



WILLIAM WOODS
UNIVERSITY

Education Annual Assessment 2023-2024

EDUCATION ANNUAL ASSESSMENT 2023-2024

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ANNUAL ASSESSMENT 2023-2024

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Annual Assessment 2023-2024

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 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.

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.

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

Students Majors 2023-2024

77

Student Majors 2022-2023

80

Student Minors 2023-2024

4

Student Minors 2022-2023

3

Concentrations 2023-2024

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: 39
- Middle Level Education: 4
- Secondary Education: 10
- Special Education: 6
- Physical Education: 10
- K-12 Art: 8

Concentrations 2022-2023

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: 27
- Middle Level Education: 5
- Secondary Education: 12
- Special Education: 4
- Physical Education: 6
- K-12 Art: 7

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 has continued to facilitate a presentation with the SOE and admissions team to provide an overview of our undergraduate education programs and other certifications/offerings. This is an opportunity to collaborate and share important information directly with admissions. The SOE team has also worked closely with K-12 partners (e.g. local superintendents) to try and address teacher recruitment/retention needs. 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 graduate bridge 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 Institutional Objectives

Please discuss the Program alignment to the Institutional 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 our undergraduate education 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 either the Missouri General Education Assessment (MoGEA), or have earned an 18 or higher on the ACT, before applying for admission to Education Program at WWU. 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.

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.

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.

Institutional_objectives_2.docx

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)?

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) 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 MOGEA 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. 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.

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

	EDU 395	EDU 422	EDU 441	EDU 453	EDU 492	EDU 493
EDU-MTS.1.1 Content knowledge and academic language	A, R				M, A	
EDU-MTS.1.2 Student engagement in subject matter	A, R				M, A	
EDU-MTS.2.4 Differentiated lesson design	A, R				M, A	
EDU-MTS.2.6 Language, culture, family and knowledge of community values	A, R				M, A	
EDU-MTS.3.2 Lessons for diverse learners	A, R				M, A	
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking	A, R				M, A	
EDU-MTS.5.1 Classroom management techniques	A, R				M, A	
EDU-MTS.5.2 Management of time, space, transitions, and activities	A, R				M, A	
EDU-MTS.5.3 Classroom, school and community culture	A, R				M, A	
EDU-MTS.6.1 Verbal and nonverbal communication	A, R				M, A	
EDU-MTS.7.1 Effective use of assessments	A, R				M, A	
EDU-MTS.7.2 Assessment data to improve learning	A, R				M, A	
EDU-MTS.7.3 Student-led assessment strategies	A, R				M, A	
EDU-MTS.7.5 Communication of student progress and maintaining records	A, R				M, A	
EDU-MTS.8.1 Self-assessment and improvement	A, R				M, A	
EDU-MTS.9.1 Induction and collegial activities	A, R				M, A	
EDU-MTS.9.3 Cooperative partnerships in support of student learning	A, R				M, A	

	EDU 495	EDU 499	PSY 221	PSY 226
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.3.2 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				

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.

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			
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			

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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 392				
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			

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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			

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

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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			

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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.

WWU Preservice teachers are assessed throughout their time in the teacher education program. Three important courses serve as checkpoints. All education majors take EDU 291 (beginning clinical experience), EDU 395 (intermediate clinical experience), and EDU 492 (education seminar). These clinical courses are taken at the beginning, middle, and end of our students' time in the program and allow us to capture data about their performance as measured on the MEES evaluation tool. This assesment is completed by cooperating teachers who serve as our students' mentors in the field. Our students continue to meet expectations on these assessments. We belive using the MEES rubric as an assesment tool early in the program helps prepare our students for their culminating student t teaching experience, where they will be expected to meet each of the nine standards.

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.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

SPR_template_schedule.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.

2022_2024_Principal_Data_on_Teachers.docx

2024_Teacher_Survey.docx

Cooperating_Teacher_Satisfaction_Survey.docx

Cross_Sectional_Analysis.docx

Disposition_Evaluation.docx

Student_Teaching_Satisfaction_Survey.docx

Undergrad_2023_2024__1_.docx

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 2023: MSTA organization meetings
- Spring 2024: Education Panel

Projects

- Spring 2024: Kappa Delta Pi Initiation
- Fall 2023: Fencing
- Spring 2024: 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: Nicole Mann, Lillian Mann, Seth Montana-Edwards

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

Wenttsville, 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 Sculpture, MA, Grad Assistant
Maynard, Riley	2022	Jamestown Elementary Jamestown Missouri
Morrow, Brianna	2022	McIntire Elementary
Schannuth, Tess	2022	Hermann HS Art
Burgdorf, 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:	Need to update to reflect the new mission as it continues to link to Self Liberation from the old mission			
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:	Switch to the new 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 curriculum map is complete but would benefit from the support courses being mapped on the matrix. If one were to review the matrix they would not know how the curriculum scaffolded and built off of previous courses.			
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:	Assessment data provided under "tools for assessment" - but not in the assessment matrix			
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 programing 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

Missouri Department of Elementary and Secondary Education

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Missouri's First Year Educator Survey

William Woods University Report

Survey:

Teacher Teacher's Principal

Principal Principal's Supervisor

Counselor Counselor's Supervisor

Beginning school year:

2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

Ending school year:

2015 2016 2017 2018 2019 2020 2021 2022 2023 2024

When running the report, the "beginning school year" should be the calendar year of that spring. (For example, if the first year of teaching/counseling/leadership was Fall 2020 and Spring 2021, then the "beginning school year" for that report would be 2021. If you are running the report for that year of first-year teachers/counselors/principals only, choose the "ending school year" as 2021 as well.)

Include Open-Ended Questions

* Rows are displayed if there is a minimum of 15 respondents. However, actual counts are not displayed.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 1 - Content Knowledge						4.19	0.71

1. The teacher was prepared to incorporate interdisciplinary instruction.	0%	12%	12%	47%	29%	3.94	0.94
2. The teacher was prepared in his or her content area	0%	0%	6%	47%	47%	4.41	0.60
3. The teacher was was prepared to engage students in his or her content area.	0%	6%	0%	53%	41%	4.29	0.75
4. The teacher was prepared to make content meaningful to students.	0%	6%	12%	47%	35%	4.12	0.83
Standard 2 - Learning, Growth, and Development						3.89	0.78
5. The teacher was prepared to design lessons that include differentiated instruction.	0%	12%	12%	47%	29%	3.94	0.94
6. The teacher was prepared to implement instruction based on a student's IEP.	0%	6%	24%	47%	24%	3.88	0.83
7. The teacher was prepared to modify instruction for English language learners.	0%	6%	41%	29%	24%	3.71	0.89
8. The teacher was prepared to modify instruction for gifted learners.	0%	0%	41%	35%	24%	3.82	0.78
9. The teacher was prepared to create lesson plans to engage all learners.	0%	6%	12%	47%	35%	4.12	0.83
Standard 3 - Curriculum Implementation						4.12	0.78

10. The teacher was prepared to deliver lessons based on curriculum standards.	0%	6%	0%	47%	47%	4.35	0.76
11. The teacher was prepared to deliver lessons for diverse learners.	0%	12%	12%	53%	24%	3.88	0.90
Standard 4 - Critical Thinking						3.94	0.86
12. The teacher was prepared to implement a variety of instructional strategies.	0%	6%	6%	59%	29%	4.12	0.76
13. The teacher was prepared to engage students in critical thinking.	0%	12%	18%	41%	29%	3.88	0.96
14. The teacher was prepared to model critical thinking and problem solving.	0%	12%	24%	35%	29%	3.82	0.98
Standard - N/A							
15. The teacher was prepared to use technology to enhance student learning.	0%	0%	24%	29%	47%	4.24	0.81
Standard 5 - Positive Classroom Environment						4.00	0.80
16. The teacher was prepared to create a classroom environment that encourages student engagement.	0%	6%	6%	53%	35%	4.18	0.78
17. The teacher was prepared to use a variety of classroom management strategies.	6%	12%	6%	53%	24%	3.76	1.11
18. The teacher was prepared to manage a variety of discipline issues.	6%	12%	18%	47%	18%	3.59	1.09

