



Elem Education Annual Assessment 2018-19

Elementary Education	3
Program Profile	3
Program Assessment	5
Curriculum Map	7
Assessment Findings	8
Program Activities	15
Assessment Rubric	29

Annual Assessment 18-19

Elementary Education

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 educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, 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.

Program Data

Delivery Method

Traditional On Campus (selected)
 Online
 Hybrid

Students Majors 2017-18

25

Student Minors 2017-18

14

Student Majors 2018-19

33

Student Minors 2018-19

13

Concentrations 2017-18

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

During the 2018-2019 school year, elementary majors selected a concentration area (21 credit hours) from the following choices: Art; English; Mathematics; Science; Social Science, or Speech and Theatre. Each concentration area contained a list of suggested courses for the students to take. Elementary education students also have the option of earning a concentration in early childhood education.

Concentrations 2018-19

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

The concentrations for elementary certification were changed to a single elementary concentration which included courses from all 4 of the content areas tested by the MoCA. Elementary education students also have the option of earning a concentration in early childhood education.

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? What is the optimal enrollment for the program?

This semester the education program is excited to have 31 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. Fifty students would be the optimal level for this program.

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?

This program is accredited by the Missouri Department of Elementary and Secondary Education.

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?

The education faculty has met with the admissions team and Kathy Groves to review marketing materials. In addition, the graphic design team at WWU is working with education faculty to update the bulletin boards on the third floor. These new boards will contain university marketing images and will be a major update. Two banners have also been ordered. One area for improvement is an increase in marketing our early childhood certification and master's in 5 program.

Marketing Material

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	The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
EDU-MTS.2	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
EDU-MTS.3	The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
EDU-MTS.4	The teacher uses a variety of instructional strategies and resources to encourage students
EDU-MTS.5	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
EDU-MTS.6	The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
EDU-MTS.7	The teacher understands and uses formative and summative assessment strategies to assess the learner
EDU-MTS.8	The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
EDU-MTS.9	The teacher has effective working relationships with students, parents, school colleagues, and community members.

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, 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. Additionally, we provide tutoring sessions called WiseOwls. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

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

Elementary Education

	EDU 201	EDU 211	EDU 231	EDU 250	EDU 291	EDU 395	EDU 453	EDU 492
EDU-MTS.1 The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.				I	R, A	A, R		M, A
EDU-MTS.2 The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.				I	A, R	A, R		M, A
EDU-MTS.3 The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.				I	A, R	A, R		M, A
EDU-MTS.4 The teacher uses a variety of instructional strategies and resources to encourage students				I	A, R	A, R		M, A
EDU-MTS.5 The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				I	A, R	A, R		M, A
EDU-MTS.6 The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.				I	A, R	A, R		M, A
EDU-MTS.7 The teacher understands and uses formative and summative assessment strategies to assess the learner				I	A, R	A, R		M, A
EDU-MTS.8 The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.				I	A, R	A, R		M, A
EDU-MTS.9 The teacher has effective working relationships with students, parents, school colleagues, and community members.				I	A, R	A, R		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 site, and practice implementing observable aspects of the standards. The 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 Elementary Education

EDU-MTS.1 The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Met	The average score for MTS 1 was 1.0		

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0	The average score for MTS 1 was 2.6		

	been met yet? Met			
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 1 was 3.25		

EDU-MTS.2 The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Not met	The average score for MTS 2 was 0.8		
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 2 was 2.2		
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 2 was 3.25		

EDU-MTS.3 The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Not met	The average score for MTS 3 was 0.6		

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 3 was 2.2		

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 3 was 3.1		

EDU-MTS.4 The teacher uses a variety of instructional strategies and resources to encourage students

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Not met	The average score for MTS 4 was 0.7		

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

Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 4 was 2.2		
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 4 was 3.1		

EDU-MTS.5 The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.				
Assessment Measures				
EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Met	The average score for MTS 5 was 1.8		
EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 5 was 2.5		
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Not met	The average score for MTS 5 was 2.75		

EDU-MTS.6 The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Met	The average score for MTS 6 was 1.6		

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 6 was 2.6		

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 6 was 3.25		

EDU-MTS.7 The teacher understands and uses formative and summative assessment strategies to assess the learner

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Not met	The average score for MTS 7 was 0.5		

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

Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 7 was 2.0		
EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 7 was 3.1		

EDU-MTS.8 The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Met	The average score for MTS 8 was 1.3		

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 8 was 2.4		

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 8 was 3.25		

EDU-MTS.9 The teacher has effective working relationships with students, parents, school colleagues, and community members.

