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WILLIAM WOODS  
UNIVERSITY

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**MED Educational Leadership - Princ Annual Assessment 2023-  
2024**

**MED EDUCATIONAL LEADERSHIP - PRINC 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 in Educational Leadership - Principal

### 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 leadership opportunities often elect to begin the MED in Educational Leadership (EL) degree program. The MED in Educational Leadership program is designed to prepare the aspiring school leader for the role of building principal. This degree path is aligned with the expectations of the DESE K-12 School Leader certification. It is also a path that allows the K-12 School Leader to add additional certification in Special Education Administration. In the MED in EL program and in addition to the online curriculum, the MED 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 aspiring 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.

## Program Demographics

## Graduating Students

### Total Enrollment 2022-2023

### Total Graduated 2022-2023

93

74

### Total Enrollment 2023-2024

### Total Graduated 2023-24

73

## 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. In addition to the enrollment of students seeking a MED

in Educational Leadership, we also have a large number of students who have previously earned the MED in Educational Administration focused on elementary principal or secondary principal who are now needing to complete the additional coursework required for the K-12 School Leader certification, For most students, the additional coursework consists of 7.5 credits (EDU572 Managerial Leadership, EDU573 Instructional Leadership, EDU577 Supplemental Field Experience, and EDU583 MPEA Performance Assessment),

Student retention in the MED Educational Leadership program is solid. The Field Experience data spreadsheet (attached) indicates that 95% 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 MED in Educational Leadership is substantially higher than the current enrollment.

### **Program Delivery**

Cohort  
Online (selected)  
Hybrid  
Cohort and Online

### **External Accreditation**

*Does the program hold external accreditation?*

Yes (selected)  
No

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

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

DESE (Department of Elementary and Secondary Education) Annually Approved

HLC (2020)

### **Marketing Materials**

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

Recruiting and marketing efforts for the MED 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.

See Instructor List attached below.

### Faculty Load Attachment

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

2324\_Instructor\_List.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
MED Lead.1	Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision (PSEL 1a,b,d,e; 5f; 7c; 10c)
MED Lead.10	Collaborates with staff to maximize the use of the school facility and grounds to support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)
MED Lead.11	Collaboratively develops clear routines, procedures, schedules and technology use for staff and students (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)
MED Lead.12	Collaborates with staff to recruit, screen and select candidates with a high probability of success (PSEL 6a,b; 9b; 10a)
MED Lead.13	Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)
MED Lead.14	Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues (PSEL 6a,b,c,h; 9k; 10f)
MED Lead.15	Works with staff to ensure compliance with all personnel records and reporting (PSEL 9h)
MED Lead.16	Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h) 17. Collects input from staff to establish priorities that inform the use of non-fiscal
MED Lead.17	Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h)
MED Lead.18	Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)
MED Lead.19	Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)
MED Lead.2	Deliberately and effectively communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)
MED Lead.20	Models and promotes positive and ethical relationships between students and all school personnel (PSEL 2e; 3a,b,d; 5b,d,e)
MED	Builds positive and ethical staff relationships and communicates high expectations (PSEL 2a,e,f; 7e; 9j)

<b>Lead.21</b>	
<b>MED Lead.22</b>	Leads staff in the development, improvement or refinement a collaborative culture (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)
<b>MED Lead.23</b>	Empowers and provides opportunities for teacher leadership (PSEL 6g; 7b,d,h; 10a,e,j)
<b>MED Lead.24</b>	Engages in an ongoing assessment of the quality of relationships with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)
<b>MED Lead.25</b>	Engages key stakeholders in support of the school program (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)
<b>MED Lead.26</b>	Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)
<b>MED Lead.27</b>	Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding (PSEL 6i; 10g)
<b>MED Lead.28</b>	Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice (PSEL 2b; 6i; 10c,g,h)
<b>MED Lead.29</b>	Actively seeks performance feedback and makes adjustments to improve and refine practice (PSEL 6i; 10c,g,h)
<b>MED Lead.3</b>	Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)
<b>MED Lead.30</b>	Deliberately monitors and adjusts time commitment to school priorities (PSEL 6i)
<b>MED Lead.31</b>	Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)
<b>MED Lead.32</b>	Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)
<b>MED Lead.4</b>	Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas (PSEL 4a,b; 6d; 9i; 10a,e)
<b>MED Lead.5</b>	Builds teacher capacity with a variety of instructional practices appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)
<b>MED Lead.6</b>	Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)
<b>MED Lead.7</b>	Facilitates teacher development and use of formative and summative assessments (PSEL 4a,b,f; 6d)
<b>MED Lead.8</b>	Facilitates teacher analysis of individual student data to improve the instructional process and student growth (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)
<b>MED Lead.9</b>	Engages teachers to collaboratively design and implement a program of professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)

