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WILLIAM WOODS  
UNIVERSITY

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**EDS: Educational Leadership Annual Assessment 2021-2022**

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# Graduate Annual Assessment 2021-2022

## Education Specialist in Educational Leadership Superintendent

### Program Profile

#### Program Mission

1. Vision, Mission, and Goals; **EDS ADM.1** Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the school community; **Domain 1: Visionary Leadership**; MO Superintendent Standard 1
2. Teaching and Learning; **EDS ADM.2** Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective **instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff; **Domain 2: Instructional Leadership**; MO Superintendent Standard 2
3. Management of Organizational Systems; **DS ADM.3** Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and **managing** the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment; **Domain 3: Managerial Leadership**; MO Superintendent Standard 3
4. Collaboration with Families and Stakeholders; **EDS ADM.4** Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; **Domain 4: Relational Leader**; MO Superintendent Standard 4
5. Ethics and Integrity; **EDS ADM.5** Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner; **Domain 5: Innovative Leader**; MO Superintendent Standard 5
6. The Education System; **DS ADM.6** Student will demonstrate the knowledge and ability to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; **Domain 5: Innovative Leader**; MO Superintendent Standard 6
7. Professional Development; **EDS ADM.7** Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing and implementing a plan for his/her professional development each year. The candidate consistently applies knowledge, skills, and best practices that result in growth in personnel and increases student learning **Domain 5: Innovative Leader**; MO Superintendent Standard 7

#### Program Data

	Total Enrollment	Graduating Students
2020-2021	129	
2021-2022	147	49

**Program Assessment Data Sheet**

*Upload the Assessment Data sheet from Institutional Research*

Copy\_of\_Final\_\_Program\_Assessment\_Data\_Graduate\_\_5\_.xlsx

Copy\_of\_Program\_Assessment\_Data\_Graduate\_\_2022.xlsx

**Reflection on Demographic Data**

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Enrollment is down. Going forward with one enrollment model instead of three will help enrollment numbers moving forward. Pushing a single model, synchronous option, will help marketing of this online program.

**Program Delivery**

Cohort

Online

Hybrid

Cohort and Online (selected)

**External Accreditation**

*Does the program hold external accreditation?*

Yes (selected)

No

**If yes, state the name of the organization.**

*Along with the name of the organization, please note the date of approval, and the date of review.*

DESE, HLC

**Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

The marketing materials that have been reviewed are dated. Marketing is provided by a company called Elliance. Elliance has maintained the same images for their pop-up ads on social media for several years now, with little change for overall appeal. The Admissions office has provided hard copies of marketing materials, yet it is certain that recruiters are not delivering physical marketing materials to schools given the pandemic.

**Marketing Attachments**

0291\_001.pdf

**Faculty Teaching**

*Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full*

time or part time as well and how many classes they are teaching.

<u>Cohort Number</u>	<u>Course</u>	<u>City</u>	<u>Start Date</u>	<u>End Date</u>	<u>Faculty</u>	<u>Admin &amp; Delivery</u>
	EDU600	Fulton C	1/12/2009	3/2/2009	<a href="#">Hollingshead</a> , David	
	EDU600	Fulton C	1/12/2009	3/2/2009	<a href="#">Hollingshead</a> , David	
	EDU600	Fulton C	6/8/2009	7/27/2009	<a href="#">Cancelled</a> , Cancelled	
	EDU600	Fulton C	6/8/2009	7/27/2009	<a href="#">Cancelled</a> , Cancelled	
	EDU600	Fulton C	9/14/2009	11/2/2009	<a href="#">Sellers</a> , Stephen	
	EDU600	Fulton C	9/14/2009	11/2/2009	<a href="#">Sellers</a> , Stephen	
<a href="#">NCC</a>	EDU600	NCC C	1/11/2010	3/1/2010	<a href="#">Cancelled</a> , Cancelled	
<a href="#">NCC</a>	EDU600	NCC C	6/7/2010	7/26/2010	<a href="#">Sellers</a> , Stephen	
<a href="#">NCC</a>	EDU600	NCC C	9/13/2010	11/1/2010	<a href="#">Cancelled</a> , Cancelled	
<a href="#">NCC</a>	EDU600	NCC C	1/10/2011	3/6/2011	<a href="#">Sellers</a> , Stephen	
<a href="#">NCC</a>	EDU600	NCC C	6/6/2011	7/31/2011	<a href="#">Sellers</a> , Stephen	
<a href="#">NCC</a>	EDU600	NCC	9/12/2011	11/6/2011	<a href="#">Sellers</a> , Stephen	

