



WILLIAM WOODS
UNIVERSITY

Education Annual Assessment 2022-2023

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Annual Assessment 2022-2023

Education Core

Program Profile

Program Mission Statement

Please insert your program mission statement here

William Woods University, originally known as The Female Orphan School of the Christian Church of Missouri, was founded in 1870. William Woods became a college in 1914 and started training teachers shortly thereafter. William Woods College became William Woods University in 1992, and it started offering graduate degrees in Education shortly thereafter. The main campus is in Fulton, Missouri, which is midway between St. Louis, and Kansas City. William Woods does not have any branch or satellite campuses; however, graduate courses are taught in over eighty sites throughout Missouri, as well as through distance education. In the fall of 2017, total enrollment was 2,076, and enrollment in the various graduate education programs totaled 937. Education is a popular major among undergraduates, as there were 85 undergraduate Education majors in the fall of 2016. Demographically, undergraduate Education majors are fairly similar to their non-Education major counterparts. Education majors are slightly more likely to be female (86% vs. 72%) than their non-Education major counterparts. Eight percent of the population of undergraduate Education majors is non-white, while the corresponding figure for non-Education majors is 13 percent. The two groups are also relatively similar in terms of age, as the mean age of Education majors is 21.3, while the mean age of non-Education majors is 23.3. Graduate students enrolled in Education programs are very similar to graduate students in non-Education (Business) programs. Approximately 62 percent of Education students are female, whereas approximately 61 percent of non-Education students are female. Five percent of Education students are non-white, while seven percent of non-Education students are non-white. The mean age of Education students is 35.4, while the mean age of non-Education students is 34.5. More information on the university can be found on our website: <https://www.williamwoods.edu/>. Information on the undergraduate Education program can be found here:

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/education/index.html, while information on our graduate programs in Education can be found here:

https://www.williamwoods.edu/academics/graduate/education_graduate/index.html.

The mission statement of the university is: An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. Likewise, the vision statement of the university is: The vision of William Woods University is to be recognized as a progressive and growing leader in higher education, fiscally healthy, and achieving quality in all aspects of institutional life, while cultivating highly respected, innovative, unique programs. Both statements are located here: https://www.williamwoods.edu/about/mission_and_history/index.html

The mission of undergraduate education programs at William Woods University is for students to be able to understand and demonstrate the nine Missouri Teaching Standards (<https://dese.mo.gov/educator-quality/educator-effectiveness/educator-standards/teacher-standards>). The School of Education tracks students' knowledge of and ability to demonstrate the nine Missouri Teaching standards throughout their four years as an undergraduate. William Woods University is long known for its professions-oriented philosophy, and paralleling this philosophical underpinning, the School of Education is prepared to ensure all students who receive an initial certification understand and can demonstrate the characteristics (nine MO teaching standards) encompassing career readiness as first year teachers.

The majority of undergraduate education faculty hold classes on the third floor of the Academic Building (AB), which is centrally located on the Fulton campus (main campus). Undergraduate education courses are not offered at off-site locations. The facilities primarily used by undergraduate education faculty are located on the third floor of the Academic Building; however, some courses, specifically technology specific courses, are held on the second floor of the Academic Building (AB 206). The classroom located on the second floor of AB is equipped with high speed internet, a smart board, ipads, a projector, and flexible seating for easy configuration of cooperative learning groups. The classroom is not specifically designated for the School of Education; however, the resources the room provides enables the undergraduate programs to offer courses for integrating technology into teaching and learning.

The majority of the remaining courses are offered on the third floor of AB. The third floor, specifically AB 301, contains flexible seating, a computer with a new desktop (recent update), a Smartboard, and multiple resources for successful implementation of methods of teaching courses. Several courses are taught in AB 301, including methods of teaching science, methods of teaching social studies, education of the exceptional child, multicultural education, measurement and assessment, classroom management, math for teachers, methods of teaching math, and several special education specific courses. The classroom is ideal in that it is designed similarly to a K-12 classroom, and as such it is referred to as the "model classroom". The model classroom is a conducive for creating cooperative learning opportunities for students, and ultimately carrying out the vision of our established conceptual framework for preparing educators.

The undergraduate education programs address the following university goals:

WWU 2016.1: Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. Students must maintain an overall 2.75 GPA, 3.0 content GPA, and 3.0 professional GPA. Students must either have a composite ACT score of 20 or pass the Missouri General Education Assessment (MOGEA), for entrance into the Teacher Education Program. Students must pass the Missouri Content Assessment (MOCA), prior to applying for their student teaching experience.

WWU 2016.2: Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society. Students must have a disposition on file. The disposition assessment is an internal assessment with respect to student's ability to work effectively with K-12 children/students. The disposition assessment is obtained during two courses: EDU 291 and EDU 395 (education practicum one and education practicum two). Monitoring of dispositions provides opportunities for open discussions with students regarding how others practicing in the field perceive their ability to work with children.

WWU 2016.3 and 2016.4: Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions; Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society. Coursework in undergraduate education is specifically designed for students to be able to make good decisions as future classroom teachers. The nine Missouri Teaching Standards align with qualities a teacher must possess to be individually successful in the classroom. Internal alignment of curriculum to Missouri Teaching Standards ensures our students are prepared for classroom instruction and continually grow in the profession. Our coursework has been approved by the Department of Elementary and Secondary Education (DESE) as viable routes to teacher certification in the State of Missouri.

Additional Information regarding WWU 2016.1

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

The mission of undergraduate programs is to be able to create a bridge between the 9 Missouri Teacher Standards and internal/external assessments that are being used by the Educator Preparation Program. This system is being designed to capture data on when students are being taught this information, how well they are progressing through the program in relation to the standards, and then compare that information to their exit assessments that are used for multiple reports from the state.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Student Minors	Student Majors
2021-2022	3	81
2022-2023	4	80

Concentrations 2022-2023

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

The Education Program consists of 12 distinct paths to certification, with 10 in 6-12 education, elementary, and special education. The main core of students resides in elementary and special education, as well as physical education.

Possible certifications include:

Elementary Education; Early Childhood Education; Special Education; Physical Education; Middle School Math; Middle School Social Science; Middle School Science; Middle School English Language Arts; Secondary Speech/Theatre; Secondary English Language Arts; Secondary Biology; Secondary Social Science; K-12 Art Education

Elementary Education: 41

Middle Level Education: 4

Secondary Education: 16

Special Education: 6

Physical Education: 16

K-12 Art: 9

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

The Education Program consists of 12 distinct paths to certification, with 10 in 6-12 education, elementary, and special education. Early Childhood is an add-on certification. The main core of students resides in elementary and special education, as well as physical education. Specific information can be found in the assessment data worksheet attached on the evidence page.

Possible certifications include:

Elementary Education; Early Childhood Education; Special Education; Physical Education; Middle School Math; Middle School Social Science; Middle School Science; Middle School English Language Arts; Secondary Speech/Theatre; Secondary English Language Arts; Secondary Biology; Secondary Social Science; K-12 Art Education

Possible certifications include:

Elementary Education; Early Childhood Education; Special Education; Physical Education; Middle School Math; Middle School Social Science; Middle School Science; Middle School English Language Arts; Secondary Speech/Theatre; Secondary English Language Arts; Secondary Biology; Secondary Social Science; K-12 Art Education

Elementary Education: 36

Middle Level Education: 3

Secondary Education: 11

Special Education: 9

Physical Education: 26

K-12 Art: 5

Student Demographics

What are the program goals for student retention, persistence, and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

This year the education program was excited to have **over 30** students enrolled in EDU 250, Foundations of Education, which serves as our introductory course. We see this as a potential to retain an increased number of students into the TEP. Continued attention is being given to students that are not meeting early benchmarks for success and being counseled into other programs earlier. We continue to support students through content tutoring and the development of a student education organization.

Currently, we have 7 Art Education majors in the Teacher Education Program.

Currently, we have 23 Elementary Education majors in the Teacher Education Program.

This year we had 4 Middle School Education majors in the Teacher Education Program.

This year we had 5 Secondary Education majors in the Teacher Education Program.

Currently, we have 4 Special Education majors in the Teacher Education Program.

This year we had 6 Physical Education majors in the Teacher Education Program.

The optimal enrollment for the program is 100.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

120

Is the Program Externally Accredited

Yes (selected)

No

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

DESE - Department of Elementary and Secondary Education (Missouri)

HLC - Higher Learning Commission

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots 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?