Assessment Measures

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 1.0 out of 4.0 been met yet? Met	The average score for MTS 9 was 1.6		

EDU 395				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 2.0 out of 4.0 been met yet? Met	The average score for MTS 9 was 2.0		

EDU 492				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion Students will score an Ave. 3.0 out of 4.0 been met yet? Met	The average score for MTS 9 was 3.1		

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.

This data is from the Fall Semester of 2018. The assessment data was generated from cooperating teachers' evaluations of our practicum and student teachers. In Missouri, there are nine essential Missouri Teaching Standards. Students are evaluated by the cooperating teacher, who is a practicing K-12 teacher in public schools, with respect to these nine standards. The standardized form that the State of Missouri requires to use is called the Missouri Educator Evaluation System (MEES). The MEES and the implemented assessment align, as many of the quality indicators in the implemented assessment are verbatim from the MEES instrument. We use a form that was generated by the department that aligns with quality indicators of the nine Missouri Teaching Standards. The assessment tool was presented to the School of Education in August of 2018, and was first implemented in Fall of 2018. Students are evaluated in their ability to demonstrate characteristics indicative of a high quality teacher on a four-point rubric. Four is the highest score, zero is the lowest score. Students provide the assessment tool to the cooperating teacher, and at the end of the semester, the cooperating teacher provides the student the filled out evaluation form. The evaluation is not worth a grade - it is for internal purposes only. Assigning a grade to the assessment process would bias the results, and would not provide a true

reflection of how our courses and process need to better support our students in the field. Though there are several data points that the School of Education collects beyond the recorded assessment in AIMS, it shows a general progression of our students' progress from EDU 291, to EDU 395, and then again to EDU 492. Please see box 1.1 for the raw data. It is important to note that while the data shows improved success of our candidates average score as they progress in the program, there are certain areas that should be addressed. One area that the School of Education is addressing is how we prepare students for English Language Learners (ELL), and how we prepare our candidates for teaching gifted students. This is an area that we have had at least two School of Education meetings to discuss. Other data provided by the State of Missouri show that our completers after their first-year of teaching perceive that they were not entirely prepared in these areas - however, the data is similar to other programs across the state.

Our coursework in the School of Education completely aligns with the nine Missouri Teaching Standards. In EDU 250, a complete review of the nine Missouri Teaching Standards is covered. Deeper discussions of the Missouri Teaching Standards are addressed in EDU 291, EDU 395, and EDU 492. In EDU 492, students demonstrate their understanding of the nine Missouri Teaching Standards by also completing a performance assessment. The performance assessment was validated in summer of 2018, and was implemented beginning Fall of 2018. The performance assessment is a rigorous assessment requiring students to create an action research project, develop several lessons, show how technology is integrated in their teaching, develop a curriculum map/timeline, and a classroom management plan among other things.

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?

The assessment day was a success. We assessed over 70 education majors over two days using the Pearson practice Missouri General Education Assessment or the Pearson Missouri Content Assessment. The practice MOGEA was administered to all the students who had not yet entered into the Teacher Education Program. The practice MOCA was administered to students who were in the Teacher Education Program, but not yet registered for student teaching. In addition to assessment day, throughout the year we implemented a pre/post lesson plan screening. Students took the pre-performance assessment when they were admitted into the Teacher Education Program, and students who were accepted to student teach took the post-assessment lesson screening. The data from the assessment day showed that there really is limited relationship between the practice test scores and actual test scores; however, this can be explained. The relationship is suggested to be limited because when students receive their assessment day scores, they tend to concentrate on the areas where they felt deficient before taking the actual high-stakes exam to progress in the Teacher Education Program. Likewise, students seek help using our library of resources and our WiseOwls tutoring sessions. Based on the overall assessment data concerning the Missouri teaching standards, there seems to be a slight trend in needing to address standard 7, assessment. Again, though, as a department we worked, discussed, and reflected on key aspects in critical courses to increase these scores, and possible end of course assessments to implement as evidence in supporting students with this standard. In our EDU 422 class, measurement and assessment, a large field component was added, and a rather rigorous end of course assessment (though the assessment occurs throughout the course) was implemented. We have made successful changes and I look forward to reviewing next year's data.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

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?

The senior showcase activities included student teachers and practicum 2 students presenting their action research projects. The action research project is assessed in via, and individual scores regarding standard 7, assessment, are recorded.

