



**WILLIAM WOODS
UNIVERSITY**

Education Annual Assessment 2020-2021

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Annual Assessment 2020-2021

Education Core

Program Profile

Program Mission Statement

Please insert your program mission statement here

The School of Education at William Woods University believes that all students deserve to have effective, caring instructors who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare preservice teachers, our faculty believe both theory and applications should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. The mission of this Educational Core 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 2019-2020

Student Minors 2019-20

63

9

Student Majors 2020-2021

Student Minors 2020-2021

79

13

Concentrations 2019-2020

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: 32

Middle Level Education: 3

Secondary Education: 14

Special Education: 10

Physical Education: 13

K-12 Art: 7

Concentrations 2020-2021

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: 3

Secondary Education: 9

Special Education: 8

Physical Education: 10

K-12 Art: 6

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 your persistence numbers what you expected? If not, how could the numbers be improved?

This semester the education program is excited to have 14 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 3 Art Education majors in the Teacher Education Program (6 total) - one graduate in 2018-2019.

Currently, we have 15 Elementary Education majors in the Teacher Education Program. Seven of these students graduated in 2018-2019.

This year we had 2 Middle School Education majors in the Teacher Education Program. None graduated, one transferred to Education Curriculum Studies last year.

This year we had 3 Secondary Education majors in the Teacher Education Program. Five of these students graduated in 2018-2019. Several Secondary Education majors have not been admitted into the Teacher Education Program (6 total).

Currently, we have 5 Special Education majors in the Teacher Education Program. Four students graduated in 2018-2019.

This year we had 5 Physical Education majors in the Teacher Education Program. Two students graduated in 2018-2019.

Across all our programs, only one student who had been accepted into the Teacher Education Program transferred to a non-certification degree. This student was a Middle School Education Major. Our ration for all certification seeking students is 40/41.

The remaining students not in the Teacher Education Program do transfer out of WWU or the SOE more frequently, but are not tracked since generally these are freshmen and still undecided.

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

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

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

We are currently not meeting our Title 2 expectations in the areas of math, science, and special education. We have contacted both admissions and marketing to showcase these majors; and faculty have communicated their willingness to do what it takes to admissions and marketing in an effort to increase enrollment in these areas, particularly special education.

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

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

Marketing Material

FW_Education_program_sheets_proofs.zip

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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.

Additional Standards/Outcomes

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

EDU-MTS.8.1	Self-assessment and improvement
EDU-MTS.9.1	Induction and collegial activities
EDU-MTS.9.3	Cooperative partnerships in support of student learning

Alignment to the University Objectives

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

The 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.

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), pre-lesson plan assessment for entrance into the Teacher Education Program (TEP); post lesson plan for entrance into student teaching; 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 in practicum one and practicum two (EDU 291 and EDU 395) as they align to both dispositions and the nine Missouri Teaching Standards (MTS).

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

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

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

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education (or have an ACT of 20 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 cut score that is established by the University or by the Department of Elementary and Secondary Education. Correlational study of ACT scores and MoGEA scores has determined those with lower ACT scores score lower on the MoGEA and MOCA. Based on this information, practice tests and MoGEA and MOCA pre-assessment data are used to identify struggling students early, provide them support in these areas, and then track them more substantially through the program. One example is the practice MOGEA and MOCA we offer during Student Performance Days. Additionally, we provide tutoring sessions called WiseOwls. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

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

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

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

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

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

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Curriculum Map for Core

	EDU 201	EDU 211	EDU 231	EDU 250	EDU 291	EDU 392	EDU 395	EDU 422
EDU-MTS.1.1 Content knowledge and academic language				I	A, I		A, R	
EDU-MTS.1.2 Student engagement in subject matter				I	A, I		A, R	
EDU-MTS.2.4 Differentiated lesson design				I	A, I		A, R	
EDU-MTS.2.6 Language, culture, family and knowledge of community values				I	A, I		A, R	
EDU-MTS.3.2 Lessons for diverse learners				I	A, I		A, R	
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking				I	A, I		A, R	
EDU-MTS.5.1 Classroom management techniques				I	A, I		A, R	
EDU-MTS.5.2 Management of time, space, transitions, and activities				I	A, I		A, R	
EDU-MTS.5.3 Classroom, school and community culture				I	A, I		A, R	
EDU-MTS.6.1 Verbal and nonverbal communication				I	A, I		A, R	
EDU-MTS.7.1 Effective use of assessments				I	A, I		A, R	
EDU-MTS.7.2 Assessment data to improve learning				I	A, I		A, R	
EDU-MTS.7.3 Student-led assessment strategies				I	A, I		A, R	
EDU-MTS.7.5 Communication of student progress and maintaining records				I	A, I		A, R	
EDU-MTS.8.1 Self-assessment and improvement				I	A, I		A, R	
EDU-MTS.9.1 Induction and collegial activities				I	A, I		A, R	
EDU-MTS.9.3 Cooperative partnerships in support of student learning				I	A, I		A, R	

