



WILLIAM WOODS
UNIVERSITY

**MED Educational Leadership Annual Assessment
2020-2021**

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Graduate Annual Assessment 2020-2021

MEd Educational Leadership

Program Profile

Program Mission

Program Objectives

The program objectives for MED Education Leadership align to the MLDS Missouri Leader Development Standards.

The prospective principal:

Uses a diverse group of stakeholders to collaboratively review, develop, and/or revise the school vision (PSEL 1a,b,d,e; 5f; 7c; 10c)
Deliberately and effectively communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)
Uses multiple sources of data to evaluate the existing vision and plan for continuous improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)
Facilitates staff discussions to ensure curriculum is comprehensive, rigorous, aligned, engaging and supports continuity across all grades and content areas (PSEL 4a,b; 6d; 9i; 10a,e)
Builds teacher capacity with a variety of instructional practices appropriate to the learning content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)
Observes classroom instruction and provides meaningful and timely feedback to intentionally support individual teacher strengths and areas for growth (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)
Facilitates teacher development and use of formative and summative assessments (PSEL 4a,b,f; 6d)
Facilitates teacher analysis of individual student data to improve the instructional process and student growth (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)
Engages teachers to collaboratively design and implement a program of professional learning (PSEL 6a,c,d,f,h; 7a,f,g,h; 10a,e,f,g)
Collaborates with staff to maximize the use of the school facility and grounds to support student learning (PSEL 2a; 5a,c; 8g; 9e; 10h)
Collaboratively develops clear routines, procedures, schedules and technology use for staff and students (PSEL 3d,e; 5a,c,e; 9a,e,f,h,j; 10a)
Collaborates with staff to recruit, screen and select candidates with a high probability of success (PSEL 6a,b; 9b; 10a)
Holds staff accountable and revises expectations, guidelines and procedures as necessary to respect the rights of staff and students (PSEL 2a,d,f; 4a; 7a,c; 9b,h; 10a,f)
Uses data and legal and ethical decision-making to develop targeted interventions and supports for addressing personnel issues (PSEL 6a,b,c,h; 9k; 10f)
Works with staff to ensure compliance with all personnel records and reporting (PSEL 9h)
Collects input from staff to establish priorities that inform the school budget and determine resource allocation that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h) 17. Collects input from staff to establish priorities that inform the use of non-fiscal
Collects input from staff to establish priorities that inform the use of non-fiscal resources that meet statutory and district requirements (PSEL 2a; 5c; 8j; 9a,b,c,d,h)
Raises teacher consciousness of the importance of equity in the teaching and learning process as it relates to ethnicity, gender, economic background, etc. (PSEL 1c; 2d,e; 3a,b,c,e,f; 4a; 5b; 7b,d; 10a,c)
Develops a network of relationships and pathways both in and out of the school that provide for the welfare of the students (PSEL 2c,e,f; 3a,b,c,d,f,h; 5b; 8e,g,l; 10a)
Models and promotes positive and ethical relationships between students and all school personnel (PSEL 2e; 3a,b,d; 5b,d,e)

Builds positive and ethical staff relationships and communicates high expectations (PSEL 2a,e,f; 7e; 9j)
Leads staff in the development, improvement or refinement a collaborative culture (PSEL 2b,d,e,f; 3g,h; 6h; 7a,b,c,d,e,g; 9k; 10a,d,f)
Empowers and provides opportunities for teacher leadership (PSEL 6g; 7b,d,h; 10a,e,j)
Engages in an ongoing assessment of the quality of relationships with families (PSEL 2d; 3a,h; 5d,f; 8a,b,c,d,g; 10a)
Engages key stakeholders in support of the school program (PSEL 3f; 5d,f; 8a,b,c,d,f,g,j; 10c)
Models and shares the gathering of knowledge, skills and best practices related to improved teaching and learning (PSEL 4c,e; 6f; 10a,c,f,i)
Contributes actively in professional networks to expand relationships and avenues for new knowledge and understanding (PSEL 6i; 10g)
Engages in personal reflection on performance strengths and weaknesses and seeks professional development experiences to improve practice (PSEL 2b; 6i; 10c,g,h)
Actively seeks performance feedback and makes adjustments to improve and refine practice (PSEL 6i; 10c,g,h)
Deliberately monitors and adjusts time commitment to school priorities (PSEL 6i)
Responds to challenges and issues by addressing appropriate changes that lead to school improvement and increased student learning (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)
Anticipates changing circumstances and develops multiple alternate strategies based on new knowledge and understanding (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)

