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WILLIAM WOODS  
UNIVERSITY

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**MED C & I Activities Annual Assessment 2023-2024**

**MED C & I ACTIVITIES ANNUAL ASSESSMENT 2023-2024** **1**

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**GRADUATE ANNUAL ASSESSMENT 2023-2024** **3**

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# Graduate Annual Assessment 2023-2024

## Master of Education: Curriculum and Instruction

### Program Profile

#### Program Mission

#### Mission

Our mission is to provide aspiring educators 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 located in Fulton, Missouri and has been educating future educators in Callaway County and Mid-Missouri since 1914. The School of Education offers bachelors 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 provides students 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. Graduate degree programs in educational leadership leads students to one of three advanced certifications including K12 school leader, superintendent, and special education director. Undergraduate coursework is offered on the main campus, and all graduate coursework is offered online. Graduate degrees are offered in the areas of teaching and technology, STEM education, athletic administration, educational leadership, curriculum and instruction, curriculum leadership, adult learning, and reading instruction.

#### 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 the Missouri school system and beyond.

The William Woods University Professional Education Unit has refined its Conceptual Framework since 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty. The School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit's guiding principles. The precursor document was developed during the 2000-2001 academic year. During both processes, the Unit's faculty (that included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms.

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.

This program is designed to provide teachers an alternative to the administration program by developing curricular skills that can be used in the classroom on a daily basis.

### **Program Objectives**

Objective 1: Teachers are committed to students and their learning

Objective 2: Teachers know the subjects they teach and how to teach those subjects to students

Objective 3: Teachers are responsible for managing and monitoring student learning

Objective 4: Teachers think systemically about their practice and learn from experience

Objective 5: Teachers are members of learning communities

The William Woods University Master of Education in Curriculum and Instruction (M.Ed.) in Curriculum and Instruction prepares graduates to respond to the ever-changing cultural, demographic and technological processes characteristic of the field. This convenient, affordable and 100% online graduate degree program provides the tools needed to make a positive, sustainable impact on student learning and achievement. This mission of this program is for students to: examine contemporary educational issues in the United States, including obstacles and challenges faced by educators and explore basic assumptions and social forces that influence current educational policy-making and reform; support transformative leadership in curriculum and instruction in the classroom, school, community, and profession; to improve instructional practice, including the evaluation of learning outcomes and programs; identify, analyze, and evaluate successful curricular models and instructional strategies and explore the basis for their success; locate, evaluate, interpret, and apply appropriate research and scholarship to the study and solution of practical instructional and curricular issues in instructional settings; and demonstrate professional leadership skills and continued growth in instructional leadership and learning. The mission of the program directly relates the universities long held professions oriented preparation for life long success.