	EDU 441	EDU 453	EDU 492	EDU 493	EDU 495	EDU 499	PSY 221	PSY 226
EDU-MTS.1.1 Content knowledge and academic language			M, A					
EDU-MTS.1.2 Student engagement in subject matter			M, A					
EDU-MTS.2.4 Differentiated lesson design			M, A					
EDU-MTS.2.6 Language, culture, family and knowledge of community values			M, A					
EDU-MTS.3.2 Lessons for diverse learners			M, A					
EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking			M, A					
EDU-MTS.5.1 Classroom management techniques			M, A					
EDU-MTS.5.2 Management of time, space, transitions, and activities			M, A					
EDU-MTS.5.3 Classroom, school and community culture			M, A					
EDU-MTS.6.1 Verbal and nonverbal communication			M, A					
EDU-MTS.7.1 Effective use of assessments			M, A					
EDU-MTS.7.2 Assessment data to improve learning			M, A					
EDU-MTS.7.3 Student-led assessment strategies			M, A					
EDU-MTS.7.5 Communication of student progress and maintaining records			M, A					
EDU-MTS.8.1 Self-assessment and improvement			M, A					
EDU-MTS.9.1 Induction and collegial activities			M, A					
EDU-MTS.9.3 Cooperative partnerships in support of student learning			M, A					

Changes to Curriculum

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

There were some changes to the curriculum map this year. 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

EDU-MTS.1.1 Content knowledge and academic language				
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? Not met	The data for the undergraduate students are located here, by major (SPED, ELE, Middle, Secondary, PE, Art)	Undergrad_Analysis.zip Via_Untitled_Rubric_Report_01_01_2021_214912.pdf	
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			

EDU-MTS.1.2 Student engagement in subject matter				
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? Not met	More Data By Major are Located Here	Descriptives_For_All_Education_Graduates_Over_3_year_period_By_Program_and_Year_1_.docx	
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 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			

EDU-MTS.2.4 Differentiated lesson design				
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			

EDU-MTS.2.6 Language, culture, family and knowledge of community values				
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			
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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			

EDU-MTS.3.2 Lessons for diverse learners**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			

EDU-MTS.4.1 Instructional strategies leading to student engagement in problem-solving and critical thinking

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			

EDU-MTS.5.1 Classroom management techniques

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			
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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			

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

EDU-MTS.5.3 Classroom, school and community culture				
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			

EDU-MTS.6.1 Verbal and nonverbal communication				
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			
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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			

EDU-MTS.7.1 Effective use of assessments				
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			

EDU-MTS.7.2 Assessment data to improve learning				
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			

EDU-MTS.7.3 Student-led assessment strategies				
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			

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

EDU-MTS.8.1 Self-assessment and improvement				
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			

EDU-MTS.9.1 Induction and collegial activities				
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			

EDU-MTS.9.3 Cooperative partnerships in support of student learning				
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 is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

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

Standard 1 deficient for EDU 291 (Freshman and Sophomores) ; actually, the mean for all students was between 0.9 and 1.0; however, our goal is 1.0

All other standards for EDU 291, EDU 395, and 492 were at or above performance expectations.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

This year, WWU preservice teachers (declared education majors) took practice content exams through the Missouri Educator Gateway Assessment (MEGA) webpage. These content exams, which include the MOCA and/or MoGEA, help our students prepare for the taking and passing the exam before their student teaching semester. Our program provides practice test vouchers for students and collect the practice score data. In order to provide more flexible testing conditions this year due to the covid-19 pandemic, students had the option to take the exam at home or in a setting of their choice. A second performance review day was used to facilitate lesson planning and career preparation workshops. These sessions were facilitated by faculty and students in the undergraduate education program.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

SPR_template_schedule.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

This year, our graduating seniors presented research from their student teaching experiences during a Senior Showcase. We had a fantastic group of student teachers and enjoyed having them share their experiences with faculty, students, and other guests. This year the presentations were held virtually over Zoom from April 19th-April 22nd. We were excited to have Dr. Tracy Hinds, deputy commissioner of the Division of Learning Services at DESE, joining us as a speaker. We also invited members of our education advisory board to attend the presentations.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

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 could be viewed as 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. While covid-19 has made such activities difficult this year, we did have 18 students enrolled in EDU 395 this spring who were able to get over 45 hours of clinical experience.