Action Research Expectations

(1) Statement of the problem – The focus of you action research is to assess your teaching effectiveness with respect to one or more of the Missouri Teaching Standards. For example, you may wish to determine how various types of student groupings, whether homogenous or heterogeneous groups, affect student performance, interests, attitudes, or on-task behaviors.

(2) A description of the action research you intend to carry out –What procedures will you carry out to complete the action research project? Is the focus of the action research project directly aligned with the intended outcome? For example, will implementing incentives increase students' on-task behavior? Will implementing a constructivist, inquiry-based approach to teaching and learning increase students' interests in the subject matter? Based on your statement of the problem, provide the question that drives the research study.

(3) Provide an annotated bibliography- An annotated bibliography consists of approximately ten peer-reviewed journal articles with the description of the study for each source. The annotated bibliography needs to begin with the source, provided in APA format, and then below the reference a summary of the findings as it relates to instructional practices. The annotated bibliography should come from peer-reviewed journal articles. Avoid on-line blogs, and on-line pages that does not contain data within the article.

(4) A description of who will be participating in the action research project. What are the demographics of the classroom? Are there any particular characteristics of the classroom environment that may affect the outcomes of the action research project?

(5) Provide the assessment or a description of the assessment you will be using to determine the effectiveness of your teaching intervention. What will the assessment be measuring? Will you be assessing students before and after the teaching intervention?

(6) How will you ensure your teaching intervention actually made a difference compared to if a teaching intervention was not implemented? The teaching intervention needs to be referenced against a classroom where the specific teaching intervention was not implemented.

(7) Identify the independent and dependent variables.

(8) Provide a null hypothesis. A null hypothesis: There is no statistically significant difference in (dependent variable) between (independent variable).

(9) Provide a description of how data is collected and analyzed. If it is a quantitative study, explain the statistic test used to determine if there was a significant difference from pre- to post-test.

(10) Provide results, in tabular form, of the data collected. Provide graphs to represent the data visually.

(11) Provide a conclusion. Do you accept or reject the null hypothesis.

(12) Provide a discussion. In your mind, why was the null hypothesis accepted or rejected based on the data collected. Connect the discussion to the literature review.

(13) Provide implications. Explain how the results of your study apply to you as a future educator.

Score of 4 = candidates use appropriate research and appropriate evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified.

Score of 3 = candidates use some research and some evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own

professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified. However, a score of "3" indicates the candidate could have better identified the problem and better connected findings on student growth and teaching implications to current research in the field.

Score of 2 = candidates use minimal research and minimal evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own

professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified. However, a score of "2" indicates the candidate minimally related findings on student growth and teaching implications to current research in the field.

Score of 1 = candidates use no research and minimal evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own

professional practice. Data on student growth was collected, analyzed, and implications regarding student growth are specified. However, a score of "1" indicates the candidate did not relate findings on student growth and teaching implications to current research in the field.

Score of 0 = candidates use no research and no evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own

professional practice.

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

No (selected)

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?

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.

Approximately 55 LEAD event sponsored by the School of Education:

Tuesday, December 4, 2018

4:00:00 PM - School of Education Action Research Poster Presentations - Students in EDU 492 and EDU 395 will present their Action Research that was completed as part of their clinical experiences. This will be a poster presentation forum in which interested participants will be able to walk around and hear details from the research conducted in host classrooms.

Aldridge

Charlotte Miller, James Concannon - **1 point(s)**

Thursday, April 18, 2019

Friday, November 30, 2018

8:00:00 AM - Foundations of Education Poster Presentations - Come learn more about six important issues in K-12 Education! Students in EDU 250 will be sharing their poster presentations on Friday, November 30th at 8:00 am on the third floor of the academic building.

301 Academic Building

Davis, Joseph - **1 point(s)**

Wednesday, November 14, 2018

7:00:00 PM - A Fantastic Woman - International Film Series. Chile (104 min.) 2017. Marina and Orlando are in love and planning their future, when one night Orlando suddenly falls ill and passes away. Marina is treated with suspicion by authorities and disdain by his family. Marina is a trans woman and for most of Orlando's family, her sexual identity is a perversion. She must battle the very same forces that she has spent a lifetime fighting just to become the woman she is now - a complex, strong, forthright and fantastic woman. In Spanish with English subtitles. Rated R. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, November 14, 2018

