

Title II Higher Education Act

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Webster University
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Webster University
Institution/Program Type: Traditional
Academic Year: 2008-09
State: Missouri

Address: 470 E Lockwood Ave

St. Louis, MO, 63119

Contact Name: Diane Hosford
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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	No	No
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	No	No
Minimum Miller Analogies test score	No	No
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 (e.g., Myers-Briggs Assessment)	No	No
Other (specify: B-> grade in both college level composition and math course)	Yes	Yes

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

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? No

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

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 2008-09:	464
Unduplicated number of males enrolled in 2008-09:	104
Unduplicated number of females enrolled in 2008-09:	360

2008-09	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	11
<i>Race</i>	
American Indian or Alaska Native:	2
Asian:	4
Black or African American:	52
Native Hawaiian or Other Pacific Islander:	0
White:	366
Two or more races:	29

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

Average number of clock hours required prior to student teaching	135
Average number of clock hours required for student teaching	700
Number of full-time equivalent faculty in supervised clinical experience during this academic year	4
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	100.5
Number of students in supervised clinical experience during this academic year	183

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

Section I.d Certified/Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/licensed 2008-09	Number certified/licensed 2007-08	Number certified/licensed 2006-07
TOTAL (all areas/subjects)	96	108	81
1-6 ELEMENTARY EDUCATION	34	38	24
5-9 GENERAL SCIENCE	3	3	1
5-9 LANGUAGE ARTS	4	2	2
5-9 MATHEMATICS	1	3	0
5-9 SOCIAL SCIENCE	2	2	0
9-12 ENGLISH	5	6	5
9-12 JOURNALISM	2	0	0
9-12 MATHEMATICS	3	2	3
9-12 SOCIAL SCIENCE	6	16	8
9-12 UNIFIED SCIENCE: BIOLOGY	0	0	2
B-12 SEVERE DEVELOPMENT DISABLED	1	1	0
B-3 EARLY CHILD SPECIAL EDUCATION	0	0	1
B-3 EARLY CHILDHOOD EDUCATION	10	15	13
K-12 ART	12	11	6
K-12 FRENCH	2	1	0
K-12 GERMAN	0	1	0
K-12 MILD/MOD CROSS CATEGORICAL	11	4	15
K-12 MUSIC - INSTRUMENTAL	2	1	1

K-12 MUSIC - VOCAL	0	4	1
K-12 SPANISH	2	0	1

Section I e Program Completers

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

- 2008-09: 80
- 2007-08: 107
- 2006-07: 88

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>Academic year: 2008-09</p> <p>Goal: See Below</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Partnership with Kansas City, MO school district to offer math and science courses to elementary teachers</p>
Science	<p>Academic year: 2008-09</p> <p>Goal: See Below</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>
Special education	<p>Academic year: 2008-09</p> <p>Goal: See Below</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Implemented new MAT in Mild-Moderate Disabilities in June 2009</p>
Instruction of limited English proficient students	<p>Academic year: 2008-09</p> <p>Goal: See Below</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Partnership with St. Louis Public Schools to offer ESOL certification for cohorts of elementary teachers</p>
Other (TEACH Grant)	<p>Academic year: 2008-09</p> <p>Goal: See Below</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>Signed on for TEACH grants to provide additional financial aid to students pursuing high need area certifications</p>

Provide any additional comments, exceptions and explanations below:

There was no notification of the requirements to set annual quantifiable goals in specified teacher shortage areas prior Fall 2009. However, we do set annual goals for maintaining or increasing enrollments in all certification areas including the teacher shortage areas.

In Mathematics our numbers have always been low. From 2007-2008 to 2008-2009, we had an increase in students certified - (2 in 2007-2008; and 3 in 2008-2009)

In Science we maintained the same number as the year before.

In Special Education we had a significant increase from the prior year (from 4 in 2007-2008 to 11 in 2008-2009).

The ESOL program is only available at the advanced level (not at the undergraduate level). In Instruction of limited English proficient students, we have significant increases, due to a partnership with the St. Louis Public Schools. We provide the entire certification program in ESOL for 3 cohorts of elementary teachers from St. Louis Public Schools.

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:

Several foundations courses are taught in a local k-12 school and include on-site field experience. These sites must have diverse populations (e.g. Maplewood/Richmond Heights Middle School and high School, which is a racially diverse, urban ring district with 57% free/reduced lunch). Each of the schools participate in developing the experience for candidates, assessing the predispositions 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 teachers and classroom teachers. Classroom teachers individualize the experience to meet the skills and confidence levels of the students, but all students 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.