This year Dr. Davis facilitated a presentation with the SOE and admissions team to provide an overview of our undergraduate education programs and other certifications/offerings. This was an opportunity to collaborate and share important info with admissions.

One recommendation is an increased focus on the Early Childhood Certification (which is available to Elementary Education majors). We plan on allowing our instructor of the early childhood curriculum to visit EDU 250 to share information about the certification with all students.

As far as the website is concerned, the SOE is working with the webmaster to ensure that our information is as accurate as possible, and that our programs, including technology integration and our master's in five program, are highlighted.

Billboards have been noticed promoting WWU SOE in the Jefferson City area. It is generally thought by many SOE faculty that their recruitment efforts could be harnessed by working with admissions by directly contacting high school students.

Marketing Material

FW__Education_program_sheets_proofs.zip

Program Assessment

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
EDU-MTS.1.1	Content knowledge and academic language
EDU-MTS.1.2	Student engagement in subject matter
EDU-MTS.2.4	Differentiated lesson design
EDU-MTS.2.6	Language, culture, family and knowledge of community values
EDU-MTS.3.1	Implementation of curriculum standards
EDU-MTS.3.2	Lessons for diverse learners
EDU-MTS.4.1	Instructional strategies leading to student engagement in problem-solving and critical thinking
EDU-MTS.5.1	Classroom management techniques
EDU-MTS.5.2	Management of time, space, transitions, and activities
EDU-MTS.5.3	Classroom, school and community culture
EDU-MTS.6.1	Verbal and nonverbal communication
EDU-MTS.7.1	Effective use of assessments
EDU-MTS.7.2	Assessment data to improve learning
EDU-MTS.7.3	Student-led assessment strategies
EDU-MTS.7.5	Communication of student progress and maintaining records
EDU-MTS.8.1	Self-assessment and improvement
EDU-MTS.9.1	Induction and collegial activities
EDU-MTS.9.3	Cooperative partnerships in support of student learning

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

The undergraduate education programs address the following university goals:

WWU 2016.1: Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. Students must maintain an overall 2.75 GPA, 3.0 content GPA, and 3.0 professional GPA. Students must either have a composite ACT score of 18 or pass the Missouri General Education Assessment (MOGEA), for entrance into the Teacher Education Program. Students must pass the Missouri Content Assessment (MOCA), prior to applying for their student teaching experience.

WWU 2016.2: Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society. Students must have a disposition on file. The disposition assessment is an internal assessment with respect to student's ability to work effectively with K-12 children/students. The disposition assessment is obtained during two courses: EDU 291 and EDU 395 (education practicum one and education practicum two). Monitoring of dispositions provides opportunities for open discussions with students regarding how others practicing in the field perceive their ability to work with children.

WWU2016.3 and 2016.4: Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions; Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a

global society. Coursework in undergraduate education is specifically designed for students to be able to make good decisions as future classroom teachers. The nine Missouri Teaching Standards align with qualities a teacher must possess to be individually successful in the classroom. Internal alignment of curriculum to Missouri Teaching Standards ensures our students are prepared for classroom instruction and continually grow in the profession. Our coursework has been approved by the Department of Elementary and Secondary Education (DESE) as viable routes to teacher certification in the State of Missouri.

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

The mission of undergraduate programs is to be able to create a bridge between the 9 Missouri Teacher Standards and internal/external assessments that are being used by the Educator Preparation Program. This system is being designed to capture data on when students are being taught this information, how well they are progressing through the program in relation to the standards, and then compare that information to their exit assessments that are used for multiple reports from the state.

To evaluate evidence that our candidates display the ability to teach the Missouri Learning Standards and to follow the Missouri Teacher Standards, internal and external assessments are used to evaluate the teacher candidates at multiple transition points throughout their candidacy.

Internal Assessments: Scores from student performance days (students take the practice MOGEA or the practice MOCA); survey data from student teachers, survey data from cooperating teachers; survey data from teachers about the program after working one year; principal survey data on graduates working in the profession; data obtained from students' experiences and EOC's in practicum one and practicum two (EDU 291 and EDU 395) as they align to both dispositions and the nine Missouri Teaching Standards (MTS).

External Assessments: Missouri General Education Assessment (MOGEA) data, Missouri Content Assessment (MOCA data); GPA (content, program, and overall), and composite ACT.

General Education Alignment to Program: Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU (or have at least a 20 composite ACT). Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cut score that is established by the University for these four areas. Correlational study of ACT scores and MoGEA scores has determined those with lower ACT scores score lower on the MoGEA. Based on this information, practice tests and MoGEA data are used to identify struggling students early, provide them support in these areas, and then track them more substantially through the program. This is a DESE requirement that assesses proficiency in skills learned in general education classes

Certification Alignment to Missouri Teaching Standards and university objectives: Each of the 12 certification routes offered by William Woods University have been approved by the Department of Elementary and Secondary Education (DESE). In this process, DESE approves our coursework indicating that university courses (and majors) satisfactorily prepares graduates to teach in K-12 public school settings.

Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery. Students must maintain an overall 2.75 GPA, 3.0 content GPA, and 3.0 professional GPA. Students must either have a composite ACT score of 18 or pass the Missouri General Education Assessment (MOGEA), for entrance into the Teacher Education Program. Students must pass the Missouri Content Assessment (MOCA), prior to applying for their student teaching experience.

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of dispositions provides opportunities for open discussions with students regarding how others practicing in the field perceive their ability to work with children.

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To evaluate evidence that our candidates display the ability to teach the Missouri Learning Standards and to follow the Missouri Teacher Standards, internal and external assessments are used to evaluate the teacher candidates at multiple transition points throughout their candidacy.

Internal Assessments: Scores from student performance days (students take the practice MOGEO or the practice MOCA), ; survey data from student teachers, survey data from cooperating teachers; survey data from teachers about the program after working one year; principal survey data on graduates working in the profession; data obtained from students' experiences and EOC's in practicum one and practicum two (EDU 291 and EDU 395) as they align to both dispositions and the nine Missouri Teaching Standards (MTS).

External Assessments: Missouri General Education Assessment (MOGEO) data, Missouri Content Assessment (MOCA data); GPA (content, program, and overall), and composite ACT.

General Education Alignment to Program: Students must satisfactorily pass the Missouri General Education Assessment (MoGEO) before applying for admission to Education Program at WWU (or have at least a 20 composite ACT). Each section of this assessment aligns to General Education Coursework that students must complete. Each area has a cut score that is established by the University for these four areas. Correlational study of ACT scores and MoGEO scores has determined those with lower ACT scores score lower on the MoGEO. Based on this information, practice tests and MoGEO data are used to identify struggling students early, provide them support in these areas, and then track them more substantially through the program. This is a DESE requirement that assesses proficiency in skills learned in general education classes

Certification Alignment to Missouri Teaching Standards and university objectives: Each of the 12 certification routes offered by William Woods University have been approved by the Department of Elementary and Secondary Education (DESE). In this process, DESE approves our coursework indicating that university courses (and majors) satisfactorily prepares graduates to teach in K-12 public school settings.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General Education clusters are attached to the document below.

Students must satisfactorily pass the Missouri General Education Assessment (MoGEO) before applying for admission to Education (or have an ACT of 18 or higher), and education students take the Missouri Content Assessment (MOCA) prior to student teaching. The MOGEO and MOCA aligns to General Education Coursework that students must complete. Each area has a cutscore that is established by the University or by the Department of Elementary and Secondary Education.

Correlational study of ACT scores and MoGEA scores has determined those with lower ACT scores score lower on the MoGEA and MOCA. Based on this information, practice tests and MoGEA and MOCA pre-assessment data are used to identify struggling students early, provide them support in these areas, and then track them more substantially through the program. One example is the practice MOGEA and MOCA we offer during Student Performance Days. Additionally, we provide tutoring sessions called WiseOwls. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

MoGEA or MOCA Subset	General Education Course Covering Content
Writing	ENG 101 and 102
Mathematics	MAT 114 and 231 (elementary, middle, SPED only)
Social Science/Science	LGS 105, HIS 101 or 102, HIS 103 or 104, SCI 130/131 or BIO 105/106, Critical Thinking course
Reading Comprehension	Students take courses in Meaning, Value, and Critical Thinking in order to achieve this goal.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

1.) Many of our education courses overlap with other content areas. Social work, educational psychology, and even secondary content areas such as english, math, and science are all important for our education majors. As a faculty, we have worked with several other disciplines to support our students. For example, several of our literacy courses (EDU 393, EDU 317, EDU 392) deal with language acquisition. For ASL students (some of whom are education minors, or vice versa) taking this course, we have had some very insightful discussions, and have adapted some of the curriculum in these courses to reflect how language acquisition might look differently in a deaf education setting.