4:00:00 PM - A Fantastic Woman - International Film Series. Chile (104 min.) 2017. Marina and Orlando are in love and planning their future, when one night Orlando suddenly falls ill and passes away. Marina is treated with suspicion by authorities and disdain by his family. Marina is a trans woman and for most of Orlando's family, her sexual identity is a perversion. She must battle the very same forces that she has spent a lifetime fighting just to become the woman she is now - a complex, strong, forthright and fantastic woman. In Spanish with English subtitles. Rated R.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, November 7, 2018

7:00:00 PM - Thelma - International Film Series. Norway (116 min.) 2017. Thelma, a shy young student, has just left her religious family to study at a university in Oslo. While at the library one day, she experiences a violent, unexpected seizure. As it becomes clearer that the seizures are a symptom of inexplicable, often dangerous, supernatural abilities, Thelma is confronted with tragic secrets of her past, and the terrifying implications of her powers. In Norwegian with English subtitles. Unrated. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, November 7, 2018

4:00:00 PM - Thelma - International Film Series. Norway (116 min.) 2017. Thelma, a shy young student, has just left her religious family to study at a university in Oslo. While at the library one day, she experiences a violent, unexpected seizure. As it becomes clearer that the seizures are a symptom of inexplicable, often dangerous, supernatural abilities, Thelma is confronted with tragic secrets of her past, and the terrifying implications of her powers. In Norwegian with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Thursday, October 18, 2018

4:00:00 PM - Mentor/Mentee Presentation -Teachers' self-efficacy beliefs about delivering effective questions in instructional settings - This LEAD event will present research that was conducted in the 2017/2018 school year. This quantitative study examined novice teachers' beliefs about asking questions effectively in a traditional educational setting. Gender and grade level differences proved significant.

Academic Building Room 306

Hanrahan, Tim - **1 point(s)**

Wednesday, October 10, 2018

7:00:00 PM - El Laberinto del fauno (Pan's Labyrinth) - International Film Series. Spain (119 min.) 2006. Young Ofelia enters a world of unimaginable cruelty when she moves in with her new stepfather. Armed with only her imagination, Ofelia discovers a mysterious labyrinth. But soon, the lines between fantasy and reality begin to blur. In Spanish with English subtitles. Rated R. Presented as part of Hispanic Heritage Month. Dr. Hannah Bolados, Assistant Professor of Spanish, will introduce each showing of the film. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, October 10, 2018

4:00:00 PM - El Laberinto del fauno (Pan's Labyrinth) - International Film Series. Spain (119 min.) 2006..Young Ofelia enters a world of unimaginable cruelty when she moves in with her new stepfather. Armed with only her imagination, Ofelia discovers a mysterious labyrinth. But soon, the lines between fantasy and reality begin to blur. In Spanish with English subtitles. Rated R. Presented as part of Hispanic Heritage Month. Dr. Hannah Bolados, Assistant Professor of Spanish, will introduce each showing of the film.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Tuesday, October 9, 2018

2:00:00 PM - Trauma Informed in Every Profession - Undergoing trauma training in every field is imperative to create a safe, equitable, and informed workplace. This presentation will examine science, empathy, and your own experience under the lens of trauma informed. As you prepare to enter your chosen field add *trauma informed* to your resume! *Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.* - World Health Organization

Library Auditorium

Rachel Turney - **1 point(s)**

Wednesday, October 3, 2018

7:00:00 PM - Demon - International Film Series. Poland (94 min.) 2016. A smart, atmospheric Polish horror film about a wedding that gets interrupted after the groom becomes possessed by a Jewish *dybbuk* (a cross between a vampire and a ghost). In Polish with English subtitles. Rated R. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, October 3, 2018

4:00:00 PM - Demon - International Film Series. Poland (94 min.) 2016. A smart, atmospheric Polish horror film about a wedding that gets interrupted after the groom becomes possessed by a Jewish *dybbuk* (a cross between a vampire and a ghost). In Polish with English subtitles. Rated R.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Tuesday, October 2, 2018

8:00:00 AM - DESE English Language Arts Representative Visit - The Missouri Department of Education assistant director of English Language Arts will speak about ELA curriculum, instruction, and assessment.

Library Auditorium

Rachel Turney - **1 point(s)**

Wednesday, September 26, 2018

6:30:00 PM - #TWEETTWEET - Build your #PLN by setting up TweetDeck and participating in #122edchat education chat on Twitter TONIGHT! (If you aren't an education major #noprob you can set up a TweetDeck and explore other chat forums at this event) #122edchat is a weekly conversation designed to help inspire educators across the globe to reach their greatest potential in service of others. Megan Hacholski (@megan_hacholski) and Michael Abramczyk (@_on11), along with guest moderators, lead each week with a different focus tied to their strengths and areas of expertise. You

never know what famous educator might tweet you #famous !!! Come in at 6:30pm and get plugged in with twitter and hear a brief overview of how ed chats work towards building your knowledge as an educator. Then we will all engage in #122edchats *You must bring an electronic device that supports twitter.

