom organization and curriculum implementation courses, and behavior management courses. Candidates explore local school district Grade Level Expectations and Missouri Standards throughout the program.

Methods of working with ELL students are addressed in the required foundations course, Education in a Diverse Society. The faculty has a goal of creating a one-credit hour course specifically focusing on ELL learners that will be implemented in fall 2012.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	8				97	168
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6				99	171
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	4				100	171
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	9				100	171
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				99	167
0353 -EDUCATION OF EXCEPTIONAL STUDENTS: CORE KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				93	174
0353 -EDUCATION OF EXCEPTIONAL STUDENTS: CORE KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6				99	176
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2009-10	3				99	176
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4				97	176
0542 -EDUCATION OF EXCEPTIONAL STUDENTS: MILD-MOD DISABILITIES	3				75	177

Educational Testing Service (ETS) Other enrolled students						
0542 -EDUCATION OF EXCEPTIONAL STUDENTS: MILD-MOD DISABILITIES Educational Testing Service (ETS) All program completers, 2010-11	6				99	183
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2009-10	3				97	182
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2008-09	4				96	183
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) Other enrolled students	10	182	8	80	94	182
0021 -EDUCATION OF YOUNG CHILDREN Educational Testing Service (ETS) All program completers, 2010-11	11	184	11	100	99	184
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2009-10	12	185	12	100	99	183
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2008-09	10	179	9	90	99	183
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) Other enrolled students	8				76	172
0011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT Educational Testing Service (ETS) All program completers, 2010-11	27	178	27	100	99	178
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2009-10	14	177	14	100	98	178
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2008-09	26	181	26	100	98	178
5011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) Other enrolled students	2				80	174

5011 -ELEM EDU: CURRICULUM INSTRUCTION AND ASSESSMENT (CBT) Educational Testing Service (ETS) All program completers, 2010-11	2				98	177
0041 -ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				90	176
0041 -ENGLISH LANG. LIT. AND COMP. : CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	7				100	179
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	4				99	181
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	7				99	179
0173 -French: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	1				100	177
5174 -FRENCH: WORLD LANGUAGE Educational Testing Service (ETS) Other enrolled students	2				50	163
0181 -GERMAN: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	170
0181 -German: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	1				100	184
5183 -GERMAN: WORLD LANGUAGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	166
0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				99	158
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	2				97	156
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				97	155

0049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	2				85	175
0049 -MIDDLE SCHOOL ENGLISH-LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2010-11	3				98	177
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2009-10	2				98	181
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2008-09	2				100	181
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) Other enrolled students	2				80	168
0069 -MIDDLE SCHOOL MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	2				99	172
0439 -MIDDLE SCHOOL SCIENCE Educational Testing Service (ETS) All program completers, 2010-11	3				95	163
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2009-10	1				92	163
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2008-09	2				98	162
0089 -MIDDLE SCHOOL SOCIAL STUDIES Educational Testing Service (ETS) Other enrolled students	1				69	159
0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2008-09	1				93	171
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				90	167
0113 -MUSIC EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				99	167
0113 -Music Education: Content Knowledge Educational Testing Service (ETS)	2				99	167

All program completers, 2009-10						
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				99	168
0524 -PRINCIPLES OF LEARNING AND TEACHING (7-12) Educational Testing Service (ETS) All program completers, 2010-11	2				100	184
0524 -Principles of Learning and Teaching (7-12) Educational Testing Service (ETS) All program completers, 2009-10	1				100	172
0524 -Principles of Learning and Teaching (7-12) Educational Testing Service (ETS) All program completers, 2008-09	2				100	182
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				85	164
0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				100	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2009-10	5				99	170
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	8				100	169
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				95	174
5195 -SPANISH: WORLD LANGUAGES Educational Testing Service (ETS) Other enrolled students	2				30	151
0543 -SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS Educational Testing Service (ETS) Other enrolled students	5				87	172
0543 -SPECIAL EDUCATION: CORE KNOWLEDGE AND MILD TO MODERATE APPLICATIONS Educational Testing Service (ETS) All program completers, 2010-11	1				97	174
0690 -Special Education: Preschool/Early	1				100	647

Childhood Educational Testing Service (ETS) All program completers, 2008-09						
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### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	88	88	100	98
All program completers, 2009-10	51	51	100	98
All program completers, 2008-09	79	77	97	98

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

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

State

NCATE

Other (specify: HLC)

**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

### Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

**Provide a description of how your program 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 how your program 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.**

All undergraduate candidates take several required courses that pertain to educational technology. The undergraduate course offerings include: Technology in the Classroom, Web-Based Technologies in the Classroom, Interactive Technologies and Multimedia in the Classroom. If the undergraduate candidates are transfer students they may waive some of the required credit hours by transferring in prior coursework, if it is of a sufficient caliber. Graduate candidates take a course called Classroom Technology. Candidates with demonstrated advanced skills and or completion of prior coursework may be eligible for a waiver.

