WW

WILLIAM WOODS UNIVERSITY

Elem Education Annual Assessment 2019-2020

Contents

Annual Assessment 2019-2020

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

Student Majors 2018-19	**Students Majors 2019-2020**
33	33
Student Minors 2018-19	**Student Minors 2019-20**
13	0

Concentrations 2018-19
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

During the 2019-2020 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 concenration 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 2019-20
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?

The faculty in the School of Education have made it a priority to connect with, and support, our preservice teachers. Starting in their introductory course and continuing until their summative student teaching experience, our students have unique opportunities to gain experience in the field. In August of 2019, all undergraduate education students attended an informational session that covered a wide range of issues. We recieved positive feedback from students who felt that recieving information about advising updates, course changes, and certification requirements was very helpful. Throughout the year we work to help preservice teachers navigate the hurdles of teacher certification in the state of Missouri. This includes things like providing vouchers for practice assessments during performance review days and facilitating a substitute teaching LEAD event. 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. We see all of these efforts as a necessary method of retention in the TEP. 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 School of Education worked with the marketing and graphic design team at WWU to produce an updated program poster stand to be displayed during Discovery Days and other outreeach events. Traditional program materials (brochures, goody bags, etc.) were distributed during our annual Education Day event.

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.

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.

William Woods, since 1914, has been a college/university focused on producing teachers. Teaching is a profession of compassion and collaboration, two charactersitics that make WWU what it is today.

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) or have earned a 20 on the ACT before applying for admission to the TEP, 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 exmaple is the practice MOGEA and MOCA we offer during Student Performance Days. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

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 dicussions, and have adapted some of the curriculum in these courses to reflect how language acquisition might look differently in a deaf education setting.

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

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

Curriculum Map

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

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 have been no changes to the curriculum map for this year. We continue to introduce the nine Missouri Teaching Sandards 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 pracitcum 1 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 an 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 stategies 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 protocals. 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

<table>
<tr><td colspan="5">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.</td></tr>
</table>

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			

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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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 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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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 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		Undergrad_Assessment_Documents_19_20.zip	

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			

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		Undergrad_Assessment_Documents_19_20.zip	

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

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			

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			

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		Undergrad_Assessment_Documents_19_20.zip	

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 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			

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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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 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			

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			

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		Undergrad_Assessment_Documents_19_20.zip	

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

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			

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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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 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	n/a	Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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

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			

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		Undergrad_Assessment_Documents_19_20.zip	

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		Undergrad_Assessment_Documents_19_20.zip	

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.

*see Education Core

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. 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 implmented. 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.
SPR_template_schedule_2020__1_.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?

The virtual senior showcase this semster included student teachers 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?

n/a

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.

4:00:00 PM - Roma - International Film Series - Roma (2018): Roma follows Cleo, a young domestic worker for a family in the middle-class neighborhood of Roma in Mexico City. The film creates a vivid and emotional portrait of domestic strife and social hierarchy amidst the political turmoil of the 1970s. In Spanish with English subtitles. Rated R (135 min). Presented as part of Hispanic Heritage Month; an introduction by Dr. Hannah Bolados, Assistant Professor of Spanish, will precede each showing of the film. --Film Shown Twice, Point Only Awarded Once--

Library Auditorium

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

Wednesday, October 2, 2019

7:00:00 PM - Roma - International Film Series - Roma (2018): Roma follows Cleo, a young domestic worker for a family in the middle-class neighborhood of Roma in Mexico City. The film creates a vivid and emotional portrait of domestic strife and social hierarchy amidst the political turmoil of the 1970s. In Spanish with English subtitles. Rated R (135 min). Presented as part of Hispanic Heritage Month; an introduction by Dr. Hannah Bolados, Assistant Professor of Spanish, will precede each showing of the film.--Film Shown Twice, Point Only Awarded Once--

Library Auditorium

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

Wednesday, October 9, 2019

4:00:00 PM - Summer - International Film Series - Summer 1993 (2017): Shaken by her mother's death and confused by her sudden transfer to her uncle's care, 6-year-old orphan Frida is unable to open up to her new family. Meanwhile, her relatives begin to wonder who it is they've welcomed into their home. In Catalan with English subtitles. Unrated (98 min). Presented as part of Hispanic Heritage Month. --Film Shown Twice, Point Only Awarded Once--

Library Auditorium

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

Wednesday, October 9, 2019

7:00:00 PM - Summer - International Film Series - Summer 1993 (2017): Shaken by her mother's death and confused by her sudden transfer to her uncle's care, 6-year-old orphan Frida is unable to open up to her new family. Meanwhile, her relatives begin to wonder who it is they've welcomed into their home. In Catalan with English subtitles. Unrated (98 min). Presented as part of Hispanic Heritage Month. --Film Shown Twice, Point Only Awarded Once--

Library Auditorium

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

2:00:00 PM - Rich Hill - Documentary Viewing, Reflection, and Discussion - PART 1 - Look inside the homes and lives of small-town, rural America, where isolated kids confront heart-breaking choices, marginalized parents struggle to survive, and, despite it all, families cling to the promise of equal opportunity and a better life some day. This documentary takes place in Rich Hill, Missouri and connects, in particular, to the education and social work fields.