### **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 Educational Leadership program provides the experienced educator a high-quality school leadership preparation program that is aligned to state and federal standards and is focused on the development of personal and professional skills. Students in the MED in Educational Leadership program engage in a rigorous academic preparation program supported by embedded and onsite relevant field experiences designed to reflect the skills required of effective school leaders. The MED Educational Leadership program embraces the institutional goals of field competence, ethics, self-liberation and lifelong learning. Students in the MED in Educational Leadership program is assessed through demonstration of curricular competence by University instructors, through the application of skills in the school environment by designated on-site supervisors, and through successful completion of the action research/school improvement planning and implementation process embedded in the MPEA Performance Assessment. In addition, K-12

School Leader certification requires students to pass a comprehensive content assessment. The expectation of ethical leadership is clear in the educational standards. Alignment with the institutional goals of self-liberation and life-long learning 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

### Master of Education Leadership - Principle

	EDU 500	EDU 568	EDU 569	EDU 572	EDU 573	EDU 557
<b>MED Lead.1</b> Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision (PSEL 1a,b,d,e; 5f; 7c; 10c)		R	I			A
<b>MED Lead.10</b> Collaborates with staff to maximize the use of the school facility and grounds to support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)				I		
<b>MED Lead.11</b> Collaboratively develops clear routines, procedures, schedules and technology use for staff and students (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)		R	I	R		A
<b>MED Lead.12</b> Collaborates with staff to recruit, screen and select candidates with a high probability of success (PSEL 6a,b; 9b; 10a)				I		
<b>MED Lead.13</b> Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)		R		I		A
<b>MED Lead.14</b> Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues (PSEL 6a,b,c,h; 9k; 10f)				I		
<b>MED Lead.15</b> Works with staff to ensure compliance with all personnel records and reporting (PSEL 9h)				I, R		
<b>MED Lead.16</b> Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h) 17. Collects input from staff to establish priorities that inform the use of non-fiscal				R, I		
<b>MED Lead.17</b> Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h)				R, I		
<b>MED Lead.18</b> Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)	I		R	R	M	
<b>MED Lead.19</b> Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)	I		R	R	R	

<b>MED Lead.2</b> Deliberately and effectively communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)			I			
<b>MED Lead.20</b> Models and promotes positive and ethical relationships between students and all school personnel (PSEL 2e; 3a,b,d; 5b,d,e)		R	I	R		A
<b>MED Lead.21</b> Builds positive and ethical staff relationships and communicates high expectations (PSEL 2a,e,f; 7e; 9j)			I	R		
<b>MED Lead.22</b> Leads staff in the development, improvement or refinement a collaborative culture (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)	I		R	R	R	
<b>MED Lead.23</b> Empowers and provides opportunities for teacher leadership (PSEL 6g; 7b,d,h; 10a,e,j)	I		R	R	M	
<b>MED Lead.24</b> Engages in an ongoing assessment of the quality of relationships with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)			I	I, R		
<b>MED Lead.25</b> Engages key stakeholders in support of the school program (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)			I	R		
<b>MED Lead.26</b> Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)		I		R	M	I, A
<b>MED Lead.27</b> Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding (PSEL 6i; 10g)			I		R	
<b>MED Lead.28</b> Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice (PSEL 2b; 6i; 10c,g,h)	I	R	R			A
<b>MED Lead.29</b> Actively seeks performance feedback and makes adjustments to improve and refine practice (PSEL 6i; 10c,g,h)			I	R	M	
<b>MED Lead.3</b> Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)		R	I		R	A
<b>MED Lead.30</b> Deliberately monitors and adjusts time commitment to school priorities (PSEL 6i)			I, R			
<b>MED Lead.31</b> Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)		I	R	R		A
<b>MED Lead.32</b> Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)	I	R	R	R	R	A
<b>MED Lead.4</b> Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas (PSEL 4a,b; 6d; 9i; 10a,e)					I	
<b>MED Lead.5</b> Builds teacher capacity with a variety of instructional practices appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)		I	R	R	M	A
<b>MED Lead.6</b> Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth (PSEL 2b;		I			M	

4b,d; 6a,e,f; 10c,e,f)						
<b>MED Lead.7</b> Facilitates teacher development and use of formative and summative assessments (PSEL 4a,b,f; 6d)		I			M	A
<b>MED Lead.8</b> Facilitates teacher analysis of individual student data to improve the instructional process and student growth (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)		I		R	M	A
<b>MED Lead.9</b> Engages teachers to collaboratively design and implement a program of professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)	I	I	R		M	A