2.) The nature of our program tends to make connecting to relevant societal issues a priority. Every course in our program provides an in depth examination of current issues in education. We have worked hard to bring in professionals from the field for LEAD events and as guest speakers. This includes opportunities like our annual education panel and our advisory board, which consists of teachers, principals, and other education leaders from across the state. We also have close relationships with our school partners in Callaway County and each of the following courses have formal clinical experiences built in (EDU 201, EDU 291, EDU 395, EDU 490, EDU 499, EDU 441).

3.) Throughout the course of the teacher education program students are asked to be reflective practitioners. Preservice teachers take disposition assessments for entry into the TEP, which allows both TEP faculty and cooperating K-12 teachers to give feedback. Student teachers are even evaluated on their success as a reflective practitioner on their MEES rubric (Missouri Teacher Standard 8). There are many other times throughout the program where students are asked to reflect. For example, in EDU 250, students participate in a 4 corners activity in which they are asked the extent to which they agree or disagree with various statements. Each statement relates to an important, and sometimes controversial, issue in education (e.g. cell phones should be banned in classrooms, or if a student fails an assignment they should be allowed to make it up). This class activity, and many others like it throughout the program, help preservice teachers to start examining education from the perspective of a teacher (a real challenge after spending upwards of 15 years as a student).

Curriculum Map

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

Curriculum Map for Core

	EDU 201	EDU 211	EDU 231	EDU 250	EDU 291	EDU 392	EDU 395	EDU 422	EDU 441
EDU-MTS.1.1 Content knowledge and academic language				I	A, I		A, R		
EDU-MTS.1.2 Student engagement in subject matter				I	A, I		A, R		
EDU-MTS.2.4 Differentiated lesson design				I	A, I		A, R		
EDU-MTS.2.6 Language, culture, family and knowledge of community values				I	A, I		A, R		
EDU-MTS.3.2 Lessons for diverse learners				I	A, I		A, R		
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking				I	A, I		A, R		
EDU-MTS.5.1 Classroom management techniques				I	A, I		A, R		
EDU-MTS.5.2 Management of time, space, transitions, and activities				I	A, I		A, R		
EDU-MTS.5.3 Classroom, school and community culture				I	A, I		A, R		
EDU-MTS.6.1 Verbal and nonverbal communication				I	A, I		A, R		
EDU-MTS.7.1 Effective use of assessments				I	A, I		A, R		
EDU-MTS.7.2 Assessment data to improve learning				I	A, I		A, R		
EDU-MTS.7.3 Student-led assessment strategies				I	A, I		A, R		
EDU-MTS.7.5 Communication of student progress and maintaining records				I	A, I		A, R		
EDU-MTS.8.1 Self-assessment and improvement				I	A, I		A, R		
EDU-MTS.9.1 Induction and collegial activities				I	A, I		A, R		

EDU-MTS.9.3 Cooperative partnerships in support of student learning				I	A, I		A, R		
----------------------------------------------------------------------------	--	--	--	---	------	--	------	--	--

	EDU 453	EDU 492	EDU 493	EDU 495	EDU 499	PSY 221	PSY 226
EDU-MTS.1.1 Content knowledge and academic language		M, A					
EDU-MTS.1.2 Student engagement in subject matter		M, A					
EDU-MTS.2.4 Differentiated lesson design		M, A					
EDU-MTS.2.6 Language, culture, family and knowledge of community values		M, A					
EDU-MTS.3.2 Lessons for diverse learners		M, A					
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking		M, A					
EDU-MTS.5.1 Classroom management techniques		M, A					
EDU-MTS.5.2 Management of time, space, transitions, and activities		M, A					
EDU-MTS.5.3 Classroom, school and community culture		M, A					
EDU-MTS.6.1 Verbal and nonverbal communication		M, A					
EDU-MTS.7.1 Effective use of assessments		M, A					
EDU-MTS.7.2 Assessment data to improve learning		M, A					
EDU-MTS.7.3 Student-led assessment strategies		M, A					
EDU-MTS.7.5 Communication of student progress and maintaining records		M, A					
EDU-MTS.8.1 Self-assessment and improvement		M, A					
EDU-MTS.9.1 Induction and collegial activities		M, A					
EDU-MTS.9.3 Cooperative partnerships in support of student learning		M, A					

Changes to Curriculum

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

We are introducing the nine Missouri Teaching Standards in EDU 250, Foundations of Education. This historically has been the entry point for students being introduced into the standards and understanding the standards, and how those standards are deconstructed into observable teaching practices. In EDU 291, the standards are again addressed, but in practice. Students go into the field, their practicum 1 site, and practice implementing observable aspects of the standards. In EDU 291 students are evaluated by their cooperating teacher in the practicum site with respect to each of the nine Missouri teaching standards. In this regard, students obtain a real authentic evaluation from a practicing teacher based on the observable aspects they display in their practicum site. The coursework at WWU affords students to dive deep into various aspects of the Missouri teaching standards between EDU 291 and EDU 395. For example, students take EDU 392 and EDU 393, which are specific to content and instructional strategies specific to literacy. Later, students take EDU 395. Again, in EDU 395 students are assessed similarly using the same standards and evaluation as in EDU 291. EDU 395, from my understanding, used to consist primarily of field work. Though field work is very much a huge aspect of this course, students are meeting three hours a week to reflect and discuss the observable characteristics of meeting and exceeding the nine Missouri teaching standards, along with continued instruction. Again, in EDU 395, during their 45 hour block of practicum, their cooperating teacher (which again is a K-12 certified teacher in the field), evaluates our students' observable actions in working with K-12 students relating to the nine Missouri teaching standards. Finally, in EDU 492 (which is taken concurrent with student teaching) the nine Missouri teaching standards are reviewed over the course of the semester, and discussions between the professor and students occur with respect to how, when, why the Missouri teaching standards relate to their student teaching experience. Again, the nine Missouri teaching standards are evaluated by their supervising cooperating teacher. The evaluation procedure in EDU 291, EDU 395, and EDU 492 follow similar protocols. With respect to the common assessment and evaluation in EDU 291, EDU 395, and EDU 492, the curriculum map changed accordingly.

Changes to the Assessment Map

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

No Changes to the Assessment Map were made.

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map for Core

Standard/Outcome					
EDU-MTS.1.1 Content knowledge and academic language					
Assessment Measures					
EDU 291					
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met	Data Located Here	Undergrad_Data_Analysis_2023.xlsx		
EDU 395					
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met				
EDU 492					
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met				

Standard/Outcome					
EDU-MTS.1.2 Student engagement in subject matter					
Assessment Measures					
EDU 291					
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet?				

	Met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome				
EDU-MTS.2.4 Differentiated lesson design				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome				
EDU-MTS.2.6 Language, culture, family and knowledge of community values				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
Edu 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome				
EDU-MTS.3.2 Lessons for diverse learners				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
EDU 395				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome				
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome

EDU-MTS.5.1 Classroom management techniques

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome

EDU-MTS.5.2 Management of time, space, transitions, and activities

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome EDU-MTS.5.3 Classroom, school and community culture				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn an average score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome EDU-MTS.6.1 Verbal and nonverbal communication				
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Assessment Measures

Edu 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome
EDU-MTS.7.1 Effective use of assessments

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet?			

	Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome				
EDU-MTS.7.2 Assessment data to improve learning				
Assessment Measures				
Edu 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome
EDU-MTS.7.3 Student-led assessment strategies

Assessment Measures

Edu 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn an average score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome
EDU-MTS.7.5 Communication of student progress and maintaining records

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

Edu 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome EDU-MTS.8.1 Self-assessment and improvement				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome

EDU-MTS.9.1 Induction and collegial activities

Assessment Measures

Edu 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet? Met			

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Standard/Outcome

EDU-MTS.9.3 Cooperative partnerships in support of student learning

Assessment Measures

Edu 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 1.0/4.0 for each criterion. been met yet? Met			

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 100% of students will earn an average score of 2.0/4.0 for each criterion. been met yet?			

	Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 80% of students will earn a score of 3.0/4.0 for each criterion. MEES Evaluation been met yet? Met			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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.

Assessment is the same as last year: measuring MO Teaching Standards across 3 required courses for all certification seeking students.

The goals for all three courses and all assessed standards were met.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

This year, WWU preservice teachers (declared education majors) took practice content exams through the Missouri Educator Gateway Assessment (MEGA) webpage. These content exams, which include the MOCA and/or MoGEA, help our students prepare for the taking and passing the exam before their student teaching semester. Our program provides practice test vouchers for students and collect the practice score data. In order to provide more flexible testing conditions, students had the option to take the exam at home or in a setting of their choice.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

SPR_schedule_Education.docx

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

This year, our graduating seniors presented research from their student teaching experiences during a poster presentation session, which coincided with the WWU research symposium. We had a fantastic group of student teachers and enjoyed having them share their experiences and action research with faculty and students.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes (selected)

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Preservice teachers in the undergraduate education program at WWU engage in a variety of activities which can be considered service learning. Throughout their coursework, education students have opportunities to work closely with our K-12 partner schools. This includes over 75 hours of clinical observations/practice teaching. Additionally, our students regularly help facilitate activities at STEAM and literacy nights with Fulton Public Schools.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

LEAD Events

Fall 2022 MSTA organization

Fall 2022 WWU Ghost Tour

Fall 2022 Fencing

Spring 2023 Metal detection

Projects

Spring 2023: Fulton Preschool STEAM Night

Spring 2023: Bartley Bash

Spring 2023: McIntire Read Alouds

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

This year several undergraduate education students were recognized at our Spring convocation ceremony:

Distinguished Scholars: Sarah Kasubke, Katie French, Abigail Wilson

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Dorfman, Shelby

2021

Columbia Battle HS SPED Teacher

Browning, Briley

2021

Troy

MS Math Teacher

Schafer, Makayla

2021

Salem

Art HS Teacher

Koty, Adrianna

2021

Jeff City

Fifth Grade

Woodside, Summer
2021

Bartley
Fulton

LePage, Taylor
2021

Russelville
SPED

Meinhardt, Grace
2021

Wentsville, MO
Secondary English

Cunningham, Shannon
2021

Affton Early Childhood
Affton

Hahn, Madysen
2021

Edgar Murray Elementary

St. Clair R-13 School District
Bruce, Nicole
2021

Prairie Home
Elementary

Jefferies, Karissa
2021

Hallsville
first grade

Kasubke, Elizabeth
2021
Bush in Fulton

Fischer, Leslie
2021

Mexico Elementary

Bennett, Abigail	2022	GA FT Grad Student WWU
Aldridge, Breanna	2022	Benton STEM Elementary
Lenz, Rosemary	2022	Going to U of Florida Scultpture, MA, Grad Assistant
Maynard, Riley	2022	Jamestown Elementary Jamestown Missouri
Morrow, Brianna	2022	McIntire Elementary
Schannuth, Tess	2022	Hermann HS Art
Burgtorf, Krystal	2022	GA and Athletic Admin Degree
Nett, Andrew	2022	Troy High School SPED
Rosemann, Tori	2022	GA FT Grad Student WWU
Beeler, Elizabeth Ruth	2022	McIntire Elementar
Neterer, Jonna Deann	2022	McIntire Elementary
Roden, Arien Fay	2022	North Callaway
Talton, Ananiah Nicole	2022	Montgomery City
Wilson, Linden Ann Marie	2022	Columbia Independent
Wurtz, Noah Michael	2022	Ft. Zumwalt

Sarah Kasubke	2023	Fulton Public Schools
Sarah Ostertag	2023	Fulton Public Schools
James Broomfield	2023	Fulton Public Schools
Payton Lindemann	2023	Fulton Public Schools

Faculty Accomplishments

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

Assessment Rubric

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	This can be scaled back to specifically the Education Undergraduate program - you dont have to cover the history of the school			
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:				
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:	Make sure to align to the new mission statement and objectives - this is the old mission statement and objectives.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
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 the decision..	✓ 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:	the map is specific to courses used for assessment purposes.			
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:				

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:	There is a large excel document uploaded that provides evidence to all assessment noted activities - it is hard to figure out what goes where, but the data is there. There is no discussion of the data - on the few places that are not met - there is no discussion on improvement strategies.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

Appendix: Supplemental Data

ART EDUCATION



WILLIAM WOODS
UNIVERSITY

flourish!

Art class does more for a student than help mold them into an artist. It teaches them to look at things in a new way — to think outside the box and to imagine bigger. It gives them the free space to create, explore, and take risks. It teaches them the importance of expression and it not only encourages students to be different, but it is the celebration of different. 150 years ago, William Woods University began training teachers. And that foundation for excellence in pedagogy has grown stronger with each passing decade. When you study to become a teacher at William Woods, you will join the company of leading educational professionals — current and throughout history.



Bachelor of Science in Art Education

Your curriculum will be interwoven with art courses to help you develop your techniques and foster your creativity, as well as courses in education that will help you perfect your teaching methods and strengthen your skills as a classroom leader.

PROGRAM HIGHLIGHTS

Substitute certificates and Initial Teaching Certificates acquired



Tutoring and outreach opportunities



Hands-on preparation in literacy instruction and curriculum design



Google Certification and CPI Certification options



Networking opportunities prior to senior year



Collaborative design opportunities



Free individualized certification exam preparation



100% pass rate on content assessments





Teaching is tough. But when you see that little light bulb blink on over a once struggling student's head, it's all worth it. Your commitment to their understanding is very powerful. Answer your calling to serve and educate future generations by earning a degree in Education from William Woods University.

TOP SCORES, TOP PLACEMENT, TOP RANKING



on the Missouri
Education Evaluation
System



of our Education
program students



of the Best Education
and Liberal Arts
Colleges in Missouri

Plus One Program

Bachelor of Science in Education + Master of Education

Get ahead by participating in William Woods University's Plus One program in which students graduate in five years with both their Bachelor's and Master's degrees. You will begin taking graduate-level courses during your junior year and complete the program in the fifth year online. Participating in our unique Plus One program saves you both time and money, and the convenience of completing the program online allows students to begin their career right after graduating with their Bachelor's degree, while still completing their Master's degree. MEd programs include:

Curriculum and Instruction
Teaching and Technology

STEM
Athletic Administration

On average, teachers with Master's degree earn \$3,000-4,000 per year more than teachers with only a Bachelor's degree. Over a typical 30-year career, that amount would be \$90,000-120,000.

K-12 CERTIFICATION

» The Bachelor of Science in Art Education degree at William Woods University prepares you to teach valuable lessons to kindergartners through high school seniors that will help them excel in any area in life.

INVOLVEMENT OPPORTUNITIES



CAREER OPPORTUNITIES:

At William Woods University, art education students are thoroughly prepared to teach a variety of art classes from pottery to drawing to painting to graphic design and more to grades K-12. Graduates of this program may go on to teach in public or private schools, community centers, art studios, and more.

ELEMENTARY EDUCATION



WILLIAM WOODS
UNIVERSITY

flourish!

Research has shown how crucial the early years are to a child's long-term development — socially, emotionally, cognitively, and physically. Dedicated elementary education teachers can make huge impacts in their students' lives, and help to lay this critical foundation. As an elementary education student at William Woods, you will engage in a curriculum that explores both content knowledge and pedagogical skills — what to teach and how to teach it. 150 years ago, William Woods University began training teachers. And that foundation for excellence in pedagogy has grown stronger with each passing decade. When you study to become a teacher at William Woods, you will join the company of leading educational professionals — current and throughout history.



Bachelor of Science in Elementary Education

Our distinguished programs create highly sought-after educators. Principals, superintendents, and other administrators reach out to us for partnerships, substitutes, and applicants because we turn out teachers who are ready to help students excel.

PROGRAM HIGHLIGHTS

Substitute certificates and Initial Teaching Certificates acquired



Tutoring and outreach opportunities



Hands-on preparation in literacy instruction and curriculum design



Google Certification and CPI Certification options



Networking opportunities prior to senior year



Collaborative design opportunities



Free individualized certification exam preparation



100% pass rate on content assessments





Teaching is tough. But when you see that little light bulb blink on over a once struggling student's head, it's all worth it. Your commitment to their understanding is very powerful. Answer your calling to serve and educate future generations by earning a degree in Education from William Woods University.

