



WILLIAM WOODS
UNIVERSITY

EdS Educational Leadership Annual Assessment 2023-2024

EDS EDUCATIONAL LEADERSHIP ANNUAL ASSESSMENT 2023-2024 **1**

GRADUATE ANNUAL ASSESSMENT 2023-2024 **3**

EDUCATION SPECIALIST IN EDUCATIONAL LEADERSHIP SUPERINTENDENT **3**
PROGRAM PROFILE **3**
PROGRAM OBJECTIVES **7**
CURRICULUM MAP **8**
ASSESSMENT FINDINGS **9**
PROGRAM ACTIVITIES **15**
ASSESSMENT RUBRIC **21**
APPENDIX: SUPPLEMENTAL DATA **23**

Graduate Annual Assessment 2023-2024

Education Specialist in Educational Leadership Superintendent

Program Profile

Program Mission

Mission

Our mission is to provide aspiring educators with a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. We strive as an Educator Preparation Program to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teachers and administrators needed to boost student achievement in our state and elsewhere.

Description

William Woods University is in Fulton, Missouri and has been educating future educators in Callaway County and Mid-Missouri since 1914. The School of Education offers Bachelor of Science degrees in physical education, special education, secondary education, elementary education, art education, and middle school education. The School of Education offers the required coursework for 13 initial teacher licensure programs as well as two add-on certifications in early childhood education (undergraduate level) and special reading (graduate level). The undergraduate programs offered in Fulton provide students with the necessary coursework to become CPI and Google certified. Additionally, the undergraduate degree programs have a close partnership with Fulton Public Schools, as evidenced by the Grow Your Own program. Undergraduate coursework is offered primarily on the main campus and online.

William Woods University offers several MED degree programs, including educational leadership, curriculum and instruction, teaching and technology, STEM, reading instruction (aligned to the DESE Special Reading certification expectations), and athletic and activities administration. Instruction for the graduate degree programs at WWU is provided online.

Students interested in school district leadership opportunities often elect to begin the EDS in Educational Leadership (EL) degree program. The EDS in Educational Leadership program is designed to prepare students for the role of superintendent or district level leader. This degree path is aligned with the expectations of the DESE Superintendent certification. In the EDS in EL program and in addition to the online curriculum, the EDS in Educational Leadership offers weekly synchronous "value-added" instruction and engagement opportunities. During this scheduled time, students are encouraged to participate in topic focused discussion that allows students to experience the curriculum at a deeper level. It also allows students the opportunity to network with other school leaders. Student feedback in the 23-24 academic year related to the synchronous time has been very positive.

Conceptual Framework

William Woods University officially became a college in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. One can still see these values, stronger than ever, at work among our faculty and students today. Our education graduates continue to be outstanding teachers and leaders in Missouri schools and beyond.

The William Woods University School of Education has focused its efforts on a model of continuous growth committed to preparing teachers and leaders who are equipped to effectively meet the needs of students in Missouri schools and beyond. University faculty, together with an exceptional adjunct faculty team, strive to promote student learning through the use of quality curriculum, engaging instruction, embedded practicum and field experiences, and relevant activities and exercises.

University Mission Statement

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

School of Education Mission Statement and Conceptual Framework

The foundations for the William Woods University teacher, school leader, and district leader mission and conceptual framework are that all educators must promote a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teacher needed to boost student achievement in our state and elsewhere. We believe that all K12 students, aspiring teachers, and aspiring educational leaders deserve effective and caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. The conceptual framework for teacher and educational leader preparation is articulated and defined by appropriate state and national preparation standards given that both the William Woods University and subsequently the Educator Preparation Program missions center upon professions-oriented preparation.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. Professional Standards for Educational Leaders (PSEL), Missouri Leader Development System (MLDS) Standards, National Educational Leadership Preparation (NELP) standards, and Missouri Teaching Standards (MLS) are articulated and aligned in the course syllabi with student learning objectives throughout graduate and undergraduate courses. Students demonstrate their competencies of these standards through field experience evaluations, creating appropriate artifacts, reflection activities, and self-guided inquiry.

