



AAQEP Annual Report for 2024

Provider/Program Name:	Northwest Missouri State University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	6/30/2027

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.

Northwest has a rich tradition since 1905 of preparing teachers and leaders for Missouri and our larger three-state region (Missouri, Iowa, Nebraska), in addition to many completers who leave the region and teach throughout the United States. We take pride in our legacy of preparing outstanding educators to support students and the needs of our P-12 school partners while embracing opportunities to continue our evolution. We value improvement. We also value the accreditation process, which provides our students, school partners, program leaders, and the public with evidence that Northwest's educator, leader, and counselor education programs collect and use data, systematically to analyze and share information to create opportunities to improve our programs and practices. We embrace the continuous improvement cycle and look forward to insights and suggestions from accreditation team members regarding our

programs and processes. Our goal is always to help our candidates and completers improve. Northwest is deeply engaged in enhancing the learning environment for the P-12 classrooms and district partners we serve.

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.nwmissouri.edu/accreditation/NationalAccreditation/annualreports.htm>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in academic year ending August 2024	Number of Completers in academic year ending August 2024
<i>Programs that lead to initial teaching credentials</i>			
Agricultural Education BSED	Initial Certification: Agricultural Education 9-12	52	8
Alternative Certification	Initial Certification	41	15
Art Education BSED	Initial Certification: Art K-12	37	6
Biology Education BSED	Initial Certification: Biology 9-12	7	0
Business Education BSED	Initial Certification: Business Education 9-12	16	4

Chemistry Education BSED	Initial Certification: Chemistry 9-12	4	1
Early Childhood Special Education Minor	Initial Certification: Early Child Special Education B-3	28	7
Early Childhood Education BSED	Initial Certification: Early Childhood Education B-3	148	36
Elementary Education	Initial Certification: Elementary 1-6	315	81
English Education BSED	Initial Certification: English 9-12	47	8
Health Education Minor	Initial Certification: Health Education K-12	8	3
Instrumental Music Education BME	Initial Certification: Music – Instrumental K-12	38	4
Marketing Education Minor	Initial Certification: Marketing 9-12	4	1
Math Education BSED	Initial Certification: Mathematics 9-12	73	11
Middle School BSED (Math 5-9)	Initial Certification: Mathematics 5-9	21	3
Middle School BSED (Social Science 5-9)	Initial Certification: Social Science 5-9	7	2
Middle School BSED (Social Studies 5-9)	Initial Certification: Social Science 5-9	17	1
Middle School BSED (Language Arts 5-9)	Initial Certification: Language Arts 5-9	16	1
Middle School BSED (Science 5-9)	Initial Certification: General Sciences 5-9	23	3
Physics Education BSED	Initial Certification: Physics 9-12	4	0

Physical Education BSED	Initial Certification: Physical Education 9-12	193	14
Social Studies-History BSED	Initial Certification: Social Science 9-12	51	8
Spanish Education BSED	Initial Certification: Spanish K-12	7	2
Special Education: Cross Categorical	Initial Certification: Mild/Mod Cross Categorical K-12	82	10
Speech/Theater Education BSED	Initial Certification: Speech and Theatre	23	0
Vocal Music Education BME (Voice)	Initial Certification: Music Vocal K-12	40	3
Total for programs that lead to initial credentials		1302	232
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
Central Office / Superintendent – District Level Certificate	Superintendent K-12	9	0
Central Office/ Special Education – District Level Certificate	Special Education Admin K-12	2	0
Educational Leader K-12 Ed Specialist	School Leader K-12	434	174
Ed: Diagnostician SPE Certification	School Psychological Examiner	81	34
Educational Leadership: K-12	School Leader K-12	479	199
Elem Math Specialist Certification MSED	Math Specialist 1-6	39	0
Elementary Mathematics MSED	Math Specialist 1-6	124	65
Reading Certification	Special Reading K-12	13	0
School Counseling MSED	School Counselor K-12	42	9

School Leader Certification	School Leader K-12	19	0
Special Education Administration Certification	Special Education Admin K-12	6	0
Special Education w/ Certification MSED	Mild/Mod Cross Categorical K-12	32	0
Superintendent Certification	Superintendent K-12	6	0
Superintendent Education Specialist	Superintendent K-12	145	69
Total for programs that lead to additional/advanced credentials		1431	550
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
Curriculum and Instruction MSED (General)	n/a	239	121
Curriculum and Instruction MSED (Teaching Technology)	n/a	86	32
Ed Diagnostician Ed Specialist	n/a	104	18
Education Specialist: Generalist	n/a	117	66
Educational Diagnostician MSED	n/a	17	2
Educator Certification	n/a	1	0
Health and Physical Education MSED	n/a	126	47
Middle School BSED	n/a	42	12
Reading MSED	n/a	184	89
Special Education MSED	n/a	105	51
Teaching: English MSED	n/a	0	0