		C				
<a href="#">NCC</a>	EDU600	NCC C	1/9/2012	3/4/2012	<a href="#">Cancelled</a> , Cancelled	
<a href="#">NCC</a>	EDU600	NCC C	6/4/2012	7/29/2012	<a href="#">Hollingshead</a> , David	
<a href="#">NCC</a>	EDU600	NCC C	9/10/2012	11/4/2012	<a href="#">Cancelled</a> , Cancelled	
<a href="#">OLC</a>	EDU600	Online ONL	1/14/2013	3/8/2013	<a href="#">Hollingshead</a> , David	
<a href="#">OLC</a>	EDU600	Online ONL	5/13/2013	7/5/2013	<a href="#">Ebersold</a> , Marvin	
<a href="#">OLC</a>	EDU600	Online ONL	8/26/2013	10/18/2013	<a href="#">Hollingshead</a> , David	
<a href="#">OLC</a>	EDU600	Online ONL	1/13/2014	3/7/2014	<a href="#">Ebersold</a> , Marvin	
<a href="#">OLC</a>	EDU600	Online ONL	5/12/2014	7/4/2014	<a href="#">Ebersold</a> , Marvin	
<a href="#">OLC</a>	EDU600	Online ONL	8/25/2014	10/17/2014	<a href="#">Cancelled</a> , Cancelled	
<a href="#">OLC</a>	EDU600	Online ONL	1/12/2015	3/6/2015	<a href="#">Hollingshead</a> , David	
<a href="#">OLC</a>	EDU600	Online ONL	5/11/2015	7/3/2015	<a href="#">Patrick</a> , Scott	
<a href="#">OLC</a>	EDU600	Online ONL	8/24/2015	10/16/2015	<a href="#">Patrick</a> , Scott	
<a href="#">OLC</a>	EDU600	Online	1/11/2016	3/4/2016	<a href="#">Ebersold</a> , Marvin	

		ONL				
<a href="#">OLC</a>	EDU600	Online ONL	5/9/2016	7/1/2016	<a href="#">Hull</a> , Lisa	
<a href="#">NCC</a>	EDU600	NCC C	5/9/2016	7/1/2016	<a href="#">Stucker</a> , Marcus	
<a href="#">OLC</a>	EDU600	Online ONL	8/22/2016	10/14/2016	<a href="#">Hull</a> , Lisa	
<a href="#">OLC</a>	EDU600	Online ONL	1/9/2017	3/3/2017	<a href="#">Patrick</a> , Scott	
<a href="#">OLC</a>	EDU600	Online ONL	5/8/2017	6/30/2017	<a href="#">Patrick</a> , Scott	
<a href="#">OLC</a>	EDU600	Online ONL	8/21/2017	10/13/2017	<a href="#">Stivers</a> , Judy	
<a href="#">OLC</a>	EDU600	Online ONL	10/16/2017	12/8/2017	<a href="#">Halley</a> , Heath	
<a href="#">OLC</a>	EDU600	Online ONL	1/8/2018	3/2/2018	<a href="#">Abeln</a> , Robert	
<a href="#">OLC</a>	EDU600	Online ONL	4/30/2018	6/22/2018	<a href="#">Rossmiller</a> , Susan	
<a href="#">OLC</a>	EDU600	Online ONL	8/20/2018	10/12/2018	<a href="#">Stivers</a> , Judy	
<a href="#">OLC</a>	EDU600	Online ONL	1/7/2019	3/1/2019	<a href="#">Kurre</a> , Eric	
<a href="#">OLC</a>	EDU600	Online ONL	4/29/2019	6/21/2019	<a href="#">Abeln</a> , Robert	
<a href="#">NCC</a>	EDU600	NCC	6/24/2019	8/16/2019	<a href="#">Whitt</a> , Jason	

		C				
<a href="#">OLC</a>	EDU600	Online ONL	8/19/2019	10/11/2019	<a href="#">Amick</a> , Cynthia	
<a href="#">EDS534</a>	EDU600	Columbia C	8/19/2019	10/11/2019	<a href="#">Templeton</a> , Zachary	
<a href="#">EDS522</a>	EDU600	Poplar Bluff SE	10/14/2019	12/6/2019	<a href="#">Miller</a> , Gavin	Yes On Ground
<a href="#">EDS536</a>	EDU600	Liberty KC	10/14/2019	12/6/2019	<a href="#">Roloftson</a> , Angela	Yes On Ground
<a href="#">EDS535</a>	EDU600	Joplin SW	10/14/2019	12/6/2019	<a href="#">Sachetta</a> , Kerry	Yes On Ground
<a href="#">OLC</a>	EDU600	Online ONL	1/6/2020	2/28/2020	<a href="#">Cancelled</a> , Cancelled	
<a href="#">EDS538</a>	EDU600	Charleston SE	1/6/2020	2/28/2020	<a href="#">Friga</a> , Adam	Yes On Ground
<a href="#">EDS537</a>	EDU600	Annapolis SE	1/6/2020	2/28/2020	<a href="#">Luttrell</a> , Link	Yes On Ground
<a href="#">EDS516</a>	EDU600	St. Joseph NW	1/6/2020	2/28/2020	<a href="#">Stucker</a> , Marcus	Yes On Ground
<a href="#">EDS544</a>	EDU600	Hannibal NE	3/2/2020	4/24/2020	<a href="#">Frederickson</a> , Matthew	Yes On Ground
<a href="#">EDS533</a>	EDU600	St. Peters STL	3/2/2020	4/24/2020	<a href="#">Luttrell</a> , Carrie	Yes On Ground
<a href="#">EDS541</a>	EDU600	Blue Springs KC	3/2/2020	4/24/2020	<a href="#">Stucker</a> , Marcus	Yes On Ground