### **Program Demographics**

#### **Total Enrollment 2022-2023**

28

#### **Total Enrollment 2023-2024**

22

### **Graduating Students**

#### **Total Graduated 2022-2023**

7

#### **Total Graduated 2023-24**

14

### **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

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

Program Activity Report						
Program		School				
Master of Education in Curriculum and Instruction		Education				
Undergraduate and Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Total Enrollment</b>	Total	40	51	72	107	133
	Fulton Campus	0	0	0	5	25
	Online	40	51	72	102	108
Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Total Enrollment</b>	Total	40	51	72	107	133
	Fulton Campus	0	0	0	5	25
	Online	40	51	72	102	108
<b>Full-Time Total</b>	Total	3	2	4	5	6
	Fulton Campus	0	0	0	1	0
	Online	3	2	4	4	6
<b>Part-Time Total</b>	Total	37	49	68	102	127
	Fulton Campus	0	0	0	4	25
	Online	37	49	68	98	102
Enrollment By Gender		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Male	8	11	17	22	21
	Female	31	40	55	85	112
	Other	1	0	0	0	0
	Male %	20.00%	21.57%	23.61%	20.56%	15.79%
	Female %	77.50%	78.43%	76.39%	79.44%	84.21%
	Other %	2.50%	0.00%	0.00%	0.00%	0.00%
Enrollment By Status		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Full-Time	3	2	4	5	6
	Part-Time	37	49	68	102	127
	Full-Time %	7.50%	3.92%	5.56%	4.67%	4.51%
	Part-Time %	92.50%	96.08%	94.44%	95.33%	95.49%
Enrollment By Race/Ethnicity		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	U.S. Nonresident	0	0	1	0	0
	Hispanic/Latino	1	1	2	3	3
	American Indian or Alaska Native	0	0	1	1	0
	Asian	0	0	0	0	0
	Black or African American	1	5	2	3	5
	Native Hawaiian or Pacific Islander	0	0	0	0	0
	White	36	43	66	92	116
	Two or More Races	1	1	0	3	2
	Race and Ethnicity Unknown	1	1	0	5	7
	U.S. Nonresident %	0.00%	0.00%	1.39%	0.00%	0.00%
	Hispanic/Latino %	2.50%	1.96%	2.78%	2.80%	2.26%
	American Indian or Alaska Native %	0.00%	0.00%	1.39%	0.93%	0.00%
	Asian %	0.00%	0.00%	0.00%	0.00%	0.00%
	Black or African American %	2.50%	9.80%	2.78%	2.80%	3.76%
	Native Hawaiian or Pacific Islander %	0.00%	0.00%	0.00%	0.00%	0.00%
	White %	90.00%	84.31%	91.67%	85.98%	87.22%
	Two or More Races %	2.50%	1.96%	0.00%	2.80%	1.50%
	Race and Ethnicity Unknown %	2.50%	1.96%	0.00%	4.67%	5.26%
Graduate Enrollment By Type		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Degree Seeking</b>	First-Time	10	17	24	34	63
	Continuing / Returning	30	34	48	73	70

## 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.*

HLC - Program Review and renewal in 24-25 academic year.

### **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?*

Market materials specific to this program consist of a "program sheet" and the William Woods website. We have also been supported at the leadership level with new marketing materials that illustrate the program changes. That new item is attached. These materials will continue to evolve as we begin to add areas of concentration to this program that will tie to future goals of students.

### **Marketing Attachments**

0291\_001\_\_2\_.pdf

031206\_MED\_Curriculum\_and\_Instruction.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.*

The faculty teaching in this program are either adjuncts or full time professors who are not designated for this program receiving overload pay. In addition to the active adjunct faculty listed below, Dr. James Concannon, Dr. Kyle Anderson (KC FEI) also teach courses in the MED C&I program.

35% Part Time 65% Full Time

Angle, Ahsley ashley.angle@williamwoods.edu GRAD William Woods University Ed.S. EDU 540

Cahill, Kyle kyle.cahill@williamwoods.edu GRAD EDU, William Woods University, Ed.D., EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Isaacson, Joshua, joshua.isaacson@williamwoods.edu, GRAD EDU, University of Missouri, Ed.D., EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Kurre, Eric, eric.kurre@williamwoods.edu, GRAD EDU/TLH, William Woods University, Ed.D., EDU500 EDU525 EDU530 EDU535 EDU536 EDU545 EDU546 EDU580 EDU585 EDU590 EDU526 EDU508 EDU527 EDU503 EDU523

Davis, Joe, joseph.davis@williamwoods.edu, GRAD EDU/TLH, University of Missouri Columbia, EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU521

Dill ,Julie ,julie.dill@williamwoods.edu,GRAD EDU,William Woods University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

Hanrahan, Tim timothy.hanrahan@williamwoods.edu GRAD EDU,University of Missouri,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU550 EDU590 EDU596 EDU597 EDU556 EDU557 EDU570

Guitard ,Gretchen ,gretchen.guitard@williamwoods.edu,GRAD EDU,University of Missouri,EDD,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU550 EDU590 EDU596 EDU597 EDU556 EDU557 EDU570

Hodge-Logan ,Sheila ,sheila.logan@williamwoods.edu,GRAD EDU/TLH,,EDD, EDU500 EDU520 EDU525 EDU530 EDU540 EDU550 EDU585 EDU590 EDU597 EDU557 EDU331 EDU537 EDU250 EDU211 EDU291 EDU201 EDU231 EDU292 EDU341 EDU393 EDU317 EDU318 EDU392 EDU551 EDU552 EDU553 EDU554 EDU281 EDU301 EDU311 EDU314