19. The teacher was prepared to motivate his or her students to learn.	6%	0%	6%	65%	24%	4	0.91
20. The teacher was prepared to keep his or her students on task.	6%	12%	0%	59%	24%	3.82	1.10
21. The teacher was prepared to foster positive student relationships.	0%	0%	6%	29%	65%	4.59	0.60
22. The teacher was prepared to facilitate smooth transitions for his or her students.	0%	6%	18%	41%	35%	4.06	0.87
Standard 6 - Effective Communication						4.24	0.60
23. The teacher was prepared to use effective communication strategies to foster learning.	0%	0%	12%	47%	41%	4.29	0.67
24. The teacher was prepared to effectively communicate with parents.	0%	6%	24%	35%	35%	4	0.91
25. The teacher was prepared to effectively communicate with all staff.	0%	0%	6%	59%	35%	4.29	0.57
26. The teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	0%	6%	59%	35%	4.29	0.57
27. The teacher was prepared to use technology as a communication tool.	0%	0%	12%	47%	41%	4.29	0.67

28. The teacher was prepared to enhance students' skills in using technology as a communication tool.	0%	0%	18%	41%	41%	4.24	0.73
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Standard 7 - Student Assessment and Data Analysis

4.01 0.89

29. The teacher was prepared to use assessments to evaluate learning.	6%	0%	12%	53%	29%	4	0.97
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30. The teacher was prepared to develop assessments to evaluate learning.	6%	0%	12%	53%	29%	4	0.97
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31. The teacher was prepared to analyze assessment data to improve instruction.	6%	0%	24%	41%	29%	3.88	1.02
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32. The teacher was prepared to help students set learning goals based on assessment results.	6%	12%	6%	41%	35%	3.88	1.18
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33. The teacher was prepared to work with colleagues to set learning goals using assessment results.	0%	0%	12%	47%	41%	4.29	0.67
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Standard 8 - Professionalism

4.21 0.84

34. The teacher was prepared to analyze data to reflect on areas for professional growth.	6%	0%	6%	53%	35%	4.12	0.96
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35. The teacher was prepared to reflect on his or her practices for professional growth.	0%	6%	0%	53%	41%	4.29	0.75
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Standard 9 - Professional Collaboration

4.27 0.53

36. The teacher was prepared to collaborate with colleagues to support student learning.	0%	0%	0%	53%	47%	4.47	0.50
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37. The teacher was prepared to collaborate with parents to support student learning.	0%	0%	12%	53%	35%	4.24	0.64
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38. The teacher was prepared to participate in professional organizations.	0%	0%	18%	53%	29%	4.12	0.68
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Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
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39. Please click on the response that best reflects your perspective about the overall quality of the professional education program your teacher completed.	0%	6%	6%	59%	29%	4.12	0.76
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Question / Standard	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Mean	StdDev
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39b. Based upon the performance based evaluation of this first year teacher, how would you rate his/her impact upon students?	0%	18%	59%	24%	3.06	0.64
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Question / Standard	No (1)	Yes (2)
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39c. Was the teacher currently teaching in the subject area in which he/she was certified?	12%	88%
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Question / Standard	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Mean	StdDev
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39d. Based upon the performance based evaluation of this first year	0%	29%	47%	24%	2.94	0.73
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teacher, how would you rate his/her ability to achieve the expected level of student growth?

Question / Standard	No, this teacher was not assigned a mentor (1)	The teacher was assigned a mentor who had not instructed students in the same subject area(s) as the teacher (2)	Yes, the teacher was assigned a mentor who had instructed students in the same subject area(s) as the teacher (3)
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40a. Was this teacher assigned a mentor who had instructed students in the same subject area(s) as the teacher?

N < 15

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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40b. The first-year teacher's mentor contributed to the teacher's effectiveness during the current school year.

N < 15

Question / Standard	The teacher did not attend BTAP activities (1)	I don't know what organization conducted the BTAP activities (2)	A regional professional development center (3)	The school district or school (4)	An education association (e.g. MNEA, MSTA) (5)
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41a. During the current school year, what type of organization conducted the Beginning Teacher Assistance Program (BTAP) activities that the first-year teacher attended?

N < 15

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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41b. The Beginning Teacher Assistance Program (BTAP) activities contributed to the teacher's

N < 15

effectiveness during the current
school year.

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Missouri's First Year Educator Survey

William Woods University Report

Survey:

Teacher Teacher's Principal
Principal Principal's Supervisor
Counselor Counselor's Supervisor

Beginning school year:

2022

Ending school year:

2024

When running the report, the "beginning school year" should be the calendar year of that spring. (For example, if the first year of teaching/counseling/leadership was Fall 2020 and Spring 2021, then the "beginning school year" for that report would be 2021. If you are running the report for that year of first-year teachers/counselors/principals only, choose the "ending school year" as 2021 as well.)

Include Open-Ended Questions

* Rows are displayed if there is a minimum of 15 respondents. However, actual counts are not displayed.

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
Standard 1 - Content Knowledge						4.40	0.64
2. I was prepared to incorporate interdisciplinary instruction.	0%	0%	10%	55%	35%	4.25	0.62
3. I was prepared in my content area	0%	0%	10%	33%	57%	4.48	0.66

4. I was prepared to engage students in my content area.	0%	5%	0%	43%	52%	4.43	0.73
5. I was prepared to make my content meaningful to students.	5%	0%	0%	38%	57%	4.43	0.90
Standard 2 - Learning, Growth, and Development						4.13	0.85
6. I was prepared to design lessons that include differentiated instruction.	0%	0%	5%	43%	52%	4.48	0.59
7. I was prepared to implement instruction based on a student's IEP.	5%	5%	24%	33%	33%	3.86	1.08
8. I was prepared to modify instruction for English language learners.	5%	5%	19%	33%	38%	3.95	1.09
9. I was prepared to modify instruction for gifted learners.	5%	5%	10%	43%	38%	4.05	1.05
10. I was prepared to create lesson plans to engage all learners.	0%	5%	10%	33%	52%	4.33	0.84
Standard 3 - Curriculum Implementation						4.31	0.70
11. I was prepared to deliver lessons based on curriculum standards.	5%	0%	0%	43%	52%	4.38	0.90
12. I was prepared to deliver lessons for diverse learners.	0%	0%	10%	55%	35%	4.25	0.62
Standard 4 - Critical Thinking						4.40	0.56

13. I was prepared to implement a variety of instructional strategies.	0%	0%	0%	50%	50%	4.5	0.5
14. I was prepared to engage students in critical thinking.	0%	5%	5%	45%	45%	4.3	0.78
15. I was prepared to model critical thinking and problem solving.	0%	0%	15%	30%	55%	4.4	0.73
Standard - N/A							
16. I was prepared to use technology to enhance student learning.	0%	5%	5%	30%	60%	4.45	0.80
Standard 5 - Positive Classroom Environment						4.26	0.62
17. I was prepared to create a classroom environment that encourages student engagement.	0%	5%	5%	35%	55%	4.4	0.8
18. I was prepared to use a variety of classroom management strategies.	5%	0%	5%	45%	45%	4.25	0.94
19. I was prepared to manage a variety of discipline issues.	5%	5%	40%	10%	40%	3.75	1.18
20. I was prepared to motivate my students to learn.	5%	0%	10%	45%	40%	4.15	0.96
21. I was prepared to keep my students on task.	0%	5%	20%	35%	40%	4.1	0.89
22. I was prepared to foster positive student relationships.	0%	0%	0%	30%	70%	4.7	0.46