University Mission Statement: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

School of Education Mission Statement and Conceptual Framework: The foundations for the William Woods University teacher, school leader, and district leader mission and conceptual framework are that all educators must promote a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teacher needed to boost student achievement in our state and elsewhere. We believe that all K12 students, aspiring teachers, and aspiring educational leaders deserve effective and caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. The conceptual framework for teacher and educational leader preparation is articulated and defined by appropriate state and national preparation standards given that both the William Woods University and subsequently the Educator Preparation Program missions center upon professions-oriented preparation.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. Professional Standards for Educational Leaders, Missouri Leader Development Standards, and Missouri Teaching Standards are articulated and aligned in the syllabi with student learning objectives throughout graduate and undergraduate courses. Students demonstrate their competencies of these standards through field experience evaluations, creating appropriate artifacts, reflection activities, and self-guided inquiry.

1. Vision, Mission, and Goals; **EDS ADM.1** Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a **vision of learning** that is shared and supported by the school community; **Domain 1: Visionary Leadership**; MO Superintendent Standard 1
2. Teaching and Learning; **EDS ADM.2** Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive culture and an effective **instructional program**, applying best practice to student learning, and designing comprehensive professional growth plans for staff; **Domain 2: Instructional Leadership**; MO Superintendent Standard 2
3. Management of Organizational Systems; **EDS ADM.3** Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and **managing** the organizational structure and resources in a way that

promotes a safe, efficient, and effective learning environment; **Domain 3: Managerial Leadership**; MO Superintendent Standard 3

4. Collaboration with Families and Stakeholders; **EDS ADM.4** Student will demonstrate the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; **Domain 4: Relational Leader**; MO Superintendent Standard 4

5. Ethics and Integrity; **EDS ADM.5** Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner; **Domain 5: Innovative Leader**; MO Superintendent Standard 5

6. The Education System; **EDS ADM.6** Student will demonstrate the knowledge and ability to ensure the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context; **Domain 5: Innovative Leader**; MO Superintendent Standard 6

7. Professional Development; **EDS ADM.7** Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing and implementing a plan for his/her professional development each year. The candidate consistently applies knowledge, skills, and best practices that result in growth in personnel and increases student learning **Domain 5: Innovative Leader**; MO Superintendent Standard 7

Program Demographics

Total Enrollment 2022-2023

62

Total Enrollment 2023-2024

62

Graduating Students

Total Graduated 2022-2023

Total Graduated 2023-24

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

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?

In 2020, the decision was made to transition away from the cohort model of instructional delivery to online instruction utilizing the Brightspace platform. Since the transition, needed revisions were made to the curriculum, course rotations, and the organization of required field experiences. Effective for the 23/24 academic year, course instructors in the area of educational leadership were also required to provide one hour of "value-added" synchronous engagement with students. These reoccurring Zoom, sessions, typically on Wednesday evenings, allowed interested students to participate in topic focused discussions and activities designed to experience the curriculum at deeper levels. Student participation in the weekly "value-added" sessions is not required. Instructors are asked to be ready, willing, and prepared to meet with all students who choose to attend. Feedback from students and instructors related to the synchronous sessions has been positive.

Overall, our enrollment has not rebounded fully from the cohort era, but online enrollment is trending upward. Course rotations and enrollment by course are appropriate and efficient.

Student retention in the EDS Educational Leadership program is solid. The Field Experience data spreadsheet indicates that approximately 90% of students consistently progress through the three 16 week sections of Field Experience which represents the middle 48 weeks of their degree program.

The MED/EDS in Educational Leadership program has one program manager, Dr. Sheila Logan, who is also the only full time faculty dedicated to the programs. The program is supported by other SOE full time faculty and a talented group of practicing professionals who serve as adjunct instructors. (list attached below) Optimal enrollment for the EDS in Educational Leadership is substantially higher than the current enrollment.

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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 (annual approval)

HLC (approval 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?

Recruiting and marketing efforts for the EDS in Educational Leadership has increased in the past year. Specific efforts include admissions, recruiters and School of Education faculty have met to discuss efforts and ideas., the PR office has highlighted faculty, recruiters and SOE faculty have attended area events (JCSD Education Day) and professional conferences, marketing materials have been updated, and SOE and recruiters have implemented Welcome/Orientation sessions for interested students. This more regular communication with recruiters has allowed our team to share program specific details.

Recommend continuing current efforts for the 24/25 academic year.

Marketing Attachments

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.

The MED/EDS in Educational Leadership program has one program manager, Dr. Sheila Logan, who is also the only full time faculty dedicated to the programs. Dr. Logan also serves as the Chair for MED, EDS, and Advanced Certifications. The program is supported by other SOE full time faculty and a talented group of practicing professionals who serve as adjunct instructors. (list attached below)

Faculty Load Attachment

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

2324_Instructor_List__1_.docx

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.