Holland ,Joel ,Joel.Holland@williamwoods.edu,GRAD EDU,Saint Louis University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU521 EDU508 EDU527 EDU509 EDU524 EDU528 EDU503 EDU523

Hollingshead,David ,david.hollingshead@williamwoods.edu,GRAD EDU/TLH,St. Louis University,EdD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU580 EDU585 EDU590 EDU596 EDU597 EDU543 EDU563 EDU558 EDU561 EDU571 EDU589 EDU581 EDU544 EDU559

Jones ,Brandon ,brandon.jones@williamwoods.edu,GRAD EDU,William Woods University,EDD, EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU570 EDU585 EDU590 EDU596 EDU597

Kuhlmann ,Doug ,douglas.kuhlmann@williamwoods.edu,GRAD EDU/TLH,Concordia University,EDD,EDU500 EDU526 EDU521 EDU508 EDU527 EDU524 EDU528 EDU503 EDU523

Lakin ,Brenda ,brenda.lakin@williamwoods.edu,GRAD EDU/TLH,Lindenwood University,EdD,EDU500 EDU525 EDU530 EDU535 EDU536 EDU590 EDU557

Luttrell ,Link ,link.luttrell@williamwoods.edu,GRAD EDU,Saint Louis University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Luttrell ,Carrie ,carrie.luttrell@williamwoods.edu,GRAD EDU,Saint Louis University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Martin ,Courtney ,courtney.martin@williamwoods.edu,GRAD EDU/TLH,Lindenwood University,Ed.D.,EDU500 EDU520 EDU525 EDU535 EDU536 EDU545 EDU546 EDU585 EDU590 EDU570

Neal ,Ryan ,Ryan.Neal@williamwoods.edu,GRAD EDU,William Woods University,EDD, EDU500 EDU510 EDU520 EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU526 EDU508 EDU509 EDU524 EDU528 EDU503 EDU523

Pragman ,J. Michael ,Michael.Pragman@williamwoods.edu,GRAD EDU,University of Kansas,EdD, EDU500 EDU510 EDU520 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597 EDU556 EDU557

Sanders ,Karalin ,karalin.sanders@williamwoods.edu,GRAD EDU/TLH,Lindenwood University ,EDD,EDU520 EDU530 EDU590 EDU543 EDU563 EDU558 EDU561 EDU571 EDU581 EDU559

Schowe ,Jill ,schowejm@gmail.com,GRAD EDU,Maryville University,EDD, EDU510 EDU520 EDU530 EDU540  
EDU550 EDU560 EDU590

Schwarzer ,Shanna ,shanna.schwarzer@jcschools.us,GRAD EDU,William Woods University,EDD,EDU500 EDU520  
EDU525 EDU570 EDU580 EDU570

Scott ,Nancy ,nancy.scott@williamwoods.edu,GRAD EDU,St. Louis University,EDD,EDU500 EDU520 EDU525 EDU535  
EDU536 EDU545 EDU546 EDU585 EDU590 EDU597

Smith ,Matt ,matt.smith@williamwoods.edu,GRAD EDU,William Woods  
University,EDD,EDU500 EDU520 EDU525 EDU570 EDU590 EDU526 EDU521 EDU527 EDU524 EDU528 EDU503  
EDU523 EDU570

Sooter ,Isaac ,isaac.sooter@williamwoods.edu,GRAD EDU,Lindenwood University,EDD,EDU500 EDU510 EDU520  
EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU585 EDU590 EDU596 EDU597 EDU570  
EDU565 EDU566 EDU567

Storm,Dustin ,dustin.storm@williamwoods.edu,GRAD EDU,Saint Louis University,Ed.D, EDU500 EDU510 EDU520  
EDU525 EDU530 EDU535 EDU536 EDU540 EDU545 EDU546 EDU550 EDU570 EDU585 EDU590 EDU596 EDU597

### **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.

### Additional Standards/Outcomes

Identifier	Description
MED .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 school or district vision of learning supported by the school community.
MED .2	Student will demonstrate the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.
MED .3	Student will demonstrate the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
MED .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.
MED .5	Student will demonstrate the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.
MED .6	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.
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

### 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 Curriculum and Instruction program provides the experienced educator a high- quality curriculum and instruction focused program designed to development professional skills essential to creating rigorous curriculum and effective instructional models to support the academic preparation of students in the K-12 school environment. The MED in Curriculum and Instruction program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

This is the final school year of these current program standards. With the curricular changes and the shift to areas of concentration, the program objectives have been updated to encompass the multiple concentration areas and also to be in align with other institutions that would be considered our direct competitors in the state of Missouri.