Library Auditorium

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

301 Academic Building

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

Friday, November 22, 2019

1:00:00 PM - A Right to Write - Whether you write to realive stress, or to journal your highs and lows of the week, there is an aspect of narratives for everyone! This event targets the importance of journaling, and the differnt ways one can write. ***Please bring a laptop, and or other writting materials***

Burton 006

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

Wednesday, December 4, 2019

4:00:00 PM - Girlhood - International Film Series - Girlhood (2014): Fed up with her abusive family situation, lack of school prospects, and the "boys' law" in the neighborhood, Marieme, a teenage girl in Paris, starts a new life after meeting a group of three free-spirited girls. She changes her name, her style, drops out of school and starts stealing to be accepted into the group. When her home situation becomes unbearable, Marieme seeks solace in an older man who promises her money and protection. Realizing this sort of lifestyle will never result in the freedom and independence she truly desires, she finally decides to take matters into her own hands. In French with English subtitles. Unrated (112 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, December 4, 2019

7:00:00 PM - Girlhood - International Film Series - Girlhood (2014): Fed up with her abusive family situation, lack of school prospects, and the "boys' law" in the neighborhood, Marieme, a teenage girl in Paris, starts a new life after meeting a group of three free-spirited girls. She changes her name, her style, drops out of school and starts stealing to be accepted into the group. When her home situation becomes unbearable, Marieme seeks solace in an older man who promises her money and protection. Realizing this sort of lifestyle will never result in the freedom and independence she truly desires, she finally decides to take matters into her own hands. In French with English subtitles. Unrated (112 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, January 8, 2020

4:00:00 PM - The Little Stranger - International Film Series - The Little Stranger (2018): In the summer of 1948, Dr. Faraday travels to attend to a patient at Hundreds Hall, home to the Ayers family for more than two centuries. The Hall is now in decline and its inhabitants are haunted by something more ominous than a dying way of life. When he takes on his

new patient, Faraday has no idea how closely, or how disturbingly, the family's story is about to become entwined with his own. In English. Rated R (112 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, January 8, 2020

7:00:00 PM - The Little Stranger - International Film Series - The Little Stranger (2018): In the summer of 1948, Dr. Faraday travels to attend to a patient at Hundreds Hall, home to the Ayers family for more than two centuries. The Hall is now in decline and its inhabitants are haunted by something more ominous than a dying way of life. When he takes on his new patient, Faraday has no idea how closely, or how disturbingly, the family's story is about to become entwined with his own. In English. Rated R (112 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, January 15, 2020

4:00:00 PM - Phoenix - International Film Series - Phoenix (2014): A riveting mystery of identity unfolds against the turmoil of post-World War II Germany. Nelly, a German-Jewish nightclub singer, has survived a concentration camp, but with her face disfigured by a bullet wound. After reconstructive surgery, Nelly emerges with a new face, one similar but different enough that her former husband, Johnny, doesn't recognize her. Rather than reveal herself, Nelly walks into a dangerous game of duplicity and disguise. In German with English subtitles. Rated PG-13 (98 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, January 15, 2020

7:00:00 PM - Phoenix - International Film Series - Phoenix (2014): A riveting mystery of identity unfolds against the turmoil of post-World War II Germany. Nelly, a German-Jewish nightclub singer, has survived a concentration camp, but with her face disfigured by a bullet wound. After reconstructive surgery, Nelly emerges with a new face, one similar but different enough that her former husband, Johnny, doesn't recognize her. Rather than reveal herself, Nelly walks into a dangerous game of duplicity and disguise. In German with English subtitles. Rated PG-13 (98 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, January 22, 2020

2:00:00 PM - Teaching Writing to Young Learners - In this event students will examine how young children learn to write.

301 Academic Building

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

Thursday, January 23, 2020

12:30:00 PM - Building Active Classrooms: A discussion from students - The term *Active Classroom* has become very popular in the past decade. Research has shown that students, when allowed to apply the cognitive information they learn through meaningful experiences, connect deeper with the material and enjoy the classroom experience more. While

research has shown this to be an very valuable experience that increases, sometimes students are not consulted. This session will not only define Active Classrooms and Experiential Learning, but will take the time to poll the audience and discuss what they truly value from these two components of education.

310 Academic Building

Timothy Hanrahan, Sheila Hodge-Logan - **1 point(s)**

Wednesday, January 29, 2020

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 references. 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)**

2:00:00 PM - Event cancelled due to anticipated winter weather. Culturally Competent - Event cancelled In this event students will explore how to examine literature for cultural sensitivity and create an inclusive children's library.