Additional Standards/Outcomes

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

Alignment with Institutional Objectives

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

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

Curriculum Map

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

Education Specialist-Administration

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

Changes to Curriculum

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

There were no structural changes to the curriculum in 2022-2023.

Assessment Findings

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

Standard/Outcome				
EDS ADM.1 Student will demonstrate the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.				
Assessment Measures				
EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion In FLD 601, on-site field experience supervisor mean score of 3.5 In FLD 603, on-site field experience supervisor mean score of 4.0 been met yet? Met	The on-site supervisor score for standard EDS Admin.1 in FLD601 averaged 4.82 and in FLD603 averaged 5.0.		
EDU 697				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met	DATA FILE HERE	EDU697_Report_05_28_2024.pdf	

Standard/Outcome

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

comprehensive professional growth plans for staff.

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion In FLD 601, on-sight field experience supervisor mean score of 3.5 In FLD 603, on-sight field experience supervisor mean score of 4.0 been met yet? Met	The on-site supervisor score for standard EDS Admin.2 in FLD601 averaged 4.77 and in FLD603 averaged 5.0.		

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

Standard/Outcome

EDS ADM.3 Student will demonstrate the knowledge and ability to ensure the success of all students by leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion In FLD 601, on-sight field experience supervisor mean score of 3.5 In FLD 603, on-sight field experience supervisor mean score of 4.0 been met yet? Met	The on-site supervisor score for standard EDS Admin.3 averaged 4.47 in FLD601 and in FLD603 averaged 4.93 .		

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

Standard/Outcome

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

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion In FLD 601, on-site field experience supervisor mean score of 3.5 In FLD 603, on-site field experience supervisor mean score of 4.0 been met yet? Met	The on-site supervisor score for standard EDS Admin.4 in FLD601 averaged 4.80 and in FLD603 averaged 4.96.		

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

Standard/Outcome

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

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion In FLD 601, on-sight field experience supervisor mean score of 3.5 In FLD 603, on-sight field experience supervisor mean score of 4.0 been met yet? Met	The on-site supervisor score for standard EDS Admin.5 in FLD601 averaged 4.78 and in FLD603 averaged 4.93.		

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

Standard/Outcome

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

Assessment Measures

EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion In FLD 601, on-sight field experience supervisor mean score of 3.5 In FLD 603, on-sight field experience supervisor	The on-site supervisor score for standard EDS Admin.6 in FLD601 averaged 4.65 and in		

	mean score of 4.0 been met yet? Met	FLD603 averaged 4.88.		
EDU 697				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion As a program culminating activity, students will complete a written report that encapsulates experiences, essential course content, and effective practices related to each of the Missouri Superintendent Standards. Ninety percent of students in the EDS School Leadership (EDS) program will complete this assignment and earn a rubric score of at least 3 on a 4 scale demonstrating Meets Expectation. been met yet? Met			

Standard/Outcome				
EDS ADM.7 Student will demonstrate best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.				
Assessment Measures				
EDU 657				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion In FLD 601, on-site field experience supervisor mean score of 3.5 In FLD 603, on-site field experience supervisor mean score of 4.0 been met yet? Met	The on-site supervisor score for standard EDS Admin.7 in FLD601 averaged 4.89 and in FLD603 averaged 5.0.		

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 for the EDS in Educational Leadership program is improving. On-site supervisors assess students at the end of the first field experience course (FLD601). The assessment is aligned to the Missouri Superintendent Standards and in the five leadership domains of the Missouri Leadership Development System (visionary, instructional, innovative, relational, and managerial). The same assessment is completed by on-site supervisors at the end of the field experience (FLD603). The assessment score completed in FLD603 is near the completion of the certification required 300 field hours. The goal score for the first assessment is 3.5/5.0. During the 23/24 academic year, as indicated in the Assessment Findings tab, 100% of students assessed met or exceeded expectations for both assessments. In addition, 100% of students enrolled in EDU697 met or exceeded expectations on the Capstone Reflection Paper, collected in Brightspace and VIA.

It is recommended that moving forward, the EDS in Educational Leadership program goals be revised to align more closely to the MLDS leadership domains. Proposal included below.