<a href="#">EDS545</a>	EDU600	Springfield SW	4/27/2020	6/19/2020	<a href="#">Lakin</a> , Brenda	Yes On Ground
<a href="#">EDS546</a>	EDU600	Sedalia C	4/27/2020	6/19/2020	<a href="#">Luttrell</a> , Carrie	Yes On Ground
<a href="#">EDS542</a>	EDU600	Sikeston SE	4/27/2020	6/19/2020	<a href="#">Miller</a> , Charlotte	Yes On Ground
<a href="#">OLC</a>	EDU600	Online ONL	4/27/2020	6/19/2020	<a href="#">Patrick</a> , Scott	
<a href="#">VEDS002</a>	EDU600	Virtual ONL	6/22/2020	8/14/2020	<a href="#">Cancelled</a> , Cancelled	
<a href="#">VEDS001</a>	EDU600	Virtual ONL	6/22/2020	8/14/2020	<a href="#">Sooter</a> , Isaac	Yes
<a href="#">OLC</a>	EDU600	Online ONL	8/24/2020	10/16/2020	<a href="#">Jones</a> , Brandon	
<a href="#">VEDS003</a>	EDU600	Virtual ONL	10/19/2020	12/11/2020	<a href="#">Sooter</a> , Isaac	
<a href="#">OLC</a>	EDU600	Online ONL	1/11/2021	3/5/2021	<a href="#">Schwarzer</a> , Shanna	
<a href="#">OLC</a>	EDU600	Online ONL	5/3/2021	6/25/2021	<a href="#">Frederickson</a> , Matthew	
<a href="#">OLC</a>	EDU600	Online ONL	8/23/2021	10/15/2021	,	
<a href="#">OLC</a>	EDU600	Online ONL	1/10/2022	3/4/2022	,	

<u>Cohort Number</u>	<u>Course</u>	<u>City</u>	<u>Start Date</u>	<u>End Date</u>	<u>Faculty</u>	<u>Admin &amp; Delivery</u>
<a href="#">NCC</a>	EDU610	NCC C	1/6/2011	2/10/2011	<a href="#">Pragman</a> , J.	
<a href="#">NCC</a>	EDU610	NCC C	5/9/2016	7/1/2016	<a href="#">Hesse</a> , Constance	
<a href="#">EDS534</a>	EDU610	Columbia C	10/14/2019	12/6/2019	<a href="#">Thomas</a> , Sherri	
<a href="#">EDS535</a>	EDU610	Joplin SW	1/6/2020	2/28/2020	<a href="#">Christian</a> , Theresa	Yes On Ground
<a href="#">EDS522</a>	EDU610	Poplar Bluff SE	1/6/2020	2/28/2020	<a href="#">Jones</a> , Brandon	Yes On Ground
<a href="#">EDS536</a>	EDU610	Liberty KC	1/6/2020	2/28/2020	<a href="#">Saluri</a> , Kelly	Yes On Ground
<a href="#">EDS538</a>	EDU610	Charleston SE	3/2/2020	4/24/2020	<a href="#">Amick</a> , Cynthia	Yes On Ground
<a href="#">EDS537</a>	EDU610	Annapolis SE	3/2/2020	4/24/2020	<a href="#">McMillian</a> , Ashley	Yes On Ground
<a href="#">EDS516</a>	EDU610	St. Joseph NW	3/2/2020	4/24/2020	<a href="#">Thomason</a> , Michele	Yes On Ground
<a href="#">EDS544</a>	EDU610	Hannibal NE	4/27/2020	6/19/2020	<a href="#">Cancelled</a> , Cancelled	Yes On Ground
<a href="#">EDS541</a>	EDU610	Blue Springs KC	4/27/2020	6/19/2020	<a href="#">Cancelled</a> , Cancelled	Yes On Ground
<a href="#">EDS533</a>	EDU610	St. Peters STL	4/27/2020	6/19/2020	<a href="#">Cancelled</a> , Cancelled	Yes On Ground
<a href="#">OLC</a>	EDU610	Online	4/27/2020	6/19/2020	<a href="#">Concannon</a> , James	