23. I was prepared to facilitate smooth transitions for my students.	0%	0%	10%	35%	55%	4.45	0.67
Standard 6 - Effective Communication						4.28	0.68
24. I was prepared to use effective communication strategies to foster learning.	0%	0%	15%	40%	45%	4.3	0.71
25. I was prepared to effectively communicate with parents.	0%	5%	50%	20%	25%	3.65	0.91
26. I was prepared to effectively communicate with all staff.	0%	5%	15%	30%	50%	4.25	0.89
27. I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	0%	0%	0%	30%	70%	4.7	0.46
28. I was prepared to use technology as a communication tool.	0%	5%	5%	30%	60%	4.45	0.80
29. I was prepared to enhance students' skills in using technology as a communication tool.	0%	10%	5%	25%	60%	4.35	0.96
Standard 7 - Student Assessment and Data Analysis						4.29	0.56
30. I was prepared to use assessments to evaluate learning.	0%	0%	5%	40%	55%	4.5	0.59
31. I was prepared to develop assessments to evaluate learning.	0%	0%	5%	52%	43%	4.38	0.58

32. I was prepared to analyze assessment data to improve instruction.	0%	0%	14%	43%	43%	4.29	0.70
33. I was prepared to help students set learning goals based on assessment results.	0%	5%	14%	38%	43%	4.19	0.85
34. I was prepared to work with colleagues to set learning goals using assessment results.	0%	10%	5%	52%	33%	4.10	0.87
Standard 8 - Professionalism						4.14	0.89
35. I was prepared to analyze data to reflect on areas for professional growth.	5%	0%	14%	48%	33%	4.05	0.95
36. I was prepared to reflect on my practices for professional growth.	5%	0%	0%	57%	38%	4.24	0.87
Standard 9 - Professional Collaboration						4.02	0.89
37. I was prepared to collaborate with colleagues to support student learning.	5%	0%	0%	62%	33%	4.19	0.85
38. I was prepared to collaborate with parents to support student learning.	5%	5%	24%	38%	29%	3.81	1.05
39. I was prepared to participate in professional organizations.	5%	5%	0%	62%	29%	4.05	0.95
Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev

40. Please click on the response that best reflects your perspective about the overall quality of the professional education program you completed.

0% 0% 14% 48% 38% 4.24 0.68

Question / Standard	No (1)	Yes, less than 12 weeks. (2)	Yes, 12-16 weeks. (3)	Yes, more than 16 weeks, but less than a full school year. (4)	Yes, I had a yearlong student teaching experience. (5)
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40a. Did you have student teaching experience as part of your teacher preparation program?

0% 5% 80% 10% 5%

Question / Standard	No (1)	Yes (2)
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40b. Are you currently teaching in the subject area in which you are certified?

0% 100%

41. Did you complete any of your teacher preparation course work at a community college?

90% 10%

Question / Standard	Very Poor (1)	Poor (2)	Fair (3)	Good (4)	Very Good (5)	Mean	StdDev
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43. What overall rating would you give the quality of your community college teacher preparation coursework?

N < 15

Question / Standard	No (1)	Yes, from my school (2)	Yes, from my district, but not from my school (3)	Yes, from outside my district (4)
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44. Were you assigned a first-year teacher mentor?

N < 15

Question / Standard	Never (1)	Once or twice (2)	Three to five times (3)	Six or more times (4)
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45. How often did you meet with your mentor this school year (either formally or informally)?

N < 15

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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46. The mentoring process is non-evaluative.

N < 15

47. The support I received from my mentor has helped me improve my practice.

N < 15

48. My mentor provided me with the resources I needed to improve my practice.

N < 15

49. My mentor provided me with effective support.

N < 15

50. I was prepared to reflect on feedback from my mentor.

N < 15

Question / Standard	I was not assigned a mentor (1)	Between 0 and 3 times (2)	Between 4 and 12 times (3)	Once or twice a month (4)	At least once a week (5)
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51. How often have you met with your mentor this school year (either formally or informally)?

N < 15

Question / Standard	No (1)	Yes (2)
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52. Did your mentor ever instruct students in the same subject area(s) as yours?

N < 15

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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53. The support provided by my mentor was relevant to the challenges I was facing at the time.

N < 15

54. My mentor contributed to my effectiveness as a teacher during the current school year.

N < 15

Question / Standard	I did not attend BTAP activities (1)	I don't know what organization conducted my BTAP activities (2)	A regional professional development center (3)	My school district or school (4)	An education association (e.g. MNEA, MSTA) (5)
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55. During the current school year, what type of organization conducted the Beginning Teacher Assistance Program (BTAP) activities that you attended?

N < 15

Question / Standard	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Mean	StdDev
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56. The support provided by the Beginning Teacher Assistance Program (BTAP) was relevant to the challenges I was facing at the time.

N < 15

57. The Beginning Teacher Assistance Program (BTAP) activities contributed to my effectiveness as a teacher during the current school year.

N < 15



If you have any problems, questions, or comments about this website, please direct your concerns to:

IPP Tech Support

Institute of Public Policy

University of Missouri - Columbia

ipp@missouri.edu

Cooperating Teacher Satisfaction Survey: *Cooperating Teacher*

Score key

Not at all prepared (1)
Inadequately prepared (2)
Adequately prepared (3)
Well prepared (4)
Very well prepared (5)

Standard One:

Standard One: Content Knowledge		Fall 2017 (n=5)	Fall 2018 (n=8)	Spring 2019 (n=5)	Fall 2019 (n=5)	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to incorporate interdisciplinary instruction.		5	4.375	4.33	4.8	4.2	5
The student teacher was prepared in my content area		5	4.375	4.67	4.8	4.8	5
The student teacher was prepared to engage students in my content area.		5	4.375	4.5	5.0	5	5
The student teacher was prepared to make my content meaningful to students.		5	4.5	4.5	5.0	4.8	5
Ave.		5	4.40	4.50	4.90	4.7	5

Standard Two:

Standard 2 - Learning, Growth, and Development		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to design lessons that include differentiated instruction.		4.8	4	3.83	4.40	4.4	4.7
The student teacher was prepared to implement instruction based on a student's IEP.		4.6	4.375	3.83	4.20	4.4	4.7
The student teacher was prepared to modify instruction for English language learners		4.2	3.71	4.00	3.60	3.4	4.7
The student teacher was prepared to modify instruction for gifted learners.		4.6	3.75	3.80	3.80	4	4.7
The student teacher was prepared to create lesson plans to engage all learners.		4.6	4.25	4.00	4.80	4.6	4.7
Ave.		4.56	4.017	3.892	4.16	4.16	4.7

Standard Three:

Standard 3 - Curriculum Implementation		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to deliver lessons based on curriculum standards.		5	4.375	4.50	4.80	5	5
I was prepared to deliver lessons for diverse learners.		4.6	4	4.33	4.80	4.6	4.7
		4.8	4.19	4.41	4.80	4.8	4.85

Standard Four:

Standard 4 - Critical Thinking		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to implement a variety of instructional strategies.		4.4	4.125	4.33	4.60	4.8	4.7
The student teacher was prepared to engage students in critical thinking.		4.4	3.875	4.16	4.40	4.4	4.5
The student teacher was prepared to model critical thinking and problem solving		4.4	3.875	4.00	4.40	4.8	4.7
Ave.		4.4	3.96	4.16	4.46	4.66	4.63

Technology Standard:

Technology – Standard NA		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to use technology to enhance student learning.		5	4.375	4.66	4.44	4.8	4.7

Standard Five:

Standard 5 - Positive Classroom Environment		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to create a classroom environment that encourages student engagement.		4.8	4.625	4.16	4.80	5	5
The student teacher was prepared to use a variety of classroom management strategies.		4.8	4.625	3.66	4.80	4.6	5
The student teacher was prepared to manage a variety of discipline issues.		4.4	4.25	3.83	4.60	4.4	5
The student teacher was prepared to motivate my students to learn.		4.8	4.625	3.66	5.00	5	5
The student teacher was prepared to keep my students on task.		5	4.5	4.16	4.60	4.6	5
The student teacher was prepared to foster positive student relationships		4.8	4.5	4.5	5.0	5	5
The student teacher was prepared to facilitate smooth transitions for my students.		4.4	4.375	4.16	4.60	4.8	5
Ave.		4.71	4.50	4.01	4.77	4.77	5