	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597
<b>MED Lead.1</b> Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision (PSEL 1a,b,d,e; 5f; 7c; 10c)	M	R		M	A
<b>MED Lead.10</b> Collaborates with staff to maximize the use of the school facility and grounds to support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)					A
<b>MED Lead.11</b> Collaboratively develops clear routines, procedures, schedules and technology use for staff and students (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)	M				A
<b>MED Lead.12</b> Collaborates with staff to recruit, screen and select candidates with a high probability of success (PSEL 6a,b; 9b; 10a)	R, M				
<b>MED Lead.13</b> Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)			R		A
<b>MED Lead.14</b> Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues (PSEL 6a,b,c,h; 9k; 10f)	R			M	
<b>MED Lead.15</b> Works with staff to ensure compliance with all personnel records and reporting (PSEL 9h)			R		
<b>MED Lead.16</b> Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h) 17. Collects input from staff to establish priorities that inform the use of non-fiscal			R		
<b>MED Lead.17</b> Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h)			R		
<b>MED Lead.18</b> Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)	R		R	R	A
<b>MED Lead.19</b> Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)	R		M	R	A
<b>MED Lead.2</b> Deliberately and effectively communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)		R			

<b>MED Lead.20</b> Models and promotes positive and ethical relationships between students and all school personnel (PSEL 2e; 3a,b,d; 5b,d,e)	M				A
<b>MED Lead.21</b> Builds positive and ethical staff relationships and communicates high expectations (PSEL 2a,e,f; 7e; 9j)	M				A
<b>MED Lead.22</b> Leads staff in the development, improvement or refinement a collaborative culture (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)	M		R		A
<b>MED Lead.23</b> Empowers and provides opportunities for teacher leadership (PSEL 6g; 7b,d,h; 10a,e,i)	R				A
<b>MED Lead.24</b> Engages in an ongoing assessment of the quality of relationships with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)	R		R		
<b>MED Lead.25</b> Engages key stakeholders in support of the school program (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)	R		R		
<b>MED Lead.26</b> Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)	R			M	A
<b>MED Lead.27</b> Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding (PSEL 6i; 10g)					A
<b>MED Lead.28</b> Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice (PSEL 2b; 6i; 10c,g,h)	M				A
<b>MED Lead.29</b> Actively seeks performance feedback and makes adjustments to improve and refine practice (PSEL 6i; 10c,g,h)			R		
<b>MED Lead.3</b> Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)	M	R		M	A
<b>MED Lead.30</b> Deliberately monitors and adjusts time commitment to school priorities (PSEL 6i)					
<b>MED Lead.31</b> Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)	M		R		A
<b>MED Lead.32</b> Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)				M	A
<b>MED Lead.4</b> Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas (PSEL 4a,b; 6d; 9i; 10a,e)	R	R		M	
<b>MED Lead.5</b> Builds teacher capacity with a variety of instructional practices appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)	R	R		M	A
<b>MED Lead.6</b> Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)	R			R	
<b>MED Lead.7</b> Facilitates teacher development and use of formative and summative assessments (PSEL 4a,b,f; 6d)	R			R	
<b>MED Lead.8</b> Facilitates teacher analysis of individual student data to improve the instructional process and student growth (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)				R	A

<b>MED Lead.9</b> Engages teachers to collaboratively design and implement a program of professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)	R		R	M	A
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**Changes to Curriculum**

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

The curriculum map for the 23/24 academic year is consistent with recent years. The required field experience course for the MED in Educational Leadership program is labeled as EDU557 in the curriculum map. Starting in the Fall of 2022, this course was aligned to the expectations of the K-12 School Leader certification and retitled as FLD 501, 502, and 503.

MLDS Leadership Standards  
Description

EDU 500

EDU 568

EDU 569

EDU 551/552/572

EDU 553/554/573

EDU 557/591/598/599

EDU 570

EDU 580

EDU 585

EDU 590

EDU 597

EDU 583

MLDS 001

Visionary Leadership Develops a clear, measurable and shared vision

I

R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.

MLDS 002

Visionary Leadership Communicates the vision to stakeholders

I

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 003

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

I,M,A

90% of the students will meet or exceed expectations (score of 3 or 4) on the "Performance Assessment Action Research Proposal"

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.

MLDS 004

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

I

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 005

Instructional Leadership Supports staff use of a variety of research-based practices appropriate to the intended content

I

R

R

M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 006

Instructional Leadership Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response

I

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 007

Instructional Leadership Supports teacher use of formative, summative, and other assessments

I

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 008

Instructional Leadership Analyzes multiple sources of student, school and district-level data to improve student learning

I

R

M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 009

Instructional Leadership Develops a culture of continuous professional learning

I

R

R

M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 010

Managerial Leadership Provides oversight of the school facility and grounds

I,R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 011

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

I

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.