TOP SCORES, TOP PLACEMENT, TOP RANKING



on the Missouri
Education Evaluation
System



of our Education
program students



of the Best
Elementary Education
Colleges in Missouri

INVOLVEMENT OPPORTUNITIES



Plus One Program

Bachelor of Science in Education + Master of Education

Get ahead by participating in William Woods University's Plus One program in which students graduate in five years with both their Bachelor's and Master's degrees. You will begin taking graduate-level courses during your junior year and complete the program in the fifth year online. Participating in our unique Plus One program saves you both time and money, and the convenience of completing the program online allows students to begin their career right after graduating with their Bachelor's degree, while still completing their Master's degree. MEd programs include:

Curriculum and Instruction
Teaching and Technology

STEM
Athletic Administration

On average, teachers with Master's degree earn \$3,000-4,000 per year more than teachers with only a Bachelor's degree. Over a typical 30-year career, that amount would be \$90,000-120,000.

CAREER OPPORTUNITIES

At William Woods, elementary education students are thoroughly prepared to teach grades 1-6. Most elementary alumni begin working in schools within months of graduation. Graduates with an education degree can also pursue careers as:

- » Instructional designer
- » Trainer
- » Athletic or education program director
- » Resource teacher

“I am very thankful to have attended William Woods. I feel the staff's support, dedication, and collaborative nature helped me to become the teacher I am today. I still stay in contact with most of my professors because they made such a huge impact on me.”

Riley Groves

B.S. in Elementary Education, '12;
M.Ed. in Teaching and Technology, '14;
Education Specialist, '16;
2nd Grade Teacher at Alpha Hart Lewis in
Columbia, Missouri

MIDDLE-LEVEL EDUCATION



WILLIAM WOODS UNIVERSITY

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You will benefit from small class sizes. Our average is 14 students, and your professors will have teaching experience in various venues in education — public schools, private schools, higher education. The knowledge and skills they bring resonate in every class they teach. These coursework experiences will be applicable within your first year, as you will shadow and student-teach in area schools. Our location provides you with the opportunity to teach in urban, suburban, and rural settings. 150 years ago, William Woods University began training teachers. And that foundation for excellence in pedagogy has grown stronger with each passing decade. When you study to become a teacher at William Woods, you will join the company of leading educational professionals — current and throughout history.



Bachelor of Science in Middle-Level Education

The middle grades are crucial moments in a child's education. That's why middle school teachers are such champions — providing students with the social experiences they crave, the heightened responsibility they seek, and the hands-on learning that can connect them with their dreams.

PROGRAM HIGHLIGHTS

Substitute certificates and Initial Teaching Certificates acquired



Tutoring and outreach opportunities



Hands-on preparation in literacy instruction and curriculum design



Google Certification and CPI Certification options



Networking opportunities prior to senior year



Collaborative design opportunities



Free individualized certification exam preparation



100% pass rate on content assessments





Teaching is tough. But when you see that little light bulb blink on over a once struggling student's head, it's all worth it. Your commitment to their understanding is very powerful. Answer your calling to serve and educate future generations by earning a degree in Education from William Woods University.

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TOP SCORES, TOP PLACEMENT, TOP RANKING



on the Missouri Education Evaluation System



of our Education program students



of the Best Education and Liberal Arts Colleges in Missouri

.....

INVOLVEMENT OPPORTUNITIES



Plus One Program

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Teaching and Technology

STEM
Athletic Administration

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CONCENTRATION OPTIONS

At William Woods University, middle-level education students are thoroughly prepared to teach grades 5-9 with the choice of one of four concentrations:

- » Social Science
- » Math
- » English
- » Science

Our students are highly sought after by distinguished employers across the country, including:



PHYSICAL EDUCATION



WILLIAM WOODS
UNIVERSITY

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Studies now show the importance of physical activity in a child or adolescent's day is even more significant than we ever thought. Teachers in physical education are coming into the profession at a time when the nation continues to struggle with high obesity rates and less activity among children at an even younger age. 150 years ago, William Woods University began training teachers. And that foundation for excellence in pedagogy has grown stronger with each passing decade. When you study to become a teacher at William Woods, you will join the company of leading educational professionals — current and throughout history.

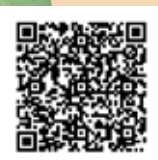


Bachelor of Science in Exercise Science - Physical Education Concentration

It's in physical education class that a child can build a foundation for a healthy, active lifestyle. Physical activity improves a student's concentration, memory, and classroom behavior. It's the physical education teacher who not only instills a love for physical activity and various athletics, but a greater purpose — an understanding of its value to a healthy life.

PROGRAM HIGHLIGHTS

- Multiple P.E. graduates with MOSHAPE Major of the Year awards 
- Tutoring and outreach opportunities 
- Hands-on preparation in physical education instruction and curriculum design 
- Substitute certificates and Initial Teaching Certificates acquired 
-  Networking opportunities prior to senior year
-  Collaborative design opportunities
-  Free individualized certification exam preparation
-  Mentor/mentee research opportunities
-  Google Certification and CPI Certification options





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TOP SCORES, TOP PLACEMENT, TOP RANKING



on the Missouri Education Evaluation System



of our P.E. education program students



of the Best Physical Education Colleges in Missouri

INVOLVEMENT OPPORTUNITIES



Plus One Program

Bachelor of Science in Education + Master of Education

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Teaching and Technology

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Athletic Administration

On average, teachers with Master's degree earn \$3,000-4,000 per year more than teachers with only a Bachelor's degree. Over a typical 30-year career, that amount would be \$90,000-120,000.

K-12
CERTIFICATION

- » As a student in the William Woods University bachelor's in physical education, you will learn the differences between health-related and skill-related fitness. You will learn how to create movement-based learning opportunities for students in the areas of perceptual motor activity, individual and dual sports, and team sports that are designed to promote a lifelong priority of staying active.
- » You will learn also how to modify lessons to meet the needs of all and how to assess your lessons in order to foster student learning for grades K-12.

“Initially, I wanted to be a coach, but my experience as a Physical Education major at William Woods made me want to go into education as well. The physical education department did a great job of tying in all the classes and material. I felt prepared and confident going into my career.”

Dillon Shoemaker

B.S. in Physical Education,
Physical Education Teacher at Alpha Hart
Lewis in Columbia, Missouri

SECONDARY EDUCATION



WILLIAM WOODS
UNIVERSITY

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High school is a pivotal time in a student's life, as they not only figure out who they are, but explore the endless possibilities of who they can become and where their future is headed. While such a wide-open window of opportunity is exciting, it can also be overwhelming for students trying to find what path is right for them. That's where you come in. Be the light that shines on a student's future. 150 years ago, William Woods University began training teachers. And that foundation for excellence in pedagogy has grown stronger with each passing decade. When you study to become a teacher at William Woods, you will join the company of leading educational professionals — current and throughout history.



Secondary Education Bachelor of Science Degrees

As a high school teacher, you will find yourself with the challenge of unlocking the potential in each student and the reward that comes from seeing them thrive. This is a career for those truly dedicated to helping others grow through encouragement and discipline, and, of course, providing students in grades 9-12 with a quality education.

PROGRAM HIGHLIGHTS

Substitute certificates and Initial Teaching Certificates acquired



Tutoring and outreach opportunities



Hands-on preparation in literacy instruction and curriculum design



Google Certification and CPI Certification options



Networking opportunities prior to senior year



Collaborative design opportunities



Free individualized certification exam preparation



100% pass rate on content assessments





Bachelor of Science in English Education

Teach students the art of expression and the various forms, including subjects such as creative writing, American literature, world literature, and more.



Bachelor of Science in Speech and Theatre Education

You will take coursework that explores a combination of communication and theatrical curricula, from argumentation and debate to stagecraft, production and direction.



Bachelor of Science in Biology Education

You will be able to demonstrate scientific theories and knowledge of earth processes, forces of nature, and evolution of the universe — and so much more.



Bachelor of Science in Social Science Education

Learn the skills necessary to explain and develop compelling arguments and find solutions to complex problems in subjects like geography, political science, sociology.