## Curriculum Map

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

### Master of Education Curriculum and Instruction NBPTS Standards

	EDU 500	EDU 510	EDU 520	EDU 530	EDU 540	EDU 550	EDU 556	EDU 580	EDU 581
<b>NBPTS.1</b> Teachers are committed to students and their learning.	I	R		R	A, M	R	R	R	R
<b>NBPTS.2</b> Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R	R	R	A, M	R	R	R
<b>NBPTS.3</b> Teachers are responsible for managing and monitoring student learning.	I	R	R	R	R	A, M	R	R	R
<b>NBPTS.4</b> Teachers think systematically about their practice and learn from experience.	I		R	A, M	R	R		R	R
<b>NBPTS.5</b> Teachers are members of learning communities	I	R	M	R	R	R	R	R	M

	EDU 585	EDU 586	EDU 590	EDU 597
<b>NBPTS.1</b> Teachers are committed to students and their learning.		A, M		R
<b>NBPTS.2</b> Teachers know the subjects they teach and how to teach those subjects to students.		A, M		R
<b>NBPTS.3</b> Teachers are responsible for managing and monitoring student learning.		A, M		R
<b>NBPTS.4</b> Teachers think systematically about their practice and learn from experience.		A, M		M
<b>NBPTS.5</b> Teachers are members of learning communities	R	A, M	R	R

### 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?*

Yes. The attached document shows the current configuration of the program as well as the new configuration that will be implemented in July 2024 for the 24-25 school year.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Master of Education Curriculum and Instruction NBPTS Standards

Standard/Outcome					
NBPTS.1 Teachers are committed to students and their learning.					
Assessment Measures					
EDU 540	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations been met yet? Met	22-23 C & I Via Report Uploaded Here 98% of assessed students (77) scored in the Meets Expectations or Exemplary areas	Untitled_Rubric_Report_05_31_2023_231755.pdf		
EDU 586	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations for NBPTS.1 EDU 586 Assignment C & I Data Located Here been met yet? Met	98% of assessed students (77) scored in the Meets Expectations or Exemplary areas			

Standard/Outcome					
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.					
Assessment Measures					
EDU 550	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations been met yet? Met	95% of assessed students (77) scored in the Meets Expectations or Exemplary areas			
EDU 586	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations for NBPTS.2 EDU 586 Assignment been met yet? Met	95% of assessed students (77) scored in the Meets Expectations or Exemplary areas		
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Standard/Outcome NBPTS.3 Teachers are responsible for managing and monitoring student learning.				
Assessment Measures				
<b>EDU 550</b>				
<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 80% Meets or Exceeds Expectations been met yet? Met	92% of assessed students (77) scored in the Meets Expectations or Exemplary areas		
<b>EDU 586</b>				
<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 80% Meets Exceeds Expectations for NBPTS.3 EDU 586 Assignment been met yet? Met	92% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

Standard/Outcome NBPTS.4 Teachers think systematically about their practice and learn from experience.				
Assessment Measures				
<b>EDU 530</b>				
<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 80% Meets or Exceeds Expectations been met yet? Met	93% of assessed students (77) scored in the Meets Expectations or Exemplary areas		
<b>EDU 586</b>				
<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 80% Meets Exceeds Expectations for NBPTS.4 EDU 586 Assignment been met yet? Met	93% of assessed students (77) scored in the Meets Expectations or Exemplary areas		
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Standard/Outcome NBPTS.5 Teachers are members of learning communities				
Assessment Measures				
EDU 586				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 80% Meets or Exceeds Expectations for NBPTS.5 EDU 586 Assignment been met yet? Met	90% of assessed students (77) scored in the Meets Expectations or Exemplary areas		

### 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 changed a bit this year. Instead of the mark being 80 percent exceeds expectations for meeting each indicator, this was changed to 80 percent meeting or exceeding expectations (which is more realistic).