Program Demographics

Total Enrollment 2020-2021

218

Total Enrollment 2019-2020

225

Graduating Students

Total Graduated 2020-21

Total Graduated 2019-2020

150

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

William Woods University													
Assessment Data													
Program: Education Administration													
Academic Year													
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21	Change
Declared Majors (As of fall census)	Incoming Students ¹	0	0	22	60	24	30	35	72	36	20	31	
	Total	438	405	372	393	305	335	297	240	311	225	218	-48.6%
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	1,103	1,403	1,367	1,280	1,232	-13.6%
Number of Cohorts		61	65	55	55	42	42	45					
Graduated Majors (9/1-8/30)		404	246	255	229	216	221	201	217	187	150		
Cohort Year													
Graduation Rate: ²		07/08	08/09	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	91.1%	86.5	81%	61.70%	80.60%	54.80%	
Program		96.9%	95.5%	97.4%	94.0%	93.2%	96.6%	91.6	96.30%	91.30%	90.20%	67.40%	
¹ = students new to the program in the fall semester ² = % of students graduating or obtaining a certificate from program within 3 years, students earning more than one degree are excluded from the analysis													

Reflection on Demographic Data

Program goals for student retention, persistence and degree completion are? 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 pandemic has taken a toll on overall enrollment. Coupled with that all sites but Columbia and Fulton were open in 2020, and the beginning of 2021, enrollment took a plunge. In 2020, the academic unit advised Admissions to try to keep sites open for fear of enrollment losses.

The urgency for admissions to desire an online program, coupled with the attention to the online program and covid, dropped overall enrollment significantly due to no cohorts starting in 2020-2021.

In 2020, upon covid related concerns, admissions removed sites from their 20-21 budget year, meaning that even if students could meet despite the pandemic, they actually couldn't.

Program Delivery

Cohort
 Online
 Hybrid
 Cohort and Online (selected)

External Accreditation

Does the program hold external accreditation?

Yes (selected)
 No

If yes, state the name of the organization.

Along with the name of the organization, please note the date of approval, and the date of review.

DESE (Department of Elementary and Secondary Education) Annually Approved

HLC (2020)

Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on

how to modify the current material?

Marketing Attachments

031210_Ed_Cohort_flyer_2021_01.pdf

0291_001.pdf

Faculty Teaching

Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.

The MED in Administration coursework is taught by School of Education (SOE) faculty and approximately 120 active credentialed adjunct instructors who deliver University approved curriculum on-site in cohort locations. Regular observations by the Regional Program Coordinators (RPCs), Field Experience Chair and MED/EDS Chair ensure consistent and quality instructional delivery. All credentialed adjunct instructors are required to participate in annual SOE created professional development. Adjunct instructors are assigned to a single course in the MED/Administration program to be delivered on Wednesday evenings, in 8-week sessions. Adjunct instructors may elect to also facilitate online courses while assigned to the MED/Admin cohort program.

MED1045	EDU569	Columbia C	4/27/2020	6/19/2020	Wednesday	Beaulieu , Heather	Yes On Ground	Yes Online via TLH
MED1039	EDU569	Kennett SE	4/27/2020	6/19/2020	Wednesday	Hoffmann , William	Yes On Ground	
MED1027	EDU569	St. Joseph NW	4/27/2020	6/19/2020	Wednesday	Means , Merri	Yes On Ground	Yes Online via TLH
MED1048	EDU569	Portageville SE	6/22/2020	8/14/2020	Wednesday	Killian , Frank	Yes On Ground	
MED1047	EDU569	Hannibal NE	8/24/2020	10/16/2020	Wednesday	Hesse , Constance	Yes On Ground	
MED1053	EDU569	Cape Girardeau SE	8/24/2020	10/16/2020	Wednesday	Holland , Joel	Yes On Ground	
MED1052	EDU569	Blue Springs KC	10/19/2020	12/11/2020	Wednesday	Adams , David	Yes On Ground	
MED1063	EDU569	Camdenton C	1/11/2021	3/5/2021	Wednesday	Beaulieu , Heather	Yes	
VMED002	EDU569	Virtual ONL	1/11/2021	3/5/2021	Wednesday	Fisher , Deanne		
VMED001	EDU569	Virtual ONL	1/11/2021	3/5/2021	Wednesday	Jennewein , Jeff	Yes	
MED1062	EDU569	Columbia C	1/11/2021	3/5/2021	Wednesday	Wisdom , Sarah	Yes	