100%

performance
assessment pass
rate

on the Missouri
Education Evaluation
System

95%

graduate and career
placement

of our Education
program students

Universities.com
ranked us top

four

of the Best Education
and Liberal Arts
Colleges in Missouri



Plus One Program

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STEM
Athletic Administration

On average, teachers with Master's degree earn **\$3,000-4,000 per year more** than teachers with only a Bachelor's degree. Over a typical 30-year career, that amount would be \$90,000-120,000.

UNIQUE OPPORTUNITIES

- » Through this secondary education program, you will learn not only what to teach your students, but the nuances of how to teach that material effectively, so that all students will learn. Curriculum is broken into content knowledge and pedagogical skills, taught by professors who have acquired years of experience and are ready to share what they've learned with you.
- » Along with classroom instruction, you will gain hands-on experience through participating in service-learning activities such as math fairs, reading tutoring, math tutoring, health fair initiatives, practical learning labs in your major, and many other opportunities depending on your certification field.
- » Students will participate in two semester-long clinical experiences in local public schools, as well as 14 weeks of student teaching.

“William Woods has some phenomenal teachers. Not only are they knowledgeable and supportive, but in contrast to what you might find at a larger research university, our education faculty has a broad background of teaching experiences in elementary and secondary schools. It is refreshing to have instructors who not only know the theory and the research, but can share their insights well beyond information found in a book.”

Sarah Zolinski

Secondary Education graduate

SPECIAL EDUCATION



WILLIAM WOODS
UNIVERSITY

flourish!

Make no mistake — this career path is not for the faint of heart. You will experience challenges on both physical and mental levels, but with these challenges comes the promise of a meaningful and fulfilling future. You will be the person to tell someone they can, when the world tells them they can't. 150 years ago, William Woods University began training teachers. And that foundation for excellence in pedagogy has grown stronger with each passing decade. When you study to become a teacher at William Woods, you will join the company of leading educational professionals — current and throughout history.



Bachelor of Science in Education with Special Education Certification

As a special education teacher, you have the rewarding experience of knowing that, day-by-day, you are changing lives, encouraging dreams, and paving the way to a brighter future for your students.

PROGRAM HIGHLIGHTS

Substitute certificates and Initial Teaching Certificates acquired



Tutoring and outreach opportunities



Hands-on preparation in literacy instruction and curriculum design



Google Certification and CPI Certification options



Networking opportunities prior to senior year



Collaborative design opportunities



Free individualized certification exam preparation



100% pass rate on content assessments





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TOP SCORES, TOP PLACEMENT, TOP RANKING



on the Missouri
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System



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Missouri

INVOLVEMENT OPPORTUNITIES



Plus One Program

Bachelor of Science in Education + Master of Education

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Curriculum and Instruction
Teaching and Technology

STEM
Athletic Administration

On average, teachers with Master's degree earn \$3,000-4,000 per year more than teachers with only a Bachelor's degree. Over a typical 30-year career, that amount would be \$90,000-120,000.

CAREER OPPORTUNITIES

Using the knowledge and practicum they receive at William Woods University, bachelor's in education graduates in special education are prepared to pursue an exciting career as a/an:

- » Special education teacher in private/public school system
- » Emotional/behavioral classroom teacher
- » Early intervention specialist
- » Life skills teacher
- » Learning life support
- » Autism support teacher

SKILLS YOU WILL LEARN INCLUDE:

- » Task analysis of learning problems
- » Teaching strategies for exceptionalities
- » The ability to gather and analyze data from curriculum-based measurement
- » Assessment and evaluation procedures for students with cross-categorical disabilities
- » Implementation of evidence-based practices and the ability to determine when and where to apply such practices

EDU 291	(0 = evidenced; 4 = exemplary)							
EOC	Description	Mean	Stdev.		Perspective	Goal		Goal Outcome
	EOC 1	3.61	0.50		P	1.0 Ave		Met
	EOC 3	3.61	0.50		P	1.0 Ave		Met
	EOC 5	3.72	0.46		P	1.0 Ave		Met
	EOC 8	3.89	0.47		P	1.0 Ave		Met
	(0 = not observed; 4 = exemplary)							
EDU 291	Description	Mean	StDev		Perspective	Goal		Goal Outcome
MTS	MTS 1	2.75	0.75		CT	1.0 Ave		Met
	MTS 2	2.62	0.65		CT	1.0 Ave		Met
	MTS 3	2.58	0.51		CT	1.0 Ave		Met
	MTS 4	2.50	0.53		CT	1.0 Ave		Met
	MTS 5	2.77	0.73		CT	1.0 Ave		Met
	MTS 6	2.82	0.60		CT	1.0 Ave		Met
	MTS 7	2.50	0.55		CT	1.0 Ave		Met
	MTS 8	2.70	0.11		CT	1.0 Ave		Met
	MTS 9	3.20	0.63		CT	1.0 Ave		Met

EDU 291	(1= does not exhibit; 3 = consistently exhibits)							
Disposition	Item	Mean	StDev		Perspective	Goal		Goal Outcome
	The preservice teacher displays professional behaviors.	2.79	0.52		CT	2.50 Ave		Met
	The preservice demonstrates behaviors indicating that he or she believes all students can succeed.	2.89	0.31		CT	2.50 Ave		Met
	The preservice teacher identifies positively with others.	2.89	0.31		CT	2.50 Ave		Met
	The preservice teacher respects diversity and individual differences.	2.95	0.22		CT	2.50 Ave		Met
	There is trust and mutual respect between the preservice teacher and students.	2.89	0.31		CT	2.50 Ave		Met
	The preservice teacher demonstrates a commitment to students' development.	2.89	0.31		CT	2.50 Ave		Met
	The preservice teacher builds and maintains relationships.	2.74	0.55		CT	2.50 Ave		Met
	The preservice teacher creates a climate that promotes fairness and equity.	2.79	0.41		CT	2.50 Ave		Met
	The preservice teacher makes a positive contribution to the classroom environment.	2.84	0.36		CT	2.50 Ave		Met
EDU 395	(0 = not evidenced; 4 = exemplary)							
EOC	Description	Mean	Stdev.		Perspective	Goal		Goal Outcome
	EOC 2	2.71	1.25		P	2.0 Ave		Met
	EOC 4	2.43	1.27		P	2.0 Ave		Met
	EOC 6	2.86	1.35		P	2.0 Ave		Met
	EOC 7	3.29	0.76		P	2.0 Ave		Met
	EOC 9	2.57	0.98		P	2.0 Ave		Met

EDU 395	(0 = not observed; 4 = exemplary)							
MTS	Description	Mean	StDev		Perspective	Goal		Goal Outcome
	MTS 1	3.14	0.38		CT	2.0 Ave		Met
	MTS 2	2.86	0.38		CT	2.0 Ave		Met
	MTS 3	2.71	0.49		CT	2.0 Ave		Met
	MTS 4	2.96	0.38		CT	2.0 Ave		Met
	MTS 5	3.43	0.53		CT	2.0 Ave		Met
	MTS 6	3.00	0.58		CT	2.0 Ave		Met
	MTS 7	2.57	0.53		CT	2.0 Ave		Met
	MTS 8	2.86	0.38		CT	2.0 Ave		Met
	MTS 9	3.29	0.49		CT	2.0 Ave		Met
EDU 395	(1= does not exhibit; 3 = consistently exhibits)							
Disposition	Item	Mean	StDev		Perspective	Goal		Goal Outcome
	The preservice teacher displays professional behaviors.	3.00	0.00		CT	2.75 Ave		Met
	The preservice demonstrates behaviors indicating that he or she believes all students can succeed.	3.00	0.00		CT	2.75 Ave		Met
	The preservice teacher identifies positively with others.	3.00	0.00		CT	2.75 Ave		Met
	The preservice teacher respects diversity and individual differences.	3.00	0.00		CT	2.75 Ave		Met
	There is trust and mutual respect between the preservice teacher and students.	3.00	0.00		CT	2.75 Ave		Met
	The preservice teacher demonstrates a commitment to students' development.	3.00	0.00		CT	2.75 Ave		Met
	The preservice teacher builds and maintains relationships.	2.88	0.33		CT	2.75 Ave		Met
	The preservice teacher creates a climate that promotes fairness and equity.	3.00	0.00		CT	2.75 Ave		Met
	The preservice teacher makes a positive contribution to the classroom environment.	3.00	0.00		CT	2.75 Ave		Met