## 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.*

Jessica Coffelt - At the beginning of the school year, she was selected to be the Professional Learning Community (PLC) facilitator for the 4<sup>th</sup> grade team. She was also chosen to be on the Steering team for her building for the 4<sup>th</sup> grade team.

Luke Overton - Honored as one of the remarkable teachers who makes his district "extraordinary". Additional information available on the podcast in which he was featured: <https://www.stjschools.org/article/1492612>

### 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:

#### Michael Pragman

- Previous served as the Executive Director of Data and Accountability for the 2nd largest school district in the state of Missouri
- Currently serves as the Executive Director for the Kansas City Area Regional Professional Development Center.
- Selected to present on college readiness and ACT at the upcoming MO-KS ACT Conference

#### Robert Sigrist

- Became the Assistant Superintendent of Business and Operations for the St. Joseph School District (had been the Director of Student Services)
- Presented at the MoASBO Spring 2023 Conference: "Prioritizing and Developing a Strategic Facilities Plan"
- Selected at the Spring Conference meeting to be on the MoASBO Board of Directors beginning in July 2023.

#### Zach Bruner

- I began the position as Superintendent of Schools at Marceline R-V School District in July of 2022 and currently serves in that position..
- The Marceline R-V School District received the top K-12 APR score in the state of Missouri this year.
- I was recently informed that I was accepted into the AASA National Superintendent Certification Program for the "West" Region of the United States.

#### Adam Friga

- Elected to serve as MASA Treasurer on MASA Executive Committee
- Elected to serve as Vice President for Southeast MASA Region)

#### Ryan Chowning

- Elected to serve as MASA Treasurer on MASA Executive Committee
- Elected to serve as Vice President for Southeast MASA Region

#### Dustin Storm

- President of the Southwest Center for Educational Excellence

- President of Southwest Conference
- Secretary of the Missouri Educators' Trust

### **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*

Information unavailable

### **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. This year, we also had a special Professional Development session by Dr. Lauren Hays from the University of Central Missouri on "Having the Know-How to Use Technology Well: Curriculum Alignment with Research-Based Learning Strategies.

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 24. This event consisted of a keynote presentation 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.

### **Professional Development**

### **Professional Development**

*Upload any documentation supporting the professional development offered.*

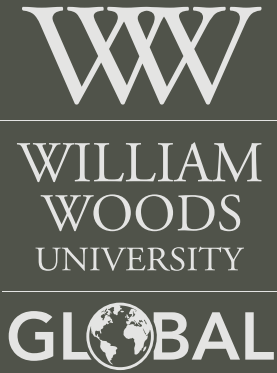
2023\_Adjunct\_Instructor\_PD\_and\_Update\_Attendance\_.docx

## Assessment Rubric

	<b>3.00 Exceeds</b>	<b>2.00 Meets</b>	<b>1.00 Falls Below Expectations</b>	<b>N/A</b>
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	✓ N/A
Comment:	the data attachments are from 2020 and 2022 and not reflective of the current data available. the new data is available in the share drive Institutional Effectiveness folder.			
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 narrative in the report is aligned to the old mission of the university and not updated to the new mission.			
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:	using the end of course survey for all assessments is a change in the assessment strategy. the data reported was pulled June of 2023, not representative of this academic year.			
Data Driven Decision-making is explained weight: 1.000	✓ 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.	✓ 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.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ 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 data was from the previous year and not the year in question			
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:	It is not clear how the assessments were applied or the implication of the assessment - also the data was for last academic year and not this academic year.			
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:				
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**



Online Master of Education in

# Curriculum and Instruction



## THE WILLIAM WOODS DIFFERENCE

Over 150 years of academic excellence

Preparation for National Board Certification

Schedules designed for working professionals

100% online

Tuition promise - no tuition increases as long as you stay continuously enrolled

### A NETWORK OF EXCELLENCE

Our students are building-level administrators, central office administrators, superintendents, special education directors, curriculum directors, instructional coaches and professional development coordinators in the Missouri school system and nationwide.

## Design Curriculum that Makes a Difference

### PROGRAM OVERVIEW

This degree prepares you to respond to the cultural, demographic, technological and other forces shaping education today by designing and developing curriculum for your building or district and assessing its effectiveness. You will learn about educational 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 to become a master teacher, to earn National Board Certification, to become a department or grade level chair, to be an Instructional Coach, and to assume the role of Curriculum and Instruction Director within your building or district.

