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WILLIAM WOODS  
UNIVERSITY

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**MED Education Leadership Annual Assessment 2021-2022**

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# Graduate Annual Assessment 2021-2022

## Master of Education - Educational Leadership

### Program Profile

#### Program Mission

#### Program Objectives

The program objectives for MED Education Leadership align to the MLDS Missouri Leader Development Standards.

The prospective principal:

Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision (PSEL 1a,b,d,e; 5f; 7c; 10c)
Deliberately and effectively communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)
Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)
Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas (PSEL 4a,b; 6d; 9i; 10a,e)
Builds teacher capacity with a variety of instructional practices appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)
Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)
Facilitates teacher development and use of formative and summative assessments (PSEL 4a,b,f; 6d)
Facilitates teacher analysis of individual student data to improve the instructional process and student growth (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)
Engages teachers to collaboratively design and implement a program of professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)
Collaborates with staff to maximize the use of the school facility and grounds to support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)
Collaboratively develops clear routines, procedures, schedules and technology use for staff and students (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)
Collaborates with staff to recruit, screen and select candidates with a high probability of success (PSEL 6a,b; 9b; 10a)
Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)
Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues (PSEL 6a,b,c,h; 9k; 10f)
Works with staff to ensure compliance with all personnel records and reporting (PSEL 9h)
Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h) 17. Collects input from staff to establish priorities that inform the use of non-fiscal
Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h)
Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)
Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,i; 10a)
Models and promotes positive and ethical relationships between students and all school personnel (PSEL 2e; 3a,b,d; 5b,d,e)

Builds positive and ethical staff relationships and communicates high expectations (PSEL 2a,e,f; 7e; 9j)
Leads staff in the development, improvement or refinement a collaborative culture (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)
Empowers and provides opportunities for teacher leadership (PSEL 6g; 7b,d,h; 10a,e,j)
Engages in an ongoing assessment of the quality of relationships with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)
Engages key stakeholders in support of the school program (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)
Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)
Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding (PSEL 6i; 10g)
Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice (PSEL 2b; 6i; 10c,g,h)
Actively seeks performance feedback and makes adjustments to improve and refine practice (PSEL 6i; 10c,g,h)
Deliberately monitors and adjusts time commitment to school priorities (PSEL 6i)
Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)
Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)

### Program Demographics

	Total Enrollment	Total Graduated
2020-2021	95	23
2021-2022	116	74

### Program Assessment Data Sheet

*Upload the Assessment Data sheet from Institutional Research*

Copy\_of\_Final\_Program\_Assessment\_Data\_Graduate\_\_4\_.xlsx

Program\_Assessment\_Data\_Graduate\_19\_20\_\_3\_.xlsx

MED\_School\_Leadership\_Curriculum\_and\_Assessment\_Map.zip

Copy\_of\_Program\_Assessment\_Data\_Graduate\_\_1\_.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?*

The creation of synchronous cohorts utilizing our BrightSpace platform has shown to be a marketable option. Going forward, the plan is to integrate synchronous components in all Educational Leadership programs and to pull away from the cohort model.

The vast majority of new students entering the program already have principal or secondary principal certification. These students are coming back to take 7.5 credit hours for the K-12 certification.

**Program Delivery**

Cohort  
 Online (selected)  
 Hybrid  
 Cohort and Online

**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 (Department of Elementary and Secondary Education) Annually Approved

HLC (2020)

**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?*

See attached.

**Marketing Attachments**

031210\_Ed\_Cohort\_flyer\_2021\_01.pdf  
 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.*

Dr. Sheila Logan

Sarah Wisdom

Chris Schmitz

Dr. Brandon Jones

Dr. Emily Turner

Letha Ault

Dr. Charlotte Miller

Kyle Anderson

**Faculty Load Attachment**

*If you want to attach the load document you can do that here.*

## 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
MLDS.1	Visionary Leadership Develops a clear, measurable and shared vision
MLDS.10	Managerial Leadership Provides oversight of the school facility and grounds
MLDS.11	Managerial Leadership Establishes routines, procedures and schedules to maximize learning time
MLDS.12	Managerial Leadership Recruits, selects and inducts effective personnel
MLDS.13	Managerial Leadership Communicates expectations, guidelines, and procedures
MLDS.14	Managerial Leadership Provides intervention and support for improvement
MLDS.15	Managerial Leadership Maintains personnel records and reports
MLDS.16	Managerial Leadership Manages fiscal resources to support school goals and priorities
MLDS.17	Managerial Leadership Manages non-fiscal resources to support school goals and priorities
MLDS.18	Relational Leadership Promotes a learning environment that addresses needs of all students
MLDS.19	Relational Leadership Advocates for the welfare of all students
MLDS.2	Visionary Leadership Communicates the vision to stakeholders
MLDS.20	Relational Leadership Establishes positive relationships with students
MLDS.21	Relational Leadership Builds positive relationships with staff
MLDS.22	Relational Leadership Ensures a culture of support and respect among staff
MLDS.23	Relational Leadership Develops teacher leaders
MLDS.24	Relational Leadership Builds positive relationships with families
MLDS.25	Relational Leadership Establishes positive relationships with other community stakeholders
MLDS.26	Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning
MLDS.27	Innovative Leadership Engages in a professional network as a means of growth
MLDS.28	Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development
MLDS.29	Innovative Leadership Seeks feedback to improve performance
MLDS.3	Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement
MLDS.30	Innovative Leadership Maintains a focus on high priorities
MLDS.31	Innovative Leadership Develops and acts on well-reasoned beliefs based on new knowledge and understanding
MLDS.32	Innovative Leadership Constructively manages and adapts to change
MLDS.4	Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.
MLDS.5	Instructional Leadership Supports staff use of a variety of research-based practices appropriate to the

	intended content
<b>MLDS.6</b>	Instructional Leadership Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response
<b>MLDS.7</b>	Instructional Leadership Supports teacher use of formative, summative, and other assessments
<b>MLDS.8</b>	Instructional Leadership Analyzes multiple sources of student, school and district-level data to improve student learning
<b>MLDS.9</b>	Instructional Leadership Develops a culture of continuous professional learning

### **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 Master of Education (MED) in Administration program provides the experienced educator a high- quality school administrator preparation program that is aligned to state and federal standards and is focused on the development of personal and professional skills MED in Administration students engage in a rigorous academic preparation program supported by embedded and onsite relevant field experiences designed to reflect the skills required of effective school leaders. The MED 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

### MLDS

	EDU 500	EDU 568	EDU 569	EDU 572	EDU 557	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597	EDU 583
<b>MLDS.1</b> Visionary Leadership Develops a clear, measurable and shared vision					A					A	A
<b>MLDS.11</b> Managerial Leadership Establishes routines, procedures and schedules to maximize learning time					A					A	A
<b>MLDS.13</b> Managerial Leadership Communicates expectations, guidelines, and procedures					A					A	A
<b>MLDS.17</b> Managerial Leadership Manages non-fiscal resources to support school goals and priorities					A					A	
<b>MLDS.20</b> Relational Leadership Establishes positive relationships with students					A					A	A
<b>MLDS.24</b> Relational Leadership Builds positive relationships with families					A					A	A
<b>MLDS.26</b> Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning					A					A	A
<b>MLDS.28</b> Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development					A					A	A
<b>MLDS.3</b> Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement					A					A	A
<b>MLDS.4</b> Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.					A					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?*

Curriculum Map is attached to Program Demographic Sheet. Curriculum MAP too large for AIS. Assessment This is a new curriculum and assessment map that was put in place during the middle of the 2020-21 academic year.

MLDS Leadership Standards	Description	EDU 500	EDU 568		EDU 569	EDU 551/552/572	EDU 553/554/573	EDU 557/591/598/599	
MLDS 001	Visionary Leadership Develops a clear, measurable and shared vision		I		R,M			A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 002	Visionary Leadership Communicates the vision to stakeholders		I		R			A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 003	Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement		I,M,A	90% of the students will meet or exceed expectations (score of 3 or 4) on the "Performance Assessment Action Research Proposal"	R		R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 004	Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.						I	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 005	Instructional Leadership Supports staff use of a variety of research-based practices appropriate to the intended		I		R	R	M	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

	content									
MLDS 006	Instructional Leadership Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response		I				R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric	
MLDS 007	Instructional Leadership Supports teacher use of formative, summative, and other assessments		I				R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric	
MLDS 008	Instructional Leadership Analyzes multiple sources of student, school and district-level data to improve student learning		I			R	M	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric	
MLDS 009	Instructional Leadership Develops a culture of continuous professional learning	I		R		R		M	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 010	Managerial Leadership Provides oversight of the school facility and grounds						I,R		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 011	Managerial Leadership Establishes routines, procedures and schedules to maximize learning time			I		R	R		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

MLDS 012	Managerial Leadership Recruits, selects and inducts effective personnel					I		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 013	Managerial Leadership Communicates expectations, guidelines, and procedures		I			R,M		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 014	Managerial Leadership Provides intervention and support for improvement					I		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 015	Managerial Leadership Maintains personnel records and reports					I,R,M		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 016	Managerial Leadership Manages fiscal resources to support school goals and priorities					I,R,M		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 017	Managerial Leadership Manages non-fiscal resources to support school goals and priorities					I,R,M		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 018	Relational Leadership Promotes a learning environment that addresses needs of all students	I			R	R	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper;

									MLDS Reflection Rubric
MLDS 019	Relational Leadership Advocates for the welfare of all students	I			R	R	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 020	Relational Leadership Establishes positive relationships with students	I			R	R		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 021	Relational Leadership Builds positive relationships with staff				I,R	R		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
RLDS 022	Relational Leadership Ensures a culture of support and respect among staff	I			R	R,M	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 023	Relational Leadership Develops teacher leaders	I			R	R	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 024	Relational Leadership Builds positive relationships with families				I	R,M		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS	Relational Leadership Establishes positive				I,R	R		A	90% Meets or Exceeds Expectations; EDU 557 Summative

025	relationships with other community stakeholders								Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 026	Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning		I,R			R	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 027	Innovative Leadership Engages in a professional network as a means of growth		I		I,R		R,M	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 028	Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development	I	R		R			A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 029	Innovative Leadership Seeks feedback to improve performance				I	R	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 030	Innovative Leadership Maintains a focus on high priorities				I,R, M			A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
MLDS 031	Innovative Leadership Develops and acts on well-reasoned beliefs based on new knowledge and understanding		I,R, M		R	R		A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

MLDS 032	Innovative Leadership Constructively manages and adapts to change	I	R				R,M	R	A	90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric
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MLDS Leadership Standards	Description	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597			EDU 583	
MLDS 001	Visionary Leadership Develops a clear, measurable and shared vision	R	R		R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.
MLDS 002	Visionary Leadership Communicates the vision to stakeholders	M	R			A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric			
MLDS 003	Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement	R	R		R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.