OLC	EDU572	Online ONL	4/27/2020	6/19/2020			Hodge-Logan , Sheila		
OLC	EDU572	Online ONL	8/24/2020	10/16/2020			Hodge-Logan , Sheila		
MED1040	EDU572	Jefferson City C	10/19/2020	12/11/2020	Wednesday		Fisher , Deanne		
MED1045	EDU572	Columbia C	1/11/2021	3/5/2021	Wednesday		Hesse , Kerry	Yes On Ground	Yes Online via TLH
OLC	EDU572	Online ONL	1/11/2021	3/5/2021			Hodge-Logan , Sheila		
MED1027	EDU572	St. Joseph NW	1/11/2021	3/5/2021	Wednesday		Hoffmann , William	Yes On Ground	Yes Online via TLH
MED1027	EDU572	St. Joseph NW	1/11/2021	3/5/2021	Wednesday		Hoffmann , William	Yes On Ground	Yes Online via TLH
MED1039	EDU572	Kennett SE	1/11/2021	3/5/2021	Wednesday		Rardon , Chauncey	Yes On Ground	
MED1048	EDU572	Portageville SE	3/8/2021	4/30/2021	Wednesday		Hill , Toni	Yes On Ground	
OLC	EDU572	Online ONL	5/3/2021	6/25/2021			Chowning , Ryan		
MED1053	EDU572	Cape Girardeau SE	5/3/2021	6/25/2021	Wednesday		Hill , Toni	Yes On Ground	
OLC	EDU572	Online ONL	5/3/2021	6/25/2021			Hodge-Logan , Sheila		
MED1047	EDU572	Hannibal NE	5/3/2021	6/25/2021	Wednesday		Martie , Jason	Yes On Ground	

Faculty Load Attachment

If you want to attach the load document you can do that here.

Program Objectives

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
MLDS.1	Visionary Leadership Develops a clear, measurable and shared vision
MLDS.10	Managerial Leadership Provides oversight of the school facility and grounds
MLDS.11	Managerial Leadership Establishes routines, procedures and schedules to maximize learning time
MLDS.12	Managerial Leadership Recruits, selects and inducts effective personnel
MLDS.13	Managerial Leadership Communicates expectations, guidelines, and procedures
MLDS.14	Managerial Leadership Provides intervention and support for improvement
MLDS.15	Managerial Leadership Maintains personnel records and reports
MLDS.16	Managerial Leadership Manages fiscal resources to support school goals and priorities
MLDS.17	Managerial Leadership Manages non-fiscal resources to support school goals and priorities
MLDS.18	Relational Leadership Promotes a learning environment that addresses needs of all students
MLDS.19	Relational Leadership Advocates for the welfare of all students
MLDS.2	Visionary Leadership Communicates the vision to stakeholders
MLDS.20	Relational Leadership Establishes positive relationships with students
MLDS.21	Relational Leadership Builds positive relationships with staff
MLDS.22	Relational Leadership Ensures a culture of support and respect among staff
MLDS.23	Relational Leadership Develops teacher leaders
MLDS.24	Relational Leadership Builds positive relationships with families
MLDS.25	Relational Leadership Establishes positive relationships with other community stakeholders
MLDS.26	Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning
MLDS.27	Innovative Leadership Engages in a professional network as a means of growth
MLDS.28	Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development
MLDS.29	Innovative Leadership Seeks feedback to improve performance
MLDS.3	Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement
MLDS.30	Innovative Leadership Maintains a focus on high priorities
MLDS.31	Innovative Leadership Develops and acts on well-reasoned beliefs based on new knowledge and understanding
MLDS.32	Innovative Leadership Constructively manages and adapts to change
MLDS.4	Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.
MLDS.5	Instructional Leadership Supports staff use of a variety of research-based practices appropriate to the intended content

MLDS.6	Instructional Leadership Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response
MLDS.7	Instructional Leadership Supports teacher use of formative, summative, and other assessments
MLDS.8	Instructional Leadership Analyzes multiple sources of student, school and district-level data to improve student learning
MLDS.9	Instructional Leadership Develops a culture of continuous professional learning

Alignment with Institutional Objectives

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

The Master of Education (MED) in Administration program provides the experienced educator a high- quality school administrator preparation program that is aligned to state and federal standards and is focused on the development of personal and professional skills MED in Administration students engage in a rigorous academic preparation program supported by embedded and onsite relevant field experiences designed to reflect the skills required of effective school leaders. The MED Administration program embraces the institutional goals of field competence, ethics self-liberation and lifelong learning.