		ONL				
<a href="#">EDS542</a>	EDU610	Sikeston SE	6/22/2020	8/14/2020	<a href="#">Cancelled</a> , Cancelled	Yes On Ground
<a href="#">EDS545</a>	EDU610	Springfield SW	6/22/2020	8/14/2020	<a href="#">Cancelled</a> , Cancelled	Yes On Ground
<a href="#">EDS546</a>	EDU610	Sedalia C	6/22/2020	8/14/2020	<a href="#">Cancelled</a> , Cancelled	Yes On Ground
<a href="#">OLC</a>	EDU610	Online ONL	6/22/2020	8/14/2020	<a href="#">Hanrahan</a> , Timothy	
<a href="#">VEDS002</a>	EDU610	Virtual ONL	8/24/2020	10/16/2020	<a href="#">Czerwonka</a> , Fred	
<a href="#">VEDS001</a>	EDU610	Virtual ONL	8/24/2020	10/16/2020	<a href="#">Luttrell</a> , Link	Yes
<a href="#">OLC</a>	EDU610	Online ONL	10/19/2020	12/11/2020	<a href="#">Hanrahan</a> , Timothy	
<a href="#">VEDS003</a>	EDU610	Virtual ONL	1/11/2021	3/5/2021	<a href="#">Concannon</a> , James	
<a href="#">OLC</a>	EDU610	Online ONL	3/8/2021	4/30/2021	<a href="#">Hanrahan</a> , Timothy	
<a href="#">OLC</a>	EDU610	Online ONL	6/28/2021	8/20/2021	,	
<a href="#">OLC</a>	EDU610	Online ONL	10/18/2021	12/10/2021	,	
<a href="#">OLC</a>	EDU610	Online ONL	3/7/2022	4/29/2022	,	

ACC Adrian Annapolis Appleton City Atlanta Aurora Belton Benton Bethany Blue Springs Boonville Bowling  
Green Branson Brookfield Butler Cabool Cadet Caledonia California Camdenton Cameron Canton Cape  
Girardeau Cardwell Carrollton Carthage Caruthersville Cave City Chaffee Charleston Chesterfield Chillicothe Clinton Cole  
Camp Columbia Concordia Cosby Creighton Deepwater Dexter Doniphan Drexel Duenweg Eagleville Earth City East  
Prairie Edina El Dorado Springs Eldon Ellington Elsberry Eminence Essex Eureka Excelsior  
Springs Farmington Festus Florissant Forsyth Fredericktown Fulton Fulton International Gallatin Gladstone Grain  
Valley Grant City Hamilton Hannibal Harrison Harrisonville Hayti Hermann Higginsville Highland Holden Hopkins  
Houston Imperial Independence Ironton Jackson Jefferson City Joplin Kahoka Kansas City Kearney Kennett Kirksville  
Knob Noster La Plata Laddonia Lake Ozark Lamar Lawson Lebanon Lee's Summit Lesterville Lexington Liberty L

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.
WWU2021.2	Inclusion: Provide and maintain a welcoming campus community to all stakeholders. Represent the university by exhibiting values and behaviors that address self-respect and respect for others and enable success and participation in the larger society.
WWU2021.3	Creativity: Foster open-mindedness, a rigorous exchange of ideas, and experimentation by providing a supportive and engaging campus environment.
WWU2021.4	Intellectual Inquiry: Cultivate a desire for continued learning and curiosity both within and beyond formal education.

### Additional Standards/Outcomes

Identifier	Description
EDS ADM.1	Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
EDS ADM.2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
EDS ADM.3	Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.
EDS ADM.4	Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
EDS ADM.5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.
EDS ADM.6	Student will demonstrate the knowledge and ability to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
EDS ADM.7	Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

### Alignment with Institutional Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

The Education Specialist (EDS) in Educational Leadership program is designed to prepare building principals for the role of superintendent or other central office leadership roles. This WWU EDS Educational Leadership program provides the experienced educator, either in a developed teacher role or in a building leadership role, a high-quality superintendent preparation program that is aligned to the Professional Standards for Educational Leaders (PSEL) and the Missouri Superintendent Standards. The EDS in Administration program is focused on the development of personal and professional leadership skills through an engaging and rigorous academic program, supported by embedded and onsite relevant field experiences designed to reflect the skills required of effective school district leaders. The EDS in Administration program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Education Specialist-Administration

	EDU 600	EDU 610	EDU 620	EDU 640	EDU 650	EDU 653	EDU 657	EDU 673	EDU 680	EDU 690	EDU 697
<b>EDS ADM.1</b> Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	I	R	R	M	M	M	A	R		R	A
<b>EDS ADM.2</b> Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	I	R	R	M		R	A	M		M	A
<b>EDS ADM.3</b> Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.	I	R	R	M	M	M	A	R	R	M	A
<b>EDS ADM.4</b> Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	I	R	R	M	M	M	A	M	R	M	A
<b>EDS ADM.5</b> Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.	I	R	R	M	M	M	A	M	M	M	A
<b>EDS ADM.6</b> Student will demonstrate the knowledge and ability to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	I	R	R	M	M	R	A	M	M	M	A
<b>EDS ADM.7</b> Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.			I, R				M, A				

**Changes to Curriculum**

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should have on student learning?

The curriculum MAP did change to just assessing the objectives in 657 and 697. The change has created a bit of difficulty for this reporting year, but we have the following reporting year in place. Students did meet all objectives for EdS Educational Leadership; however, the measures were not necessarily in 657 or 697, rather, in prior assessed courses.