MLDS 004	Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.	R	R		M	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 005	Instructional Leadership Supports staff use of a variety of research-based practices appropriate to the intended content	R	R		R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 006	Instructional Leadership Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response	M			R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 007	Instructional Leadership Supports teacher use of formative, summative, and other assessments	R			M	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 008	Instructional Leadership Analyzes multiple sources of student, school and district-level data to improve student learning	R			R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 009	Instructional Leadership Develops a culture of continuous professional	R		R	R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection		

	learning						Rubric		
MLDS 010	Managerial Leadership Provides oversight of the school facility and grounds			M		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 011	Managerial Leadership Establishes routines, procedures and schedules to maximize learning time	M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.
MLDS 012	Managerial Leadership Recruits, selects and inducts effective personnel	R,M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 013	Managerial Leadership Communicates expectations, guidelines, and procedures			R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 2 rubric.
MLDS 014	Managerial Leadership Provides intervention and support for improvement	R			R,M	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 015	Managerial Leadership Maintains personnel records			R		A	90% Meets or Exceeds Expectations ; EDU 597		

	and reports						Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 016	Managerial Leadership Manages fiscal resources to support school goals and priorities			R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 017	Managerial Leadership Manages non-fiscal resources to support school goals and priorities			R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 018	Relational Leadership Promotes a learning environment that addresses needs of all students	M		R	R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 019	Relational Leadership Advocates for the welfare of all students	M		R	R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 020	Relational Leadership Establishes positive relationships with students	M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.

MLDS 021	Relational Leadership Builds positive relationships with staff	M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
RLDS 022	Relational Leadership Ensures a culture of support and respect among staff	R		R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 023	Relational Leadership Develops teacher leaders	M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 024	Relational Leadership Builds positive relationships with families	M		R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 2 rubric.
MLDS 025	Relational Leadership Establishes positive relationships with other community stakeholders	M		R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 026	Innovative Leadership Collects knowledge, skills and best practices for improving	M			R	A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection	A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.

	teaching and learning						Rubric		
MLDS 027	Innovative Leadership Engages in a professional network as a means of growth					A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 028	Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development	R,M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	A	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.
MLDS 029	Innovative Leadership Seeks feedback to improve performance	R,M				A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 030	Innovative Leadership Maintains a focus on high priorities					A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 031	Innovative Leadership Develops and acts on well-reasoned beliefs based on new knowledge and understanding	R		R		A	90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric		
MLDS 032	Innovative Leadership Constructively manages and	R		R		A	90% Meets or Exceeds Expectations ; EDU 597		

	adapts to change						Capstone Final Reflection Paper; MLDS Reflection Rubric		
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Due to DESE realignment of School Leader Standards away from ISLLC to PSEL national standards, and the alignment of coursework to the Missouri Leader Standards.

The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. Thus, these standards recognize that leaders continuously develop knowledge and skills. Therefore, the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

<https://dese.mo.gov/sites/default/files/PrincipalStandards.pdf>

In response to the change in DESE requirements, the entire coursework, objectives, and standards for each course was realigned to the newly implements Missouri Leader Standards.

<https://dese.mo.gov/sites/default/files/MPEAPerformanceAssessment.pdf>

583 Performance Assessment Alignment:

Step I: Domain: Visionary Leader Competencies: 1, 3

Step II. Domain: Relational Leader Competency: 20 Domain: Innovative Leader Competency: 26

Step III: Domain: Managerial Leader Competencies: 11, 13 11 "Understands how routines, procedures, and schedules support the school environment" 13 "Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures"

Step IV. Domain: Innovative Leader Competencies: 28, 31 28 "Understands the importance of reflection and a commitment to ongoing learning" 31 "Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change"

## Assessment Findings

### Assessment Findings for the Assessment Measure level for MLDS

Standard/Outcome				
MLDS.1 Visionary Leadership Develops a clear, measurable and shared vision				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Visionary Leadership been met yet? Met	97.56% of students (40 of 41) EXCEEDED expectations. Data Here For Review	583.pdf EDU_557.pdf EDU_597.pdf	
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric. Been met yet? Met	Data collection in EDU583 was revised prior to the 2022 Spring semester to more accurately reflect student performance on the MPEA Performance Assessment. Prior to this revision, students who failed to submit were receiving the minimum allowable score, when a better reflection of performance would have been no score and FAIL. Using only Spring EDU583 scores, 89.86% of students earned a score of 3 or 4 on Step 1 (MET), 91.18% of students earned a score of 3 or 4 on Step 2 (MET), 83.82 % of students earned a score of 3 or 4 on Step 3 (NOT MET), and 95% of students earned a score of 3 or 4 on Step 4 (MET).		

## Standard/Outcome

MLDS.11 Managerial Leadership Establishes routines, procedures and schedules to maximize learning time

## Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership been met yet? Met	97.56% of students (40 of 41) EXCEEDED expectations.		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. Been met yet? Not met	Data collection in EDU583 was revised prior to the 2022 Spring semester to more accurately reflect student performance on the MPEA Performance Assessment. Prior to this revision, students who failed to submit were receiving the minimum allowable score, when a better reflection of performance would have been no score and FAIL. Using only Spring EDU583 scores, 89.86% of students earned a score of 3 or 4 on Step 1 (MET), 91.18% of students earned a score of 3 or 4 on Step 2 (MET), 83.82 % of students earned a score of 3 or 4 on Step 3 (NOT MET), and 95% of students earned a score of 3 or 4 on Step 4 (MET).		

Standard/Outcome  
MLDS.13 Managerial Leadership Communicates expectations, guidelines, and procedures

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership been met yet? Met	97.56% of students (40 of 41) EXCEEDED expectations.		
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. Been met yet? Met	See comment under MLDS 1		

## Standard/Outcome

MLDS.17 Managerial Leadership Manages non-fiscal resources to support school goals and priorities

## Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership been met yet? Met	97.56% of students (40 of 41) EXCEEDED expectations.		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

## Standard/Outcome

MLDS.20 Relational Leadership Establishes positive relationships with students

## Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Relational Leadership been met yet? Met	100% of students (41 of 41) EXCEEDED expectations.		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

EDU 583				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. Been met yet? Met	See comment under MLDS 1		

## Standard/Outcome

MLDS.24 Relational Leadership Builds positive relationships with families

## Assessment Measures

EDU 557				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Relational Leadership been met yet? Met	100% of students (41 of 41) EXCEEDED expectations.		

EDU 597				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

EDU 583				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. Been met yet? Met	See comment under MLDS 1		

## Standard/Outcome

MLDS.26 Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning

## Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Innovative Leadership been met yet? Met	100% of students (41 of 41) EXCEEDED expectations.		
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric. Been met yet? Met	See comment under MLDS 1		

## Standard/Outcome

MLDS.28 Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development

## Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Innovative Leadership been met yet? Met	100% of students (41 of 41) EXCEEDED expectations.		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric. Been met yet? Met	See comment under MLDS 1		

## Standard/Outcome

MLDS.3 Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement

## Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Visionary Leadership been met yet? Met	97.56% of students (40 of 41) EXCEEDED expectations.		

EDU 597				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

EDU 583				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric. Been met yet? Met	See comment under MLDS 1		

Standard/Outcome

MLDS.4 Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.

Assessment Measures

EDU 557				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Instructional Leadership been met yet? Met	100% of students (41 of 41) EXCEEDED expectations.		

EDU 597				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students (32) exceeded expectations on this standard.		

## 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.*

The assessment process aligns with the MLDS and PSEL Standards for building leaders in the State of Missouri.

## 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.

**2022 MED/EDS Distinguished Honor:** It is with honor that I recommend **Tiffany Brunkhorst** to be recognized as the School of Education MED and EDS Distinguished Scholar. Tiffany began the MED in Educational Leadership program as an online student in EDU500 during the summer of 2020. She then transferred to our first MED virtual cohort in August 2021, finishing her degree in April of 2022. Tiffany earned a GPA of 4.0 and a score of 16/16 on her MPEA Performance Assessment.

### 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 adjunct instructors are current and recently retired successful school leaders.

Sarah Wisdom received the WWU Outstanding Graduate Instructor Award for 2021-2022.

### 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 was honored as the 21-22 Adjunct Faculty Member of the Year. Sarah is the Superintendent of New Bloomfield Schools.

606 # of our graduates who are now principals and assistant principals

157 # of our graduates who are now school district administrators

90# of our graduates who are now school superintendents

**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.

Four WWU faculty have consistently attended MPEA to ensure the school is aware of certification and assessment changes in Missouri.

**Professional Development**

*Upload any documentation supporting the professional development offered.*

2021\_Adjunct\_PD\_Schedule.docx

## Appendix: Assessment Rubric

	<b>3.000 Exceeds</b>	<b>2.000 Meets</b>	<b>1.000 Falls Below Expectations</b>	<b>N/A</b>
<p>Mission Statement Clearly Articulated weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✓ The mission statement is minimal at best.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the section of the report for the program mission is supposed to cover the mission and not list the various program objectives.</p>			
<p>Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000</p>	<p>✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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.</p>	<p>✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.</p>	<p>✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the report notes the transition to online synchronous cohorts as a bonus. Other avenues for enrollment or retention that the program could look at?</p>			
<p>Marketing Materials weight: 1.000</p>	<p>✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.</p>	<p>✓ The program discussed the general marketing strategy for the program.</p>	<p>✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Marketing materials were attached but no discussion on the documents.</p>			
<p>Alignment to University Objectives weight: 1.000</p>	<p>✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.</p>	<p>✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.</p>	<p>✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.</p>	<p>✓ N/A</p>
<p>Comment:</p>				

<p>Curriculum Map alignment and changes weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..</p>	<p>✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.</p>	<p>✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The note of the full map provided with the Demographics sheet is helpful since it is too large to put it all in AIS. An abbreviated version is in AIS.</p>			
<p>Assessment Map weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ 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.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.</p>	<p>✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.</p>	<p>✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>It would be helpful to us an Improvement Narrative to clarify how the program is addressing any not met objectives.</p>			
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ 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.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Analysis of Assessment weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the program does not use improvement narratives in the chart. The program stated how the assessment aligns with standards, but not what the plan is for the unmet objectives to be met in the future. The summary stated it was a revised assessment from last spring.</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>				