### PROGRAM ADVANTAGES

At William Woods, you'll be participating in a graduate program known for its excellence and for providing a significant number of leaders in school systems across Missouri and nationwide. As one of these students, you will have the opportunity to learn from active practitioners in the field and make the connections you need for leadership and career growth.

*“The combination of effective instruction and real-world experience gives William Woods University graduates the foundation needed for success as school leaders.”*

~Sheila R. Hodge-Logan,  
Ed.D Assistant Professor for Education

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## ADMISSION REQUIREMENTS

- » Completed application
- » Official bachelor's degree transcripts showing a minimum 2.5 GPA from an accredited university or college.

## CAPSTONE REQUIREMENTS

- » Research study carried out in the classroom
- » Action research paper for publication
- » Demonstrated proficiency on each of the National Board Professional Teaching Standards

## TUITION AND FEES

At William Woods University, we are committed to offering a number of payment options to help you finance your education. We guarantee no increase in tuition once a program has begun provided the student remains continuously enrolled and the modality does not change.

Accreditation details can be found online at [williamwoods.edu/accredited](http://williamwoods.edu/accredited)

## Master of Education in Curriculum and Instruction Courses

This is a 30 credit-hour degree.

### EDU 500 Current Issues in Education

A lively discourse and reflection on the many issues currently facing public education, school reform, teacher education reform and other areas.

### EDU 543 Teaching and Learning in the new Digital Landscape

Students will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, investigate emerging technologies, and develop the skills necessary to become Google Certified Educators Level 1.

### EDU 590 Appraisal of Student Learning

This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment; the relationship between instructional outcomes and assessment; the development and implementation process for various types of assessments; the collection, analysis, and use of assessment data; as well as various scoring and grading methodologies.

### RSH 520 Introduction to Statistical Research (6 cr. hr.)

Knowledge of various issues and statistical procedures used in educational research and program evaluation.

### EDU 586 Education Research Capstone (6 cr. hr.)

Study issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and its relevant pedagogical strategies for the purpose of designing an appropriate study and carrying it out in a classroom or other educational setting.

## Core Electives

### EDU 543 Teaching and Learning in the New Digital Landscape

or

### EDU 563 Applied Instructional Theories and Strategies using Technology

### EDU 580 Educational Technology

or

### EDU 590 Appraisal of Student Learning

## Online Master of Education in Curriculum and Instruction Concentrations

Students will have the opportunity to choose between the 9 credit-hour concentrations below.

Teaching and Learning

STEM Education

Educational Technology

Teacher Leader

Self-designed concentration



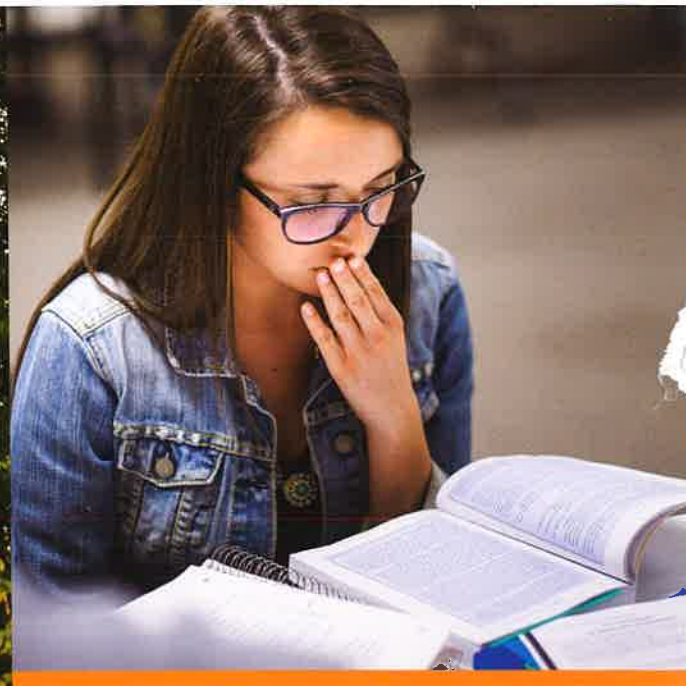


WILLIAM  
WOODS  
UNIVERSITY

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)