**Assessment Findings**

**Assessment Findings for the Assessment Measure level for Education Specialist-Administration**

Standard/Outcome				
EDS ADM.1 Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				
Assessment Measures				
EDU 657				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met	Data Here	Untitled_Rubric_Report_05_19_2022_185756.pdf	
EDU 697				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

## Standard/Outcome

EDS ADM.2 Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

## Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

EDU 697				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

Standard/Outcome				
EDS ADM.3 Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.				
Assessment Measures				
EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			
EDU 697				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

Standard/Outcome

EDS ADM.4 Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Assessment Measures

EDU 657				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

EDU 697				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

Standard/Outcome

EDS ADM.5 Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

EDU 697				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

Standard/Outcome

EDS ADM.6 Student will demonstrate the knowledge and ability to ensure the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			
EDU 697				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

**Standard/Outcome**

EDS ADM.7 Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

**Assessment Measures**

EDU 657				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Indirect - Student Self-Assessment	Has the criterion Following completion of the Superintendency focused comprehensive field experience (EDU657), 90% of students in the EDS School Leadership (EDS) program will complete the Field Experience Final Reflection earning a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

**Improvement Narrative List****Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

**Assessment List****Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

## Program Activities

### Student Accomplishments

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

**Many WWU graduates serve in school leadership roles around the state.**

**William Woods is the largest certifier of School Leaders in Missouri, 606 of our graduates are now principals and assistant principals, 157 of our graduates are now school district administrators, and 90 of our graduates are now school superintendents.**

### Faculty Accomplishments

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

WWU is fortunate to partner with current and recently retired exemplary school leaders from across the state. Many of these school leaders also serve on the WWU Advisory Board. These established and maintained relationships provide us the opportunity to utilize the experience and expertise of school leaders to guide program and curriculum development. Each 8-week term, students provide feedback on several course and instructor indicators. These indicators are scored on a scale of 1-5. Recently compiled student feedback data indicated 89 instructors in the SOE Educational Leadership program earned average student feedback scores in the range of 4.0-5.0. In addition, one adjunct instructor is recognized each year as the Adjunct Faculty of the Year. For the 21-22 academic year, Sarah Wisdom, New Bloomfield Superintendent earned this honor.

### Alumni Accomplishments

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

Sarah Wisdom, New Bloomfield Superintendent, was honored as the 2021-22 Adjunct Faculty Member of the Year.

### Professional Development Opportunities

*- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

Annual PD is required of all faculty and adjunct instructors. Comprehensive PD was provided via Zoom on June 22 and June 24, 2021. Adjunct instructors were required to participate in one session with the School of Education Director and one session with the MED/EDS Chair. A minimum of two additional PD sessions were required. Adjunct instructors self-selected the remaining PD opportunities focused on a variety of topics including teaching adult learners, engagement, virtual and online strategies, equity in education, and topic focused panel discussions. 115 Instructors (FT and Adjunct) participated in annual PD.

### Professional Development

*Upload any documentation supporting the professional development offered.*

# Appendix

Annual Assessment Rubric 2018				18.000 pts 60.00%
	3.0 Exceeds	2.0 Meets	1.0 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	The used the program objectives instead of noting the mission or overarching statement for the program.			
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	Understanding that the change in the program creates some difficulty in the reflection on data, but more discussion on program inquiries and such could have been included in the argument. A review of continuers as well as discussion on those who left the program and any notes as to why they left would be beneficial.			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	the program stated the certification but provided no information as to where we are in the cycle and when it was approved, or the date of review if there there is one. The program is only accredited by DESE as HLC accredits the university and not programs.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:	the curriculum map and assessment map is well articulated with complete descriptions of the criterion as well as supporting documentation as to the assignments details.			
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	the report was noted "met/not met" with no summary of the results. It would help in the VIA data pulls to have some discussion clarifying if we are looking at total courses over the year or if we are looking at it by term? Not sure what the data parameters are. It is good that the program met all objectives but it is not immediately clear what data the data represents. It can be assumed, but the way it nulls from Via hides the part of the description that clarifies the needed details.			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	data did not prompt curricular change, so there were not needed decisions to make.			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	all data was reported-- findings were left to the reader to determine			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program Identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

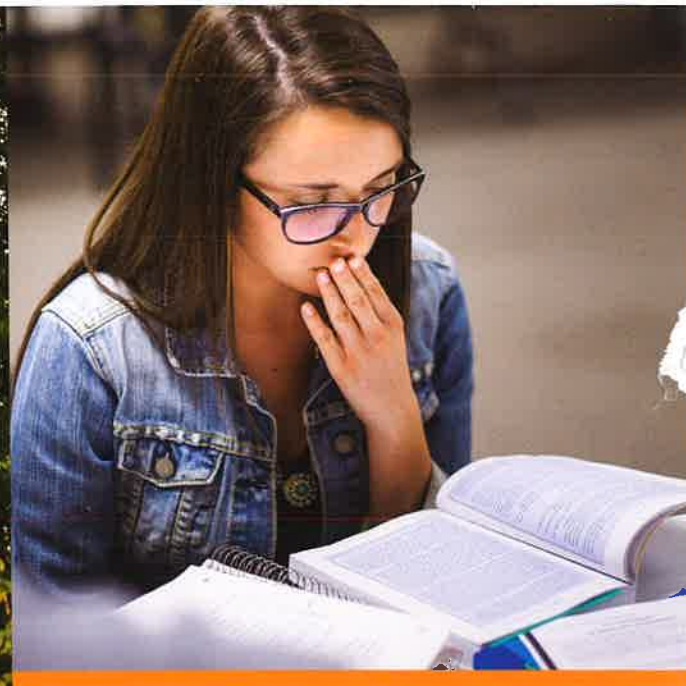


WILLIAM  
WOODS  
UNIVERSITY

The evening and online  
graduate programs  
at William Woods University.