301 Academic Building

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

Wednesday, February 12, 2020

4:00:00 PM - Capemaum - International Film Series - Capernaum (2018): Zain is a gutsy, streetwise child of twelve who flees his negligent parents, survives through his wits on the streets, and takes care of an Ethiopian refugee and her baby son. He is jailed for a crime and, finally, seeks justice in a courtroom, suing his parents for giving him birth. In Arabic and Amharic with English subtitles. Rated R. (123 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, February 12, 2020

7:00:00 PM - Capemaum - International Film Series - Capernaum (2018): Zain is a gutsy, streetwise child of twelve who flees his negligent parents, survives through his wits on the streets, and takes care of an Ethiopian refugee and her baby son. He is jailed for a crime and, finally, seeks justice in a courtroom, suing his parents for giving him birth. In Arabic and Amharic with English subtitles. Rated R. (123 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Monday, February 17, 2020

9:00:00 AM - Adapting Instruction with Kelsey Roy - Learn about adapting instruction for diverse learning populations.

301 Academic Building

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

Monday, February 17, 2020

10:00:00 AM - Teaching and Learning Workshop with Kelsey Roy - Kelsey Roy of Columbia Public Schools invites you to come learn about teaching, scholarship, and building student relationships. All majors welcome.

Library Auditorium

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

Monday, February 17, 2020

2:00:00 PM - Teaching Reading and Writing with Content Area Expertise - Kelsey Roy of Columbia Public Schools hosts a learning session on teaching reading and writing across content areas.

Library Auditorium

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

Wednesday, February 19, 2020

4:00:00 PM - Sicilian Ghost Story - International Film Series - Sicilian Ghost Story (2017) Inspired by true events, this film is set in the 1990s in Sicily. In a little village at the edge of a forest, Giuseppe, a boy of 13, vanishes. Luna, his classmate who loves him, refuses to accept his mysterious disappearance. She rebels against the silence and complicity that surround her, and to find him she descends into the dark world which has swallowed him up and which has a lake as its mysterious entrance. In Italian with English subtitles. Unrated (126 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, February 19, 2020

7:00:00 PM - Sicilian Ghost Story - International Film Series - Sicilian Ghost Story (2017) Inspired by true events, this film is set in the 1990s in Sicily. In a little village at the edge of a forest, Giuseppe, a boy of 13, vanishes. Luna, his classmate who loves him, refuses to accept his mysterious disappearance. She rebels against the silence and complicity that surround her, and to find him she descends into the dark world which has swallowed him up and which has a lake as its mysterious entrance. In Italian with English subtitles. Unrated (126 min). -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

1:00:00 PM - Academic Integrity - University professors will discuss ways to avoid academic misconduct.

Library Auditorium

Wednesday, February 26, 2020

5:00:00 PM - The Woods Mirror: a Mentor/Mentee Project Culmination - Please join standout senior Hannah Cronin as she shares the final product of her mentor/mentee project: The Woods Mirror. Hannah will talk about the process and share readings from the publication. All attendees will receive a digital copy of The Woods Mirror.

Library Auditorium

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

4:00:00 PM - Border - International Film Series - Border (2018): Tina is a border guard who has the ability to smell human emotions and catch smugglers. When she comes across a mysterious man with a smell that confounds her detection, she uncovers a mystery�a dark secret about mankind and her own past. In English. Rated R (110 min). (Note: deals with the subjects of rape and pedophilia.) -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Wednesday, March 11, 2020

7:00:00 PM - Border - International Film Series - Border (2018): Tina is a border guard who has the ability to smell human emotions and catch smugglers. When she comes across a mysterious man with a smell that confounds her detection, she uncovers a mystery�a dark secret about mankind and her own past. In English. Rated R (110 min). (Note: deals with the subjects of rape and pedophilia.) -- Film Shown Twice, Point Only Awarded Once --

Library Auditorium

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

Thursday, March 12, 2020

11:00:00 AM - The Mighty Morpheme - Teaching the English Language - In this event students will learn the importance of instruction in the smallest unit of meaning in the English language�the mighty morpheme. Students will examine how to plan morphemic education across content and how to teach morphemes to support children with dyslexia.

301 Academic Building

Rachel Turney - **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.

Two education majors were involved in mentor-mentee projects this year.

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.
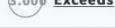
2019-2020 graduate placement
example of employment sites obtained:
Fulton Public Schools
Jefferson City Public Schools
Mexico Public Schools
Hedding Grade School (Illinois)
Moberly
Clopton Elementary School

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

	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 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.	✓ 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:	There are 3 course based assessments that are spread out through the curriculum to allow for a solid view of student development through the courses.			
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
Comment:	I believe the data will be found within the Education Core report. the education reports are split up between several different reports making duplication and redundancy a problem. Future reporting will look at ways to streamline the education reporting structures.			

Criterion			
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:	Again, this data is uploaded in another report as these courses used for the assessment are core courses.			
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 programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:				