Curriculum Map

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

MLDS

	EDU 500	EDU 568	EDU 569	EDU 572	EDU 557	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597	EDU 583
MLDS.1 Visionary Leadership Develops a clear, measurable and shared vision					A					A	A
MLDS.11 Managerial Leadership Establishes routines, procedures and schedules to maximize learning time					A					A	A
MLDS.13 Managerial Leadership Communicates expectations, guidelines, and procedures					A					A	A
MLDS.17 Managerial Leadership Manages non-fiscal resources to support school goals and priorities					A					A	
MLDS.20 Relational Leadership Establishes positive relationships with students					A					A	A

MLDS.24 Relational Leadership Builds positive relationships with families					A					A	A
MLDS.26 Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning					A					A	A
MLDS.28 Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development					A					A	A
MLDS.3 Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement					A					A	A
MLDS.4 Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.					A					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 changes should have on student learning?

MLDS Leadership Standards	Description	EDU 500	EDU 568	EDU 569	EDU 551/552/572	EDU 553 /554/573	EDU 557/591/598/599	EDU 570	EDU 580	EDU 585	EDU 590	EDU 597	EDU 583
MLDS 001	Visionary Leadership Develops a clear, measurable and shared vision		I	R,M			A	R	R		R	A	A
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.
MLDS 002	Visionary Leadership Communicates the vision to stakeholders		I	R			A	M	R			A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 003	Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement		I,M,A	R		R	A	R	R		R	A	A

			90% of the students will meet or exceed expectations (score of 3 or 4) on the "Performance Assessment Action Research Proposal"				90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric.
MLDS 004	Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.					I	A	R	R		M	A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 005	Instructional Leadership Supports staff use of a variety of research-based practices appropriate to the intended content		I	R	R	M	A	R	R		R	A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 006			I			R	A	M			R	A	

	Instructional Leadership Observes classroom instruction and provides meaningful and timely feedback on teacher practice and student response						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 007	Instructional Leadership Supports teacher use of formative, summative, and other assessments		I			R	A	R			M	A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 008	Instructional Leadership Analyzes multiple sources of student, school and district-level data to improve student learning		I		R	M	A	R			R	A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 009		I	R	R		M	A	R		R	R	A	

	Instructional Leadership Develops a culture of continuous professional learning						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 010	Managerial Leadership Provides oversight of the school facility and grounds				I,R		A			M		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 011	Managerial Leadership Establishes routines, procedures and schedules to maximize learning time		I	R	R		A	M				A	A
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.
MLDS 012					I		A	R,M				A	

	Managerial Leadership Recruits, selects and inducts effective personnel						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 013	Managerial Leadership Communicates expectations, guidelines, and procedures		I		R,M		A			R		A	A
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 2 rubric.
MLDS 014	Managerial Leadership Provides intervention and support for improvement				I		A	R			R,M	A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 015					I,R,M		A			R		A	

	Managerial Leadership Maintains personnel records and reports						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 016	Managerial Leadership Manages fiscal resources to support school goals and priorities				I,R,M		A			R		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 017	Managerial Leadership Manages non-fiscal resources to support school goals and priorities				I,R,M		A			R		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 018		I		R	R	R	A	M		R	R	A	

	Relational Leadership Promotes a learning environment that addresses needs of all students						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 019	Relational Leadership Advocates for the welfare of all students	I		R	R	R	A	M		R	R	A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 020	Relational Leadership Establishes positive relationships with students	I		R	R		A	M				A	A
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric.
MLDS 021				I,R	R		A	M				A	

	Relational Leadership Builds positive relationships with staff						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
RLDS 022	Relational Leadership Ensures a culture of support and respect among staff	I		R	R,M	R	A	R		R		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 023	Relational Leadership Develops teacher leaders	I		R	R	R	A	M				A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 024				I	R,M		A	M		R		A	A

	Relational Leadership Builds positive relationships with families						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 2 rubric.
MLDS 025	Relational Leadership Establishes positive relationships with other community stakeholders			I,R	R		A	M		R		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 026	Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning		I,R		R	R	A	M			R	A	A
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.
MLDS 027			I	I,R		R,M	A					A	