## Appendix: Supplemental Documentation

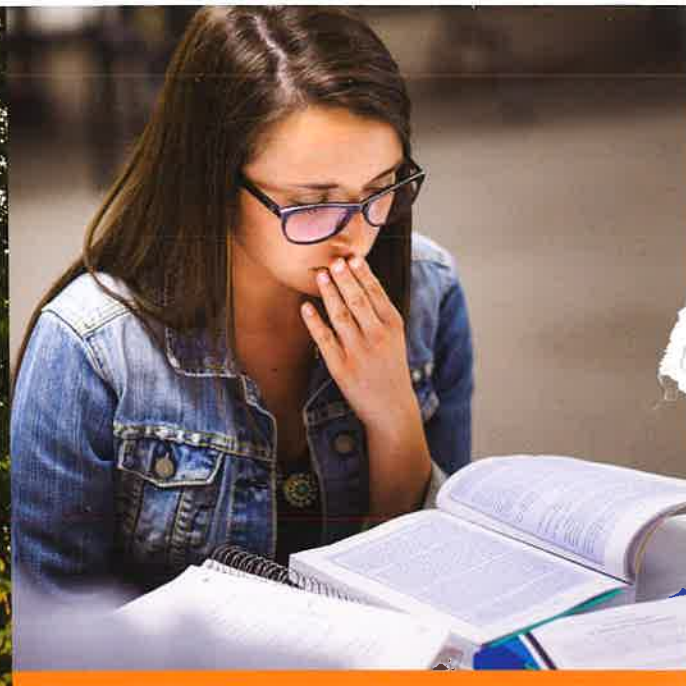


WILLIAM  
WOODS  
UNIVERSITY

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. 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)

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*~ Benjamin Gakinya, MBA '12, entrepreneur*

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



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## Summer 2021 Adjunct Professional Development Schedule (via Zoom)

Tuesday, June 22, 2021	
3:00-3:45 PM Session 1	<p><b>Session 1:</b>  <b>WWU School of Education Graduate Program Update</b>  <b>Facilitator: Dr. James Concannon</b>  <b>ZOOM link:</b> <a href="https://zoom.us/j/96116503487?pwd=SkRPNG9ubldlR0ZkL2lub2VuUDRCQT09">https://zoom.us/j/96116503487?pwd=SkRPNG9ubldlR0ZkL2lub2VuUDRCQT09</a>                      Meeting ID: 961 1650 3487 Passcode: 489038</p>
3:00-3:45 PM Session 5	<p><b>Session 5:</b>  <b>Instructional Platform Brightspace Introduction and Abbreviated Training for all graduate courses</b>  <b>Facilitator: Dr. Matt Dube</b>  <b>ZOOM link:</b> <a href="https://zoom.us/j/96458475458?pwd=S3hOTIIIzNYSWxYWHc0S241RUNTUT09">https://zoom.us/j/96458475458?pwd=S3hOTIIIzNYSWxYWHc0S241RUNTUT09</a>                      Meeting ID: 964 5847 5458 Passcode: 529223</p>
4:00-4:45 PM Session 2	<p><b>Session 2:</b>  <b>WWU EDD in School Leadership</b>                      This session is for ALL doctoral adjuncts or aspiring doctoral adjuncts. Doctoral course expectations for meeting times, assignments, and APA will be clarified.  <b>Facilitators: Dr. John Long and Dr. Frank Giuseffi</b>  <b>ZOOM link:</b> <a href="https://zoom.us/j/94607358145?pwd=TTVzb285OTFodTZOWHJuM0loSnRrdz09">https://zoom.us/j/94607358145?pwd=TTVzb285OTFodTZOWHJuM0loSnRrdz09</a>                      Meeting ID: 946 0735 8145 Passcode: 323527</p>
4:00-4:45 PM Session 6	<p><b>Session 6:</b>  <b>District Leader Conversation Topics and Techniques</b>                      This session will discuss strategies for central office leaders to use when approaching difficult topics with their building leadership team, school board and stakeholders. The session will also discuss the pros/cons of available media sources.  <b>Facilitators: Ms. Leatha Ault and Dr. Brandon Jones</b>  <b>ZOOM link:</b> <a href="https://us02web.zoom.us/j/3457709653?pwd=SQQ3NU1aT1RDITZlNmNjQxcmJQRktaQT09">https://us02web.zoom.us/j/3457709653?pwd=SQQ3NU1aT1RDITZlNmNjQxcmJQRktaQT09</a>                      Meeting ID: 345 770 9653 Passcode: 9UBAS0</p>
5:00-5:45 PM Session 3	<p><b>Session 3:</b>  <b>WWU MED/EDS School Leadership:</b>                      Program update including course revisions, alignment to standards, student performance, and certification.  <b>Facilitator: Dr. Sheila Logan</b>  <b>ZOOM link:</b> <a href="https://us02web.zoom.us/j/83299490009?pwd=QUdXb2tzeFVUcE9HRHA5aHVIT3o2QT09">https://us02web.zoom.us/j/83299490009?pwd=QUdXb2tzeFVUcE9HRHA5aHVIT3o2QT09</a>                      Meeting ID: 832 9949 0009 Passcode: 093110</p>
5:00-5:45 PM Session 7	<p><b>Session 7</b>  <b>EDD Help Desk Information</b>  <b>Facilitators: Dr. Frank Giuseffi and Dr. Kristee Lorenz</b>                      Please join Dr. Frank Giuseffi and Dr. Kristee Lorenz to learn more about a new resource in the EDD program. The purpose of the EDD Help Desk is to provide extra support, guidance, and resources for dissertation students. The EDD Help Desk is intended to complement and assist the work of the dissertation chair assigned to doctoral students. Truly it takes a team effort to help doctoral students move forward in the writing process, stay motivated, and progress toward graduation.  <b>ZOOM link:</b> <a href="https://zoom.us/j/93646398534?pwd=ZWxkRFZOeTdSejk5MDdPMmE1di9lUT09">https://zoom.us/j/93646398534?pwd=ZWxkRFZOeTdSejk5MDdPMmE1di9lUT09</a>                      Meeting ID: 936 4639 8534 Passcode: 428037</p>
6:00-6:45 PM Session 4	<p><b>Session 4:</b>  <b>Program Manager Team Meeting for Adjunct Faculty</b></p> <ul style="list-style-type: none"> <li>• <b>MED C&amp;I and EDS CL with Dr. Sheila Logan</b>  <b>ZOOM link:</b> <a href="https://us02web.zoom.us/j/85386259823?pwd=RngybHFLQ2hTem84Y081NWE1ZHVvQT09">https://us02web.zoom.us/j/85386259823?pwd=RngybHFLQ2hTem84Y081NWE1ZHVvQT09</a>                      Meeting ID: 853 8625 9823 Passcode: 952692</li> <li>• <b>MED RI with Dr. Julie Schaefer</b>  <b>ZOOM link:</b></li> <li>• <b>T&amp;T with Dr. David Hollingshead</b>                      In this session we will review the process for appropriately scoring VIA assignments, review the impact of the transition to Brightspace, discuss future plans for development of the MED T&amp;T Program, and provide a program specific question and answer time.  <b>ZOOM link:</b> <a href="https://zoom.us/j/96892000045?pwd=ZCtUZDY2cmJGZFJpeWNCTjRDenc4dz09">https://zoom.us/j/96892000045?pwd=ZCtUZDY2cmJGZFJpeWNCTjRDenc4dz09</a>                      Meeting ID: 968 9200 0045 Passcode: 906869</li> <li>• <b>MED STEM with Dr. James Concannon</b>  <b>ZOOM link:</b>  <a href="https://zoom.us/j/96078349375?pwd=RHM2VlBsTFVDMmRzaE1CZzNhYUpRdz09">https://zoom.us/j/96078349375?pwd=RHM2VlBsTFVDMmRzaE1CZzNhYUpRdz09</a>                      Meeting ID: 960 7834 9375 Passcode: 580599</li> <li>• <b>EDD Dissertation Chairs with Dr. Tom Frankman</b>  <b>ZOOM link:</b> <a href="https://zoom.us/j/94328800757?pwd=cXhQbTFOTUdMYXU3akcreTB6cjAzZz09">https://zoom.us/j/94328800757?pwd=cXhQbTFOTUdMYXU3akcreTB6cjAzZz09</a>                      Meeting ID: 943 2880 0757 Passcode: 897857</li> </ul>