Standard Six:

Standard 6 - Effective Communication		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to use effective communication strategies to foster learning		5	4.625	4.33	4.80	5	5
The student teacher was prepared to effectively communicate with parents.		4.8	4.25	4.16	3.40	3.8	4.7
The student teacher was prepared to effectively communicate with all staff.		5	4.5	4.33	4.40	4.8	5
The student teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities		4.8	4.625	4.5	5.0	4.8	5
The student teacher was prepared to use technology as a communication tool.		5	4.5	4.66	4.44	4.8	5
The student teacher was prepared to enhance students' skills in using technology as a communication tool.		5	4.5	4.66	4.44	4.4	4.7
		4.93	4.5	4.44	4.41	4.6	4.9

Standard Seven:

Standard 7 - Student Assessment and Data Analysis		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to use assessments to evaluate learning.		4.8	4.25	4.16	4.60	5	4.7
The student teacher was prepared to develop assessments to evaluate learning.		4.8	4.25	4.16	4.20	5	4.7
The student teacher was prepared to analyze assessment data to improve instruction.		4.6	4.25	4.33	4.40	5	4.7
The student teacher was prepared to help students set learning goals based on assessment results.		4.6	4.25	4.00	4.40	4.6	4.7
The student teacher was prepared to work with colleagues to set learning goals using assessment results.		4.8	4.375	4.00	4.60	5	4.7
Ave.		4.72	4.27	4.13	4.42	4.92	4.7

Standard Eight:

Standard 8 - Professionalism		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to analyze data to reflect on areas for professional growth.		4.6	4.625	4.33	4.8	4.8	4.7
The student teacher was prepared to reflect on my practices for professional growth.		4.6	4.625	4.66	5.0	5.0	4.7
Ave.		4.6	4.62	4.66	4.9	4.9	4.7

Standard Nine:

Standard 9 - Professional Collaboration		Fall 2017	Fall 2018	Spring 2019	Fall 2019	Spring 2020 (n=5)	Fall 2020 (n=3)
The student teacher was prepared to collaborate with colleagues to support student learning.		4.8	4.625	4.33	5.00	5	5
The student teacher was prepared to collaborate with parents to support student learning.		4.8	4.375	4.50	4.20	4.4	4.7
The student teacher was prepared to participate in professional organizations.		5	4.25	4.50	4.80	4.4	4.7
Ave.		4.87	4.42	4.44	4.66	4.6	4.8

Standard One:

Standard One: Content Knowledge		Spring 2021 (n=8)	2021-2022 (n=22)	Spring 2023 (n= 5)	2023-2024 (n = 15)		
The student teacher was prepared to incorporate interdisciplinary instruction.		4.75	4.23	4.80	4.79		
The student teacher was prepared in my content area		4.75	4.41	4.80	5.00		
The student teacher was prepared to engage students in my content area.		4.75	4.55	X	X		
The student teacher was prepared to make my content meaningful to students.		5	4.55	4.80	4.93		
Ave.		4.81	4.44	4.80			

Standard Two:

Standard 2 - Learning, Growth, and Development		Spring 2021 (n=8)	2021- 2022 (n=22)	Spring 2023 (n= 5)	2023- 2024 (n = 15)
The student teacher was prepared to design lessons that include differentiated instruction.		4.625	4.23	4.6	4.87
The student teacher was prepared to implement instruction based on a student's IEP.		4.75	4.09	4.75	4.87
The student teacher was prepared to modify instruction for English language learners		4.5	3.72	4.66	4.38
The student teacher was prepared to modify instruction for gifted learners.		4.625	3.81	4.75	4.38
The student teacher was prepared to create lesson plans to engage all learners.		4.875	4.27	4.80	4.87
Ave.		4.67	4.02	4.712	

Standard Three:

Standard 3 - Curriculum Implementation		Spring 2021 (n=8)	2021-2022 (n=22)	Spring 2023 (n= 5)	2023-2024 (n = 15)
The student teacher was prepared to deliver lessons based on curriculum standards.		5	4.42	4.8	5.00
The student teacher was prepared to deliver lessons for diverse learners.		5	4.33	4.8	4.93
Ave.		5	4.38	4.80	

Standard Four:

Standard 4 - Critical Thinking		Spring 2021 (n=8)	2021-2022 (n=22)	Spring 2023 (n= 5)	2023-2024 (n = 15)
The student teacher was prepared to implement a variety of instructional strategies.		4.75	4.19	4.8	4.87
The student teacher was prepared to engage students in critical thinking.		4.75	4.14	4.4	4.87
The student teacher was prepared to model critical thinking and problem solving		4.625	4.09	4.4	4.87
Ave.		4.71	4.14	4.53	

Technology Standard:

Technology – Standard NA		Spring 2021 (n=8)	2021- 2022 (n=22)	Spring 2023 (n= 5)	2023- 2024 (n = 15)
The student teacher was prepared to use technology to enhance student learning.		4.875	4.38	4.8	4.87

Standard Five:

Standard 5 - Positive Classroom Environment		Spring 2021 (n=8)	2021-2022 (n=22)	Spring 2023 (n=5)	2023- 2024 (n = 15)
The student teacher was prepared to create a classroom environment that encourages student engagement.		4.75	4.50	4.60	4.60
The student teacher was prepared to use a variety of classroom management strategies.		4.875	4.38	4.6	4.80
The student teacher was prepared to manage a variety of discipline issues.		4.75	4.00	4.6	4.53
The student teacher was prepared to motivate my students to learn.		4.875	4.45	4.8	4.933
The student teacher was prepared to keep my students on task.		4.875	4.41	4.8	4.73
The student teacher was prepared to foster positive student relationships		5	4.59	5.0	5.0
The student teacher was prepared to facilitate smooth transitions for my students.		4.875	4.36	4.8	5.0
Ave.		4.86	4.38	4.74	

Standard Six:

Standard 6 - Effective Communication		Spring 2021 (n=8)	2021-2022 (n=22)	Spring 2023 (n=5)	2023-2024 (n = 15)
The student teacher was prepared to use effective communication strategies to foster learning		4.857143	4.46	4.8	5.00
The student teacher was prepared to effectively communicate with parents.		4.428571	3.90	X	X
The student teacher was prepared to effectively communicate with all staff.		4.571429	4.27	X	X
The student teacher was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities		4.857143	4.55	4.8	4.86
The student teacher was prepared to use technology as a communication tool.		4.857143	4.50	4.8	4.86
The student teacher was prepared to enhance students' skills in using technology as a communication tool.		4.714286	4.41	X	X
Ave.		4.71	4.35	4.8	

Standard Seven:

Standard 7 - Student Assessment and Data Analysis		Spring 2021 (n=8)	2021-2022 (n=22)	Spring 2023 (n=5)	2023- 2024 (n = 15)
The student teacher was prepared to use assessments to evaluate learning.		4.86	4.32	X	X
The student teacher was prepared to develop assessments to evaluate learning.		4.71	4.14	4.60	4.73
The student teacher was prepared to analyze assessment data to improve instruction.		5.00	4.23	4.4	4.5
The student teacher was prepared to help students set learning goals based on assessment results.		4.71	4.14	X	X
The student teacher was prepared to work with colleagues to set learning goals using assessment results.		4.86	4.27	4.6	4.62
Ave		4.82	4.22	4.50	

Standard Eight:

Standard 8 - Professionalism		Spring 2021 (n=8)	2021- 2022 (n=22)	Spring 2023 (n= 5)	2023- 2024 (n = 15)
The student teacher was prepared to analyze data to reflect on areas for professional growth.		4.714286	4.32	4.60	4.80
The student teacher was prepared to reflect on my practices for professional growth.		4.857143	4.50	X	X
Ave		4.78	4.41	4.60	4.80