Teaching: Mathematics MSED	n/a	16	1
Teaching: Science MSED	n/a	4	0
Teaching: Secondary Agriculture MSED	n/a	6	3
Total for additional programs	n/a	1047	442
TOTAL enrollment and productivity for all programs		3780	1224
Unduplicated total of all program candidates and completers		3464	1205

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.
All ed majors, all levels, enrolled at some point in 2023-2024: 3464
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.
1205
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
979

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.

Most Northwest programs are four-year programs, and their expected time frame is four years, and 1.5 times that is six years. Northwest only collects data for six-year graduation rates as indicated in the table below.

Program Six-Year Graduation Rates						
Program	Cohort Year	Percentage who graduated in the same major	Percentage who graduated from the university	Total Number of Students in Cohort (n)	Total who graduated in the same major (n)	Total who graduated from the university (n)
Agricultural Education	2015	45.11%	64.66%	13	7	9
Agricultural Education	2016	23.81%	61.90%	21	5	13
Agricultural Education	2017	28.57%	47.62%	21	6	10
Art Education	2015	6.67%	33.33%	15	1	5
Art Education	2016	33.33%	55.56%	9	3	5
Art Education	2017	62.5%	87.5%	8	5	7
Biology Education	2015	100%	100%	1	1	1
Biology Education	2016	50%	100%	2	1	2
Biology Education	2017	100%	100%	1	1	1
Business Education	2015	25%	100%	4	1	4
Business Education	2016	50%	50%	6	3	3

Business Education	2017	0%	100%	1	0	1
Chemistry Education	2015	100%	100%	1	1	1
Chemistry Education	2016	100%	100%	1	1	1
Chemistry Education	2017	n/a	n/a	n/a	n/a	n/a
Elementary Education	2015	45.11%	64.66%	133	60	86
Elementary Education	2016	43.57%	56.43%	140	61	79
Elementary Education	2017	33.58%	73.13%	134	45	98
English Education	2015	44.44%	66.67%	9	4	6
English Education	2016	0%	33.33%	3	0	1
English Education	2017	20%	80%	5	1	4
Instru Music Educ/Non Piano	2015	3.125%	43.75%	16	5	7
Instru Music Educ/Non Piano	2016	39.13%	47.83%	23	9	11
Instru Music Educ/Non Piano	2017	33.33%	83.33%	6	2	5
Math 9-12	2015	12.5%	75%	8	1	6

Math 9-12	2016	22.22%	44.44%	9	2	4
Math 9-12	2017	27.27%	54.55%	11	3	6
Middle School Education	2015	14.29%	42.86%	7	1	3
Middle School Education	2016	50%	50%	2	1	1
Middle School Education	2017	16.67%	66.67%	6	1	4
Physical Education	2015	46.15%	61.54%	13	6	8
Physical Education	2016	25%	42.67%	12	3	5
Physical Education	2017	25%	75%	4	1	3
Social Science	2015	25%	68.75%	16	4	11
Social Science	2016	33.33%	55.56%	9	3	5
Social Science	2017	7.69%	53.85%	13	1	7
Spanish Education	2015	0.00%	66.67%	3	0	2
Spanish Education	2016	100%	100%	1	1	1
Spanish Education	2017	n/a	n/a	n/a	n/a	n/a
Special Ed: Cross Categorical	2015	n/a (included in elem ed major)	65.38%	26	0	17
Special Ed: Cross Categorical	2016	n/a (included in elem ed major)	66.67%	21	0	14

Special Ed: Cross Categorical	2017	n/a (included in elem ed major)	72.73%	11	0	8
Vocal Music Education (Voice)	2015	22.22%	22.22%	9	2	2
Vocal Music Education (Voice)	2016	33.33%	55.56%	9	3	5
Vocal Music Education (Voice)	2017	12.5%	37.5%	8	1	3
Vocal Music Education (Piano)	2015	0%	50%	2	0	1
Vocal Music Education (Piano)	2016	0%	33.33%	3	0	1
Vocal Music Education (Piano)	2017	0%	50%	2	0	1

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 following table includes summary pass rate information for [the appropriate MOCA, the Missouri state licensure exam](#), organized by program. Raw data disaggregated by program and state licensure exam is available [here](#).