	Innovative Leadership Engages in a professional network as a means of growth						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 028	Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development	I	R	R			A	R,M				A	A
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric.
MLDS 029	Innovative Leadership Seeks feedback to improve performance			I	R	R	A	R,M				A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 030				I,R,M			A					A	

	Innovative Leadership Maintains a focus on high priorities						90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 031	Innovative Leadership Develops and acts on well-reasoned beliefs based on new knowledge and understanding		I,R,M	R	R		A	R		R		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	
MLDS 032	Innovative Leadership Constructively manages and adapts to change	I	R		R,M	R	A	R		R		A	
							90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric					90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric	

Due to DESE realignment of School Leader Standards away from ISLLC to PSEL national standards, and the alignment of coursework to the Missouri Leader Standards.

The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. Thus, these standards recognize that leaders continuously develop knowledge and skills. Therefore, the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader's knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

<https://dese.mo.gov/sites/default/files/PrincipalStandards.pdf>

In response to the change in DESE requirements, the entire coursework, objectives, and standards for each course was realigned to the newly implements Missouri Leader Standards.

<https://dese.mo.gov/sites/default/files/MPEAPerformanceAssessment.pdf>

583 Performance Assessment Alignment:

Step I: Domain: Visionary Leader Competencies: 1, 3

Step II. Domain: Relational Leader Competency: 20 Domain: Innovative Leader Competency: 26

Step III: Domain: Managerial Leader Competencies: 11, 13 11 “Understands how routines, procedures, and schedules support the school environment” 13 “Understands the necessity of establishing and communicating clear expectations, guidelines, and procedures”

Step IV. Domain: Innovative Leader Competencies: 28, 31 28 “Understands the importance of reflection and a commitment to ongoing learning” 31 “Recognizes that beliefs based on new knowledge and understandings are used as a catalyst for change”

Assessment Findings

Assessment Findings for the Assessment Measure level for MLDS

MLDS.1 Visionary Leadership Develops a clear, measurable and shared vision				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Visionary Leadership been met yet?	Data Not collected On EDU 557 This Academic Year (Data Findings Are Located here for 2020-21 Admin)	2021_VIA_AIS.zip Via__Untitled_Ru bric_Report_04_29 _2021_141120__2 _.pdf	
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric. been met yet? Met	Note: 583 assessors are putting a "1" for students that dropped out of 583 and did not submit a 583 assignment. Overall, raw data shows that over 90 percent of students who submit are meeting or exceeding the standard for this criterion.		

MLDS.3 Visionary Leadership Collects, analyzes and interprets data to evaluate results for continuous school improvement				
Assessment Measures				
EDU 557				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Visionary Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 1 rubric. been met yet? Met			

MLDS.4 Instructional Leadership Engages and supports staff to vertically and horizontally align curriculum to state/district standards.				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Instructional Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric			

	been met yet? Met			
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MLDS.11 Managerial Leadership Establishes routines, procedures and schedules to maximize learning time				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. been met yet? Met			

MLDS.13 Managerial Leadership Communicates expectations, guidelines, and procedures				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS			

	Reflection Rubric for Managerial Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. been met yet? Met			

MLDS.17 Managerial Leadership Manages non-fiscal resources to support school goals and priorities				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Managerial Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			

MLDS.20 Relational Leadership Establishes positive relationships with students				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Relational Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. been met yet? Met			

MLDS.24 Relational Leadership Builds positive relationships with families				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Relational Leadership been met yet?			

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			

EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 3 rubric. been met yet? Met			

MLDS.26 Innovative Leadership Collects knowledge, skills and best practices for improving teaching and learning				
Assessment Measures				
EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Innovative Leadership been met yet?			
EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			
EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric. been met yet? Met			
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MLDS.28 Innovative Leadership Demonstrates self-awareness and a commitment to on-going growth and development

Assessment Measures

EDU 557				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations; EDU 557 Summative Field Experience Reflection Paper; MLDS Reflection Rubric for Innovative Leadership been met yet?			

EDU 597				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% Meets or Exceeds Expectations ; EDU 597 Capstone Final Reflection Paper; MLDS Reflection Rubric been met yet? Met			

EDU 583				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - End of Course	Has the criterion 90% of students score 3 or 4 on performance assessment evaluated by the EDU 583 Step 4 rubric. been met yet? Met			

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Assessment List

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide 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.