A close-up photograph of a man with short brown hair and a light beard, smiling broadly. He is wearing a blue polo shirt and holding a silver pen in his right hand. The background is a plain, light-colored wall.

*Get your career moving without  
putting your life on hold.*



*Of all the challenges  
you face in your  
journey to leadership,  
the toughest can be  
the challenge of  
balancing life, family,  
and work with the  
advanced education you  
need to get ahead.*

# Smart choices.

We salute you for making the smart and courageous choice to seek an advanced degree. In that spirit, we share a few other smart choices that have proven useful to our graduate students over time.

## 1. BRING WORK TO CLASS – AND CLASS TO WORK

Watch for any opportunity to apply classroom learning at work and to bring real world workplace challenges into the classroom. Think in terms of two places — one learning laboratory.

## 2. KNOW YOUR PRIORITIES

It helps to know in advance whether you're here to enhance your current career, or to look for a bigger change after graduation. This will help you focus your limited time and energy. Do you stay home and polish a client presentation or attend a networking event?

## 3. SEEK HELP EARLY

Most likely, you're returning to school after spending some time in the workplace. So expect some rust — whether it's in handling the reading load or in writing well. Ask advisors, faculty, classmates, and staff for ideas and resources early to avoid falling behind.

## 4. BE READY TO COLLABORATE

So much of this experience involves relating to others — whether faculty mentors, small group collaborators, or your current supervisor. Be open to feedback, lean on others, and let others draw from your strengths. This is your new tribe. Work at belonging and becoming an essential part of the group.

## 5. ENJOY THE RIDE

Yes, this may well be the hardest thing you will ever do, but avoid the idea that academic rigor must break you to make you. It's important to celebrate each small step, and to recall your motivations. You obviously enjoy learning, so indulge. Not only will this pay real dividends, but you're setting an example for others — siblings, children, friends — to follow.



# 94%

OF OUR MBA GRADUATES  
ARE WORKING OR PURSUING  
AN ADVANCED DEGREE

# Get your career moving without putting your life on hold.

## GRADUATE PROGRAMS

### Doctorate in Educational Leadership (EdD) (Evening)

You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. This degree will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education.

### Education Specialist in Administration (EdS) (Evening)

This advanced degree not only opens doors at the leadership level in school buildings, but it also creates opportunities to expand your marketability to school district-level leadership positions. Successful completion of the program, along with a qualifying score on the DESE assessments, enables you to apply for a superintendent's certificate within the state of Missouri.

### Education Specialist in Curriculum and Instruction (EdS) (Evening)

This program is designed for teachers, instructional coaches, curriculum directors, and principals with an interest in staying current in instructional and curricular issues in K-12 schools. As a graduate, you will be trained as a leader in the areas of curriculum construction, instructional development, and assessment.

### Master of Education (MEd) in Administration (Evening)

As a teacher or administrator with leadership as a career goal, you will get the skills you need to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience. This degree includes all coursework required by DESE for building-level certification.

### Master of Education (MEd) in Athletics/Activities Administration (Evening) (Online)

This program is one of a handful in the nation that trains you in facilities management, recruiting, publicity, law, and much more — at all levels, middle school through high school and collegiate.

### Master of Education (MEd) in Curriculum and Instruction (Evening) (Online)

In this program, you'll learn about education trends, assessment procedures, and how to use advanced learning theories and educative design to adjust curriculum in response to current research. This program will prepare you for National Board Certification and also may prepare you to become a master teacher or a curriculum and instruction director within your district.

### Special Education Director Certification (Evening)

If you are enrolled in our Education Specialist or Master in Administration degree program, you can prepare for this challenging and rewarding career by earning Missouri certification as a Special Education Director (K-12). This certification comprises two 3-credit courses and a 3-credit field experience, in addition to the requirements of the Master's or Education Specialist in Administration degree.

### Master of Education (MEd) in Equestrian Education (Online)

This degree will help you gain the field pedagogy skills you need to make the transition from equestrian professional to equestrian educator. A graduate degree prepares you for a position as a post-secondary teacher in this industry.

### Master of Education (MEd) in STEM (Online)

Courses provide an in-depth understanding of the origin of STEM and its guiding principles, STEM literacy, and the integration of the content into and across the K-12 curriculum. They teach the integration of technology (including coding), engineering (including robotics), and project-based learning with real world applications into curricula.