Summary Pass Rates – MEGA Content Assessments (MOCA) at Northwest Missouri State University			
Group	Number Taking Test	Number Passing Test	Pass Rate
All program completers, 2022-23	202	192	95%
All program completers, 2021-22	204	197	97%
All program completers, 2020-21	214	207	97%

The current data was reported in Spring 2024 and reflects for some completers a first attempt pass rate. Many candidates who did not pass their licensure exam on the first attempt will pass on a second attempt, which will be reported in next year’s spring report and be updated in next year’s AAQEP annual report. (Last year’s 2021-22 cohort pass rate changed from 93% to 97% after additional students passed their licensure exam.)

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

The [Missouri Department of Secondary and Elementary Education \(DESE\)](#) has developed [a suite of six surveys](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. These surveys were designed to evaluate the quality of program impact on the field and provide data to providers to support continuous improvement. Data from the [First-Year Teacher Survey \(FYTS\)](#), **taken from teacher** from 2023 (completers from 22-23 academic year, first year of teaching in 23-24 academic year) indicates that Northwest completers report their **strongest** areas of preparation included being “prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities” (question 27) and being “prepared to foster positive student relationships” (question 22).

FYTS Question	Northwest Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
27.) I was prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities	4.45	4.30

22.) I was prepared to foster positive student relationships.	4.57	4.41
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First-Year-Teacher Survey data indicates that Northwest completers report their **weakest** areas of preparation include being “prepared to manage a variety of discipline issues” (question 19) and being “prepared to modify instruction for English language learners” (question 8). These weaknesses both align to the data collected from completers, as described in the previous page. While these are weaknesses that Northwest continues to address, it is also worth noting that these data remain comparable with state averages.

FYTS Question	Northwest Teacher Mean (1-5 scale)	Missouri Statewide Teacher Mean (1-5 scale)
19.) I was prepared to manage a variety of discipline issues.	3.42	3.40
8.) I was prepared to modify instruction for English language learners.	3.20	3.33

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

In addition, [the First-Year Teacher Survey by principals \(FYTS\), taken by principal](#) is completed by principals assessing Northwest teachers following their first year on the job. This data from 2023 (completers from 22-23 academic year, first year of teaching in 23-24 academic year) indicates that Northwest completers’ employers report Northwest completers’ three **strongest** areas of preparation include being ““prepared to foster positive student relationships” (question 22, which corroborates the data from the section above from the completers’ survey), being “prepared to use technology to enhance student learning (question 15),” and being “prepared to use technology as a communication tool (question 27).

FYTS Question	Northwest Principal Mean (1-5 scale)	Missouri Statewide Principal Mean (1-5 scale)
21.) The teacher was prepared to foster positive student relationships.	4.32	4.23
26.) The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	4.23	4.09

27.) The teacher was prepared to use technology as a communication tool.	4.27	4.14
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First-Year-Teacher Survey of principals' data indicates that the two **weakest** areas of Northwest completers' preparation include being "prepared to modify instruction for English language learners" (question 7), being "prepared to modify instruction for gifted learners" (question 8). These weaknesses both align to the data collected from completers, as described in the previous page.

FYTS Question	Northwest Principal Mean (1-5 scale)	Missouri Statewide Principal Mean (1-5 scale)
7.) The teacher was prepared to modify instruction for English language learners.	3.62	3.49
8.) The teacher was prepared to modify instruction for gifted learners.	3.69	3.55

H. Narrative 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.

Northwest collects [post-graduation outcomes data](#) annually from its graduates across all academic schools and departments. At the end of each academic semester, graduates have the option to report their post-graduation status via an electronic survey that is emailed on a rolling schedule via the Office of Institutional Research. The graduate has the option to select from a variety of post-graduation statuses including employed, continuing education, post-graduate internship, seeking employment, military services, and not employed and not seeking. If the graduate indicates an employed/post-graduate internship status, they are asked to indicate the job title, company, city, and state of the employers as well as the starting salary.

Graduates continuing education are asked to disclose their program of study and institution they plan to attend. Military services status request branch and rank. Students who indicate they are seeking employment after graduation are contacted via email or phone to determine how Career Services can best aid them in their job search. Five months after graduation, the responses are totaled, and Career Services conducts additional social media and faculty reach-outs to determine whether new graduates have shared employment information in these public venues. If no response is received within six months after graduation, the designation of no response is entered into the report.