Rubrics are not installed in coursework to collect data from EDU 557.

Students met the benchmarks for 597 and EDU 583. Note: Note: 583 assessors are putting a "1" for students that dropped out of 583 and did not submit a 583 assignment. Overall, raw data shows that over 90 percent of students who submit are meeting or exceeding the standard for this criteria.

Program Activities

Student Accomplishments

Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.

Many WWU graduates serve in school leadership roles around the state.

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

WWU adjunct instructors are current and recently retired successful school leaders.

Alumni Accomplishments

Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates

Professional Development Opportunities

- Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.

Faculty and Adjunct Instructors in the School of Education are required to attend annual professional development. During the 2020-2021 academic year, professional development was offered for the new online platform- Brightspace, online strategies, and monthly engagement opportunities. A comprehensive summer Professional Development opportunity will be available (in person and through ZOOM) to all School of Education faculty and adjunct instructors on June 22 and June 24, 2021.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	The mission statement should reflect the intent of the program, but not reiterate the objectives of the program. This mission statement was the objectives.			
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
Comment:				

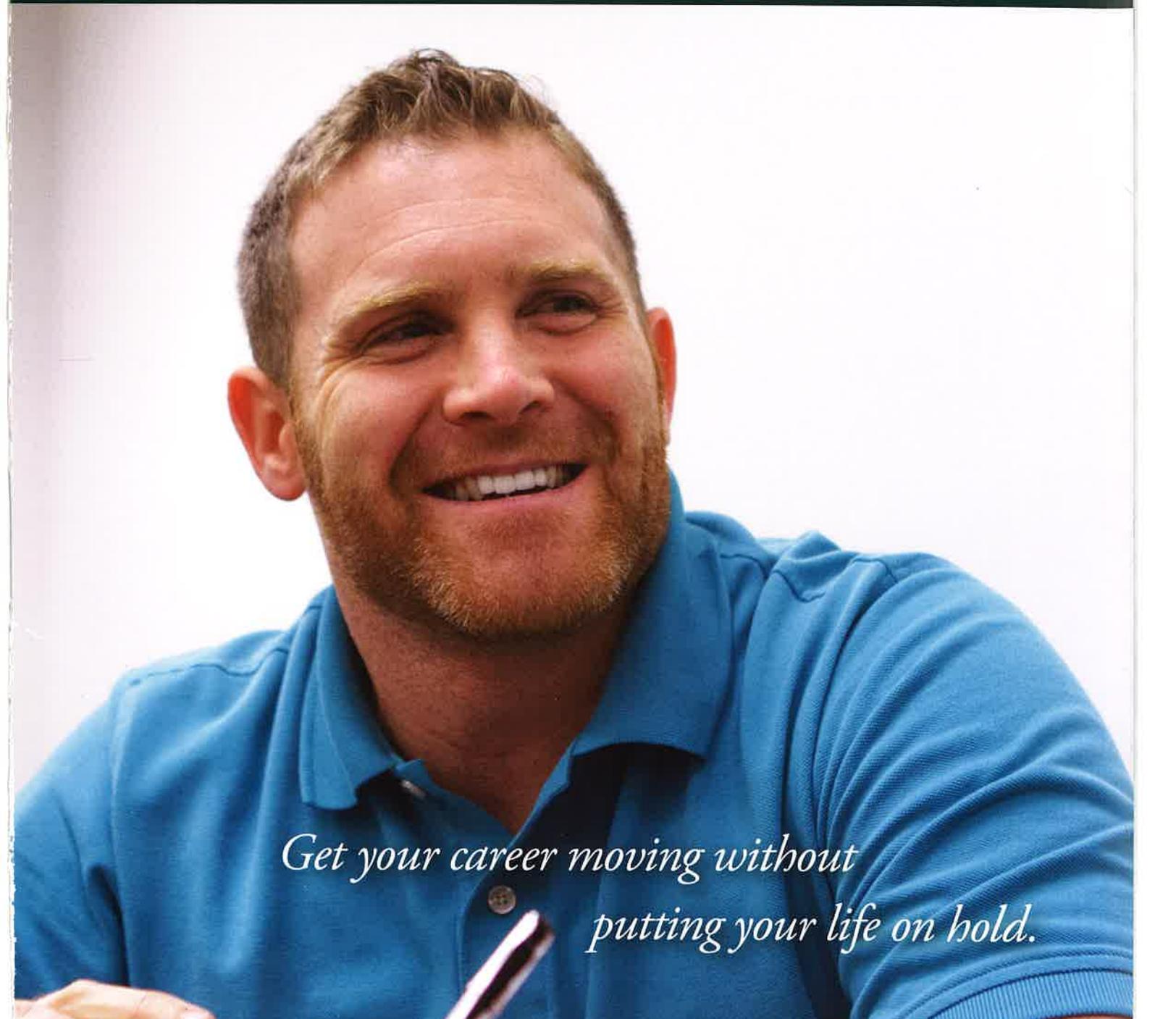
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
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:	The assessment data is uploaded into the Objective 1 analysis for EDU 557. the course 557 did not collect data, but the Via assessments for the program uploaded and listed. The findings are not filled out in the assessment findings map. So while there is data, it is unclear if the objectives were met from a quick glance at the document. One has to download and dig into reports to find the data and then determine which objective it is referring .when looking at 557. I believe this will be fixed when the settings for Via are			
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:				