MLDS 012

Managerial Leadership Recruits, selects and inducts effective personnel

I

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R,M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 013

Managerial Leadership Communicates expectations, guidelines, and procedures

I

R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 2 rubric.

MLDS 014

Managerial Leadership Provides intervention and support for improvement

I

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R,M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 015

Managerial Leadership Maintains personnel records and reports

I,R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 016

Managerial Leadership Manages fiscal resources to support school goals and priorities

I,R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 017

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

I,R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 018

Relational Leadership Promotes a learning environment that addresses needs of all students

I

R

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 019

Relational Leadership Advocates for the welfare of all students

I

R

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 020

Relational Leadership Establishes positive relationships with students

I

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.

MLDS 021

Relational Leadership Builds positive relationships with staff

I,R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

RLDS 022

Relational Leadership Ensures a culture of support and respect among staff

I

R

R,M

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 023

Relational Leadership Develops teacher leaders

I

R

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 024

Relational Leadership Builds positive relationships with families

I

R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 2 rubric.

MLDS 025

Relational Leadership Establishes positive relationships with other community stakeholders

I,R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

M

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 026

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

I,R

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric  
M

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.

MLDS 027

Innovative Leadership Engages in a professional network as a means of growth

I

I,R

R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 028

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

I

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R,M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

A

90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.

MLDS 029

Innovative Leadership Seeks feedback to improve performance

I

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R,M

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 030

Innovative Leadership Maintains a focus on high priorities

I,R,M

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 031

Innovative Leadership Develops and acts on well-reasoned beliefs based on new knowledge and understanding

I,R,M

R

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

MLDS 032

Innovative Leadership Constructively manages and adapts to change

I

R

R,M

R

A

90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric

R

R

A

90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric

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

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

The coursework in the WWWU MED in Educational Leadership program is aligned to the MLDS, PSEL, and NELP standards.

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

583 Performance Assessment Alignment:

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

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

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

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

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Master of Education Leadership - Principle

Standard/Outcome				
MED Lead.1 Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision (PSEL 1a,b,d,e; 5f; 7c; 10c)				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion FLD 503 4.78 avg Visionary Leadership been met yet? Met	FLD501 4.65 avg. Visionary Leadership FLD503 4.78 avg. Visionary Leadership		
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations. BUILDING DATA HERE:MPEA AND MOCA	Copy_of_2023_24_BL_Data_JIM.xlsx	

Standard/Outcome				
MED Lead.3 Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion FLD 503 4.78 avg. Visionary Leadership been met yet? Met	FLD501 4.65 avg. Visionary Leadership FLD503 4.78 avg. Visionary Leadership		
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		
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Standard/Outcome  
MED Lead.5 Builds teacher capacity with a variety of instructional practices appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion FLD 503 4.41 avg. Instructional Leadership been met yet? Met	FLD501 4.67 avg. Instructional Leadership FLD503 4.41 avg. Instructional Leadership		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome  
MED Lead.7 Facilitates teacher development and use of formative and summative assessments (PSEL 4a,b,f; 6d)

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion FLD 503 4.41 avg. Instructional Leadership been met yet? Met	FLD501 4.67 avg. Instructional Leadership FLD503 4.41 avg. Instructional Leadership		

Standard/Outcome

MED Lead.8 Facilitates teacher analysis of individual student data to improve the instructional process and student growth (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion FLD 503 4.41 avg. Instructional Leadership been met yet? Met	FLD501 4.67 avg. Instructional Leadership FLD503 4.41 avg. Instructional Leadership		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.9 Engages teachers to collaboratively design and implement a program of professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion FLD 503 4.41 avg. Instructional Leadership been met yet? Met	FLD501 4.67 avg. Instructional Leadership FLD503 4.41 avg. Instructional Leadership		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.10 Collaborates with staff to maximize the use of the school facility and grounds to support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)

Assessment Measures

<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.11 Collaboratively develops clear routines, procedures, schedules and technology use for staff and students (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)

Assessment Measures

<b>EDU 557</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion FLD 503 4.61 avg. Managerial Leadership been met yet? Met	FLD501 4.86 avg. Managerial Leadership FLD503 4.61 avg. Managerial Leadership		

<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.13 Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)

Assessment Measures

<b>EDU 557</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

	Has the criterion FLD 503 4.61 avg. Managerial Leadership been met yet? Met	FLD501 4.86 avg. Managerial Leadership FLD503 4.61 avg. Managerial Leadership		
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome				
MED Lead.18 Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)				
Assessment Measures				
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome				
MED Lead.19 Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)				
Assessment Measures				
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome  
 MED Lead.20 Models and promotes positive and ethical relationships between students and all school personnel (PSEL 2e; 3a,b,d; 5b,d,e)