Because of this longitudinal process, data is delayed; the data below is post-graduation data from 2020-21 completers. The 2022-23 Northwest Placement Outcomes Report can be found [here](#). Prior year reports can be found [here](#).

Degree or Certificate granted by the institution/organization	Majors	Responses	Employed	Continuing Education	Total Placement
Agricultural Education BSED	4	2	2	0	100%
Art Education BSED	5	5	5	0	100%
Biology Education BSED	1	1	1	0	100%
Business Education BSED	2	0	n/a	n/a	n/a
Chemistry Education	3	1	1	0	100%
Curriculum and Instruction MSED (General)	128	70	70	0	100%
Early Childhood Education BSED	42	38	34	1	92.1%
Educational Leadership: K-12	193	113	113	0	100%
Education Specialist: Ed Leader K-12	146	100	100	0	100%
Education Specialist: Generalist	54	28	27	1	100%

Education Specialist: Principal - Elementary	2	2	2	0	100%
Education Specialist: Principal - Secondary	n/a	n/a	n/a	n/a	n/a
Education Specialist: Superintendent	65	37	37	0	100%
Elementary BSED	86	73	71	2	100%
English Education BSED	11	10	9	0	90%
School Counseling	17	11	11	0	100%
Instrumental Music Education BSED	7	7	7	0	100%
Math Education BSED (9-12)	3	1	1	0	100%
Middle School BSED	9	8	6	2	100%
Physical Education BSED	12	10	8	1	90%
Reading MSED	63	31	30	1	100%
Social Science Education BSED	9	8	8	0	100%
Special Education MSED	58	31	31	0	100%

Special Education: Cross Categorical BSED	16	13	13	0	100%
Speech/Theater Education BSED	4	4	4	0	100%
Vocal Music Education BSED (Voice)	3	3	3	0	100%
Totals	943	607	594	8	97.9%

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.)

Added Programs: Master of Science - Educational Diagnostician with School Psychological Examiner Certification

Discontinued Programs: Master's in Education, Curriculum and Instruction

4. Candidate Academic Performance Indicators

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

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

Provider-Selected Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation
Missouri Educator Evaluator System (MEES), standards 1-7; see table below.	The Missouri Educator Evaluation System (MEES) is a set of nine items used to score candidates during student teaching, based on Missouri teacher standards. Data related to standards 1, 2 and 5 are highlighted below. Both cooperating teachers (CT) and university supervisors (US) score teacher candidates on each item on a scale of 1-4, with three considered the performance of a "skilled candidate," which is the expected performance level for a Missouri EPP program completer, and four as "exceeding candidate."	Northwest student teachers performed in MEES standards 1, 2 and 5 consistently with their performance in previous years (see data from QAR 2020, and previous years' AAQEP annual reports).
<p>Standard 1: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.</p> <p>Standard 2: Student Learning, Growth, and Development. The teacher candidate understands how students learn, develop, and differ in their approaches to learning. The teacher candidate provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.</p> <p>Standard 5: Positive Classroom Environment. The teacher candidate uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.</p>		

Average MEES Scores by Assessor, AY 2024 MAJOR or MINOR	CT1	US1	CT2	US2	CT5	US5	
Agricultural Education (n=8)	3.93	4.00	3.83	3.95	3.91	4.00	
Alternative Certification (n=17)	3.24	2.91	3.02	2.78	3.51	3.22	
Art Education (n=6)	3.70	3.58	3.55	3.27	3.50	3.39	
Biology Education (n=1)	3.00	3.00	3.00	3.00	4.00	4.00	
Business Education (n=4)	3.81	3.75	3.50	3.75	3.75	3.83	
Chemistry Education (n=1)	4.00	4.00	4.00	3.65	3.67	4.00	
Early Childhd Special Ed Cert (n=7)	3.17	3.39	3.19	3.23	3.33	3.62	
Early Childhood Education (n=34)	3.55	3.53	3.50	3.40	3.60	3.63	
Elementary Education (n=78)	3.47	3.33	3.43	3.26	3.51	3.50	
English (n=1)	3.75	3.75	3.67	3.67	4.00	4.00	
English Education (n=7)	3.64	3.46	3.62	3.47	3.85	3.57	
Health Education (n=2)	3.75	3.50	3.50	3.33	3.16	3.66	