PROPOSED EDS EDUCATIONAL LEADERSHIP PROGRAM STANDARDS

The WWU EDS in Educational Leadership program is designed to support the development of effective district leaders through knowledge and skill development in each of the five transformational leadership areas identified by the Missouri Leadership Development System (MLDS). The WWU EDS in Educational Leadership program is also aligned to the Professional Standards for School Leaders (PSEL) and the Missouri Superintendent Standards (MSS).

1. The aspiring district leader understands the importance of vision and mission and how they relate to the core values and culture of the school district community. **(Visionary Leadership)** (PSEL 1,5,7,10) (MSS 1,4,6)
2. The aspiring district leader understands the importance of a viable curriculum, effective instructional practice, and the role of data and assessment in the process of teaching and learning. **(Instructional Leadership)** (PSEL 2,4,6,7,9,10) (MSS 2,6,7)
3. The aspiring district leader understands the need to prioritize establishing and maintaining a safe and functional school environment, recruiting and retaining highly skilled personnel, and ensuring equitable and strategic use of school and district resources. **(Managerial Leadership)** (PSEL 2,3,5,7,8,9,10) (MSS 3,4,5,6,7)
4. The aspiring district leader recognizes the importance of developing and maintaining effective relationships with students, staff, and community and models effective strategies to do so. **(Relational Leadership)** (PSEL 2,3,4,5,7,8,9,10) (MSS 2,4,5)
5. The aspiring district leader recognizes knowledge, skills, and best practice that support continuous professional growth, engages in reflective practice, and applies needed skills to drive positive change. **(Innovative Leadership)** (PSEL 2,3,4,6,7,8,9,10) (MSS 1,2,5,6,7)

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.

The educational leadership program, including the MED, EDS, and EDD degrees, at William Woods University is known for exceptional school leader development. Our graduates represent a very large combined school leadership footprint, in a variety of roles, in Missouri schools. Our 2021 data reveals 606 WWU graduates serve Missouri schools as principals and assistant principals. 157 WWU graduates serve as district-level leaders, and 90 WWU graduates serve as school superintendents.

Faculty Accomplishments

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

WWU prides itself in partnering with highly effective school leaders to serve as adjunct instructors for much of our coursework. Our standards aligned curriculum combined with the school leader's knowledge and experience creates a uniquely rigorous and relevant educational opportunity.

Listed below are examples of state-wide leadership roles held by our adjunct faculty:

Ashley A. Angle

Capital City High School -- Practical Arts Teacher

Awards: Finalist for Teacher of the Year, Jefferson City School District 2024

Certifications: LETRS Volume One Certified 2024

WWU Alumni

Sarah Wisdom

1. Superintendent New Bloomfield Public Schools
2. I have been elected President of our insurance consortium and serve as a regional leader for the Women in Leadership through MASA.

WWU Alumni

Cynthia Amick, PhD

New Madrid County R-1 retired Superintendent

Over 20 years with William Woods University

Teaching MED, EDS, EDD.

Dissertation Chair

Teresa VanDover

My current employment right now is mentoring a new professor and developing Ed. S. coursework for Columbia College On-line. I also am a facilitator and consultant for the Missouri Writing Program, most of which happens during the school year

Zach Bruner

1. I am the Superintendent of Schools at the Marceline R-V School District.
2. I was recently nominated and elected President-Elect of the Northeast MASA Organization. I was also President of the Central Missouri Administrator's Association. I was selected in April 2023 and am currently a participant in the West cohort for the American Association of School Administrators National Superintendent Certification program.
3. I plan to Graduate with the AASA National Superintendent Certification in March 2025.

Michael Pragman

One only recent addition is serving on the Midwest Journal of Education Advisory Council. I've added that to my resume.

The other addition is the MO-DESE 29-million-dollar Assessment Re-Design Initiative being channeled through the Kansas City Regional Professional Development Center (RPDC) as me as the Principal Investigator. I have not listed that on these documents. It was a two-year project and I was able to negotiate an additional one-year extension of 4 million dollars to guide the implementation process in collaboration with DESE for 2024-2025.

I have three presentations I'm conducting this summer and one in the fall but since they have not been completed, I haven't listed.

Emily O

1. Your current role in education, including the district and school (if employed outside of schools or retired, please also indicate)

Owner and School Attorney, EdCounsel, LLC

Issaac Sooter

HS Principal for Monett Schools.