6:00-6:45 PM Session 8	<p><b>Teaching for Equity and Social Justice</b> Education is known as the great equalizer, but this promise of equality cannot be achieved when fundamental injustice exists within school systems. Teaching for equity promotes a critical awareness of structural barriers which perpetuate systems of inequity in classrooms and school systems. Teaching for social justice in education refers to a commitment to challenging social, cultural, and economic inequalities imposed on individuals arising from any differential distribution of power, resources, and privilege. This session will explore these issues and discuss actionable steps for practitioners.</p> <p><b>Dr. Lisa Nieuwenhuizen</b> <b>ZOOM link:</b> <a href="https://cpsk12.zoom.us/j/93294167757?pwd=djF6d2ovTks2SUY2ZXhyM1Z0eXZMQT09">https://cpsk12.zoom.us/j/93294167757?pwd=djF6d2ovTks2SUY2ZXhyM1Z0eXZMQT09</a> Meeting ID: 932 9416 7757 Passcode: 306484</p>
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Thursday, June 24, 2021	
3:00-3:45 PM Session 9	<p><b>Session 9: Ed. Tech Tools to Engage Students</b> Whether virtual or in person, educational technology is here to stay and can bring teaching and learning to a new level! Gather a variety of resources to use in your next class. <b>Facilitator:</b> Dr. Emily Turner <b>ZOOM link:</b></p>
3:00-3:45 PM Session 13	<p><b>Session 13: VIA Training/Tutorial</b> <b>Facilitator:</b> Dr. Carey McCray <b>ZOOM link:</b></p>
4:00-4:45 PM Session 10	<p><b>Session 10: WWU School of Education Graduate Program Update (repeat)</b> <b>Facilitator:</b> Dr. James Concannon <b>ZOOM link:</b> <a href="https://zoom.us/j/96045544165?pwd=WnlyY3lTbFdlNmRRoS9oQlY4ZFhmZz09">https://zoom.us/j/96045544165?pwd=WnlyY3lTbFdlNmRRoS9oQlY4ZFhmZz09</a> Meeting ID: 960 4554 4165 Passcode: 660200</p>
4:00-4:45 PM Session 14	<p><b>Session 14: MED School Leadership Action Research and MPEA Performance Assessment.</b> This session is required for any adjunct instructor wishing to be credentialed to teach EDU568 and/or EDU597. This session will discuss in detail the action research required for the certification required performance assessment and how these requirements are embedded in the MED SL coursework. <b>Facilitator:</b> Dr. Sheila Logan <b>ZOOM link:</b> <a href="https://us02web.zoom.us/j/87464976387?pwd=a2RNckZSeWpFR040aU5UQnhlQ05ldz09">https://us02web.zoom.us/j/87464976387?pwd=a2RNckZSeWpFR040aU5UQnhlQ05ldz09</a> Meeting ID: 874 6497 6387 Passcode: 299927</p>
5:00-5:45 PM Session 11	<p><b>Session 11: MED and EDS FE and Capstone Projects Adjunct Training</b> This session is for all adjunct instructors and will give an overview of Field Experience and Capstone expectations for our students. Many activities are embedded within your courses. Knowledge of these requirements will help you support your students throughout their program. <b>Facilitator:</b> Dr. Charlotte Miller <b>ZOOM link:</b> <a href="https://zoom.us/j/97403121555">https://zoom.us/j/97403121555</a> Meeting ID: 974 0312 1555</p>
5:00-5:45 PM Session 15	<p><b>Session 15: Critical Content for Aspiring School Leaders, a conversation.</b> Topics include relationships, feedback. Discipline, balancing the plate, budgets, SIPs and Title plans. <b>Facilitator:</b> Mr. Chris Schmitz <b>ZOOM link:</b></p>
6:00-6:45 PM Session 12	<p><b>Session 12: Program Manager Team Meeting for Adjunct Faculty</b></p> <ul style="list-style-type: none"> <li><b>MED MEA with Ms. Dixie Wescott</b> This session will primarily involve discussion centered around Athletic/Activities in Administration - Field Experience Hours requirements that each student must complete while taking courses throughout the program. <b>Zoom Link:</b> <a href="https://zoom.us/j/93536935242?pwd=ZWlyb0RlUj2haeXZKMGJ6Wm9qVG1Cdz09">https://zoom.us/j/93536935242?pwd=ZWlyb0RlUj2haeXZKMGJ6Wm9qVG1Cdz09</a> Meeting ID: 935 3693 5242 Passcode: 936695</li> <li><b>Dissertation Chairs (repeat) with Dr. Tom Frankman</b> <b>ZOOM link:</b> <a href="https://zoom.us/j/92923471646?pwd=SUREa2dmcGI5S1BxUXJwaGhKQkx4Zz09">https://zoom.us/j/92923471646?pwd=SUREa2dmcGI5S1BxUXJwaGhKQkx4Zz09</a> Meeting ID: 929 2347 1646 Passcode: 142123</li> </ul>

- Professional development expectation for all adjunct instructors is to *attend and participate* in a minimum of one session in 3 of the 4 color coded areas.
- For adjunct professional development, *attend and participate* is defined as logged in to the ZOOM session, identified by your first and last name, with camera on and fully engaged in the topic of discussion for the duration of the session.
- Session facilitators, please be sure to assign a participant to monitor attendance and to provide a list of participants to you at the end of the session.

## On-Site Supervisor/Mentor Interview Assignment

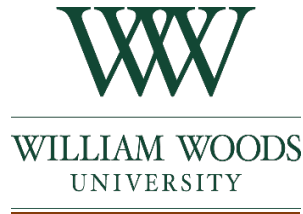
This assignment is designed for you, the student, to become very familiar with your Field Experience (FE) assigned district, building and on-site supervisor. You are required to schedule **an IN-PERSON or VIRTUAL** interview guided by the information in the template below. Following the interview, you will need to provide your instructor with a comprehensive summary of all information learned in the interview. The comprehensive summary can be written in narrative form or a well-organized Q&A. This information will also be useful in determining the topic (instructional problem) of your action research for this course and the certification required Performance Assessment. (100 points)

This assignment is due Week 3.

### On-Site Supervisor/Mentor Interview Template

Student Information	Student Name  Major  Current role/district  Years of Certified Educational Experience
On-site Supervisor/Mentor Information	Supervisor/Mentor Name  District/Role  Years of Certified Educational Experience  Highest Degree Earned  Years in Administrative Roles
Mission and Vision    District  Demographic Information	School District/Building  District Mission/Vision  Building Mission/Vision  District Data Summary (APR%, student achievement compared to state averages, graduation rate, rate of teacher turnover, enrollment of district and school, F/R lunch %, special education, and any other relevant information)

Relationships, Accomplishments,  Opportunities and Goals	Description of the school's relationship with the community with examples  3-5 initiatives or accomplishments that you're most proud of  3-5 areas of opportunity or improvement  Specific district and building goals for this academic year  Specific district and building goals for the next 3-5 years
Additional information	Feel free to add any additional information of interest



### **Performance Assessment Action Research Proposal Planning**

This assignment is intended to be detailed (4-5 pages) and comprehensive.

**Name:**

**Cohort #/Location:**

**Specific Instructional Problem to address through action research** (provide specific information based on your administrative interview and specific building/district data)

**State the rationale or purpose of the proposed action research** (Using the following questions to guide your response:

- Why did you select this area or focus on improvement for you action research?
- Why do you believe this specific research will address a local need and ultimately positively impact student achievement?
- What do you envision the desired outcomes will be?

**Identify the people/roles who will be integral in your action research and describe the specific importance to your research.**

**Summarize information learned through articles reviewed in class and for the annotated bibliography and how this work connects to the proposal.**

**What essential questions guide your research?**

**Identify key words or instructional models you have and will use in your search for relevant information to support your research.** (For example: If reading skill levels need to increase at the elementary grades in your school, some key words for research might be *Literacy Improvement, Balanced Literacy, Whole Language Model, Reading Recovery, etc.*)



## Rubric Action Research Proposal

	<b>Exemplary</b> (75 pts.)	<b>Proficient</b> (60 pts.)	<b>Developing</b> (45 pts.)
<b>Statement of the Problem/Purposes of the Study</b>	<p>Clearly states the purposes or statement of the problem.</p> <p>No more than 2 grammar errors.</p>	<p>Adequately states the purposes or statement of the problem.</p> <p>No more than 5 grammar errors.</p>	<p>Poorly states the purposes or statement of the problem.</p> <p>Grammar errors distract from understanding of the statement.</p>
<b>Plan for the Study</b>	<p>Plan clearly matches the problem or question.</p> <p>Plan can reasonably be accomplished.</p> <p>No more than 2 grammar errors.</p>	<p>Plan adequately matches the problem or question.</p> <p>Plan can reasonably be accomplished.</p> <p>No more than 5 grammar errors.</p>	<p>Plan poorly matches the problem or question.</p> <p>Plan cannot reasonably be accomplished.</p> <p>Grammar errors distract from understanding of the statement.</p>

## Embedded Field Experiences in MED Coursework

**\*\* Starred activities are required to be included in EDU 557 Final Reflection Paper)**

### EDU568 Action Research

#### **1. \*\*On-Site Supervisor/Mentor Interview Assignment**

This assignment is designed for you, the student, to become very familiar with your Field Experience (FE) assigned district, building and on-site supervisor. You are required to schedule an **IN-PERSON or VIRTUAL** interview guided by the information in the template below. Following the interview, you will need to provide your instructor with a comprehensive summary of all information learned in the interview. The comprehensive summary can be written in narrative form or a well-organized Q&A. This information will also be useful in determining the topic (instructional problem) of your action research for this course and the certification required Performance Assessment.

#### **2. \*\*Performance Assessment Action Research Proposal Planning**

**Specific Instructional Problem to address through action research** (provide specific information based on your administrative interview and specific building/district data)

**State the rationale or purpose of the proposed action research** (Using the following questions to guide your response:

- Why did you select this area or focus on improvement for you action research?
- Why do you believe this specific research will address a local need and ultimately positively impact student achievement?
- What do you envision the desired outcomes will be?

**Identify the people/roles who will be integral in your action research and describe the specific importance to your research.**

**Summarize information learned through articles reviewed in class and for the annotated bibliography and how this work connects to the proposal.**

**What essential questions guide your research?**

**Identify key words or instructional models you have and will use in your search for relevant information to support your research.** (For example: If reading skill levels need to increase at the elementary grades in your school, some key words for research might be *Literacy Improvement, Balanced Literacy, Whole Language Model, Reading Recovery, etc.*)

### EDU569 Visionary Leadership (MLDS Visionary Leadership Domain)

#### **1. Administrator Interview**

Students will be required to conduct a personal or on-line interview with an educational administrator. Students will write a short summary (3- 4 double-spaced, word-processed pages) of the interview identifying the questions they asked and summarize what they learned from the interviewees' answers. Interview questions are developed by the student and should include, in addition to other content, questions that allow the student to obtain information related to the comprehensive district and/or building improvement plan process, goals and related data (CSIP and/or CBIP). To offer an opportunity to develop professional contacts and network with educational administrators and program directors outside their own school community, students are required to select someone other than their home district administrators to interview.

#### **Additional instructions for the Administrator Interview:**

Using the course objectives as a framework, the textbook for specific content information, and outside reading sources, each student should prepare approximately six (6) questions before the interview. The prepared interview questions should inquire into the role of the administrator (interviewee) as educator, leader, manager, strategic planner, and reflective practitioner.

Additional interview questions, must relate to the following learner outcomes or course objectives:

- Learner Outcome #3 (decision-making and communication)
- Learner Outcome #4 (strategic planning and organizational change)

- Learner Outcome #5 (the major responsibilities and functions of the interviewee)
- Learner Outcome #6 (human resource management) of those they supervise and
- Learner Outcome #7 (current career-related issues).

## 2. Cooperative Learning Group Research & Presentation:

Each student will be assigned by the facilitator to a cooperative learning group for this course. Each cooperative learning group should use the textbook, syllabus, bibliographies, and the WWU online library resources to select a high-quality, current educational topic for further research and study. Identify how the person, model or initiative was found to increase capacity for effective leadership of educational institutions or programs. The group will prepare a project presentation, and written summary report from their research. Each participant will be asked to complete a Peer Group Evaluation Form (submitted to the faculty facilitator) describing each group member's participation level and role.