EDU 492		(0 = not evidenced; 4 = exemplary)								
EOC	Description	Mean	Stdev.		Perspective	Goal		Goal Outcome		
	EOC 1	4.00	0.00		P	3.0 Ave		Met		
	EOC 2	4.00	0.00		P	3.0 Ave		Met		
	EOC 3	3.71	0.76		P	3.0 Ave		Met		
	EOC 4	4.00	0.00		P	3.0 Ave		Met		
	EOC 5	3.75	0.71		P	3.0 Ave		Met		
	EOC 6	4.00	0.00		P	3.0 Ave		Met		
	EOC 7	4.00	0.00		P	3.0 Ave		Met		
	EOC 8	4.00	0.00		P	3.0 Ave		Met		
	EOC 9	3.75	0.71		P	3.0 Ave		Met		
EDU 492		(0 = not observed; 4 = exemplary)								
MTS	Description	Mean	StDev		Perspective	Goal		Goal Outcome		
	MTS 1	3.43	0.53		CT	3.0 Ave		Met		
	MTS 2	3.29	0.49		CT	3.0 Ave		Met		
	MTS 3	3.43	0.53		CT	3.0 Ave		Met		
	MTS 4	3.29	0.49		CT	3.0 Ave		Met		
	MTS 5	3.57	0.53		CT	3.0 Ave		Met		
	MTS 6	3.57	0.53		CT	3.0 Ave		Met		
	MTS 7	3.29	0.49		CT	3.0 Ave		Met		
	MTS 8	3.57	0.53		CT	3.0 Ave		Met		
	MTS 9	3.43	0.53		CT	3.0 Ave		Met		

EDU 492		(1 = does not exhibit; 3 = consistently exhibits)								
Disposition	Item	Mean	StDev		Perspective	Goal		Goal Outcome		
	The preservice teacher displays professional behaviors.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice demonstrates behaviors indicating that he or she believes all students can succeed.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice teacher identifies positively with others.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice teacher respects diversity and individual differences.	3.00	0.00		CT	2.90 Ave		Met		
	There is trust and mutual respect between the preservice teacher and students.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice teacher demonstrates a commitment to students' development.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice teacher builds and maintains relationships.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice teacher creates a climate that promotes fairness and equity.	3.00	0.00		CT	2.90 Ave		Met		
	The preservice teacher makes a positive contribution to the classroom environment.	3.00	0.00		CT	2.90 Ave		Met		
EDU 492		(0 = not observed; 4 = exemplary)								
Mid-term MEES	ITEM	Mean	StDev		Perspective	Goal		Goal Outcome		
	MEES 1	3.11	0.60		US	2.50 Ave		Met		
	MEES 2	2.56	0.53		US	2.50 Ave		Met		
	MEES 3	2.44	1.01		US	2.50 Ave		NOT MET		
	MEES 4	2.67	1.12		US	2.50 Ave		Met		
	MEES 5	3.00	0.71		US	2.50 Ave		Met		
	MEES 6	2.89	0.60		US	2.50 Ave		Met		
	MEES 7	2.78	0.67		US	2.50 Ave		Met		
	MEES 8	3.00	0.50		US	2.50 Ave		Met		
	MEES 9	3.00	0.50		US	2.50 Ave		Met		

(0 = not observed; 4 = exemplary)							
EDU 492	ITEM	Mean	StDev	Perspective	Goal	Goal Outcome	
Mid-term MEES	MEES 1	2.78	0.66	CT	2.40 Ave	Met	
	MEES 2	2.78	0.66	CT	2.40 Ave	Met	
	MEES 3	2.78	0.44	CT	2.40 Ave	MET	
	MEES 4	2.44	0.73	CT	2.40 Ave	MET	
	MEES 5	2.89	0.33	CT	2.40 Ave	Met	
	MEES 6	3.00	0.00	CT	2.40 Ave	Met	
	MEES 7	2.89	0.60	CT	2.40 Ave	Met	
	MEES 8	3.00	0.71	CT	2.40 Ave	Met	
	MEES 9	3.11	0.60	CT	2.40 Ave	Met	

(0 = not observed; 4 = exemplary)							
EDU 492	ITEM	Mean	StDev	Perspective	Goal	Goal Outcome	
Summative MEES	MEES 1	3.63	0.52	US	3.20 Ave	Met	
	MEES 2	3.25	0.46	US	3.20 Ave	Met	
	MEES 3	3.38	0.52	US	3.20 Ave	Met	
	MEES 4	3.25	0.46	US	3.20 Ave	Met	
	MEES 5	3.75	0.46	US	3.20 Ave	Met	
	MEES 6	3.45	0.52	US	3.20 Ave	Met	
	MEES 7	3.13	0.35	US	3.20 Ave	NOT MET	
	MEES 8	3.40	0.52	US	3.20 Ave	Met	
	MEES 9	3.63	0.52	US	3.20 Ave	Met	

(0 = not observed; 4 = exemplary)							
EDU 492	ITEM	Mean	StDev	Perspective	Goal	Goal Outcome	
Summative MEES	MEES 1	3.50	0.53	CT	3.20 Ave	Met	
	MEES 2	3.25	0.46	CT	3.20 Ave	Met	
	MEES 3	3.38	0.52	CT	3.20 Ave	Met	
	MEES 4	3.13	0.35	CT	3.20 Ave	NOT MET	
	MEES 5	3.25	0.46	CT	3.20 Ave	Met	
	MEES 6	3.25	0.46	CT	3.20 Ave	Met	
	MEES 7	3.25	0.46	CT	3.20 Ave	Met	
	MEES 8	3.25	0.46	CT	3.20 Ave	Met	
	MEES 9	3.63	0.52	CT	3.20 Ave	Met	

EDU 492				
Cooperating Teachers' Survey Regarding How Well WWU Students Were Prepared (5 = Strongly Agree; 1 = Strongly Disagree)				
ITEM	Mean	Perspective	Goal	Goal Outcome
The student teacher was able to incorporate interdisciplinary instruction.	4.80	CT	4.0 Ave	MET
The student teacher was able to effectively teach in his or her certification area.	4.80	CT	4.0 Ave	MET
The student teacher was able to make content meaningful and engaging to students.	4.80	CT	4.0 Ave	MET
The student teacher was able to design lessons that were differentiated to meet the needs of all learners.	4.60	CT	4.0 Ave	MET
The student teacher was able to implement instruction based on a student's IEP.	4.75	CT	4.0 Ave	MET
The student teacher was able to modify instruction for English language learners.	4.67	CT	4.0 Ave	MET
The student teacher was able to modify instruction for gifted learners.	4.75	CT	4.0 Ave	MET
The student teacher was able to create lesson plans that engage all learners.	4.80	CT	4.0 Ave	MET
The student teacher was able to deliver lessons based on curriculum standards.	4.80	CT	4.0 Ave	MET
The student teacher was able to deliver lessons for diverse learners.	4.80	CT	4.0 Ave	MET
The student teacher was able to implement a variety of instructional strategies.	4.80	CT	4.0 Ave	MET
The student teacher was able to engage students in critical thinking.	4.40	CT	4.0 Ave	MET
The student teacher was able to model critical thinking and problem solving.	4.40	CT	4.0 Ave	MET
The student teacher was able to use technology to enhance student learning.	4.80	CT	4.0 Ave	MET
The student teacher was able to create a classroom environment that encourages student engagement.	4.60	CT	4.0 Ave	MET
The student teacher was able to use a variety of classroom management strategies.	4.60	CT	4.0 Ave	MET
The student teacher was able to manage a variety of discipline issues.	4.60	CT	4.0 Ave	MET
The student teacher was able to motivate his or her students to learn.	4.80	CT	4.0 Ave	MET
The student teacher was able to keep his or her students on task.	4.80	CT	4.0 Ave	MET
The student teacher was able to foster positive student relationships.	5.00	CT	4.0 Ave	MET
The student teacher was able to facilitate smooth transitions for my students.	4.80	CT	4.0 Ave	MET
The student teacher was able to use effective communication strategies to foster learning.	4.80	CT	4.0 Ave	MET
The student teacher was able to promote respect for diverse cultures, genders, and intellectual / physical abilities.	4.80	CT	4.0 Ave	MET
The student teacher was able to use technology as a communication tool.	4.80	CT	4.0 Ave	MET
The student teacher was able to develop and use assessments to evaluate learning.	4.80	CT	4.0 Ave	MET
The student teacher was able to analyze assessment data to improve instruction.	4.40	CT	4.0 Ave	MET
The student teacher was able to work with colleagues and help students set learning goals using assessment results.	4.60	CT	4.0 Ave	MET
The student teacher was able to analyze data to reflect on areas for professional growth.	4.60	CT	4.0 Ave	MET
The student teacher was able to collaborate with colleagues to support student learning.	5.00	CT	4.0 Ave	MET