Kyle Cahill

1. Assistant principal at Warrensburg High School. Warrensburg R-6 School District in Warrensburg, MO.
2. This spring I received an award as the Assistant Principal of the Year for the Central Region - Missouri Association of Secondary School Principals.
3. WWU Alumni

John Smith

I'm currently an instructional coach at Salem R-80; I retired in June of 2022 as the assistant superintendent at Salem R-80. I also work as a mentor for first and second year administrators.

Charlotte Miller

Adjunct Professor, William Woods University, Ed Leadership

Retired, Superintendent, Assistant Superintendent Teaching, Learning, and Accountability, Director of Special Services, Principal, Teacher

PhD Educational Leadership, University of Missouri, 2017

Courtney Martin

1. I am currently the Director of Student Services for Springfield Public Schools in Springfield. I have been in this role since 2015. I serve as the Homeless Liaison for the district. In that role I work with social workers and title funding to ensure students who are experiencing homelessness have no barriers for entry into school as well as help them receive the necessary items they need to be successful. I also oversee all discipline for the district (K-12) and serve as the Superintendent's designee when deciding to extend a student's suspension. I have served as the Anti-Bullying Coordinator since 2017.
2. This past year, I was given the assignment of Title IX Compliance Officer for the district for incidents involving students.

Adam Friga

Your current role in education, including the district and school (if employed outside of schools or retired, please also indicate),

Superintendent of Schools Oran R-III School District

Indicate any recent employment promotions, election or assignment to leadership roles, or special recognitions you've received,

State Level MASA Executive Committee, President for Southeast MASA, President for Scott-Miss Supt Conf. Missouri Advisory Cabinet Member, Missouri Assessment Committee

Member, MSIP 6 Task Force Committee Member

Inform us of any recently completed degree programs (college/university and major) or certifications received.

Certified Professional Coach for life and executive coaching

WWU Alumni

Jeremy Covey

1. Your current role in education, including the district and school (if employed outside of schools or retired, please also indicate),

Coordinator of Real World Learning for the Center School District in South Kansas City

1. Indicate any recent employment promotions, election or assignment to leadership roles, or special recognitions you've received, and

I was one of three Real World Learning Coordinators named Coordinator of the year by the Kauffman Foundation.

Eric Kurre, Ed.D

I am currently the superintendent at the Savannah R3 Schools in Savannah, Mo. I will be retiring at the end of June after 42 years in public education. Sixteen of those years as a Superintendent, two years as a HS Principal, and 24 years in the classroom both in Texas and Missouri.

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

Listed below are examples of accomplishments of our adjunct faculty:

Ashley A. Angle

Capital City High School -- Practical Arts Teacher

Awards: Finalist for Teacher of the Year, Jefferson City School District 2024

Certifications: LETRS Volume One Certified 2024

WWU Alumni

Sarah Wisdom

1. Superintendent New Bloomfield Public Schools
2. I have been elected President of our insurance consortium and serve as a regional leader for the Women in Leadership through MASA.

WWU Alumni

Adam Friga

Your current role in education, including the district and school (if employed outside of schools or retired, please also indicate),

Superintendent of Schools Oran R-III School District

Indicate any recent employment promotions, election or assignment to leadership roles, or special recognitions you've received,

State Level MASA Executive Committee, President for Southeast MASA, President for Scott-Miss Supt Conf. Missouri Advisory Cabinet Member, Missouri Assessment Committee

Member, MSIP 6 Task Force Committee Member

Inform us of any recently completed degree programs (college/university and major) or certifications received.

Certified Professional Coach for life and executive coaching

WWU Alumni

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.

Throughout the academic year, there are multiple opportunities for our faculty to engage in professional development. Regularly, the University hosts faculty discussions, pedagogy days, and book study opportunities. The online director, Dr. Matt Dube, schedules an annual PD event for adjunct instructors.

In addition, the School of Education hosts an annual required professional development event for all active adjunct instructors. This year the event was held via Zoom on May 14. This event consisted of a keynote presentation from Dr. Jim Concannon, followed by School of Education update sessions hosted by the SOE Dean, Chairs, and Program Managers. This event was also well-attended and received positive feedback. Details below.

5/14/2024

Professional Development

William Woods University

School of Education

4:00 – 7:00

“That is the difference between good teachers and great teachers: good teachers make the best of the pupil’s means; great teachers foresee a pupil’s ends.” – Maria Callas

4:00 – 5:00

Welcome & Keynote

“What You Do as Educators Matters!”