### INSTRUCTIONS for the COOPERATIVE LEARNING GROUP PROJECT:

Purpose: As an educational leader, one must understand the basic steps of inquiry, how to construct "essential questions" to be answered through research and how to present their findings in a group setting. After the research topic has been selected and approved, your cooperative learning group should complete the following activities:

- 1) Discussion Facilitator and Member Contributions: The group should designate a leader/facilitator and a recorder for each discussion session. The group should also select someone to lead the class discussion during the group presentation. Another person may be selected to type and organize the final research document. A written report or summary is to be given the faculty facilitator, with the names of the group facilitator and recorder after each discussion group. There should be full participation by all group members.  
(NOTE: Each group member will complete a Peer Evaluation on the group members, and the facilitator will also assign participation points based on the perceived level of participation of each group member to this assignment.)
- 2) Initial Group Discussion: The group should participate in a brief "brainstorming" discussion to determine what the group members hope to learn from further research and study on the selected topic.
- 3) Determine the Research "Essential" Questions: After the brainstorming session, each group member should write at least two more specific and detailed "essential" questions that will guide their individual reading and that should be answered through their research. These "essential" questions should be discussed by the group, refined, recorded, and submitted to the faculty facilitator for review.  
(NOTE: If your group is having difficulty, the textbook may be used to guide, identify, focus, and refine suggested research topic and/or questions.)
- 4) Outside Reading Material and Summaries: Each student should use Databases (or similar search engine available from the online WWU library collection) to select one article of interest related to the group topic selected for research. The online WWU library (accessible from the website [www.williamwoods.edu](http://www.williamwoods.edu)) has numerous other databases and periodicals—many targeting athletics administration in addition to school administration. Each group member must submit a brief typed summary (two or three paragraphs) on the article they selected to answer "essential" questions on the research topic. The article should be properly referenced in APA style citing the article source.
- 5) Answering "Essential" Questions: The group should use the articles selected to answer several "essential" questions. If answers to the questions developed by the group prior to the research are not answered in the selected articles or cannot be deduced from the available information, further independent research should be conducted. Answers to these "essential" questions should be contained in the content of the summary, and additional resources used should be properly referenced using APA style. When an individual group member has completed their written summary of their selected article, copies of the summary and the article must be made and distributed to the other members of their group.
- 6) Read Article and Summary from Other Group Members: Each article/summary from other group members must be read by the other learning group members to prepare for the Summative Group Discussion.
- 7) Summative Group Discussion: Each group member should submit to the facilitator, a copy of their article and summary that should contain their answers to the "essential" questions developed by their group prior to research. After this submission of individual research summaries, each cohort member will be required to participate/contribute to

a group discussion. During the Summative Group Discussion, individual group members should identify their group's "essential" questions for the rest of the cohort (on the chalkboard, or a poster, or handout), discuss their articles and compare/contrast their research findings.

- 8) Produce Group Research Report: After everyone has shared their research findings, the group should determine whether or not further research and study is needed in order to answer the original "essential" questions and present their research topic to the class. Each group as a whole should produce a group written report containing features such as: 1) major ideas and points of disagreement on the research topic or "essential" questions posed by their group; 2) a brief summary of those points about which the group reached consensus on the correct answer to the "essential" question; 3) a brief summary of the knowledge gained from research on the topic; 4) suggestions for further research and independent study on the topic, and 5) a plan for presenting the topic to the class in a creative and meaningful way (see next step).
- 9) Plan for the Virtual Group Presentation: The Group Presentation Plan should identify the person in the group who is responsible for leading the class discussion. It should also identify the individual group members who will be responsible for covering specific information and/or activities on the topic during the group presentation. The group presentation must demonstrate sufficient breadth and depth of knowledge on the topic. Finally, the plan should indicate the group member responsible for writing (from the individual summaries), word-processing and organizing the final research document. This presentation should be 10 minutes or less, recorded, and uploaded.
- 10) Cooperative Learning Group Final Research Document: A complete document for the cooperative research project should include a typed copy of: 1) the cooperative learning group's "essential" questions; 2) individual research article summaries; 3) individual answers to the group's "essential" questions; and 4) the group report from the Summative Discussion, including the Group Presentation Plan.

### **3. \*\*Comprehensive Building Improvement Plan (CBIP) Project:**

Students will be required to conduct research on the process of developing a school mission and vision statement from the perspective of a new administrator. In addition, students will use information obtained from the administrative interview, analysis of a student selected/obtained current building comprehensive improvement plan (BSIP) and associated data, along with other research to **create a new comprehensive building improvement plan (CBIP) that you, as the school administrator, would implement that addresses the specific needs of the school.**

The project will include the timeline, plan for faculty/staff Professional Development, mission statement, vision statement, beliefs of the school, SMART goals, strategies, and assessment methods. The Comprehensive Building Improvement Plan (CBIP) Project will be no less than 5 double spaced pages.

## **EDU570 Supervision (MLDS Relational Leadership Domain)**

### **1. DESE Educator Growth Toolbox Review and Presentation**

DESE's Educator Growth Toolbox is a one-stop destination where Missouri Educators can find extensive materials designed to enhance educator effectiveness. The toolbox is organized in the following categories: tutorial, essential principles, model evaluation system, observations and feedback, student growth data, survey and professional data, and professional development.

For this assignment, conduct an extensive review of the Educator Growth Toolbox available on the DESE website ([www.dese.mo.gov](http://www.dese.mo.gov)). Create a detailed presentation promoting the toolbox to teachers and highlighting the materials available to enhance educator effectiveness. The presentation should include both audio and visual elements and have a maximum length of 7 minutes (think a promotion video to share briefly at a faculty meeting).

### **2. Analysis of DESE's Mentoring Program Standards Reflection**

1. Obtain a copy of DESE's mentoring program standards at the following link:

<http://dese.mo.gov/sites/default/files/mentoring-standards.pdf>

2. Analyze the standards and write a 2-3 page reflection discussing how your district incorporates those key standards into their current mentoring program.

### 3. Release of a Tenured Teacher

- a. Using the Missouri Revised Statute as a guide, develop a comprehensive a year- long plan for releasing an ineffective tenured teacher.
- b. Students will write a 3–5-page report detailing the process required to release a tenured teacher.

### 4. \*\*Colleague Formative/Walk-through Teacher Evaluation

Conduct at least one formative performance-based teacher evaluation and one walk-through evaluation on colleagues in the school setting. Provide copies of the evaluation documents to the course instructor. Obtain and use your district's formative and walkthrough evaluation forms for this assignment. Write a 2–3-page reflection regarding the experience.

### 5. Missouri Leadership Development System (MLDS) Aspiring Learning Experience 2, Treatment 1

For **Treatment #1**, students are first asked to self-identify and gather in groups of 3-4 in a synchronous environment (ZOOM or other) at a mutually agreeable time allowing for a 60-minute professional discussion. At the beginning of the scheduled time, the team should select a team recorder. **The recorder will take notes documenting the professional discussion for the group and email to the instructor.** The professional discussion should include, at a minimum, each of the following items:

1. Group member introduction (name, role, district, other relevant and/or interesting bits of information).
2. Definition of effective instruction with examples.
3. Definition of evidence-based instruction with examples of high-leverage practices observed or utilized.
4. Discussion of the advantages of developing an ever-expanding knowledge base and organizational difficulties this may create.
5. Summary in the notes of content discussed and length of the collaborative session.
6. Then INDIVIDUALLY write a **2-3-page Reflective Paper** highlighting the impact of this professional discussion potential impact of this practice being used in the K-12 educational work world.

### 6. \*\*MLDS Aspiring Administrator Treatment #2 Getting Comfortable with Observations

Visit at least 5-7 classrooms of different subject areas and grade levels. If possible, try to get out of your building and visit other schools. Ask the administrator for the names of successful teachers who employ effective techniques for you to visit.

1. Try to visit at least some of the classrooms with a lead teacher, an instructional coach, or an administrator. Have some discussion afterward about what you saw. If possible, ask the teacher to tell you about the teaching and learning that were occurring while you were there. If possible, ask an administrator how they balance their management responsibilities with their obligation to enhance and improve instructional practice? How do they manage their time for each area? How do they come across as a helpful colleague vs. a manager or administrator?
2. As you visit, try to see beyond the content and grade level and focus on effective strategies.
3. As you leave let the teacher know how much you appreciated being able to visit. Leave him/her with something you noticed that was positive for students.
4. As a reaction, write a reflection after your visits that helps you think about the following:
  - a. What were some positive techniques you saw employed and how did that impact the students' engagement and learning?
  - b. Is there anything you saw that was new to you, and effective that you could use in your own teaching?
  - c. How did you feel as an observer in that classroom? Were you comfortable walking around and watching the teaching and learning? What could you do to make it more comfortable?
  - d. How do you think the teacher felt and how do you relate to that?

### 7. MLDS Aspiring Level Experience 2, Treatment 3

Introduce the concept of “cause and effect” by watching videos samples of teaching and brainstorming several specific actions of the teacher and the cause of his/her action. For example, notice when the teacher has students write their answers on dry erase boards, what does that do for the engagement and energy level of the class? When the teacher asks the students to share their predictions with their partner, what is the effect on students? Do several rounds of practice of “cause and effect?”

1. View Teaching Channel Video: <https://www.teachingchannel.org/video/the-learning-walk-RLG-7> Principles of Active Observation Treatment Description

2. Gain permission from the building administrator and schedule to visit 5-7 classrooms of different subject areas and grade levels. Use a standard observation form from the Marzano text, your school, or one that you create for each observation. If possible, try to get out of your building and visit other schools. Ask the administrator for the names of successful teachers who employ effective techniques for you to visit. Try to visit at least some of the classrooms with a lead teacher, an instructional coach or teacher to tell you about the teaching and learning that were occurring while you were there. If possible, ask an administrator how they balance their management responsibilities with their obligation to enhance and improve instructional practice? How do they manage their time for each area? How do they come across as a helpful colleague vs. a manager or administrator?

3. As you **visit each of the 5-7 classrooms** (for a minimum of 8 minutes each), try to see beyond the content and grade level and focus on effective strategies. Focus on what the students are doing during instructional time. Also, notice the processes and routines within the classroom. Does the teacher respond more to the positive or negative actions of students? How does this attention/recognition impact the climate in the classroom? Document your observations using the selected standard form. **This documentation will be attached to the Reflection Paper detailed below.**

4. Review your documentation for each of the 5-7 observations. **Write a 4–5-page reflection paper using the following prompts to organize your thoughts. Be sure to attach the completed form for each observation.**

- a. What were some positive techniques you saw employed and how did that impact the students’ engagement and learning?
- b. Is there anything you saw that was new to you, and effective that you could use in your own teaching?
- c. How did you feel as an observer in that classroom? Were you comfortable walking around and watching the teaching and learning? What could you do to make it more comfortable?
- d. How do you think the teacher felt during the observation? How do you relate to that?
- e. How do you think the students felt during the observation? How do you relate to that?