Appendix

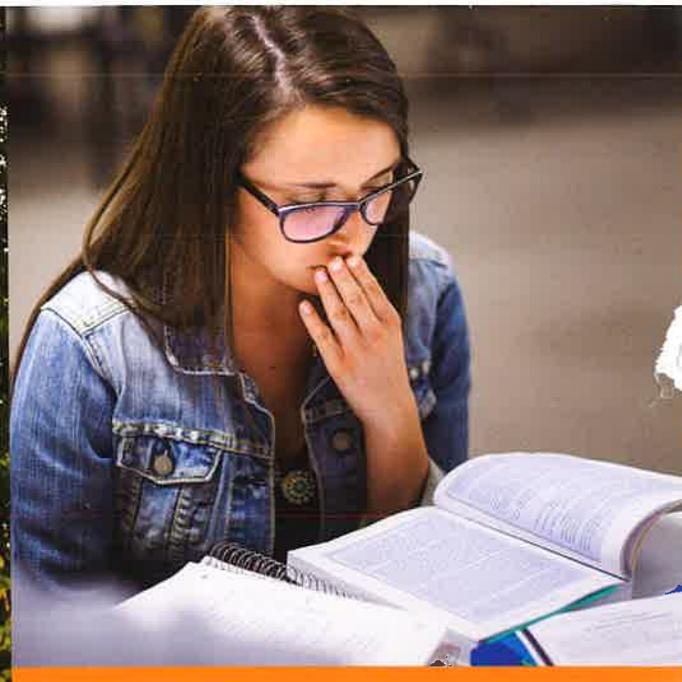


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The evening and online
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A close-up photograph of a man with short brown hair and a light beard, smiling broadly. He is wearing a blue polo shirt and holding a silver pen in his right hand. The background is a plain, light-colored wall.

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putting your life on hold.*



*Of all the challenges
you face in your
journey to leadership,
the toughest can be
the challenge of
balancing life, family,
and work with the
advanced education you
need to get ahead.*

Smart choices.

We salute you for making the smart and courageous choice to seek an advanced degree. In that spirit, we share a few other smart choices that have proven useful to our graduate students over time.

1. BRING WORK TO CLASS – AND CLASS TO WORK

Watch for any opportunity to apply classroom learning at work and to bring real world workplace challenges into the classroom. Think in terms of two places — one learning laboratory.

2. KNOW YOUR PRIORITIES

It helps to know in advance whether you're here to enhance your current career, or to look for a bigger change after graduation. This will help you focus your limited time and energy. Do you stay home and polish a client presentation or attend a networking event?

3. SEEK HELP EARLY

Most likely, you're returning to school after spending some time in the workplace. So expect some rust — whether it's in handling the reading load or in writing well. Ask advisors, faculty, classmates, and staff for ideas and resources early to avoid falling behind.

4. BE READY TO COLLABORATE

So much of this experience involves relating to others — whether faculty mentors, small group collaborators, or your current supervisor. Be open to feedback, lean on others, and let others draw from your strengths. This is your new tribe. Work at belonging and becoming an essential part of the group.

5. ENJOY THE RIDE

Yes, this may well be the hardest thing you will ever do, but avoid the idea that academic rigor must break you to make you. It's important to celebrate each small step, and to recall your motivations. You obviously enjoy learning, so indulge. Not only will this pay real dividends, but you're setting an example for others — siblings, children, friends — to follow.