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

### MBA/MHA (Online)

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



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

*~ Benjamin Gakinya, MBA '12, entrepreneur*

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

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

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

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

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



## WILLIAM WOODS UNIVERSITY

William Woods University  
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Fulton, Missouri 65251

### THE WILLIAM WOODS ADVANTAGE

- > Courses are taught online, on campus, and at convenient locations around the state
- > Our tradition of academic excellence dates back to 1870
- > Flexible schedules
- > Cohort scheduling encourages networking and collaboration with like-minded peers
- > Recognized as one of the top online programs for quality and affordability
- > William Woods is fully accredited
- > Our tuition promise: No tuition increases as long as you stay continuously enrolled



"Love conquers all"

[www.williamwoods.edu](http://www.williamwoods.edu)

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**Untitled Report**

**Generated by: Carrie McCray 06/01/2023**

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MEd C&I Rubric

Query Name: Untitled query

Parameters Applied: Term: Fall 2223 08/22/2022~12/09/2022, Spring 2223 01/09/2023~04/28/2023, Summer 2122 05/02/2022~08/19/2022

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**Untitled Report**

**Generated by: Carrie McCray 06/01/2023**

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**MEd C&I Rubric**

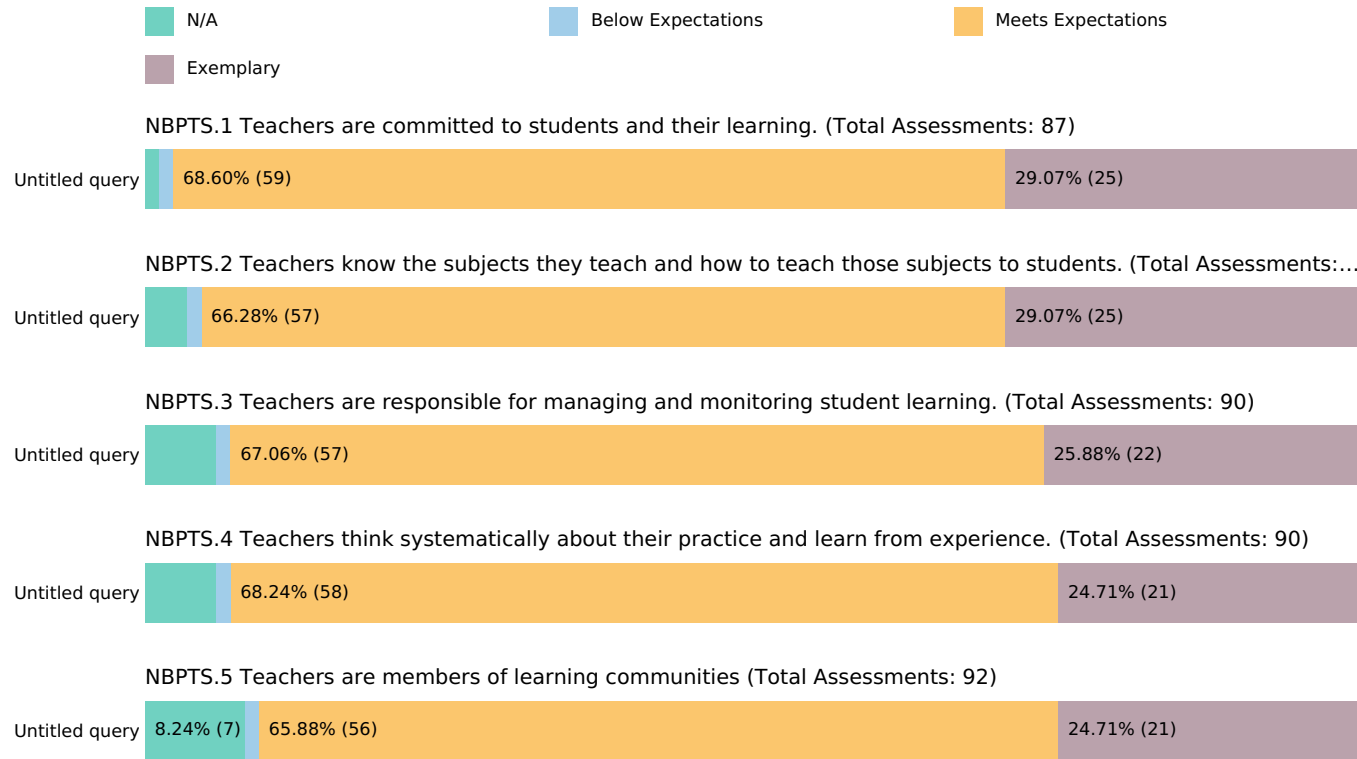
Group by: Element

Element: NBPTS.1 Teachers are committed to students and their learning. / NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students. / NBPTS.3 Teachers are responsible for managing and monitoring student learning. / NBPTS.4 Teachers think systematically about their practice and learn from experience. / NBPTS.5 Teachers are members of learning communities

Performance Level: N/A / Below Expectations / Meets Expectations / Exemplary / N/A

Standard: -