### **EDU585 School Law (MLDS Innovative Leadership Domain)**

#### **1. Analysis of Handbook**

Review your district’s handbook. Analyze policies and procedures for bias. Write a summary (2-3 pages) of building student handbook and its impact on building leadership decisions.

#### **2. Research Project**

Write a 3–5-page APA paper on Missouri Safe Schools Act, with title page and resources, summarizing key points on how it affects student handbooks and procedures.

#### **3. \*\*Legislative Mandates - ESSA Group Research Project & Oral Presentations**

This will be a study-group research project. ESSA is a significant “legal issue” facing us, but few parents, teachers, and administrators truly understand its foundations and expectations. As a result, the group projects will be dealing with the main components of ESSA. “ESSA includes provisions that will help to ensure success for students and schools”

(<https://www.ed.gov/essa?src=rn>). The law:

- Advances equity by upholding critical protections for America's disadvantage and high-need students. (Equity Plan) <https://dese.mo.gov/sites/default/files/Educator-Equity-Plan-June2018.pdf>
- Requires –for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with investing in innovation.
- Sustains and expands investments in increasing access to high-quality preschool education.
- Maintains an expectation that there will be accountability and action to effect positive change in low-performing schools where groups of students are not making progress, and where graduation rates are low over extended periods of time. (<https://www.ed.gov/essa?src=rn>)

Each group will fully investigate one of the above bullet points, highlighting the major components and possible accountability piece(s) for each program. Presentations will be done in class during Week 8. A completed project will include the following:

- a) A 15-minute verbal presentation with 5 minutes for questions (20-minute total)
- b) A two-page executive summary of what the ESSA component requires (a copy for each class member)
- c) A one-page list of references (8-12) that students can access for additional information (a copy for each class member)
- d) PowerPoint or slides/overheads may accompany the presentation.
- e) The group performance rating will be based on written and oral presentation.

## **EDU572 Managerial Leadership (MLDS Managerial Leadership Domain)**

### **1. Communication Plan**

The student will develop a comprehensive

Communication Plan from the role of a first-year building principal in a new district. The Communication Plan should include communication consideration for separate audiences of faculty, staff, students, parents, and community members. Determine what information is critical for sharing prior to the first day of school for each audience group and explain the way you would communicate the information. Remember you are kicking off your first year as principal and want to clearly communicate expectations and priorities designed to support a positive, safe, and orderly start to the academic year.

**2. \*\*Finance, Facilities, and Resources Management Interview** – Interview a building administrator concerning their role in setting the budget, how they allocate resources, and what role they assume in facilities management. Write a reaction paper and share your information gained with the class.

**3. \*\*Human Resource Responsibilities Interview** – Interview a building administrator regarding their role in human resources management. Discuss staff recruitment, employment, assignment, and evaluation. Also, discuss the principal's role in hiring and assigning classified staff. Describe the principal's role in cases where a grievance has been filed against a fellow staff member. Write a 2-3-page reaction paper and be ready to share your information in a presentation.

## **EDU573 Instructional Leadership (MLDS Instructional Leadership Domain)**

### **1. Reaction Paper**

The topic of the paper must be applicable to the use of technology as it is related to curriculum. This may include, but not limited to, issues specific to MAP testing, use of technology in instruction, core curriculum, use of personal technology devices in the classroom. The reaction paper should be based on current curriculum-related articles found in professional periodicals, newspaper articles, electronically archived studies or chapters in references or texts. Source documents must be more than web pages or internet sites providing only one screen of information.

### **2. Group Report Presentation**

Study group researched report and presentation is to be selected from the list of topics contained in this syllabus (or other topic approved by the instructor). The group is to lead an interactive activity with the class using the information from the presentation. (Creative, interactive, hands-on activity utilizing Prezi, Glogster, You-Tube, Teacher-Tube, Interactive Jeopardy, Game Show or other skit like format)

A topic and brief summary will be given to the instructor for approval by week #4. In addition to the class presentation evaluations completed by the cohort, each group member will complete a *Peer Evaluation Sheet* assessing each group member's contribution and performance for the project.

**3. \*\*Curriculum Evaluation (Include information related to Field Activity 1 and 2 addressing diversity/equity and differentiation/levels of learning**

The student will provide an analysis of a school's instructional curriculum of their choice. The analysis/evaluation will be made for any grade level or subject matter area taught. Review this student-selected curriculum using the principal's expectations for curricular leadership from chapter three in the textbook and address from this chapter and any additional information, what you consider to be the strengths and weaknesses of the curriculum. These strengths/weaknesses should be described in APA format, 2-3 pages. The student should also be prepared to present these papers orally in class (15-10 minutes) and be able to answer questions and discuss the analysis.

**4. \*\*Field Activity #1 (Diversity/Equity)**

Analyze your building's demographics. Determine the areas of need and what is being done to address those areas. Develop at least one activity that deals with diversity. Write a 3–5-page paper APA style. Present to the class, provide an outline and submit paper on OwlNet.

**5. \*\*Field Experience Activity #2 (Differentiation/ Levels of Learning)**

Research all the Educational Initiatives that are going on in your building. (Examples include Differentiated Instruction, RTI, DOK-level of engagement, etc.) Discuss why they were implemented and their current outcomes of the program. How do they align to the CSIP goals? Write a brief description of each activity in your building and share with the class.

## **MED School Leadership Program Assessments for VIA**

### **EDU568- ACTION RESEARCH**

#### **1. Performance Assessment Action Research Proposal Planning (template) (Upload to VIA)**

**Topic for Action Research Proposal**, based on the interview with your on-site field experience supervisor/mentor, article reviews and experience determine the instructional problem that will serve as the focus of your Action Research Performance Assessment project. It is recommended (but not required) that you select an instructional problem that can be addressed/incorporated within your field experience. It is recommended that you pick a topic that you can use in your classroom/school and/or that will impact student/school achievement. Select a topic that is meaningful to you, worth the time and effort, and addresses the needs of your students/school. Also think about whether the topic is “do-able” and could be considered for future implementation. (W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8) (I3)

**SCORE USING MLDS DOMAIN 1 RUBRIC**

### **EDU557- FIELD EXPERIENCE**

#### **1. Field Experience (FE) Log (Upload to VIA)**

Students are required to engage in 300 hours of field experience, distributed among the five domains of the Missouri Leadership Development System standards. Several courses within the MED School Leadership program have identified embedded field experience activities designed to simulate specific tasks and responsibilities of school leaders.

**SCORE USING MLDS DOMAINS 1-5 RUBRICS**

#### **2. Field Experience Reflection Paper (Upload to VIA)**

Students will reflect on specific resume-worthy, leadership development experiences included in their 300 hours of FE. These experiences will be aligned to specific courses and MLDS domains.

**SCORE USING MLDS DOMAINS 1-5 RUBRICS**

### **EDU597- CAPSTONE**

#### **1. Final Capstone Reflection Paper (Upload to VIA)**

Insert description.

**SCORE USING MLDS DOMAINS 1-5 RUBRICS**

### **EDU583-MPEA PERFORMANCE ASSESSMENT**

#### **1. MPEA Performance Assessment (Upload to VIA)**

The action research required of the MPEA Performance Assessment begins in EDU568 Action Research and is supported throughout FE (EDU557) and the Capstone course (EDU597). Students enroll in EDU583 for formative feedback, revisions, and submission for scoring.

**SCORE USING MPEA SCORING RUBRICS**

## MED School Leadership Program Assessments

### EDU568

#### 1. Field Experience Supervisor Interview and Data Collection (template)

#### 2. Performance Assessment Action Research Proposal Planning (template) (Uploaded to VIA)

**Topic for Action Research Proposal**, based on the interview with your on-site field experience supervisor/mentor, article reviews and experience determine the instructional problem that will serve as the focus of your Action Research Performance Assessment project. It is recommended (but not required) that you select an instructional problem that can be addressed/incorporated within your field experience. It is recommended that you pick a topic that you can use in your classroom/school and/or that will impact student/school achievement. Select a topic that is meaningful to you, worth the time and effort, and addresses the needs of your students/school. Also think about whether the topic is “do-able” and could be considered for future implementation. (W6.1, W6.2, W6.3, W6.4, W6.5, W6.6, W6.7, W6.8) (I3)

#### **The EDU 568 instructor MUST APPROVE all topics as written on the Action Research Proposal.**

In determining your topic, remember to **keep it simple**, instructional, specific, and narrow in scope. Often, students will research a new model of instruction (e.g. “balanced literacy”) or content delivery (e.g. using learning styles), or a new teaching strategy (e.g. direct instruction) and use this as their topic.

Time dedicated to this assignment may be included in your Field Experience (FE) log.

### EDU557

#### 1. Field Experience (FE) Log (Uploaded to VIA)

Students are required to engage in 300 hours of field experience, distributed among the five domains of the Missouri Leadership Development Systems standards. Several courses within the MED School Leadership program have identified embedded field experience activities designed to simulate specific tasks and responsibilities of school leaders.

#### 2. Field Experience Reflection Paper (Uploaded to VIA)

Students will reflect on specific resume-worthy, leadership development experiences included in their 300 hours of FE. These experiences will be aligned to specific courses and MLDS domains.

### EDU597

#### 1. Final Capstone Reflection Paper (Uploaded to VIA)

Insert description.

### EDU583

#### 1. MPEA Performance Assessment (Uploaded to VIA)

The action research required of the MPEA Performance Assessment begins in EDU568 Action Research and is supported throughout FE (EDU557) and the Capstone course (EDU597). Students enroll in EDU583 for formative feedback, revisions, and submission for scoring.