301 Academic Building

Rachel Turney - 1 point(s)

Wednesday, September 26, 2018

4:00:00 PM - Social Citizenship - *Social Citizenship* is a faculty led discussion about being an American woman through the lens of intersectionality, critical race theory, and Muslim American Identities. Dr. Rachel Turney poses three questions about identity to research respondents and codes responses in hopes of promoting social citizenship. This discussion format will ask attendees to participate in a dialogue about belonging in America and what identify means to women. Dr. Turney will engage women and men who attend to help guide the discussion and facilitate deepening of the project goals. Dr. Rachel Turney holds a certification in Social Justice, was a National Endowment Humanities Seminar participant in Muslim American Identities in 2017, and previously presented: The Bridge at MIZZOU (2017) and The Social Justice Symposium at MIZZOU (2018)

Library Auditorium

Rachel Turney - 1 point(s)

Tuesday, September 18, 2018

4:00:00 PM - Vulnerable Populations and Ongoing Health Disparities - This presentation by Lisa Sittler, Assistant Professor of Nursing, will use the events of the One Read book, *Killers of the Flower Moon*, as a springboard to examine vulnerable populations and health disparities of the past and in the present day. Join in a conversation about how to improve these situations. Space Limited.

Kemper Arts Center Rm 112

Mahoney, Jill - 1 point(s)

Wednesday, September 12, 2018

4:00:00 PM - Sami Blood - International Film Series. Sweden (109 min.) 2017. A 14-year-old girl belonging to the Sami people, a Scandinavian ethnic minority, is subjected to racism and eugenic scrutiny in the 1930s when she is removed from her family and sent to a state-run school that aims to reeducate her into Swedish culture. She must soon choose between new academic opportunities or staying true to her cultural identity, all while weathering the storms of adolescence. In Swedish with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - 1 point(s)

Wednesday, September 12, 2018

7:00:00 PM - Sami Blood - International Film Series. Sweden (109 min.) 2017. A 14-year-old girl belonging to the Sami people, a Scandinavian ethnic minority, is subjected to racism and eugenic scrutiny in the 1930s when she is removed from her family and sent to a state-run school that aims to reeducate her into Swedish culture. She must soon choose between new academic opportunities or staying true to her cultural identity, all while weathering the storms of adolescence. In Swedish with English subtitles. Unrated. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - 1 point(s)

Wednesday, September 12, 2018

9:00:00 AM - The Challenge of Deciding Tough Cases with Judge Jacobs - The Challenge of Deciding Tough Cases: The Battle of Skokie. Judge Brouck Jacobs will present on a landmark case in an interactive setting. This civic engagement discussion has applications to current events and all students and staff interested in learning how to navigate discussions about sensitive topics including legal rights.

Model Courtroom

Rachel Turney - **1 point(s)**

Wednesday, September 5, 2018

7:00:00 PM - Nocturama - International Film Series. France (130 min.) 2016. A group of tense, shifty adolescents prowl the streets and subways of Paris, learning through carefully delineated sequences that they're already well underway with a bombing plot. And then it becomes something familiar, yet altogether different, as these subversives tuck away inside a shopping mall and lose themselves in consumer culture. In French with English subtitles. Unrated. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, September 5, 2018

2:00:00 PM - DESE Director Dyslexia Specialist Visit - Kim Stucky, the Missouri Department of Education Director Dyslexia Specialist, will speak about the new dyslexia legislation and mandates impacting all teachers in the state.

Library Auditorium

Rachel Turney - **1 point(s)**

Wednesday, September 5, 2018

4:00:00 PM - Nocturama - International Film Series. France (130 min.) 2016. A group of tense, shifty adolescents prowl the streets and subways of Paris, learning through carefully delineated sequences that they're already well underway with a bombing plot. And then it becomes something familiar, yet altogether different, as these subversives tuck away inside a shopping mall and lose themselves in consumer culture. In French with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, August 22, 2018

7:00:00 PM - Snow Flower and the Secret Fan - International Film Series. China (104 min.) 2011 In 19th-century China, seven year-old girls Snow Flower and Lily are matched as laotong - or old sames - bound together for eternity. Isolated by their families, they furtively communicate by taking turns writing in a secret language between the folds of a white silk fan. In a parallel story in present day Shanghai, the laotong's descendants, Nina and Sophia, struggle to maintain the intimacy of their own childhood friendship. In Mandarin Chinese with English subtitles. Rated PG-13. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, August 22, 2018