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Monday September 7: Tell our Stories: Immigration LIVE VIRTUAL

Thursday, September 24th: Where are they now? Networking with WOODS grads! LIVE VIRTUAL

Sunday, September 27th: Chicago Immigrant Orchestra: Real Time LIVE VIRTUAL

Sunday, October 18th: The National Museum of Mexican: In Partnership with the Spanish Department Art LIVE VIRTUAL

Tuesday, November 3rd: Let's Talk About: Diversity and Inclusion LIVE VIRTUAL

Friday December 4th: #Tweet Chat about Diversity and Inclusion LIVE VIRTUAL

Friday, February 26th: Truth of Misinformation: In partnership with the Columbia Public Library LIVE VIRTUAL

Friday, April 2nd: Educator Panel: WWU alum talk about the education field LIVE VIRTUAL

Fall 2020: Becoming a substitute teacher

Fall 2020: WWU Ghost Tour

October 2020: Sport Specialization and Injury rates

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 accomplishments that a student achieved outside of course work or the normal expectations of student success.

Roberto Duro Sanchez: In conjunction with Dr. Hanrahan and Dr. Concannon he completed a mentor/mentee project that was just completed leading to a journal article submission. Roberto also was recognized as a MoSHAPE major of the year at their conference.

Alumni Accomplishments

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

n/a

Faculty Accomplishments

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

Jim Concannon: Published; Multicultural and multilingual education: The intersectionality of culture mindset and instructional practices. *Journal of English Learner Education*, (2021, in review). Published; International collaborative follow-up investigation of graduating high school students' understandings of the nature of scientific inquiry: is progress being made? *International Journal of Science Education*, (2021, accepted). Published; Gilbert, J.E., & Concannon, J.P. (2020). Differences in science ACT score between traditional and alternative science sequences. *Science Education International*, 31(4), 425-430. Published; Concannon, J.P., Brown, P.L., Lederman, N.G., & Lederman, J.S. (2020). Investigating the development of secondary students' views about scientific inquiry. *International Journal of Science Education*, 42, 906-933.

Joe Davis: Completed doctorate in educational leadership and policy analysis from University of Missouri. Elected to Fulton Public School's Board of Education

Frank Giuseffi: Virtual presentation for society of philosophy and history of education conference. Published; implementing self-directed learning in eLearning education. Published chapter, "exploring the Delphi report's critical thinking framework for military school educationists. Published book; "How the Socratic Method Engenders Authentic Educational Experiences"

Tom Frankman: Higher Learning Commission, Participant: Peer Reviewer training

Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<p><input checked="" type="checkbox"/> 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.</p>	<p><input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p><input checked="" type="checkbox"/> The mission statement is minimal at best.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Reflection on Retention weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed description on the retention 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.</p>	<p><input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.</p>	<p><input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Defines External Accreditation Standards weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.</p>	<p><input checked="" type="checkbox"/> The program fails to provide any accreditation information.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
General Education alignment clearly explained weight: 1.000	<p><input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial 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.</p>	<p><input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Curriculum Map alignment weight: 1.000	<p><input checked="" type="checkbox"/> The curriculum map is detailed and complete.</p>	<p><input checked="" type="checkbox"/> The curriculum map is complete</p>	<p><input checked="" type="checkbox"/> The curriculum map is not complete</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Assessment of Objectives weight: 1.000	<p><input checked="" type="checkbox"/> 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.</p>	<p><input checked="" type="checkbox"/> 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.</p>	<p><input checked="" type="checkbox"/> 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.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				
Data Driven Decision-making is explained weight: 1.000	<p><input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p><input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p><input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p><input checked="" type="checkbox"/> N/A</p>
Comment:				

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:				
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				