Missouri Leadership Development System (MLDS)	EDU 500	EDU 568	EDU 569	EDU 551/552/572	EDU 553/554/573	EDU 557/591/598/599	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597	EDU 583
<b>Visionary Leadership</b>												
1. Develops a clear, measurable and shared vision		I	R,M			A	R	R		R	A	A
2. Communicates the vision to stakeholders		I	R			A	M	R			A	
3. Collects, analyzes and interprets data to evaluate results for continuous school improvement		I,M,A	R		R	A	R	R		R	A	A
<b>Instructional Leadership</b>												
4. Engages and supports staff to vertically and horizontally align curriculum to state/district standards.					I	A	R	R		M	A	
5. Supports staff use of a variety of research-based practices appropriate to the intended content		I	R	R	M	A	R	R		R	A	
6. Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response		I			R	A	M			R	A	
7. Supports teacher use of formative, summative, and other assessments		I			R	A	R			M	A	

8. Analyzes multiple sources of student, school and district-level data to improve student learning		I		R	M	A	R			R	A	
9. Develops a culture of continuous professional learning	I	R	R		M	A	R		R	R	A	
<b>Managerial Leadership</b>												
10. Provides oversight of the school facility and grounds				I,R		A			M		A	
11. Establishes routines, procedures and schedules to maximize learning time		I	R	R		A	M				A	A
12. Recruits, selects and inducts effective personnel				I		A	R,M				A	
13. Communicates expectations, guidelines, and procedures		I		R,M		A			R		A	A
14. Provides intervention and support for improvement				I		A	R			R,M	A	
15. Maintains personnel records and reports				I,R,M		A			R		A	
16. Manages fiscal resources to support school goals and priorities				I,R,M		A			R		A	
17. Manages non-fiscal resources to support school goals and priorities				I,R,M		A			R		A	
<b>Relational Leadership</b>												
18. Promotes a learning environment that addresses needs of all students	I		R	R	R	A	M		R	R	A	
19. Advocates for the welfare of all students	I		R	R	R	A	M		R	R	A	
20. Establishes positive relationships with students	I		R	R		A	M				A	A

21. Builds positive relationships with staff			I,R	R		A	M				A	
22. Ensures a culture of support and respect among staff	I		R	R,M	R	A	R		R		A	
23. Develops teacher leaders	I		R	R	R	A	M				A	
24. Builds positive relationships with families			I	R,M		A	M		R		A	
25. Establishes positive relationships with other community stakeholders			I,R	R		A	M		R		A	
<b>Innovative Leadership</b>												
26. Collects knowledge, skills and best practices for improving teaching and learning		I,R		R	R	A	M			R	A	A
27. Engages in a professional network as a means of growth		I	I,R		R,M	A					A	
28. Demonstrates self-awareness and a commitment to on-going growth and development	I	R	R			A	R,M				A	A
29. Seeks feedback to improve performance			I	R	R	A	R,M				A	
30. Maintains a focus on high priorities			I,R,M			A					A	
31. Develops and acts on well-reasoned beliefs based on new knowledge and understanding		I,R,M	R	R		A	R		R		A	
32. Constructively manages and adapts to change	I	R		R,M	R	A	R		R		A	

MLDS Reflection Rubric

Query Name: MEd EL 2021-2022 557

Parameters Applied:

Organization information:

Date range: 08/01/2021-05/06/2022 / Groups: edu 557 - school leader field experience - 01 ncc - 4 summer 2122, edu 557 - school leader field experience - 01 so0011 - 4 summer 2122, edu 557 - school leader field experience - 01 552 - 4 summer 2122, edu 557 - school leader field experience - 03 olc 3 - 4 summer 2122, edu 557 - school leader field experience - 02 olc 2 - 4 summer 2122, edu 557 - school leader field experience - 01 olc 1 - 4 summer 2122, edu 557 - school leader field experience - 02 003 - 4 summer 2021, edu 557 - school leader field experience - 01 001 - 4 summer 2021, edu 557 - school leader field experience - 03 546 - 4 summer 2021, edu 557 - school leader field experience - 03 545 - 4 summer 2021, edu 557 - school leader field experience - 01 002 - 4 summer 2021, edu 557 - field experience i - 03 1047 - 4 summer 2021, edu 557 - field experience i - 03 1053 - 4 summer 2021, edu 557 - school leader field experience - 03 542 - 4 summer 2021, edu 557 - school leader field experience - 03 541 - 4 summer 2021, edu 557 - school leader field experience - 03 1063 - 4 summer 2021, edu 557 - school leader field experience - 03 1062 - 4 summer 2021, edu 557 - school leader field experience - 03 544 - 4 summer 2021, edu 557 - school leader field experience - 01 ncc - 4 summer 2021, edu 557 - school leader field experience - 03 olc - 4 summer 2021, edu 557 - school leader field experience - 02 olc - 4 summer 2021, edu 557 - school leader field experience - 01 olc - 4 summer 2021, edu 557 - school leader field experience - 04 ncc - 3 spring 2122, edu 557 - school leader field experience - 01 olc - 3 spring 2122, edu 557 - school leader field experience - 01 ncc - 3 spring 2021, edu 557 - school leader field experience - 01 003 - 3 spring 2021, edu 557 - school leader field experience - 02 546 - 3 spring 2021, edu 557 - school leader field experience - 01 olc - 2 fall 2122, edu 557 - school leader field experience - 02 olc - 2 fall 2122, edu 557 - school leader field experience - 03 olc - 2 fall 2122, edu 557 - school leader field experience - 03 ncc - 4 summer 2021, edu 557 - school leader field experience - 02 001 - 4 summer 2021, edu 557 - school leader field experience - 02 002 - 4 summer 2021, edu 557 - school leader field experience - 04 olc - 2 fall 2122, edu 557 - school leader field experience - 05 olc - 2 fall 2122

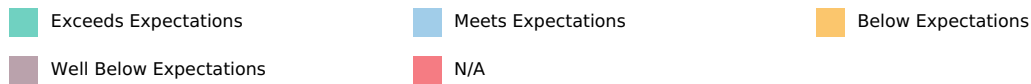
Untitled Report

Generated by: James Concannon 05/06/2022

MLDS Reflection Rubric

Group by: Element  
Element: Domain 1: Visionary Leadership Standard1 MLDS Competencies 1-3 / Domain 2: Instructional Leadership Standard 2 MLDS Competencies 4-9 / Domain 4: Managerial Leadership Standard 3 MLDS Competencies 10-17 / Domain 4: Relational Leadership Standard 4 MLDS Competencies 18-25 / Domain 5: Innovative Leadership Standard 5 MLDS Competencies 26-32  
Performance Level: Exceeds Expectations / Meets Expectations / Below Expectations / Well Below Expectations / N/A  
Standard: -

Rubric Results by Element



Domain 1: Visionary Leadership Standard1 MLDS Competencies 1-3 (Total Assessments: 41)



Domain 2: Instructional Leadership Standard 2 MLDS Competencies 4-9 (Total Assessments: 41)



Domain 4: Managerial Leadership Standard 3 MLDS Competencies 10-17 (Total Assessments: 41)



Domain 4: Relational Leadership Standard 4 MLDS Competencies 18-25 (Total Assessments: 41)



Domain 5: Innovative Leadership Standard 5 MLDS Competencies 26-32 (Total Assessments: 41)



Element	Query	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations	N/A	Mean	Stdev
Domain 1: Visionary Leadership Standard1 MLDS Competencies 1-3	MEd EL 2021-2022 557	97.56% (40)	2.44% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.98	0.16
Domain 2: Instructional Leadership Standard 2 MLDS Competencies 4-9	MEd EL 2021-2022 557	100.00% (41)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Domain 4: Managerial Leadership Standard 3 MLDS Competencies 10-17	MEd EL 2021-2022 557	97.56% (40)	2.44% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.98	0.16
Domain 4: Relational Leadership Standard 4 MLDS Competencies 18-25	MEd EL 2021-2022 557	100.00% (41)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Domain 5: Innovative Leadership Standard 5 MLDS Competencies 26-32	MEd EL 2021-2022 557	100.00% (41)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0

**Total Rubric Score**

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

<b>Query</b>	<b>Number of Assessments</b>	<b>Mean</b>	<b>Stdev</b>
MEd EL 2021-2022 557	41	19.95	0.31

**Untitled Report**

**Generated by: James Concannon 05/06/2022**

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EDU583 Step 1 Performance Assessment / EDU583 Step 2 Performance Assessment / EDU583 Step 3 Performance Assessment / EDU583 Step 4 Performance Assessment

Query Name: MEd EL 2021-2022 583 cert copy

Parameters Applied:

Student Demographics:

Academic program: educational leadership

Organization information:

Date range: 08/02/2021-05/06/2022 / Group templates: EDU 583 - Prfrmnc Assmnt Asprng Bldng Lvl Adm

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Query Name: MEd EL 2021-2022 583 Spring

Parameters Applied:

Student Demographics:

Academic program: educational leadership

Organization information:

Date range: 01/01/2022-05/06/2022 / Group templates: EDU 583 - Prfrmnc Assmnt Asprng Bldng Lvl Adm

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EDU583 Step 1 Performance Assessment

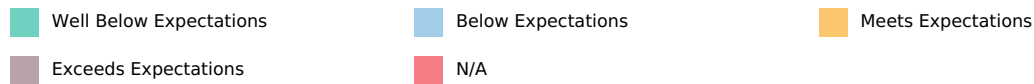
Group by: Element

Element: Step I Domain: Visionary Leader Knows the importance of a vision and how it relates to the core values and culture of the school community Understands how multiple sources of data are connected to a mission, vision, and core values Responses include: 1) Identification of key instructional problem or area of concern, supported by evidence and rationale for selection (Artifact-data to indicate/support problem or concern) 2)Consequence if key problem is not addressed (Artifact-one source of evid

Performance Level: Well Below Expectations / Below Expectations / Meets Expectations / Exceeds Expectations / N/A

Standard: -

**Rubric Results by Element**



Step I Domain: Visionary Leader Knows the importance of a vision and how it relates to the core values and culture..