As stated above, methods of working with ELL students is addressed in a foundations course, Education in a Diverse Society. New programming is underway to further strengthen candidate abilities to support ELL learners through inclusion of this topic across a number of additional courses.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
0133 -Art: Content Knowledge Educational Testing Service (ETS) Other enrolled students	4				97	169
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	8				98	171
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	12	181	12	100	100	171
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	6				100	172
0235 -Biology: Content Knowledge Educational Testing Service (ETS)	1				88	161

Other enrolled students						
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	1				100	166
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	2				100	166
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) Other enrolled students	17	179	17	100	87	174
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2008-09	4				97	176
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2007-08	7				100	178
0353 -Education of Exceptional Students: Core Knowledge Educational Testing Service (ETS) All program completers, 2006-07	16	183	16	100	100	179
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) Other enrolled students	16	181	13	81	83	179
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2008-09	4				94	183
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2007-08	7				99	184
0542 -Education of Exceptional Students: Mild-Mod Disabilities Educational Testing Service (ETS) All program completers, 2006-07	16	183	16	100	100	185
0021 -Education of Young Children Educational Testing Service (ETS) Other enrolled students	7				95	183
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2008-09	10	179	9	90	99	183
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2007-08	14	184	14	100	100	185
0021 -Education of Young Children Educational Testing Service (ETS) All program completers, 2006-07	13	187	13	100	100	184
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) Other enrolled students	6				77	173
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2008-09	26	181	26	100	96	178
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2007-08	34	178	32	94	98	177
0011 -Elem Edu: Curriculum Instruction and Assessment Educational Testing Service (ETS) All program completers, 2006-07	20	179	20	100	99	179
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) Other enrolled students	3				93	179
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	7				99	179

0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	4				100	178
0041 -English Lang. Lit. and Comp. : Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	6				100	180
0173 -French: Content Knowledge Educational Testing Service (ETS) Other enrolled students	1				100	184
0173 -French: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	1				100	177
0173 -French: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	1				82	175
0181 -German: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	1				100	176
0181 -German: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	1				100	181
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) Other enrolled students	2				69	150
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				94	154
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	3				98	156
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	5				100	156
0049 -Middle School English-Language Arts Educational Testing Service (ETS) Other enrolled students	4				68	173
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2008-09	2				97	180
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2007-08	2				100	179
0049 -Middle School English-Language Arts Educational Testing Service (ETS) All program completers, 2006-07	1				100	181
0069 -Middle School Mathematics Educational Testing Service (ETS) Other enrolled students	2				76	172
0069 -Middle School Mathematics Educational Testing Service (ETS) All program completers, 2007-08	2				98	176
0069 -Middle School Mathematics Educational Testing Service (ETS) All program completers, 2006-07	2				95	173
0439 -Middle School Science Educational Testing Service (ETS) Other enrolled students	1				71	159
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2008-09	2				95	161
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2007-08	3				100	166
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2006-07	3				100	166
0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2008-09	1				89	171
0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2007-08	1				98	169

0089 -Middle School Social Studies Educational Testing Service (ETS) All program completers, 2006-07	1				100	169
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				99	167
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	5				99	166
0113 -Music Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	2				99	167
0524 -Principles of Learning and Teaching (7-12) Educational Testing Service (ETS) Other enrolled students	1				100	168
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	5				82	165
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	8				99	169
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2007-08	14	170	14	100	99	171
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	8				99	169
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) Other enrolled students	3				84	173
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) All program completers, 2008-09	2				90	174
0191 -Spanish: Content Knowledge Educational Testing Service (ETS) All program completers, 2006-07	2				97	173
0690 -Special Education: Preschool/Early Childhood Educational Testing Service (ETS) All program completers, 2008-09	1				67	583

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	82	79	96	96
All program completers, 2007-08	111	108	97	98
All program completers, 2006-07	104	104	100	99

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 students either take a required course, Technology in the Classroom, or, if a transfer student, may transfer an equivalent course from another university. Graduate students take a course called, Classroom Technology. Students with demonstrated exceptional skills and/or prior coursework in this area are eligible for a waiver.

Both classes teach how to effectively integrate technology into curricula and instruction. Further evidence of integrating technology into curricula and instruction, collection of data to improve teaching and learning, management of data to improve teaching and learning, and analysis of data to improve teaching and learning can be found in the teacher work samples completed at the end of the teacher preparation programs in conjunction with apprentice teaching.

A committee met during March and April 2009 to examine the technology requirement for all undergraduates. In order to strengthen competence in regard to the four criteria for teacher preparation in use of technology, three new one credit hour courses were created to offer additional technology education at different points in time during a candidate's program of study. These changes will be implemented starting in Fall 2010.

A graduate certification curriculum committee was charged to examine the graduate technology course, EDTC 5010, and to come up with recommendations to further strengthen outcomes in regard to the four criteria.

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 prospective initial certification candidates in general education take a course on "Introduction to Students with Exceptionalities," in which they learn about many kinds of disabilities and appropriate accommodations. Two additional courses required for all general education teachers address methods for supporting limited English proficient learners and a variety of differentiated instruction strategies, RTI, PBS, data-based decision making, and collaborative teaching.

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 that 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. 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.

Supporting Files

Webster University
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