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion FLD 503 4.85 avg. Relational Leadership been met yet? Met	FLD501 4.77 avg. Relational Leadership FLD503 4.85 avg. Relational Leadership		

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome  
 MED Lead.21 Builds positive and ethical staff relationships and communicates high expectations (PSEL 2a,e,f; 7e; 9j)

Assessment Measures

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome  
 MED Lead.22 Leads staff in the development, improvement or refinement a collaborative culture (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)

Assessment Measures

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597	100% of students enrolled in EDU597		

	Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	met or exceeded expectations.		
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Standard/Outcome MED Lead.23 Empowers and provides opportunities for teacher leadership (PSEL 6g; 7b,d,h; 10a,e,j)				
Assessment Measures				
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome MED Lead.26 Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)				
Assessment Measures				
<b>EDU 557</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion FLD 503 4.41 avg. Instructional Leadership been met yet? Met	FLD501 4.67 avg. Instructional Leadership FLD503 4.41 avg. Instructional Leadership		
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.27 Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding (PSEL 6i; 10g)

Assessment Measures

<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.28 Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice (PSEL 2b; 6i; 10c,g,h)

Assessment Measures

<b>EDU 557</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion FLD 503 4.83 avg. Innovative Leadership been met yet? Met	FLD501 4.55 avg. Innovative Leadership FLD503 4.83 avg. Innovative Leadership		

<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome

MED Lead.31 Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)

Assessment Measures

<b>EDU 557</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

	Has the criterion FLD 503 4.83 avg. Innovative Leadership been met yet? Met	FLD501 4.55 avg. Innovative Leadership FLD503 4.83 avg. Innovative Leadership		
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

Standard/Outcome MED Lead.32 Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)				
Assessment Measures				
<b>MED 557</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion FLD 503 4.83 avg. Innovative Leadership been met yet? Met	FLD501 4.55 avg. Innovative Leadership FLD503 4.83 avg. Innovative Leadership		
<b>EDU 597</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met	100% of students enrolled in EDU597 met or exceeded expectations.		

### 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 MED in Educational Leadership program (and the K-12 School Leader-principal) is improving. On-site supervisors assess students at the end of the first field experience course (FLD501) in the five leadership domains of the Missouri Leadership Development System (visionary, instructional, innovative, relational, and managerial) that can serve as a baseline for students. The same assessment is completed by on-site supervisors at the end of the field experience (FLD503). The assessment score completed in FLD503 is near the completion of the certification required 300 field hours. The average score earned by students completing FLD503 during the 23/24 academic year is indicated in the Assessment Findings tab. In all five domains, the student avg. exceeded the expected level of 4.0 out of a possible 5.0. 100% of students enrolled in EDU597 met or exceeded expectations on the Capstone Reflection Paper, collected in Brightspace and VIA. Finally, the attached DATA FILE represents successful student performance on the MPEA Performance Assessment and the Missouri Content Assessment, both required for K-12 School Leader certification.

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

## **PROPOSED MED EDUCATIONAL LEADERSHIP PROGRAM GOALS**

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

1. The aspiring school leader knows the importance of a vision and how it relates to the climate and culture of the school community. **(Visionary Leadership)** (PSEL 1,5,7,10) (NELP 1,2,3,5)
2. The aspiring school 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) (NELP 3,4,7,8)
3. The aspiring school leader understands the importance of 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) (NELP 3,4,5,6,7,8)
4. The aspiring school leader knows the importance of developing and maintaining effective relationships with students, staff, and community. **(Relational Leadership)** (PSEL 2,3,4,5,7,8,9,10) (NELP 1,2,3,5,7,8)
5. The aspiring school 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) (NELP 2,3,4,5,6,7,8)

## 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.

### Adjunct Faculty Updates

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**

**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*

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
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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

### **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 a 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=Wm5STHBsMHZodmxlYTZsbnZEUUNPUT09>

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=N3pnUGoydTJJYnJ6VkFzeXBEBXFIZz09>

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=aXliMnRwRUK2ays0Mzg5V24rSitZZz09>

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:

	<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 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 program is aligned to the old mission and not the new mission in this section.			
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:	there are gaps in the assessment map where several objectives are not assessed at all. The program needs to edit the map to include all assessments or update the objectives to eliminate those that are not assessed.			
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:	did not see the data for EDU 557 assessments?			
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:	maybe was missed but data was not found for all assessments, and some objectives are missing assessment activities - might be the description explaining how the assessment is organized? Might need to update the structure so that it matches the intent of the program.			
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