Dr. James Concannon

Join Zoom Meeting

<https://us06web.zoom.us/j/6448227964>

Meeting ID: 644 822 7964

5:00- 5:30

MED and EDS Program Overview and Updates with Chairs, Program Managers, Field Experience Instructors, and Adjunct Instructors

Dr. Sheila Logan

Join Zoom Meeting

<https://us02web.zoom.us/j/86382677003?pwd=UIJWb1UrM1BWVHZTLzlyNHUrVEg0dz09>

Meeting ID: 863 8267 7003

Passcode: 058616

Review of Policies and Procedures in the EdD Program(s)-Entire EdD Instructional Team

Dr. Frank Giuseffi

Join Zoom Meeting

<https://zoom.us/j/95074993981?pwd=Wm5STHBsMHZodmxlYtZsbmZEUUNPUT09>

Meeting ID: 950 7499 3981

Passcode: 095746

5:30 – 6:30

Master of Education – Athletic/Activities Administration

Professor Dixie Wescott

Join Zoom Meeting

<https://zoom.us/j/94840490535?pwd=YTJKcnh2cEZzQnBxekNhMUpybnBmZz09>

Meeting ID: 948 4049 0535

Passcode: 858218

MED in Reading Instruction Team Collaboration Session.

Dr. Julie Schaefer

<https://us04web.zoom.us/j/71763845079?pwd=dpnlZvNbvo8jYnFjaB2eUsBB4WAp3e.1>

MED and EDS Leadership and Instructional Programs Detail, Requirements, and Expectations

Dr. Sheila Logan

Join Zoom Meeting

<https://us02web.zoom.us/j/84880959181?pwd=N3pnUGoydTJJYnJ6VkFzeXBEBXFIz09>

Meeting ID: 848 8095 9181

Passcode: 077203

Qualitative and Quantitative Research Review

Dr. Mandi Tolen and Dr. Leslie Trogdon

Join Zoom Meeting

<https://zoom.us/j/98608611441?pwd=aXliMnRwRUK2ays0Mzg5V24rSitZZ09>

Meeting ID: 986 0861 1441

Passcode: 092476

Partnering with Student Researchers for Publishing and Building Skills for Scholarly Writing.

Dr. Lisa Nieuwenhuizen

<https://zoom.us/j/96375725366?pwd=M1RrYmt6SlpmV0VSZXByajJibWhVQT09>

Meeting ID: 963 7572 5366

Passcode: 320502

Editing the first three chapters of the dissertation as a Chair or Committee Member

Dr. Kristee Lorenz and Dr. Tom Frankman

Join Zoom Meeting

<https://zoom.us/j/95375804976?pwd=Ry9TWS8rZzNRWnBOVE5XS2t6ZUwzZz09>

Meeting ID: 953 7580 4976

Passcode: 175516

Facilitating *Minds Online*: Best Practices for Distance Learning

Professor Stacey Bonderer

Passcode: 457983

Invite Link: <https://zoom.us/j/93260126906?pwd=eUpqMXFHQ1ZYakMzMnVjK0lXRjdtZz09>

6:30-7:00

Sharing Ideas & Final Thoughts

Dr. Jim Concannon

Join Zoom Meeting

<https://us06web.zoom.us/j/6448227964>

Meeting ID: 644 822 7964

List of attendees attached below.

Professional Development

Upload any documentation supporting the professional development offered.

Attendees_at_5.14_PD_Day.docx

Assessment Rubric

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ 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.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ 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.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Faculty Teaching Loads weight: 1.000	✓ The program provides a detailed explanation of teaching loads outlining courses for adjunct and full time faculty. Data is provided that shows percentages and responsibilities in the program.	✓ The program provides a basic explanation who is teaching in the program with no data to provide a complete picture.	✓ The program provides a minimal explanation to no explanation of who teaches in the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ 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.	✓ 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.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the alignment statement mentions the old mission of the university and did not transition to the new mission of the institution.			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for decisions.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:	the assessment report talks about data from classes that are not mentioned or used in the curriculum/assessment rubric?			
Assessment Findings weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:	all benchmarks were met and changes to the assessment plan moving forward were addressed.			
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				
Professional Development Opportunities weight: 1.000	✔ The program detailed the opportunities for PD as well as any additional PD completed by faculty in the program.	✔ The program provided a basic listing of PD options available and how many faculty participated.	✔ The program provided little to no description of the PD available or participation of faculty.	✔ N/A
Comment:				

Appendix: Supplemental Data