4:00:00 PM - Snow Flower and the Secret Fan - International Film Series. China (104 min.) 2011 In 19th-century China, seven year-old girls Snow Flower and Lily are matched as laotong - or old sames - bound together for eternity. Isolated by their families, they furtively communicate by taking turns writing in a secret language between the folds of a white silk fan. In a parallel story in present day Shanghai, the laotong's descendants, Nina and Sophia, struggle to maintain the intimacy of their own childhood friendship. In Mandarin Chinese with English subtitles. Rated PG-13.

Library Auditorium

Dudley, Erlene - **1 point(s)**

4:00:00 PM - School of Education Action Research Poster Presentations - Students in EDU 492 and EDU 395 will present their Action Research that was completed as part of their clinical experiences. This will be a poster presentation forum in which interested participants will be able to walk around and hear details from the research conducted in host classrooms.

Aldridge

Charlotte Miller, James Concannon - **1 point(s)**

Thursday, April 11, 2019

3:30:00 PM - Goal Setting Review (Part Two of MidTerms . . . Now What?) - **Participants should have attended the first session *MidTerms . . . Now What?* in March.** This session will focus on reviewing the goals set in place in March, identifying strengths and challenges to the goals and action steps, check in with accountability partners, and celebrate successes with the whole group. Students will briefly present their progress.

310 Academic Building

Emily Turner - **1 point(s)**

Wednesday, April 10, 2019

7:00:00 PM - Mustang - International Film Series. Turkey (94 min.) 2015. Five free-spirited teenaged sisters splash about on the beach with their male classmates. Though their games are innocent fun, a neighbor reports what she considers to be illicit behavior to the girls' family. The family overreacts, essentially imprisoning the girls, subjecting them to endless lessons in housework in preparation for them to become brides. As the eldest sisters are married off, the younger sisters bond together to avoid the same fate. In Turkish with English subtitles. Rated PG-13. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, April 10, 2019

4:00:00 PM - Mustang - International Film Series. Turkey (94 min.) 2015. Five free-spirited teenaged sisters splash about on the beach with their male classmates. Though their games are innocent fun, a neighbor reports what she considers to be illicit behavior to the girls' family. The family overreacts, essentially imprisoning the girls, subjecting them to endless lessons in housework in preparation for them to become brides. As the eldest sisters are married off, the younger sisters bond together to avoid the same fate. In Turkish with English subtitles. Rated PG-13.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, April 3, 2019

7:00:00 PM - Heartstone - International Film Series. Iceland (129 min.) 2017. In a remote fishing village in Iceland, teenage boys, Thor and Christian, experience a turbulent summer as one tries to win the heart of a girl while the other discovers new feelings toward his best friend. When summer ends and the harsh nature of Iceland takes back its rights, it's time to leave the playground and face adulthood. In Icelandic with English subtitles. Unrated. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, April 3, 2019

4:00:00 PM - Heartstone - International Film Series. Iceland (129 min.) 2017. In a remote fishing village in Iceland, teenage boys, Thor and Christian, experience a turbulent summer as one tries to win the heart of a girl while the other discovers new feelings toward his best friend. When summer ends and the harsh nature of Iceland takes back its rights, it's time to leave the playground and face adulthood. In Icelandic with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Monday, April 1, 2019

9:00:00 AM - Building a Culturally Responsive Classroom Library - Explore how to use your classroom or home library to build positive racial identity and welcome conversations about diversity with young learners. Event requires active participation.

Library Auditorium

Rachel Turney - **1 point(s)**

Monday, March 25, 2019

4:00:00 PM - Excel: Tables and Charts - In this workshop, learn how to format, sort, and filter tables, including some basic functions. Also, create and format a variety of Excel charts, such as column charts with multiple data series and scatter plots. Appropriate for Excel beginners and intermediate users. Due to computer workstation availability, attendance is limited to the first 20 students.