Adams, David
Allegrì, Reagan
Amick, Cindy
Anderson, Kyle FTE
Angle, Ashley
Anthony's Phone ??
Ault, Leatha
Barwick-Turner, Martha
Bonderer, Stacy
Borden, Lisa
Charles Brazeale
Brown, Patrick
Bruner, Zach
Cahill, Kyle
Campbell, Bryan
Canta, Cynthia
Casey-Wilson, Alicia
Chance, Matt
Chapman, Keith
Chowning, Ryan
Concannon, James
Covey, Jeremy
Davis, Jeramie
Davis, Joe FTE
Dill, Julie
Fouk, Jamie
Frankman, Tom
Frederickson, Matt
Friga, Adam
Garner, Kevin
Garrison, David
Geha, Christie
Giuseffi, Frank
Gotsch, Tom
Guitard, Gretchen
Hanrahan, Tim
Hartman, Laura
Hesse, Connie
Hesse, Kerry
Hill, Toni
Holderbaum, Mark
Holland, Joel
Hollingshead, David
Jones, Brandon
Kuhlman, Doug
Kurre, Eric
Lakin, Brenda
Lewis, Bobbie Jo
Logan, Sheila
Long, John
Lorenz, Kristee
Luttrell, Carrie
Martin, Courtney
Martin, Carrie








**2023-24 Active MED and EDS Adjunct Instructors (05.30.24)**

**Educational Leadership, Curriculum and Instruction, and Curriculum Leadership**

Instructor		FA123/FB	FA223/FB	SP124/FB	SP224/FB	SU124/FB	SU224/FB
Adams, David -1	Adjunct instructor		EDU569/				
Amick, Cindy -3	Adjunct instructor					EDU 620	
Anderson, Kyle +9	FT Faculty		EDU580/ EDU605/ EDU550/	EDU543 EDU674	EDU211/ EDU530/ EDU580/ EDU605/ EDU681/ EDU696	EDU510/ EDU543/ EDU567	EDU530/ EDU550/ EDU580
Angle, Ashley	Adjunct instructor					EDU540	
Ault, Leatha -6	Adjunct instructor					EDU603	
Barwick-Turner, Martha	Adjunct instructor	EDU561/		EDU564	EDU563	EDU561	
Borden, Lisa	Adjunct instructor						
Bruner, Zach +1	Adjunct instructor			EDU640			
Cahill, Kyle -0	Adjunct instructor		EDU645/	EDU603	EDU581/ EDU645	EDU559/ EDU674	EDU581
Campbell, Bryan -1	Adjunct instructor						
Casey-Wilson, Alicia -4	Adjunct instructor	EDU590/	EDU530/		EDU560		
Chowning, Ryan -3	Adjunct instructor	EDU570/		EDU570	EDU569		
Concannon, James +4	SOE Dean, FT Faculty		EDU610/		EDU610		EDU566/ EDU610
Covey, Jeremy -0	Adjunct instructor		EDU590/				
Davis, Joe	FT Faculty		EDU597	EDU597			
Dill, Julie -1	Adjunct instructor		EDU584/				
Frederickson, Matt -2	Adjunct instructor			EDU620			
Friga, Adam +4	Adjunct instructor		EDU653/				
Gotsch, Tom -1	Adjunct instructor		EDU525/				
Guitard, Gretchen -1	Adjunct instructor						
Hanrahan, Tim +6	Adjunct instructor	EDU520/4.3		RSH520	RSH520/		
Hesse, Connie -1	Adjunct instructor						
Hesse, Kerry +2	Adjunct instructor						
Holland, Joel -2	Adjunct instructor	EDU640/					
Hollingshead, David	Adjunct instructor						EDU571
Jones, Brandon -2	PT FE Instructor						

