

QUANTITATIVE ANALYSIS OF ELEMENTARY PRE-SERVICE TEACHER AND  
EDUCATOR PREPARATION PROGRAM PERFORMANCE ON THE MISSOURI  
CONTENT ASSESSMENTS BY RACE, ETHNICITY, GENDER, PROGRAM SELECTIVITY  
AND MINORITY-SERVING INSTITUTION STATUS

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ABSTRACT

This study investigated whether differences existed in Missouri teacher certification assessment scores based on Elementary Pre-Service Teacher race, ethnicity and gender, as well as the selectivity level or Minority-Serving Institution status of Educator Preparation Program attended by the Elementary Pre-Service Teacher. These assessment scores were used as accountability measures in Missouri. Elementary Pre-Service Teachers were certified to teach in Missouri based partially on their certification assessment scores. These scores were also used to determine which Educator Preparation Programs maintain state accreditation.

The researcher focused on one of the Missouri teacher certification assessments, the Elementary Education Multi-Content Assessment. This assessment was required for any Elementary Pre-Service Teacher seeking elementary education teacher certification in Missouri.

This study concluded that there were significant differences in scores based on: race and ethnicity; gender; preparation program selectivity level; and preparation program status as a Minority-Serving Institution. Furthermore, the study found that modifying mandated cut scores could mitigate race/ethnicity-based differences for three of the four subtests.