Standard Nine:

Standard 9 - Professional Collaboration		Spring 2021 (n=8)	2021- 2022 (n=22)	Spring 2023 (n= 5)	2023- 2024 (n = 15)
The student teacher was prepared to collaborate with colleagues to support student learning.		4.714286	4.50	5.00	4.93
The student teacher was prepared to collaborate with parents to support student learning.		4.714286	4.36	X	X
The student teacher was prepared to participate in professional organizations.		4.428571	4.32	X	X
Ave		4.62	4.39	5.00	4.93

MEES Cross-sectional Standard Analysis

Score 0-4 based on MEES/MTS rubric

- (0) Candidate: #C#) This level describes the performance expected of a potential teacher preparing to enter the profession and is enrolled in an approved educator preparation program at a college, university, or state-approved alternate pathway. Content knowledge and teaching skills are being developed through a progression of planned classroom and supervised clinical experiences.
- (1) Emerging Teacher: #E#) This level describes the performance expected of a new teacher as they enter the profession or a practicing teacher in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom.
- (2) Developing Teacher: #D#) This level describes the performance expected of a teacher early in their assignment with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.
- (3) Proficient Teacher: #P#) This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.
- (4) Distinguished Teacher: #S#) This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Distinguished Teacher serves as an educational leader in the school, district, and the profession.

Standard #1 Content knowledge aligned with appropriate instruction	Ave.
FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.50
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	1.00
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.88
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	2.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	2.47
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.61
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.37
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.58
FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	3.00
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.22
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	3.00
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.22
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.00
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.59
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	3.00
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.76
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	3.31
FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	2.60
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.88
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	3.57
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.88
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.67
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	3.09
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.20
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	3.14
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	3.03
FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.10
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.22
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	4.00
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.66
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.73
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.59
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.77
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.16
FS 2018 Student Teachers Evaluated by Cooperating Teaching: Final (10)	3.40
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.33
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.71
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.22
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.91
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.63

2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.62
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.49

Standard #2 Student Learning, Growth and Development	Ave.
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FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.33
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	0.83
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.38
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	2.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	1.00
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.43
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.20
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.42

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.50
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	1.78
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	2.75
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.33
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.00
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.24
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	2.80
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.64
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	2.77

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	2.50
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.66
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	2.86
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.66
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.33
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	2.82
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	2.67
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	2.71
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	2.47

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.40
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.22
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.71
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.44
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.55
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.55
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.23
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	2.93

FS 2018 Student Teachers Evaluated by Cooperating Teaching: Final (10)	3.50
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.33

FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.57
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.33
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	3.67
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.64
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.45
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.31
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.27

Standard #3 Curriculum Implementation

Ave.

FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.33
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	0.50
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.31
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	1.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	2.47
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.30
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.15
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.38

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.83
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.22
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	2.63
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.44
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.00
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.06
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	2.53
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.58
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	3.99

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	2.60
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.66
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	3.29
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.78
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.33
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	2.95
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.20
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	2.85
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	2.86

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.30
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.22
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.71
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	4.00
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.73
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.41
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.54
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.22

FS 2018 Student Teachers Evaluated by Cooperating Teaching: Final (10)	3.30
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.11
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.43
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.11
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.73
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.55
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.38
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.33

Standard #4 Critical Thinking

Ave.

FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.33
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	0.75
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.75
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	2.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	1.00
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.22
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.18
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.42

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.50
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.00
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	2.50
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.44
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.33
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.24
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	2.13
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.76
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	2.85

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	2.20
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.88
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	2.71
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.56
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	2.67
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	2.86
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.27
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	2.57
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	2.59

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.00
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.22
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.71
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.55
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.45
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.50

2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.38
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.23

FS 2018 Student Teachers Evaluated by Cooperating Teacher: Final (10)	3.20
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.22
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.43
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.00
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.45
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.59
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.23
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.31

Standard #5 Positive Classroom Environment	Ave.
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FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.50
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	2.00
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	1.63
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	1.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	2.41
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.96
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.40
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.38

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.83
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.67
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	3.00
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	3.33
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.00
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.88
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	2.67
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	3.05
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	3.31

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	3.20
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.88
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	3.57
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	3.00
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.33
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	3.00
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.20
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	3.07
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	2.96

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.20
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.11
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.85
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.44

FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.64
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.59
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.84
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.23

FS 2018 Student Teachers Evaluated by Cooperating Teacher: Final (10)	3.20
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.00
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.57
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.22
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.72
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.68
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.46
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.56

Standard #6 Effective Communication Ave.

FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.83
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	1.75
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	1.75
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	2.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	1.00
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.96
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.56
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.58

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	3.33
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.78
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	3.38
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.66
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.33
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.71
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	3.00
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	3.18
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	3.15

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	3.10
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.88
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	3.00
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.78
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.67
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	3.09
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.07
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	2.93
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	2.89

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.30
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SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.33
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.85
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.66
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.64
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.50
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.61
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.08

FS 2018 Student Teachers Evaluated by Cooperating Teacher: Final (10)	3.40
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.44
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.86
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.00
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.55
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.45
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.23
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.47

Standard #7 Student Assessment and Data Analysis

	Ave.
FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.16
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	0.66
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.18
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	0.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	1.00
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	1.52
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	1.69
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	1.67

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.50
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	1.66
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	2.50
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.44
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	2.67
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	1.35
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	1.67
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	1.88
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	2.85

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	2.60
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.66
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	2.85
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	3.22
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.00
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	3.14
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	2.73
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	3.00

2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18) 2.92

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.20
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.11
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.71
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.44
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.45
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.22
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.30
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.02

FS 2018 Student Teachers Evaluated by Cooperating Teacher: Final (10)	3.50
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.22
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.29
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.22
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	3.67
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.72
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.45
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.23
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.28

Standard #8 Professionalism

Ave.

FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.33
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	1.50
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.81
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	0.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	2.12
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.43
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.35
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	1.79

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.50
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.44
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	3.13
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.77
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.33
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.35
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	2.20
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.88
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	3.15

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	3.00
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	3.00
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	3.28
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	3.33
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.33

SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	3.14
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.20
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	3.07
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	3.11

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.30
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.22
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	4.00
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.88
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.63
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.59
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.46
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.28

FS 2018 Student Teachers Evaluated by Cooperating Teaching: Final (10)	3.50
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.44
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.71
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.33
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.91
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.64
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.38
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.69

Standard #9 Professionalism

	Ave.
FS 2018 Practicum 1 Students Evaluated by Cooperating Teacher (6)	1.50
SS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (12)	1.75
FS 2019 Practicum 1 Students Evaluated by Cooperating Teacher (16)	0.88
SS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (1)	2.00
FS 2020 Practicum 1 Students Evaluated by Cooperating Teacher (17)	1.00
2021-2022 Practicum 1 Students Evaluated by Cooperating Teacher (23)	2.26
2022-2023 Practicum 1 Students Evaluated by Cooperating Teacher (25)	2.65
2023-2024 Practicum 1 Students Evaluated by Cooperating Teacher (25)	1.63

FS 2018 Practicum 2 Students Evaluated by Cooperating Teacher (6)	2.66
SS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.33
FS 2019 Practicum 2 Students Evaluated by Cooperating Teacher (8)	3.00
SS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (9)	2.66
FS 2020 Practicum 2 Students Evaluated by Cooperating Teacher (3)	3.00
SS 2021 Practicum 2 Students Evaluated by Cooperating Teacher (17)	2.47
2021-2022 Practicum 2 Students Evaluated by Cooperating Teacher (15)	1.87
2022-2023 Practicum 2 Students Evaluated by Cooperating Teacher (17)	3.12
2023-2024 Practicum 2 Students Evaluated by Cooperating Teacher (13)	3.23