At both the undergraduate and graduate level, candidates learn how to effectively integrate technology into their curriculum; in addition, their fulfillment of the educational technology requirements results in enhanced pedagogical skill. This is accomplished, in part, by educating students about Universal Design for Learning (UDL) principles.

With a focus on differentiated instruction, candidates are taught the importance of a flexible curriculum delivered in multiple formats so that it is accessible to all students. Differentiated instruction also helps Webster University candidates achieve agile thinking skills by emphasizing the importance of: a) building accessibility into curricular design to meet the widest range of student needs, b) creating materials that can be adapted for a wide range of audiences, c) exploring multiple media formats and their impact on student learning; these formats may include audio and video supports and Webster candidates are taught the valuable lessons that d) highlight the importance of challenging and age appropriate materials to support student learning in order to meet the needs of a wide array of students.

In summary, the curriculum at Webster University, at both the UG and GR levels, reflects a commitment to developing teachers, administrators and educational personnel who understand the importance of accessible-pedagogical strategies to support our ethics and beliefs that there must be a commitment to fairness in teaching while also creating good faith efforts to help all students learn.

During the practicum and culminating period of apprentice teaching experiences, candidates strengthen their instructional strategies via technology use. They design, develop and submit teacher work samples that reflect the effective use of technology in collecting, managing and analyzing data that helps candidates understand the meaningful nature and purposeful application of technology in teacher classrooms.

In 2010-11, Webster's School of Education identified a need for a unit-wide committee dedicated to the advancement of technology in pk-12 instruction. The committee focus will be on classroom and lab assessment of instructional software and hardware as well as on strategic planning to ensure adequate attention is given to the future needs of the unit. In addition, the school has purchased a new assessment software being readied for production in support of the teaching and learning processes of all programs. The TK20 product is a custom-designed package custom-made for NCATE schools and colleges of education.

## **Section VI. Teacher Training**

### **Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All initial certification candidates in general education at the undergraduate level take a course on "Introduction to Students with Exceptionalities," in which they learn about many kinds of disabilities and appropriate accommodations. At the graduate level this content is addressed in a course called "Psychology of the Exceptional Individual".

As noted earlier in this report, a required undergraduate foundations course entitled, "Education in a Diverse Society," introduces concepts of inclusion and ways to support learners of all abilities. At the graduate level this course is entitled "Teaching in a Diverse Society."

A new course for undergraduate general educators was instituted as a required course during 2010-11 to introduce them to strategies that promote the goal and academic integration of children with disabilities into the general education classroom. Topics include: inclusive education philosophy and research, tiered academic interventions (RTI), collaborative practices, roles and responsibilities, parent collaboration and communication, curriculum adaptations, differentiated instruction, and positive behavior supports. At the graduate level these strategies are embedded in a course entitled, "Differentiated Instruction and Assessment."

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

All prospective candidates in special education take multiple courses addressing all of the Missouri standards for special education certification. These courses focus on effective data-based instruction. IEP development is addressed in a number of courses. Working with students who are ELL is specifically addressed in the foundations course, Education in a Diverse Society or Teaching in a Diverse Society. Multiple other courses throughout the program, such as Language Development of the Exceptional Child, also address ELL, IEPs and a variety of differentiated learning strategies to accommodate diverse learners.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher**

**preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

In the year 2010-11 we implemented a number of new graduate degree programs. Prior to 2010-11 all masters level advanced programs were designated as MAT degrees. Candidates who wished to pursue post baccalaureate initial certification could do so concurrent with completing the MAT or completely separate from it. Starting in 2008 we began a process of re-designing the advanced programs as MA degrees and designing new initial post baccalaureate certification programs within new MAT degrees. As stated above, in June 2010, most of those new MA programs were implemented as well as the new MAT degree programs.

### Supporting Files

Webster University  
Traditional Program  
2010-11

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