310 Academic Building

Utrecht, Rachel - **1 point(s)**

Wednesday, March 20, 2019

4:00:00 PM - My Cousin Rachel - International Film Series. United Kingdom (106 min.) 2017. A young Englishman plots revenge against his late cousin's mysterious, beautiful wife, believing her responsible for his cousin's death. But his feelings become complicated as he finds himself falling under the beguiling spell of her charms. In English. Rated PG-13.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, March 20, 2019

7:00:00 PM - My Cousin Rachel - International Film Series. United Kingdom (106 min.) 2017. A young Englishman plots revenge against his late cousin's mysterious, beautiful wife, believing her responsible for his cousin's death. But his feelings become complicated as he finds himself falling under the beguiling spell of her charms. In English. Rated PG-13. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Tuesday, March 19, 2019

9:30:00 AM - Becoming a High Quality Teacher - Paul Katnik, the Assistant Commissioner of DESE, speaks about development of high quality teachers in Missouri.

Library Auditorium

Rachel Turney - **1 point(s)**

Monday, March 18, 2019

3:00:00 PM - Formatting a Paper in APA Style - In this workshop, learn how to format a paper in APA style, including page numbers and basic citations. A sample paper will be provided, but participants are welcome to bring an electronic copy of their own paper to use. Due to computer workstation availability, attendance is limited to the first 20 students.

310 Academic Building

Utrecht, Rachel - **1 point(s)**

Wednesday, March 13, 2019

7:00:00 PM - A Ciambra - International Film Series. Italy (119 min.) 2017. Fourteen-year-old Pio wants nothing more than the respect of his older brother who he emulates in every way—including his career as a petty criminal. When both his father and brother are arrested, Pio is determined to prove that he can step up and be the head of his sprawling Romani family. But a fateful night and a wrenching decision soon test just how ready he is. In Italian with English subtitles. Unrated. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, March 13, 2019

4:00:00 PM - A Ciambra - International Film Series. Italy (119 min.) 2017. Fourteen-year-old Pio wants nothing more than the respect of his older brother who he emulates in every way—including his career as a petty criminal. When both his father and brother are arrested, Pio is determined to prove that he can step up and be the head of his sprawling Romani family. But a fateful night and a wrenching decision soon test just how ready he is. In Italian with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, March 13, 2019

4:00:00 PM - A Ciambra - International Film Series. Italy (119 min.) 2017. Fourteen-year-old Pio wants nothing more than the respect of his older brother who he emulates in every way—including his career as a petty criminal. When both his father and brother are arrested, Pio is determined to prove that he can step up and be the head of his sprawling Romani family. But a fateful night and a wrenching decision soon test just how ready he is. In Italian with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Friday, February 22, 2019

3:15:00 PM - The Ups and Downs of Mental Health - 1 in 5 Americans suffer from mental illness at some time in their life. Come join Alex Hamlin as she shares her personal experience with mental health. It should be OK to talk about mental health. Come hear about the stigma surrounding mental health, how to help those dealing with a mental illness, coping strategies, and how to reach out.

Academic Building RM 309

Hanrahan, Tim - **1 point(s)**

Monday, February 18, 2019

12:00:00 PM - Teaching Across Content with Tony Miriani and Tom Tabb - English teacher Tony and Social Studies teacher Tom from Simonsen Ninth Grade Center in Jefferson City talk about co-teaching and teaching across content areas.

301 Academic Building

Rachel Turney - **1 point(s)**

Wednesday, February 13, 2019

7:00:00 PM - In the Fade - International Film Series. Germany (107 min.) 2017. After the death of her family in a terrorist attack, Katja's life falls apart. Katja struggles as she endures the trial against the two suspects: a young couple from the neo-Nazi scene. The trial pushes Katja to the edge and there's simply no alternative for her: she wants justice. In German with English subtitles. Rated R. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, February 13, 2019

4:00:00 PM - In the Fade - International Film Series. Germany (107 min.) 2017. After the death of her family in a terrorist attack, Katja's life falls apart. Katja struggles as she endures the trial against the two suspects: a young couple from the neo-Nazi scene. The trial pushes Katja to the edge and there's simply no alternative for her: she wants justice. In German with English subtitles. Rated R.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, February 6, 2019

4:00:00 PM - Don't Swallow My Heart, Alligator Girl! - International Film Series. Brazil (106 min.) 2017. A tale about love and war, telling the story of Joca, a Brazilian boy who falls in love with a Paraguayan girl in the border of the two countries. To fight for this love, Joca will have to face the violent memories of his city and the secrets of his elder brother, Fernando, a local motorcycle cowboy. In Portuguese with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - **1 point(s)**

Wednesday, February 6, 2019

7:00:00 PM - Don't Swallow My Heart, Alligator Girl! - International Film Series. Brazil (106 min.) 2017. A tale about love and war, telling the story of Joca, a Brazilian boy who falls in love with a Paraguayan girl in the border of the two countries. To fight for this love, Joca will have to face the violent memories of his city and the secrets of his elder brother, Fernando, a local motorcycle cowboy. In Portuguese with English subtitles. Unrated. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - **1 point(s)**

Friday, February 1, 2019

1:00:00 PM - Morpheme Mastery - Dr. Rachel Turney examines the teaching of morphemes in strengthening the skills of early readers and students with dyslexia.