FS 2018 Student Teachers Evaluated by University Supervisor: Mid-term (10)	3.00
SS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (9)	2.67
FS 2019 Student Teachers Evaluated by University Supervisor: Mid-term (7)	3.43
SS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (9)	3.22
FS 2020 Student Teachers Evaluated by University Supervisor: Mid-term (3)	3.33
SS 2021 Student Teachers Evaluated by University Supervisor: Mid-term (11)	3.05
2021-2022 Student Teachers Evaluated by University Supervisor: Mid-term (22)	3.20
2022-2023 Student Teachers Evaluated by University Supervisor: Mid-term (14)	3.14
2023-2024 Student Teachers Evaluated by University Supervisor: Mid-term (18)	3.00

FS 2018 Student Teachers Evaluated by University Supervisor: Final (10)	3.40
SS 2019 Student Teachers Evaluated by University Supervisor: Final (9)	3.33
FS 2019 Student Teachers Evaluated by University Supervisor: Final (7)	3.85
SS 2020 Student Teachers Evaluated by University Supervisor: Final (9)	3.88
FS 2020 Student Teachers Evaluated by University Supervisor: Final (3)	4.00
SS 2021 Student Teachers Evaluated by University Supervisor: Final (11)	3.64
2021-2022 Student Teachers Evaluated by University Supervisor: Final (22)	3.45
2022-2023 Student Teachers Evaluated by University Supervisor: Final (13)	3.62
2023-2024 Student Teachers Evaluated by University Supervisor: Final (18)	3.19

FS 2018 Student Teachers Evaluated by Cooperating Teaching: Final (10)	3.50
SS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.22
FS 2019 Student Teachers Evaluated by Cooperating Teacher: Final (7)	3.71
SS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (9)	3.11
FS 2020 Student Teachers Evaluated by Cooperating Teacher: Final (3)	4.00
SS 2021 Student Teachers Evaluated by Cooperating Teacher: Final (11)	3.82
2021-2022 Student Teachers Evaluated by Cooperating Teacher: Final (22)	3.50
2022-2023 Student Teachers Evaluated by Cooperating Teacher: Final (13)	3.62
2023-2024 Student Teachers Evaluated by Cooperating Teacher: Final (18)	3.53

Disposition Evaluation

Dear Cooperating Teacher,

As part of the evaluation process at William Woods University, we kindly ask you take a moment to fill out the survey regarding your EDU 291 (practicum 1) or EDU 395 (practicum 2) student's disposition.

Disposition Evaluation Questions derive from AMLE, 2012; Cook, Falkner, Howell, 2016; NCATE, 2010; NMSA, 2006; NMSA, 2010; Usher et. Al, 2003)

To the left of each statement, please designate following numbers:

- 1) The Statement ***Does Not*** Describe the Pre-service Teacher's Disposition
- 2) The Statement ***Somewhat*** Describes the Pre-service Teacher's Disposition
- 3) The Statement ***Describes*** the Pre-service Teacher's Disposition

Disposition Evaluation Statements derive from AMLE, 2012; Cook, Falkner, Howell, 2016; NCATE, 2010; NMSA, 2006; NMSA, 2010; Usher et. Al, 2003)

_____ (1) The preservice teacher displays professional behaviors.

_____ (2) The preservice demonstrates behaviors indicating that he or she believes all students can succeed.

_____ (3) The preservice teacher identifies positively with others.

_____ (4) The preservice teacher respects diversity and individual differences.

_____ (5) The preservice teacher demonstrates a commitment to students' development.

_____ (6) The preservice teacher builds and maintains relationships.

_____ (7) The preservice teacher creates a climate that promotes fairness and equity.

_____ (8) There is trust and mutual respect between the preservice teacher and students.

_____ (9) The preservice teacher makes a positive contribution to the classroom environment.

TOTAL SCORE = _____ / 27

Please provide comments
regarding your evaluation:

Average/MEAN Disposition Score By Cycle

EDU 291	<u>Semester</u>	<u>Max Score (27)</u>
	Fall 2018	25.85
	Spring 2019	25.67
	Fall 2019	26.00
	Spring 2020	27.00
	Fall 2020	24.76
	2021-2022 (23)	26.73
	2022-2023 (18)	26.04
	2023-2024 (25)	26.26
EDU 395	<u>Semester</u>	<u>Max Score (27)</u>
	Fall 2018	27.00
	Spring 2019	26.25
	Fall 2019	26.63
	Spring 2020	25.00
	Fall 2020	27.00
	Spring 2021	27.00
	2021-2022 (15)	26.07
	2022-2023 (17)	26.94
	2023-2024 (12)	26.75
EDU 492	<u>Semester</u>	<u>Max Score (27)</u>
	2021-2022 (22)	26.55
	2022-2023 (12)	27.00
	2023-2024. (18)	27.00



Program: _____ **School of Education** _____
Student Performance Review Schedule
February 21, 2024

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
Feb. 21 st	9:00	All Fr to Sr.		Library Auditorium	Joe Davis	TEP Updates with all students and faculty
	9:45	All Fr to Sr.	Practice certification exam	Third Floor AB to complete MOCA practice exams This is an online assessment whereby students receive vouchers to complete the practice exam. It has worked well In the past two years for students to use their own laptop.	Joe Davis	Content area knowledge, objective one

*Students with 90+ hours and native WWU students will be taking the CLA – Sessions will be scheduled throughout the day. Please work with Carrie to schedule your Senior CLA assessment.

Student Teaching Satisfaction Survey: Student Teacher

Student Teacher Fills Out Survey at End of Student Teaching

Score key

Not at all prepared (1)
Inadequately prepared (2)
Adequately prepared (3)
Well prepared (4)
Very well prepared (5)

Standard One:

Standard One: Content Knowledge		Fall 2017 (n=6)	Fall 2018 (n=6)	Spring 2019 (n=5)	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to incorporate interdisciplinary instruction.		4.3	4.5	4.0	4.75	5	5
I was prepared in my content area		4.7	4.833333	4.2	4.75	4.8	5
I was prepared to engage students in my content area.		4.5	5	4.6	4.75	4.8	5
I was prepared to make my content meaningful to students.		4.7	4.666667	4.4	4.75	4.8	5
Ave.		4.55	4.75	4.3	4.75	4.85	5

Standard Two:

Standard 2 - Learning, Growth, and Development		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to design lessons that include differentiated instruction.		5.00	4.50	3.80	4	4.8	5
I was prepared to implement instruction based on a student's IEP.		4.3	4.83	3.60	4.5	4	5
I was prepared to modify instruction for English language learners		3.30	3.66	2.80	4	3.6	5
I was prepared to modify instruction for gifted learners.		4.20	3.66	2.80	4.25	4	5
I was prepared to create lesson plans to engage all learners.		4.50	4.60	4.20	4.5	4.6	5
Ave.		4.26	4.25	3.44	4.25	4.2	5

Standard Three:

Standard 3 - Curriculum Implementation		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to deliver lessons based on curriculum standards.		4.80	4.60	4.80	4.75	4.6	5
I was prepared to deliver lessons for diverse learners.		4.30	4.60	3.80	4.75	4.8	5
Ave.		4.55	4.6	4.3	4.75	4.7	5

Standard Four:

Standard 4 - Critical Thinking		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to implement a variety of instructional strategies.		4.7	4.66	4.00	5	4.8	5
I was prepared to engage students in critical thinking.		4.5	4.66	4.60	5	4.4	5
I was prepared to model critical thinking and problem solving		4.5	4.66	4.00	5	4.2	5
Ave.		4.57	4.66	4.2	5.0	4.46	5

Technology Standard:

Technology – Standard NA		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	5
I was prepared to use technology to enhance student learning.		4.5	4.83	4.25	4.75	4.8	5

Standard Five:

Standard 5 - Positive Classroom Environment		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to create a classroom environment that encourages student engagement.		4.8	5	4.8	4.75	4.8	5
I was prepared to use a variety of classroom management strategies.		4.5	5	4	4.75	5	5
I was prepared to manage a variety of discipline issues.		4.2	4.5	3.8	4.75	4.4	5
I was prepared to motivate my students to learn.		4.5	4.83	4.20	4.50	4.8	5
I was prepared to keep my students on task.		4.8	4.83	3.40	4.75	4.6	5
I was prepared to foster positive student relationships		4.8	5	5	5.0	5	5
I was prepared to facilitate smooth transitions for my students.		4.2	4.83	4	4.75	4.4	5
Ave.		4.54	4.85	4.17	4.75	4.71	5

Standard Six:

Standard 6 - Effective Communication		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to use effective communication strategies to foster learning		4.5	4.66	4	4.75	4.6	5
I was prepared to effectively communicate with parents.		4.3	4.66	3.4	4.50	3.6	5
I was prepared to effectively communicate with all staff.		4.2	5	3.6	4.75	4.6	5
I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities		4.5	5	4.2	4.25	4.8	5
I was prepared to use technology as a communication tool.		4.3	4.833	4.4	4.75	4.8	5
I was prepared to enhance students' skills in using technology as a communication tool.		4.3	5	3.8	4.75	4.8	5
Ave.		4.35	4.86	3.90	4.63	4.53	5

Standard Seven:

Standard 7 - Student Assessment and Data Analysis		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to use assessments to evaluate learning.		4.8	4.25	4.80	4.75	4.8	5
I was prepared to develop assessments to evaluate learning.		4.8	4.25	4.4	4.75	4.8	5
I was prepared to analyze assessment data to improve instruction.		4.7	4.25	4.0	4.50	5	5
I was prepared to help students set learning goals based on assessment results.		4.5	4.25	3.20	4.50	4.6	5
I was prepared to work with colleagues to set learning goals using assessment results.		4.3	4.375	3.80	4.50	5	5
Ave		4.62	4.27	4.04	4.60	4.84	5

Standard Eight:

Standard 8 - Professionalism		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to analyze data to reflect on areas for professional growth.		4.7	4.625	4.20	4.50	4.6	5
I was prepared to reflect on my practices for professional growth.		4.7	4.625	4.60	4.75	4.8	5
Ave		4.7	4.63	4.4	4.63	4.7	5

Standard Nine:

Standard 9 - Professional Collaboration		Fall 2017	Fall 2018	Spring 2019	Fall 2019 (n = 4)	Spring 2020 (n=5)	Fall 2020 (n=3)
I was prepared to collaborate with colleagues to support student learning.		4.7	4.625	4.80	4.75	5	5
I was prepared to collaborate with parents to support student learning.		4.7	4.375	3.80	4.75	4.6	5
I was prepared to participate in professional organizations.		4.3	4.25	4.20	5.0	4	5
Ave		4.57	4.41	4.26	4.83	4.53	5

Standard One:

Standard One: Content Knowledge		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to incorporate interdisciplinary instruction.		4.00	4.33	4.625
I was prepared in my content area		4.20	4.53	4.50
I was prepared to engage students in my content area.		4.60	4.47	4.625
I was prepared to make my content meaningful to students.		4.60	4.60	4.625
Ave.		4.35	4.48	

Standard Two:

Standard 2 - Learning, Growth, and Development		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to design lessons that include differentiated instruction.		4.60	4.20	
I was prepared to implement instruction based on a student's IEP.		4.00	4.07	3.875
I was prepared to modify instruction for English language learners		4.20	3.93	3.25
I was prepared to modify instruction for gifted learners.		4.20	4.00	4.00
I was prepared to create lesson plans to engage all learners.		4.40	4.60	4.625
Ave.		4.28	4.16	

Standard Three:

Standard 3 - Curriculum Implementation		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to deliver lessons based on curriculum standards.		4.60	4.53	4.75
I was prepared to deliver lessons for diverse learners.		4.40	4.53	4.625
Ave.		4.50	4.53	

Standard Four:

Standard 4 - Critical Thinking		Spring 2021 (n=5)	2021-2022 (n =15)	2022- 2023 (n = 7)
I was prepared to implement a variety of instructional strategies.		4.60	4.33	4.625
I was prepared to engage students in critical thinking.		4.20	4.47	4.25
I was prepared to model critical thinking and problem solving		4.00	4.53	4.375
Ave.		4.27	4.44	

Technology Standard:

Technology – Standard NA		Spring 2021 (n=5)	2021- 2022 (n =15)	2022- 2023 (n = 7)
I was prepared to use technology to enhance student learning.		4.80	4.33	4.50

Standard Five:

Standard 5 - Positive Classroom Environment		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to create a classroom environment that encourages student engagement.		4.6	4.67	4.625
I was prepared to use a variety of classroom management strategies.		4.4	4.4	4.00
I was prepared to manage a variety of discipline issues.		3.8	4.27	3.29
I was prepared to motivate my students to learn.		4.4	4.47	4.375
I was prepared to keep my students on task.		4.4	4.33	4.125
I was prepared to foster positive student relationships		4.8	4.80	4.875
I was prepared to facilitate smooth transitions for my students.		4.8	4.40	4.25
Ave.		4.46	4.47	

Standard Six:

Standard 6 - Effective Communication		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to use effective communication strategies to foster learning		4.6	4.33	4.50
I was prepared to effectively communicate with parents.		4	3.73	
I was prepared to effectively communicate with all staff.		4.6	4.33	
I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities		4.6	4.33	3.875
I was prepared to use technology as a communication tool.		4.6	4.60	4.625
I was prepared to enhance students' skills in using technology as a communication tool.		4.6	4.47	
Ave.		4.50	4.29	

Standard Seven:

Standard 7 - Student Assessment and Data Analysis		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to use assessments to evaluate learning.		4.6	4.40	4.25
I was prepared to develop assessments to evaluate learning.		4.6	4.33	
I was prepared to analyze assessment data to improve instruction.		4.4	4.27	4.375
I was prepared to help students set learning goals based on assessment results.		4.4	4.40	4.625
I was prepared to work with colleagues to set learning goals using assessment results.		4.0	4.27	
Ave		4.40	4.33	

Standard Eight:

Standard 8 - Professionalism		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to analyze data to reflect on areas for professional growth.		4.4	4.40	4.25
I was prepared to reflect on my practices for professional growth.		4.6	4.67	
Ave		4.50	4.54	

Standard Nine:

Standard 9 - Professional Collaboration		Spring 2021 (n=5)	2021-2022 (n =15)	2022-2023 (n = 7)
I was prepared to collaborate with colleagues to support student learning.		4.2	4.33	4.875
I was prepared to collaborate with parents to support student learning.		3.6	4.07	
I was prepared to participate in professional organizations.		4.6	4.47	
Ave		4.13	4.29	