Element	Query	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	N/A	Mean	Stdev
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<p>Step I Domain: Visionary Leader Knows the importance of a vision and how it relates to the core values and culture of the school community Understands how multiple sources of data are connected to a mission, vision, and core values Responses include: 1) Identification of key instructional problem or area of concern, supported by evidence and rationale for selection (Artifact-data to indicate/support problem or concern) 2)Consequence if key problem is not addressed (Artifact-one source of evid</p>	<p>MEd EL 2021- 2022 583 cert copy</p>	<p>12.40% (16)</p>	<p>9.30% (12)</p>	<p>55.81% (72)</p>	<p>22.48% (29)</p>	<p>0.00% (0)</p>	<p>2.88</p>	<p>0.90</p>
	<p>MEd EL 2021- 2022 583 Spring</p>	<p>0.00% (0)</p>	<p>10.14% (7)</p>	<p>62.32% (43)</p>	<p>27.54% (19)</p>	<p>0.00% (0)</p>	<p>3.17</p>	<p>0.59</p>

**Total Rubric Score**

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

<b>Query</b>	<b>Number of Assessments</b>	<b>Mean</b>	<b>Stdev</b>
MEd EL 2021-2022 583 cert copy	129	2.88	0.90
MEd EL 2021-2022 583 Spring	69	3.17	0.59

EDU583 Step 2 Performance Assessment

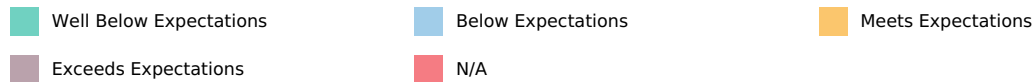
Group by: Element

Element: Step II: Relational Leader and Innovative Leader Understands the importance of building effective relationships with staff  
Recognizes knowledge, skills, and best practices that support continuous professional growth Responses include: \*Description of a school improvement plan developed to address key instructional problem; \*Building relationships and continuous improvement (a)Explanation of best practices and activities used with staff (sample journal article or other reputable source) (b)Explan

Performance Level: Well Below Expectations / Below Expectations / Meets Expectations / Exceeds Expectations / N/A

Standard: -

**Rubric Results by Element**



Step II: Relational Leader and Innovative Leader Understands the importance of building effective relationships wit..



Element	Query	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	N/A	Mean	Stdev
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<p>Step II: Relational Leader and Innovative Leader Understands the importance of building effective relationships with staff Recognizes knowledge, skills, and best practices that support continuous professional growth Responses include: *Description of a school improvement plan developed to address key instructional problem; *Building relationships and continuous improvement (a)Explanation of best practices and activities used with staff (sample journal article or other reputable source) (b)Explan</p>	<p>MEd EL 2021- 2022 583 cert copy</p>	<p>11.81% (15)</p>	<p>8.66% (11)</p>	<p>55.91% (71)</p>	<p>23.62% (30)</p>	<p>0.00% (0)</p>	<p>2.91</p>	<p>0.89</p>
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	MEd EL 2021-2022 583 Spring	0.00% (0)	8.82% (6)	64.71% (44)	26.47% (18)	0.00% (0)	3.18	0.57
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**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
MEd EL 2021-2022 583 cert copy	127	2.91	0.89
MEd EL 2021-2022 583 Spring	68	3.18	0.57

EDU583 Step 3 Performance Assessment

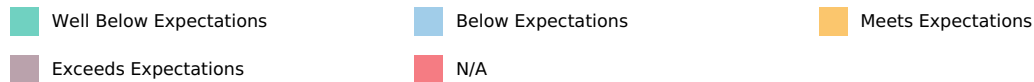
Group by: Element

Element: Step III Domain: Managerial Leader Understands how routines, procedures, and schedules support the school environment Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures Responses include: 1)Description of the schedule of events to address key instructional problem and a description of the procedural steps established for the group (Artifact-Schedule of events; timeline) 2)Explanation of how goals were set and aligned to the plan (Artifact-

Performance Level: Well Below Expectations / Below Expectations / Meets Expectations / Exceeds Expectations / N/A

Standard: -

**Rubric Results by Element**



Step III Domain: Managerial Leader Understands how routines, procedures, and schedules support the school enviro



Element	Query	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	N/A	Mean	Stdev
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<p>Step III Domain: Managerial Leader Understands how routines, procedures, and schedules support the school environment Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures Responses include: 1)Description of the schedule of events to address key instructional problem and a description of the procedural steps established for the group (Artifact- Schedule of events; timeline) 2)Explanation of how goals were set and aligned to the plan (Artifact-</p>	<p>MEd EL 2021- 2022 583 cert copy</p>	<p>11.20% (14)</p>	<p>11.20% (14)</p>	<p>52.80% (66)</p>	<p>24.80% (31)</p>	<p>0.00% (0)</p>	<p>2.91</p>	<p>0.90</p>
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	MEd EL 2021-2022 583 Spring	0.00% (0)	16.18% (11)	52.94% (36)	30.88% (21)	0.00% (0)	3.15	0.68
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**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
MEd EL 2021-2022 583 cert copy	125	2.91	0.90
MEd EL 2021-2022 583 Spring	68	3.15	0.68

EDU583 Step 4 Performance Assessment

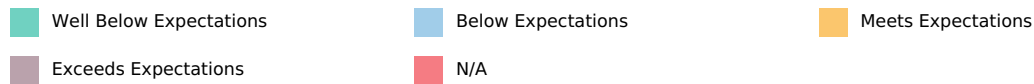
Group by: Element

Element: Step IV Domain: Innovative Leader Understands the importance of reflection and a commitment to ongoing learning Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change Responses include: 1)Description your thoughts at the beginning of the performance activity; self-reflection regarding preparation for being an effective leader in order to complete the challenge 2)Development of a self-reflection on success or failure of the experience, providing evid

Performance Level: Well Below Expectations / Below Expectations / Meets Expectations / Exceeds Expectations / N/A

Standard: -

**Rubric Results by Element**



Step IV Domain: Innovative Leader Understands the importance of reflection and a commitment to ongoing learnin..



Element	Query	Well Below Expectations	Below Expectations	Meets Expectations	Exceeds Expectations	N/A	Mean	Stdev
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<p>Step IV Domain: Innovative Leader Understands the importance of reflection and a commitment to ongoing learning Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change Responses include: 1)Description your thoughts at the beginning of the performance activity; self- reflection regarding preparation for being an effective leader in order to complete the challenge 2)Development of a self- reflection on success or failure of the experience, providing evid</p>	<p>MEd EL 2021- 2022 583 cert copy</p>	<p>15.79% (12)</p>	<p>2.63% (2)</p>	<p>53.95% (41)</p>	<p>27.63% (21)</p>	<p>0.00% (0)</p>	<p>2.93</p>	<p>0.97</p>
	<p>MEd EL 2021- 2022 583 Spring</p>	<p>0.00% (0)</p>	<p>5.00% (1)</p>	<p>65.00% (13)</p>	<p>30.00% (6)</p>	<p>0.00% (0)</p>	<p>3.25</p>	<p>0.55</p>

**Total Rubric Score**

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

<b>Query</b>	<b>Number of Assessments</b>	<b>Mean</b>	<b>Stdev</b>
MEd EL 2021-2022 583 cert copy	76	2.93	0.97
MEd EL 2021-2022 583 Spring	20	3.25	0.55

MEd School Leadership Rubric

Query Name: MEd EL 2021-2022 597

Parameters Applied:

Organization information:

Date range: 08/01/2021-05/06/2022 / Groups: edu 597 - school ldrshp- building lvl cpstn - 01 olc - 4 summer 2122, edu 597 - school ldrshp- building lvl cpstn - 01 olc - 3 spring 2122, edu 597 - school ldrshp- building lvl cpstn - 01 002 - 3 spring 2122, edu 597 - school ldrshp- building lvl cpstn - 01 001 - 3 spring 2122, edu 597 - school ldrshp- building lvl cpstn - 01 1063 - 3 spring 2122, edu 597 - school ldrshp- building lvl cpstn - 01 1062 - 3 spring 2122, edu 597 - school ldrshp- building lvl cpstn - 01 1052 - 2 fall 2122, edu 597 - fld exprncs ii prtfllo schl imprv - 01 1053 - 2 fall 2122, edu 597 - fld exprncs ii prtfllo schl imprv - 01 1047 - 2 fall 2122, edu 597 - fld exprncs ii prtfllo schl imprv - 01 1048 - 4 summer 2021, edu 597 - fld exprncs ii prtfllo schl imprv - 01 1045 - 4 summer 2021, edu 597 - fld exprncs ii prtfllo schl imprv - 01 1027 - 4 summer 2021, edu 597 - fld exprncs ii prtfllo schl imprv - 01 1039 - 4 summer 2021

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**Untitled Report**

**Generated by: James Concannon 05/06/2022**

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**MEd School Leadership Rubric**

Group by: Element

Element: Domain 1: Visionary Leadership Standard1 MLDS Competencies 1-3 / Domain 2: Instructional Leadership Standard 2 MLDS Competencies 4-9 / Domain 3: Managerial Leadership Standard 3 MLDS Competencies 10-17 / Domain 4: Relational Leadership Standard 4 MLDS Competencies 18-25 / Domain 5: Innovative Leadership Standard 5 MLDS Competencies 26-32

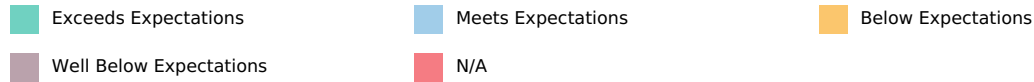
Performance Level: Exceeds Expectations / Meets Expectations / Below Expectations / Well Below Expectations / N/A

Standard: -

**Rubric Results by Element**

**Untitled Report**

Generated by: James Concannon 05/06/2022



Domain 1: Visionary Leadership Standard1 MLDS Competencies 1-3 (Total Assessments: 32)



Domain 2: Instructional Leadership Standard 2 MLDS Competencies 4-9 (Total Assessments: 32)



Domain 3: Managerial Leadership Standard 3 MLDS Competencies 10-17 (Total Assessments: 32)



Domain 4: Relational Leadership Standard 4 MLDS Competencies 18-25 (Total Assessments: 32)



Domain 5: Innovative Leadership Standard 5 MLDS Competencies 26-32 (Total Assessments: 32)



Element	Query	Exceeds Expectations	Meets Expectations	Below Expectations	Well Below Expectations	N/A	Mean	Stdev
Domain 1: Visionary Leadership Standard1 MLDS Competencies 1-3	MEd EL 2021-2022 597	100.00% (32)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0

**Untitled Report**

Generated by: James Concannon 05/06/2022

Domain 2: Instructional Leadership Standard 2 MLDS Competencies 4-9	MEd EL 2021-2022 597	100.00% (32)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Domain 3: Managerial Leadership Standard 3 MLDS Competencies 10-17	MEd EL 2021-2022 597	100.00% (32)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Domain 4: Relational Leadership Standard 4 MLDS Competencies 18-25	MEd EL 2021-2022 597	100.00% (32)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Domain 5: Innovative Leadership Standard 5 MLDS Competencies 26-32	MEd EL 2021-2022 597	100.00% (32)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0

**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
MEd EL 2021-2022 597	32	20.00	0