301 Academic Building

Rachel Turney - **1 point(s)**

Tuesday, January 29, 2019

11:00:00 AM - Education Day Panel - A panel of local education leaders will discuss the current state of K-12 education with current and prospective students.

Aldridge

Davis, Joseph - **1 point(s)**

Friday, January 25, 2019

9:00:00 AM - Growth Mindset in the Classroom - Examine growth mindset and how to teach growth mindset in the classroom.

Library Auditorium

Rachel Turney - **1 point(s)**

Wednesday, January 23, 2019

2:00:00 PM - Missouri Teacher of the Year - 2019 Teacher of the year Shelly Parks and DESE representative Linda Dooling will talk about the selection process for Missouri Teacher of the Year and what great educators are doing in our state.

Library Auditorium

Rachel Turney - **1 point(s)**

Thursday, January 17, 2019

12:00:00 PM - Dyslexia Examined - Department of Education expert Kim Stuckey (Director Dyslexia Specialist) will speak on the new rules and regulations governing dyslexia in Missouri and what parents and teachers can do to best serve students with dyslexia.

Library Auditorium

Rachel Turney - **1 point(s)**

Wednesday, January 16, 2019

4:00:00 PM - About Elly - International Film Series. Iran (119 min.) 2015. With the return of their close friend Ahmad from Germany, a group of former college pals decide to reunite for a weekend outing by the Caspian Sea. The fun starts right away as they quickly catch on to the plan of lively Sepideh, who has brought along Elly, her daughter's kindergarten teacher, in hopes of setting her up with recently divorced Ahmad. But seemingly trivial lies, which start accumulating from the moment the group arrives at the seashore, suddenly swing round and come back full force when one afternoon Elly suddenly vanishes. In Persian with English subtitles. Unrated.

Library Auditorium

Dudley, Erlene - 1 point(s)

Wednesday, January 9, 2019

7:00:00 PM - Sing Street - International Film Series. Ireland (106 min.) 2017. Sing Street takes us back to 1980s Dublin seen through the eyes of a 14-year-old boy named Conor who is looking for a break from a home strained by his parents' relationship and money troubles, while trying to adjust to his new inner-city public school. He finds a glimmer of hope in the mysterious, queer-cool and beautiful Raphina and with the aim of winning her heart he invites her to star in his band's music videos. There's only one problem: he's not part of a band...yet. In English. Rated PG-13. **Repeat Event. Point Only Awarded Once.**

Library Auditorium

Dudley, Erlene - 1 point(s)

Wednesday, January 9, 2019

4:00:00 PM - Sing Street - International Film Series. Ireland (106 min.) 2017. Sing Street takes us back to 1980s Dublin seen through the eyes of a 14-year-old boy named Conor who is looking for a break from a home strained by his parents' relationship and money troubles, while trying to adjust to his new inner-city public school. He finds a glimmer of hope in the mysterious, queer-cool and beautiful Raphina and with the aim of winning her heart he invites her to star in his band's music videos. There's only one problem: he's not part of a band...yet. In English. Rated PG-13.

Library Auditorium

Dudley, Erlene - 1 point(s)

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.

One elementary education major was involved in a mentor-mentee project and later presented at a professional conference in Kansas City with two faculty members.

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.

2018-19 graduate placement
Three accepted into graduate School
Other employment sites obtained:
4 Pioneer Trail Jefferson City Public Schools
HS Special Ed JCHS JCPS
Moberly
HS Special Ed. JCHS JCPS
K-8 Special Ed North Callaway Schools
Jefferson City School District
Springfield School District

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.

Collectively from all professors in the School of Education (SOE) we have multiple publications (including two books, and one book chapter from professors in SOE), journal articles, and dozens of peer-reviewed presentations at regional, national and international conferences.

Assessment Rubric

Annual Assessment Rubric 2018

30.000 pts 71.43%

	3.000 Exceeds	2.000 Meets	1.000 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:				
Reflection on Retention weight: 1.000	✓ 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.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:				
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:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives 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	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A

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:				
Analysis of Assessment is complete 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 activities weight: 1.000	✗ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✗ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				