Instru Music Educ/Non Piano (n=4)	3.75	3.31	3.33	3.33	3.83	3.25	
Math Education (5-9) (n=2)	3.50	3.87	3.16	3.16	3.33	3.83	
Mathematics Education (n=9)	3.47	3.42	3.36	3.26	3.43	3.40	
Mid Sch Cert: Social Science (n=1)	3.25	3.50	3.00	3.33	4.00	3.33	
Mid Sch Con: Lang Arts - 21 hr (n=1)	3.50	3.00	3.67	3.00	3.67	3.00	
Middle School (n=10)	3.47	3.42	3.36	3.20	3.53	3.43	
Middle School Science (n=3)	3.66	3.58	3.55	3.44	3.66	3.55	
Physical Education (n=12)	3.60	3.50	3.25	3.38	3.63	3.72	
Social Science (n=7)	3.79	3.61	3.52	3.28	3.71	3.62	
Social Studies-History (n=8)	3.62	3.50	3.49	3.37	3.50	3.66	
Spanish (n=2)	3.25	3.37	3.33	3.33	3.00	3.50	
Special Ed: Cross Categorical (n=8)	3.28	3.22	3.46	3.17	3.63	3.46	
Vocal Music Educ/Voice (n=2)	4.00	3.50	4.00	3.66	4.00	3.50	
Mid Sch Cert: Social Studies(n=1)	3.00	3.25	3.00	3.33	3.33	3.67	
Total (n=188)	3.55	3.45	3.46	3.35	3.58	3.56	

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

Provider-Selected Measures	Explanation of Performance Expectation		
First Year Teacher Survey (FYTS), an annual survey implemented by the state of Missouri for new educators and their supervisors	Missouri implements the FYTS and asks the same questions of new teachers and their principals. All items are related to Missouri teacher standards and are scored on an agreement scale from 1-5 (Strongly Disagree to Strongly Agree). Here is the average performance using data from the 23 academic year (22-23 completers).		
AAQEP Aspect	First Year Teacher Survey Questions: This first year teacher was prepared to: First Year Teacher Response	First Year Teacher Response	First Year Teacher's Principal Response
2.b. Engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts	The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	4.45	4.23
2.c. Create productive learning environments and use strategies to develop productive learning environments in a variety of school contexts	Create a classroom environment that encourages student engagement.	4.34	4.13
2.e. Establish goals for their own	The teacher was prepared to reflect on his or her practices for professional growth.	4.35	4.02

professional growth and engage in self-assessment, goal setting, and reflection			
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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.

In 2023-2024, the Northwest Missouri State Professional Education Unit (PEU):

Grant support for educator preparation:

- Northwest applied for and received more than \$160,000 from the state of Missouri in support of two innovative teacher candidate recruitment programs (Teacher Recruiting Grant, \$92,000; DEWEY (Developing an Educator Workforce which Expands Yearly, \$70,000). This brings the total to over \$400,000 in support of Northwest Educator Preparation since 2021. Both programs involved financial support for diverse, underrepresented teacher candidates. They also provided innovative collaboration with two local LEA (school districts Maryville, MO and Savannah, MO) and over 35 mentors connected to teacher candidates. These grant programs support our efforts to assist school partners in diversifying the education field and supporting entry into the role with excellent monthly professional development programming co-taught by university and LEA faculty and staff for our junior and senior teacher candidates.

Faculty and staff recognition for excellence:

- Dr. Mike McBride, Associate Director of Accreditation and Assessment (and longtime Northwest assessment director for educator preparation) received the 2023 Missouri Association of Colleges for Teacher Education Award in support of Diversity, Equity, and Inclusion for excellence in helping all Northwest teacher candidates carefully navigate systems to earn admittance into quality educator preparation programs.
- Dr. Nissa Ingraham, Assistant Director of the School of Education, was recognized as the 2023 Northwest Missouri State Teacher of the Year and was invited to Jefferson City to meet the Governor and receive recognition.
- Faculty within the Professional Education Unit produced several dozen peer-reviewed articles and/or gave numerous scholarly presentations at prestigious national Education conferences, sharing research and innovation in educator preparation.

- Northwest received three \$25,000 DESE literacy grants. The foci for these grants involved developing curriculum, redesigning a Northwest model classroom complete with literacy resources for elementary teacher candidates and students, and to support training for Northwest faculty and dozens of local school partners.

Other items:

- Northwest concluded a successful seven-year Fellows program with Independence School District, as described in the previous 2020 QAR.
- Northwest's qualitative data collection (as described in our recent AAQEP book chapter) underwent revision. The process will now be overviewed by Northwest's Quality Assurance Team, and these will be referred to as teacher candidate listening sessions.
- Northwest's School Counseling program expanded its accreditation with recognition from the American School Counselor Association (ASCA).