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You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. This degree will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education.

Education Specialist in Administration (EdS) (Evening)

This advanced degree not only opens doors at the leadership level in school buildings, but it also creates opportunities to expand your marketability to school district-level leadership positions. Successful completion of the program, along with a qualifying score on the DESE assessments, enables you to apply for a superintendent's certificate within the state of Missouri.

Education Specialist in Curriculum and Instruction (EdS) (Evening)

This program is designed for teachers, instructional coaches, curriculum directors, and principals with an interest in staying current in instructional and curricular issues in K-12 schools. As a graduate, you will be trained as a leader in the areas of curriculum construction, instructional development, and assessment.

Master of Education (MEd) in Administration (Evening)

As a teacher or administrator with leadership as a career goal, you will get the skills you need to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience. This degree includes all coursework required by DESE for building-level certification.

Master of Education (MEd) in Athletics/Activities Administration (Evening) (Online)

This program is one of a handful in the nation that trains you in facilities management, recruiting, publicity, law, and much more — at all levels, middle school through high school and collegiate.

Master of Education (MEd) in Curriculum and Instruction (Evening) (Online)

In this program, you'll learn about education trends, assessment procedures, and how to use advanced learning theories and educative design to adjust curriculum in response to current research. This program will prepare you for National Board Certification and also may prepare you to become a master teacher or a curriculum and instruction director within your district.

Special Education Director Certification (Evening)

If you are enrolled in our Education Specialist or Master in Administration degree program, you can prepare for this challenging and rewarding career by earning Missouri certification as a Special Education Director (K-12). This certification comprises two 3-credit courses and a 3-credit field experience, in addition to the requirements of the Master's or Education Specialist in Administration degree.

Master of Education (MEd) in Equestrian Education (Online)

This degree will help you gain the field pedagogy skills you need to make the transition from equestrian professional to equestrian educator. A graduate degree prepares you for a position as a post-secondary teacher in this industry.

Master of Education (MEd) in STEM (Online)

Courses provide an in-depth understanding of the origin of STEM and its guiding principles, STEM literacy, and the integration of the content into and across the K-12 curriculum. They teach the integration of technology (including coding), engineering (including robotics), and project-based learning with real world applications into curricula.

Master of Education (MEd) in Teaching and Technology (Online)

If you work in a school district, this degree will enhance your instructional skills with the potential to advance you to a position as an instructional technology coordinator or instructional technology coach. As a business trainer or multimedia specialist, you will find these skills invaluable in meeting sales training, professional development, and other corporate learning goals. The learning you gain will enable you to research and evaluate new tools, design materials, and programs that incorporate them, and assess their effectiveness.

Master of Business Administration (MBA) (Evening: Fulton and Columbia locations only) (Online)

The skills you develop in our online MBA program — leadership, financial competency, organizational theory, information systems and more — will show your organization that you are ready to take your place among its leaders. Chief among these skills is decision-making, which will help you find new ways to lead and create solutions in a world of constrained resources, environmental challenges, and competitive global markets.

Master of Health Administration (MHA) (Online)

The MHA program will prepare you with the leadership and administration skills, as well as hands-on training, to manage a number of realms of the healthcare industry.

MBA/MHA (Online)

Requires completion of 60 total credit hours, 36 credit hours in the Master of Business Administration program and 24 credit hours in the Master of Health Administration program. Upon completion of the 60 required credit hours, two diplomas will be issued, one for the MBA and one for the MHA.



"For me, as a working professional, the scheduling really helped with time budgeting. Meeting with the cohort outside of class allowed me to balance my personal and professional life."

~ Benjamin Gakinya, MBA '12, entrepreneur

The evening and online programs at William Woods University are fully accredited and nationally recognized. They combine academic excellence with affordability and a flexible, accelerated course schedule that fits your busy life. And, because this is William Woods University, you'll also find a genuine and personal commitment to help you reach your goals.

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- > Online courses provide start-and-stop flexibility
- > Evening education courses are administered on-site or at a location near you, with over 70 program locations in Missouri
- > Evening course facilitators are practicing professionals with advanced degrees

Working on my graduate degrees at William Woods University has been a great experience. Meeting one night a week and being able to work with other educators in the area is awesome! The connections that have been made are helpful in my career and life.

~Mark Harvey, principal, Westran High School



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- » **Ed.D. in Educational Leadership**



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