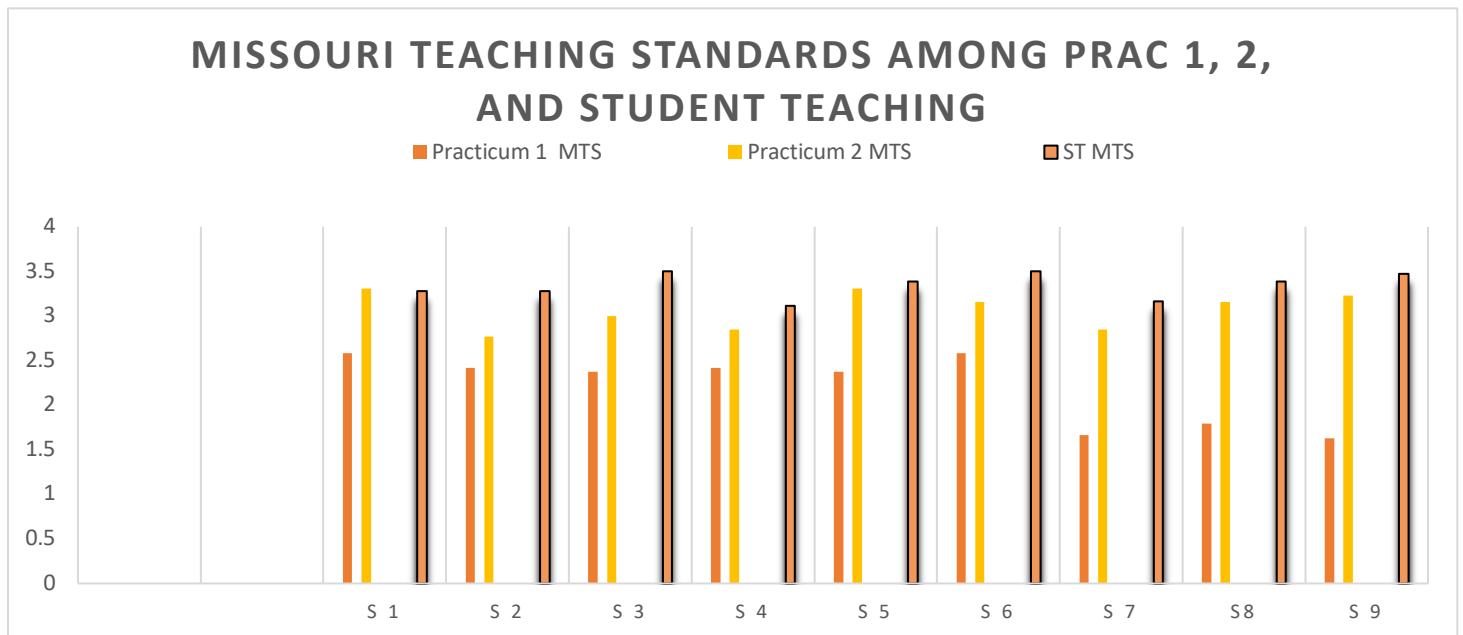
	Spring 2023 (N=8)	2023-2024 (N=17)
I was prepared to incorporate interdisciplinary instruction.	4.625	4.53
I was prepared to teach in my content area.	4.5	4.71
I was prepared to make my content meaningful and engaging to students.	4.625	4.82
I was prepared to implement instruction based on a student's IEP.	3.875	4.41
I was prepared to modify instruction for English language learners.	3.25	4.35
I was prepared to modify instruction for gifted learners.	4	4.24
I was prepared to create lesson plans to engage all learners.	4.625	4.75
I was prepared to deliver lessons based on curriculum standards.	4.75	4.65
I was prepared to deliver lessons for diverse learners.	4.625	4.71
I was prepared to implement a variety of instructional strategies.	4.625	4.88
I was prepared to engage students in critical thinking.	4.25	4.94
I was prepared to model critical thinking and problem solving.	4.375	4.82
I was prepared to use technology to enhance student learning.	4.5	4.88
I was prepared to create a classroom environment that encourages student engagement.	4.625	4.88

I was prepared to use a variety of classroom management strategies.	4	4.76
I was prepared to manage a variety of discipline issues.	3.28571429	4.35
I was prepared to motivate my students to learn.	4.375	4.53
I was prepared to keep my students on task.	4.125	4.71
I was prepared to foster positive student relationships.	4.875	4.88
I was prepared to facilitate smooth transitions for my students.	4.25	4.53
I was prepared to use effective communication strategies to foster learning.	4.5	4.71
I was prepared to promote respect for diverse cultures, genders, and intellectual / physical abilities.	3.875	4.82
I was prepared to use technology as a communication tool.	4.625	4.59
I was prepared to develop and use assessments to evaluate learning.	4.25	4.59
I was prepared to analyze assessment data to improve instruction.	4.375	4.47

I was prepared to work with colleagues to set learning goals and help students set learning goals using assessment results.	4.625	4.65
I was prepared to analyze data to reflect on areas for my own professional growth.	4.25	4.82
I was prepared to collaborate with colleagues to support student learning.	4.875	4.88

Core Undergraduate Education Summary Data (Means)

Missouri Teaching Standards (MTS)	S 1	S 2	S 3	S 4	S 5	S 6	S 7	S 8	S 9
Practicum 1 MTS n = 25	2.58	2.42	2.38	2.42	2.38	2.58	1.67	1.79	1.63
Practicum 2 MTS n = 13	3.31	2.77	3.00	2.85	3.31	3.15	2.85	3.15	3.23
US MT MEES n = 18	3.03	2.47	2.86	2.59	2.96	2.89	2.92	3.11	3.00
CT MT MEES n = 18	3.08	3.02	3.06	2.91	3.24	3.16	2.99	3.45	3.25
US Sum MEES n = 18	3.16	2.93	3.22	3.23	3.23	3.08	3.02	3.28	3.19
CT Sum MEES n = 18	3.49	3.27	3.33	3.31	3.56	3.47	3.28	3.69	3.53
ST MTS n = 18	3.28	3.28	3.50	3.11	3.39	3.50	3.17	3.39	3.47



Core Undergraduate Education Summary Data (Means)

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.

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





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TOP SCORES, TOP PLACEMENT, TOP RANKING

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performance
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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.

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

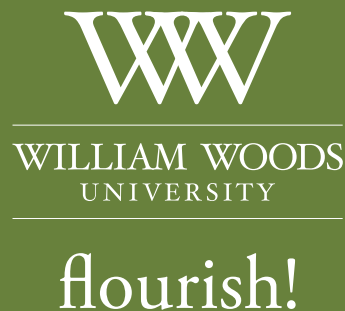
KAT KAPPA DELTA PI
INTERNATIONAL HONOR SOCIETY IN EDUCATION

**EDUCATORS
RISING**

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



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Bachelor of Science in Elementary Education

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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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graduate and career
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of our Education
program students

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Elementary Education
Colleges in Missouri

INVOLVEMENT OPPORTUNITIES

KAT KAPPA DELTA PI
INTERNATIONAL HONOR SOCIETY IN EDUCATION

**EDUCATORS
RISING**

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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:

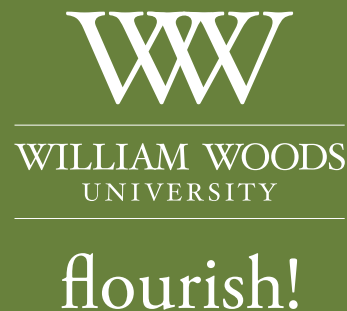
- » Instructional designer
- » Trainer
- » Athletic or education program director
- » Resource teacher

"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



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





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TOP SCORES, TOP PLACEMENT, TOP RANKING

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and Liberal Arts
Colleges in Missouri

INVOLVEMENT OPPORTUNITIES

KAPPA DELTA PI
INTERNATIONAL HONOR SOCIETY IN EDUCATION

**EDUCATORS
RISING**

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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:



FULTON 58
FULTON MISSOURI

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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program students

Universities.com
ranked us top

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of the Best Physical
Education Colleges in
Missouri

INVOLVEMENT OPPORTUNITIES

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INTERNATIONAL HONOR SOCIETY IN EDUCATION

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RISING**

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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

WW
WILLIAM WOODS
UNIVERSITY

flourish!

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%

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UNIQUE OPPORTUNITIES

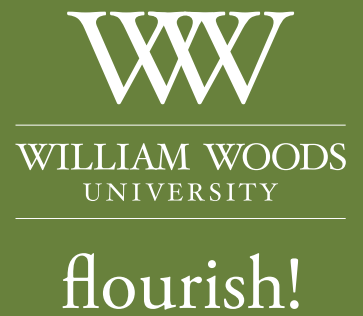
- » Through this secondary education program, you will learn not only what to teach your students, but the nuances of how to teach that material effectively, so that all students will learn. Curriculum is broken into content knowledge and pedagogical skills, taught by professors who have acquired years 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



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



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of the Best Special
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INVOLVEMENT OPPORTUNITIES



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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