Kurre, Eric -1	Adjunct instructor						
Lakin, Brenda -1	Adjunct instructor						
Logan, Sheila +11	Chair, program manager, FT faculty	EDU568/ EDU572/	EDU573/ EDU591/ EDU699/	EDU568/ EDU572/	EDU573	EDU568/ EDU572	EDU573
Luttrell, Carrie +4	Adjunct instructor	EDU620/		EDU590			
Martin, Courtney -1	Adjunct instructor			EDU690			
Mathys, Lori	Adjunct instructor	EDU589/		EDU589			
Miles, Rhonda	Adjunct instructor						
Miller, Charlotte +13	Adjunct instructor	EDU597/ EDU697/	EDU697	EDU697	EDU697	EDU697	EDU597/ EDU697
Murphy, Blayne +1	<b>FT faculty</b>	<b>EDU590/3.2</b>					
Neal, Ryan -3	Adjunct instructor	EDU600/				EDU600	
Nieuwenhuizen, Lisa -2	FT Faculty	EDU673/		EDU673			
Omohundro, Emily +1	Adjunct instructor		EDU585/		EDU585		EDU585
Pragman, Michael +5	Adjunct instructor	EDU655/	EDU650/	EDU655	EDU650	EDU635	EDU650
Sanders. Karalin -2 TT	Adjunct instructor	EDU543/4.9	EDU558/ <del>EDU563/</del>	<del>EDU 559</del>	<del>EDU574</del>		EDU563
Schmitz, Chris -2	PT FE Instructor	EDU577/	EDU577/				
Schwarzer, Shanna +2	Adjunct instructor						
Scott. Nancy -2	Adjunct instructor						
Sigrist, Robert -	Adjunct instructor						
Smith, John	Adjunct instructor		EDU573/				
Smith, Loren -1	Adjunct instructor						
Smith, Matt -1	Adjunct instructor						
Sooter, Isaac -1	Adjunct instructor						
Storm, Dustin -1	Adjunct instructor						
Sydow, Aaron -2	Adjunct instructor	EDU690/			EDU590		
Thomas, Sherri -2	Adjunct instructor						
Thompson, Tim -2	Adjunct instructor	EDU572/					
Turner, Emily -5	Adjunct instructor	EDU691/	<del>EDU696/</del>	EDU691			EDU696
VanDover, Teresa	Adjunct instructor		EDU573		EDU597		
Ward, Jacquie +3	Adjunct instructor	EDU540/		EDU540			
Wescott, Dixie	Adjunct instructor	EDU509/					

White, Drew	Adjunct instructor		EDU680/		EDU680		
Whitfield, Nicole	Adjunct instructor				EDU558		EDU558
Wibberg, Cindy +4	FT Faculty	EDU538/	EDU538/	EDU537	EDU538	EDU 537	EDU538
Wilkinson, Jennings -2	Adjunct instructor						
Wilson, Chris -3	Adjunct instructor			EDU600			
Wisdom, Sarah -4	Adjunct instructor	EDU500/		EDU500		EDU500	
Young, Stephanie -3	Adjunct instructor	EDU572/					
<b>Anderson, Kyle</b>	<b>PT Field Experience Instructor</b>	<b>FLD502/FLD602</b>		<b>FLD503/FLD603</b>		<b>FLD501/FLD601 EDU577 SU 1 EDU577 SU 2</b>	
<b>Jones, Brandon</b>	<b>PT Field Experience Instructor</b>	<b>FLD503/FLD503</b>		<b>FLD501/FLD601 EDU577 SP 1 EDU577 SP 2</b>		<b>FLD502/FLD602</b>	
<b>Schmitz, Chris</b>	<b>PT Field Experience Instructor</b>	<b>FLD501/FLD601 EDU577 F1 EDU577F2</b>		<b>FLD502/FLD602</b>		<b>FLD503/FLD603</b>	

**2023-24 Active MED and EDS Adjunct Instructors (05.30.24)**
**Educational Leadership, Curriculum and Instruction, and Curriculum Leadership**

Instructor		FA123/FB	FA223/FB	SP124/FB	SP224/FB	SU124/FB	SU224/FB
Adams, David -1	Adjunct instructor		EDU569/				
Amick, Cindy -3	Adjunct instructor					EDU 620	
Anderson, Kyle +9	FT Faculty		EDU580/ EDU605/ EDU550/	EDU543 EDU674	EDU211/ EDU530/ EDU580/ EDU605/ EDU681/ EDU696	EDU510/ EDU543/ EDU567	EDU530/ EDU550/ EDU580
Angle, Ashley	Adjunct instructor					EDU540	
Ault, Leatha -6	Adjunct instructor					EDU603	
Barwick-Turner, Martha	Adjunct instructor	EDU561/		EDU564	EDU563	EDU561	
Borden, Lisa	Adjunct instructor						
Bruner, Zach +1	Adjunct instructor			EDU640			
Cahill, Kyle -0	Adjunct instructor		EDU645/	EDU603	EDU581/ EDU645	EDU559/ EDU674	EDU581
Campbell, Bryan -1	Adjunct instructor						
Casey-Wilson, Alicia -4	Adjunct instructor	EDU590/	EDU530/		EDU560		
Chowning, Ryan -3	Adjunct instructor	EDU570/		EDU570	EDU569		
Concannon, James +4	SOE Dean, FT Faculty		EDU610/		EDU610		EDU566/ EDU610
Covey, Jeremy -0	Adjunct instructor		EDU590/				
Davis, Joe	FT Faculty		EDU597	EDU597			
Dill, Julie -1	Adjunct instructor		EDU584/				
Frederickson, Matt -2	Adjunct instructor			EDU620			
Friga, Adam +4	Adjunct instructor		EDU653/				
Gotsch, Tom -1	Adjunct instructor		EDU525/				
Guitard, Gretchen -1	Adjunct instructor						
Hanrahan, Tim +6	Adjunct instructor	EDU520/4.3		RSH520	RSH520/		
Hesse, Connie -1	Adjunct instructor						
Hesse, Kerry +2	Adjunct instructor						
Holland, Joel -2	Adjunct instructor	EDU640/					
Hollingshead, David	Adjunct instructor						EDU571
Jones, Brandon -2	PT FE Instructor						