### Master of Education (MEd) in Teaching and Technology (Online)

If you work in a school district, this degree will enhance your instructional skills with the potential to advance you to a position as an instructional technology coordinator or instructional technology coach. As a business trainer or multimedia specialist, you will find these skills invaluable in meeting sales training, professional development, and other corporate learning goals. The learning you gain will enable you to research and evaluate new tools, design materials, and programs that incorporate them, and assess their effectiveness.

### Master of Business Administration (MBA) (Evening: Fulton and Columbia locations only) (Online)

The skills you develop in our online MBA program — leadership, financial competency, organizational theory, information systems and more — will show your organization that you are ready to take your place among its leaders. Chief among these skills is decision-making, which will help you find new ways to lead and create solutions in a world of constrained resources, environmental challenges, and competitive global markets.

### Master of Health Administration (MHA) (Online)

The MHA program will prepare you with the leadership and administration skills, as well as hands-on training, to manage a number of realms of the healthcare industry.

### MBA/MHA (Online)

Requires completion of 60 total credit hours, 36 credit hours in the Master of Business Administration program and 24 credit hours in the Master of Health Administration program. Upon completion of the 60 required credit hours, two diplomas will be issued, one for the MBA and one for the MHA.



*"For me, as a working professional, the scheduling really helped with time budgeting. Meeting with the cohort outside of class allowed me to balance my personal and professional life."*

*~ Benjamin Gakinya, MBA '12, entrepreneur*

The evening and online programs at William Woods University are fully accredited and nationally recognized. They combine academic excellence with affordability and a flexible, accelerated course schedule that fits your busy life. And, because this is William Woods University, you'll also find a genuine and personal commitment to help you reach your goals.

## **Join us. It's time for your career to flourish.**

- > Convenient and affordable 8-week courses
- > Student-centered and service-oriented
- > Online courses provide start-and-stop flexibility
- > Evening education courses are administered on-site or at a location near you, with over 70 program locations in Missouri
- > Evening course facilitators are practicing professionals with advanced degrees

Working on my graduate degrees at William Woods University has been a great experience. Meeting one night a week and being able to work with other educators in the area is awesome! The connections that have been made are helpful in my career and life.

**~Mark Harvey, principal, Westran High School**



## WILLIAM WOODS UNIVERSITY

William Woods University  
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Fulton, Missouri 65251

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- > Our tradition of academic excellence dates back to 1870
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EdS School/District Leadership Rubric (657/697)

Query Name: Educational Leadership EdS

Parameters Applied: All

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Query Name: Educational Leadership EdS 657

Parameters Applied: Organization information:  
Courses: Field Experience

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Query Name: Educational Leadership EdS 697

Parameters Applied: Organization information:  
Courses: Superintendent Field Exp & Prtf Dev

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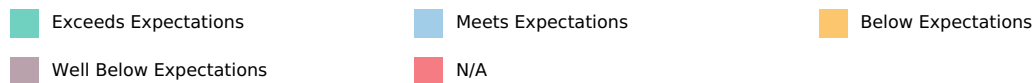
Untitled Report

Generated by: James Concannon 05/20/2022

EdS School/District Leadership Rubric (657/697)

Group by: Element  
Element: Domain 1: Visionary Leadership MO Superintendent Standards 1 PSEL 1, 8, 9, 10 / Domain 2: Instructional Leadership MO Superintendent Standard 2 PSEL 3, 4, 5, 6, 7, 10 / Domain 4: Managerial Leadership MO Superintendent Standard 3 PSEL 9 / Domain 4: Relational Leadership MO Superintendent Standard 4 PSEL3, 5, 6, 7, 8, 9, 10 / Domain 5: Innovative Leadership MO Superintendent Standards 5, 6, 7 PSEL 1, 2, 3, 4, 6, 7, 8, 10  
Performance Level: Exceeds Expectations / Meets Expectations / Below Expectations / Well Below Expectations / N/A  
Standard: -

Rubric Results by Element



Domain 1: Visionary Leadership MO Superintendent Standards 1 PSEL 1, 8, 9, 10 (Total Assessments: 72)



Domain 2: Instructional Leadership MO Superintendent Standard 2 PSEL 3, 4, 5, 6, 7, 10 (Total Assessments: 72)