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Student Teachers' Survey Regarding How They Were Prepared (5 = Strongly Agree; 1 = Strongly Disagree)

ITEM	Mean	Perspective	Goal	Goal Outcome
I was prepared to incorporate interdisciplinary instruction.	4.63	S	4.0 Ave	MET
I was prepared to teach in my content area.	4.50	S	4.0 Ave	MET
I was prepared to make my content meaningful and engaging to students.	4.63	S	4.0 Ave	MET
I was prepared to implement instruction based on a student's IEP.	3.88	S	4.0 Ave	NOT MET
I was prepared to modify instruction for English language learners.	3.25	S	4.0 Ave	NOT MET
I was prepared to modify instruction for gifted learners.	4.00	S	4.0 Ave	MET
I was prepared to create lesson plans to engage all learners.	4.63	S	4.0 Ave	MET
I was prepared to deliver lessons based on curriculum standards.	4.75	S	4.0 Ave	MET
I was prepared to deliver lessons for diverse learners.	4.63	S	4.0 Ave	MET
I was prepared to implement a variety of instructional strategies.	4.63	S	4.0 Ave	MET
I was prepared to engage students in critical thinking.	4.25	S	4.0 Ave	MET
I was prepared to model critical thinking and problem solving.	4.38	S	4.0 Ave	MET
I was prepared to use technology to enhance student learning.	4.50	S	4.0 Ave	MET
I was prepared to create a classroom environment that encourages student engagement.	4.63	S	4.0 Ave	MET
I was prepared to use a variety of classroom management strategies.	4.00	S	4.0 Ave	MET
I was prepared to manage a variety of discipline issues.	3.29	S	4.0 Ave	NOT MET
I was prepared to motivate my students to learn.	4.38	S	4.0 Ave	MET
I was prepared to keep my students on task.	4.13	S	4.0 Ave	MET
I was prepared to foster positive student relationships.	4.88	S	4.0 Ave	MET
I was prepared to facilitate smooth transitions for my students.	4.25	S	4.0 Ave	MET
I was prepared to use effective communication strategies to foster learning.	4.50	S	4.0 Ave	MET
I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	3.88	S	4.0 Ave	NOT MET
I was prepared to use technology as a communication tool.	4.63	S	4.0 Ave	MET
I was prepared to develop and use assessments to evaluate learning.	4.25	S	4.0 Ave	MET
I was prepared to analyze assessment data to improve instruction.	4.38	S	4.0 Ave	MET
I was prepared to work with colleagues to set learning goals and help students set learning goals using assessment results.	4.63	S	4.0 Ave	MET
I was prepared to analyze data to reflect on areas for my own professional growth.	4.25	S	4.0 Ave	MET
I was prepared to collaborate with colleagues to support student learning.	4.88	S	4.0 Ave	MET

EDU 492

Student Teaching Mid- Evaluation (5 = Strongly Agree; 1 = Strongly Disagree)

ITEM	Mean	StDev	Perspective	Goal	Goal Outcome
I feel supported by my educator preparation program during my student teaching experience.	5.00	0.00	S	4.5 Ave	MET
My student teaching experience is providing me opportunities to grow and learn.	5.00	0.00	S	4.5 Ave	MET
My cooperating teacher is providing me opportunities to teach a variety of classes and implement a variety of instructional strategies.	5.00	0.00	S	4.5 Ave	MET
My cooperating teacher allows me to teach lessons that I develop.	5.00	0.00	S	4.5 Ave	MET
Overall, I am satisfied with my student teaching placement.	4.83	0.41	S	4.5 Ave	MET
I am able to address K12 students' social, emotional, and academic needs in my student teaching placement.	4.67	0.52	S	4.5 Ave	MET
I am able to apply learning theory into practice in my student teaching placement.	4.83	0.41	S	4.5 Ave	MET
I have been able to use of data to inform practice during my student teaching thus far.	4.50	0.55	S	4.5 Ave	MET

Bachelor of Science (BS) in Elementary Education

Teaching is tough. But when you see that little light bulb blink on over a once struggling student's head, it's all worth it. Your commitment to their understanding is very powerful.

Research has shown how crucial the early years are to a child's long-term development — socially, emotionally, cognitively and physically. Dedicated elementary education teachers can make huge impacts in their students' lives, and help to lay this critical foundation.

As an elementary education student at William Woods University, you will engage in a curriculum that explores both content knowledge and pedagogical skills — what to teach and how to teach it. You will learn the nuances of how to teach effectively so that **all students learn**.

Learn from our faculty with many years of experience and in many venues of education — public school systems, private school systems, and higher education systems in Missouri and beyond. The knowledge and skills they bring with them resonate in every class they teach.

[Learn about obtaining the Early Childhood Certification Concentration.](#)

Special opportunities

Our distinguished programs create highly sought after educators. Principals, superintendents, and other administrators across Missouri reach out to us for partnerships, substitutes and applicants because we turn out teachers who are ready to help students excel.

You will have access to:

- Unique opportunities for observation and student-teaching placement in classrooms of rural, urban and suburban areas
- Experiences working in area classrooms early in your education
- Advanced coursework to obtain an [Early Childhood Certification Concentration](#), which will prepare you for teaching in the earliest stages of a child's education
- Individualized programs that afford you the opportunity to work 1:1 with our dedicated faculty, who are then able to concentrate on augmenting your strengths and developing any weakness
- Coursework that gets you involved in the community
 - In Analysis and Correction of Reading Disabilities (EDU 441) for example, students work one-on-one in reading with a student in the community
- Service-learning activities, such as math fairs, tutoring, health fairs, practical learning labs and more
- The opportunity to join the international honor society in education, Kappa Delta Pi, where teachers and future teachers come together
- Encouragement to substitute in area schools once you have completed 60 college hours — a great opportunity to meet professionals in local schools that often leads to job offers.

Related education resources:

- [Annual Performance Reports](#)
- [Frameworks, Philosophy, and Standards](#)
- [Student Teaching](#)
- [Teacher Education Program \(TEP\)](#)
- [Google Certification Option](#)
- [Missouri Educator Gateway Assessments \(MEGA\)](#)
- [Missouri Teaching Standards](#)

Our Elementary Education degree at Work

At William Woods University, elementary education students are thoroughly prepared to teach grades 1-6 in the state of Missouri. Those with the Early Childhood Certification Concentration can teach children from infancy through third grade.

Graduates with an education degree can also pursue careers as an Instructional designer, trainer, athletic or education program director, resource teacher and more.

Employment opportunities

Most elementary alumni begin working in Missouri schools within months of graduation. Many go on to pursue graduate degrees like a Master's in education, curriculum and instruction, administration and more.

Recent Employers

Our students are highly sought after by distinguished employers across the country, including:

Rankings/Honors

HLC and DESE accredited

Exemplary APR (Above 90%)

100% Content Exam Pass Rate

Over 95% Graduate and Beginning Teacher Placement

100% MEES (Missouri Educator Evaluation System) Pass Rate

Ranked 3rd best elementary education degree in Missouri by universities.com

Soon to Come:

CPI Training for all undergraduate certification seeking students (Crisis Prevention)

All elementary education majors will be prepared to pass the K-12 Mild/Mod content exam.

Instruction and Assessment Alignment:

Aligned to the nine Missouri Teaching Standards.



Program: Undergraduate Education Programs
Student Performance Review Schedule
February 22, 2023

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2/22/2023	8:00-12:00	All	MOCA Practice Exam	AB Third Floor	Dr. Joe Davis	#1

*The primary program objective that is being assessed during performance review day is standard one. Standard One: Content knowledge aligned with appropriate instruction. The teacher candidate understands the central concepts, structures, and tools of inquiry of the disciplines and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.