**Rubric Results by Element**



Element	Query	N/A	Below Expectations	Meets Expectations	Exemplary	N/A	Mean	Stdev
NBPTS.1 Teachers are committed to students and their learning.	Untitled query	1.16% (1)	1.16% (1)	68.60% (59)	29.07% (25)	1.16% (1)	0	0

Untitled Report

Generated by: Carrie McCray 06/01/2023

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	Untitled query	3.49% (3)	1.16% (1)	66.28% (57)	29.07% (25)	3.49% (3)	0	0
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	Untitled query	5.88% (5)	1.18% (1)	67.06% (57)	25.88% (22)	5.88% (5)	0	0
NBPTS.4 Teachers think systematically about their practice and learn from experience.	Untitled query	5.88% (5)	1.18% (1)	68.24% (58)	24.71% (21)	5.88% (5)	0	0
NBPTS.5 Teachers are members of learning communities	Untitled query	8.24% (7)	1.18% (1)	65.88% (56)	24.71% (21)	8.24% (7)	0	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	Stddev
Untitled query	77	0	0

<b>SOE MED/EDS Program Overview 5-5:30 PM</b>	<b>SOE Educational Leadership Team Update 5:30-6 PM</b>
Kevin Garner	Tim Hanrahan
Robert Sigrist	Julie Dill
Christie Geha	Leatha Ault
Martha Barwick	Dustin Storm
Shalonda Scott	Lisa Nieuwenhuisen
Emily Turner	Frank Giuseffi
Lisa Borden	Bobby Jo Lewis
Ryan Chowning	Shalonda Scott
Kieth Chapman	Emily Turner
Bryan Campbell	Ryan Chowning
Tim Hanrahan	Brandon Jones
Joel Holland	Aaron Sydow
Matt Chance	Cindy Amick
Aaron Sydow	Kristee Lorenz
Julie Schaefer	Bryan Campbell
Leatha Ault	John Smith
Stephanie Maddox	Cindy Wibberg
Dixie Wescott	Matt Smith
Cindy Amick	Courtney Martin
John Smith	Adam Friga
Matt Smith	Stephanie Young
Nancy Scott	Joel Holland
Jacque Ward	Jeremy Covey
David Hollingshead	Kyle Cahill
Thomas Gotsch	Eric Kurre
Cindy Owens	Gretchen Guitard
Mark Holderbaum	Stacy Bonderer
Kaleb Stoppel	Shanna Schwarzer
Doug Kuhlman	Michael Pragman
Sarah Wisdom	Sarah Wisdom
Adam Friga	Emily Omohundro
Jennings Wilkinson	Sheila Logan
Cindy Wibberg	Sherri Thomas
Lori Mathys	Robert Sigrist
Sheila Logan	Drew White
Sherri Thomas	Jacque Ward
Alicia Wilson Casey	Jennings Wilkinson
Teri Tillinghast	Nancy Scott
Patrick Brown	
Drew White	
Jeremy Covey	
Dustin Storm	
Jocelyn Schluss	

Stephanie Young
Ronda Miles
Josh Scott
Brandon Jones
Kyle Anderson
Courtney Martin
Kyle Cahill
Eric Kurre
James Concannon
Karalin Sanders
Teresa VanDover