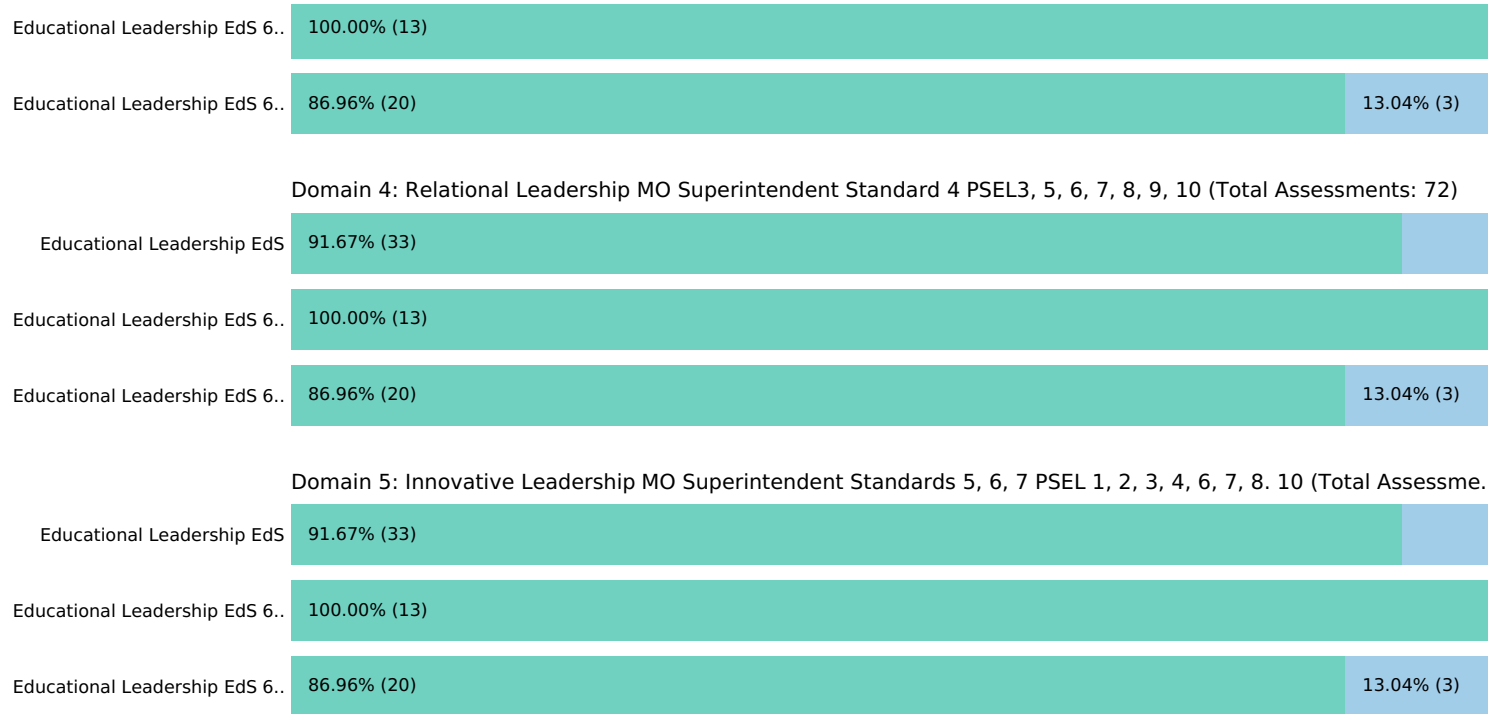


Domain 4: Managerial Leadership MO Superintendent Standard 3 PSEL 9 (Total Assessments: 72)



**Untitled Report**

**Generated by: James Concannon 05/20/2022**



Element	Query	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations	N/A	Mean	Stdev
Domain 1: Visionary Leadership MO Superintendent Standards 1 PSEL 1, 8, 9, 10	Educational Leadership EdS	91.67% (33)	8.33% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.28
	Educational Leadership EdS 657	100.00% (13)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0

	Educational Leadership EdS 697	86.96% (20)	13.04% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.87	0.34
Domain 2: Instructional Leadership MO Superintendent Standard 2 PSEL 3, 4, 5, 6, 7, 10	Educational Leadership EdS	88.89% (32)	11.11% (4)	0.00% (0)	0.00% (0)	0.00% (0)	3.89	0.32
	Educational Leadership EdS 657	100.00% (13)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
	Educational Leadership EdS 697	82.61% (19)	17.39% (4)	0.00% (0)	0.00% (0)	0.00% (0)	3.83	0.39
Domain 4: Managerial Leadership MO Superintendent Standard 3 PSEL 9	Educational Leadership EdS	91.67% (33)	8.33% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.28
	Educational Leadership EdS 657	100.00% (13)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
	Educational Leadership EdS 697	86.96% (20)	13.04% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.87	0.34
Domain 4: Relational Leadership MO Superintendent Standard 4 PSEL3, 5, 6, 7, 8, 9, 10	Educational Leadership EdS	91.67% (33)	8.33% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.28

	Educational Leadership EdS 657	100.00% (13)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
	Educational Leadership EdS 697	86.96% (20)	13.04% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.87	0.34
Domain 5: Innovative Leadership MO Superintendent Standards 5, 6, 7 PSEL 1, 2, 3, 4, 6, 7, 8. 10	Educational Leadership EdS	91.67% (33)	8.33% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.92	0.28
	Educational Leadership EdS 657	100.00% (13)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
	Educational Leadership EdS 697	86.96% (20)	13.04% (3)	0.00% (0)	0.00% (0)	0.00% (0)	3.87	0.34

**Total Rubric Score**

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
Educational Leadership EdS	36	19.56	1.13
Educational Leadership EdS 657	13	20.00	0
Educational Leadership EdS 697	23	19.30	1.36