Kurre, Eric -1	Adjunct instructor						
Lakin, Brenda -1	Adjunct instructor						
Logan, Sheila +11	Chair, program manager, FT faculty	EDU568/ EDU572/	EDU573/ EDU591/ EDU699/	EDU568/ EDU572/	EDU573	EDU568/ EDU572	EDU573
Luttrell, Carrie +4	Adjunct instructor	EDU620/		EDU590			
Martin, Courtney -1	Adjunct instructor			EDU690			
Mathys, Lori	Adjunct instructor	EDU589/		EDU589			
Miles, Rhonda	Adjunct instructor						
Miller, Charlotte +13	Adjunct instructor	EDU597/ EDU697/	EDU697	EDU697	EDU697	EDU697	EDU597/ EDU697
Murphy, Blayne +1	<b>FT faculty</b>	<b>EDU590/3.2</b>					
Neal, Ryan -3	Adjunct instructor	EDU600/				EDU600	
Nieuwenhuizen, Lisa -2	FT Faculty	EDU673/		EDU673			
Omohundro, Emily +1	Adjunct instructor		EDU585/		EDU585		EDU585
Pragman, Michael +5	Adjunct instructor	EDU655/	EDU650/	EDU655	EDU650	EDU635	EDU650
Sanders. Karalin -2 TT	Adjunct instructor	EDU543/4.9	EDU558/ <del>EDU563/</del>	<del>EDU 559</del>	<del>EDU574</del>		EDU563
Schmitz, Chris -2	PT FE Instructor	EDU577/	EDU577/				
Schwarzer, Shanna +2	Adjunct instructor						
Scott. Nancy -2	Adjunct instructor						
Sigrist, Robert -	Adjunct instructor						
Smith, John	Adjunct instructor		EDU573/				
Smith, Loren -1	Adjunct instructor						
Smith, Matt -1	Adjunct instructor						
Sooter, Isaac -1	Adjunct instructor						
Storm, Dustin -1	Adjunct instructor						
Sydow, Aaron -2	Adjunct instructor	EDU690/			EDU590		
Thomas, Sherri -2	Adjunct instructor						
Thompson, Tim -2	Adjunct instructor	EDU572/					
Turner, Emily -5	Adjunct instructor	EDU691/	<del>EDU696/</del>	EDU691			EDU696
VanDover, Teresa	Adjunct instructor		EDU573		EDU597		
Ward, Jacquie +3	Adjunct instructor	EDU540/		EDU540			
Wescott, Dixie	Adjunct instructor	EDU509/					

White, Drew	Adjunct instructor		EDU680/		EDU680		
Whitfield, Nicole	Adjunct instructor				EDU558		EDU558
Wibberg, Cindy +4	FT Faculty	EDU538/	EDU538/	EDU537	EDU538	EDU 537	EDU538
Wilkinson, Jennings -2	Adjunct instructor						
Wilson, Chris -3	Adjunct instructor			EDU600			
Wisdom, Sarah -4	Adjunct instructor	EDU500/		EDU500		EDU500	
Young, Stephanie -3	Adjunct instructor	EDU572/					
<b>Anderson, Kyle</b>	<b>PT Field Experience Instructor</b>	<b>FLD502/FLD602</b>		<b>FLD503/FLD603</b>		<b>FLD501/FLD601 EDU577 SU 1 EDU577 SU 2</b>	
<b>Jones, Brandon</b>	<b>PT Field Experience Instructor</b>	<b>FLD503/FLD503</b>		<b>FLD501/FLD601 EDU577 SP 1 EDU577 SP 2</b>		<b>FLD502/FLD602</b>	
<b>Schmitz, Chris</b>	<b>PT Field Experience Instructor</b>	<b>FLD501/FLD601 EDU577 F1 EDU577F2</b>		<b>FLD502/FLD602</b>		<b>FLD503/FLD603</b>	