

Masters in Administration

Faculty Responsible for Writing Report: Doug Ebersold

Date: 5/11/2016

Program Demographics:

William Woods University								
Assessment Data								
Academic Year								
		10/11	11/12	12/13	13/14	14/15	15/16	Change
Program: Education Administration								
Declared Majors	Incoming Students ¹	0	0	22	60	24	30	
(As of fall census)	Total	438	405	372	393	305	335	-23.5%
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	-17.9%
Number of Cohorts		61	65	55	55	42	42	
Graduated Majors								
(9/1-8/30)		404	246	255	229	216	NA	
Cohort Year								
Graduation Rate:²		07/08	08/09	09/10	10/11	11/12	12/13	
Graduate College		90.7%	94.2%	94.5%	88.1%	89.5%	NA	
Program		96.9%	95.5%	97.4%	94.0%	93.2%	NA	
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								

Program Objectives

Objective 1: Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

Objective 2: Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans.

Objective 3: Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Objective 4: Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Objective 5: Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Objective 6: Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Assessment Matrix

	EDU500: Current Issues	EDU520: Research Design	EDU525: Foundations of Educational Administration	EDU535/536: Elem/Sec Administration	EDU545/546: Elem/Sec Curriculum	EDU557: Field Experience I	EDU570: Supervision	EDU580: Educational Technology	EDU590: Appraisal of Student Learning	EDU 597 FE II, Portfolio, School Improvement	EDU 585 School Law
Objective 1			Barrier Research Paper								NCLB Research Project
Benchmark/ term Faculty responsible for data			90% of students will receive a minimum of 80% on the paper.								90% of students will receive a minimum of 80% on the paper.
Objective 2					Curr. Eval. Paper		MO Educator Eval. Tool				
Benchmark/ term Faculty responsible for data					90% of students will receive a minimum of 80% on the paper.		90% of students will receive a minimum of 80% on the paper.				
Objective 3				Scheduling & Staffing Critique							Missouri Safe Schools Act
Benchmark/ term Faculty responsible for data				90% of students will receive a minimum of 80% on the paper.							90% of students will receive a minimum of 80% on the paper.
Objective 4				Community Relations Plan	Analysis of Demographics FE Activity						
Benchmark/ term Faculty responsible for data				90% of students will receive a minimum of 80% on the paper.	90% of students will receive a minimum of 80% on the paper.						

Objective 5							Release of Tenured Teacher				Landmark Supreme Ct on Desegregation
Benchmark/ term							90% of students will receive a minimum of 80% on the paper.				90% of students will receive a minimum of 80% on the paper.
Faculty responsible for data											
Objective 6			Administrator Interview Reflection				Growth & Improvement Plan				
Benchmark/ term			90% of students will receive a minimum of 80% on the paper.				90% of students will receive a minimum of 80% on the paper.				
Faculty responsible for data											

Assessment Results

Results of Assessment Year:	Analysis of Assessment Year: 2014-15	Action Taken	Analysis of Assessment year 2015-2016	Action Taken
Objective 1	<p>EDU 525: Barrier Research Paper 2014-15: 86 students. 100% of students met benchmark</p> <p>EDU585: NCLB Research Project 2014-15: 97 students. 100% of student met benchmark.</p>	None as benchmark was met.	<p>EDU585: NCLB Research Project 2015-16: 87 students. 100% of student met benchmark.</p> <p>EDU 525: Barrier Research Paper 2015-16: 145 students. 100% of students met benchmark</p>	None as benchmark was met.
Objective 2	<p>EDU545/546: Curriculum Evaluation 2014-15: 100 students. 99% of students met benchmark.</p> <p>EDU570: MO Educator Evaluation Tool 2014-15: 75 students. 100% of students met benchmark.</p>	None as benchmark was met.	<p>EDU570: MO Educator Evaluation Tool 2015-16: 76 students. 100% of students met benchmark.</p> <p>EDU545/546: Curriculum Evaluation 2015-16: 139 students. 99.3% of students met benchmark.</p>	None as benchmark was met.
Objective 3	<p>EDU535/536: Scheduling and Staffing Critique 2014-15: 50 students. 100% of student met benchmark.</p> <p>EDU585: Safe Schools Act 2014-15: 97 students. 100% of students met benchmark.</p>	None as benchmark was met.	<p>EDU585: Safe Schools Act 2015-16: 97 students. 100% of students met benchmark.</p> <p>EDU535/536: Scheduling and Staffing Critique 2015-16: 172 students. 100% of student met benchmark.</p>	None as benchmark was met.
Objective 4	<p>EDU535/536: Community Relations Plan 2014-15: 50 students. 100% of student met benchmark.</p> <p>EDU545/546: Analysis of Demographics 2014-15: 55 students. 100% of student met benchmark.</p>	None as benchmark was met.	<p>EDU545/546: Analysis of Demographics 2015-16: 271 students. 99.% of student met benchmark.</p> <p>EDU535/536: Community Relations Plan 2015-16: 0 students. 0% of student met benchmark.</p>	None as benchmark was met. No Data Available
Objective 5	<p>EDU 570: Growth and Improvement Plan 2014-15: 75 students. 99% of students met benchmark</p> <p>EDU 525: Administrator Interview 2014-15: 68 students. 100% of students met benchmark</p>	None as benchmark was met.	<p>EDU 585: Landmark Supreme Court Case 2015-16: 162 students. 100% of students met benchmark</p> <p>EDU 570: Release of Tenured Teacher 2015-16: 87 students. 95.4% of students met benchmark</p>	None as benchmark was met.

Objective 6			EDU 525: Administrator Interview 2015-118: 166 students. 100% of students met benchmark EDU 570: Growth and Improvement Plan 2015-16: 85 students. 97.6% of students met benchmark	None as benchmark was met.

Analysis of the Assessment Process:

Attached is additional data from our DESE and CAEP accreditation reports. All data was collected through TK20 from course assessments during the last calendar year. Each assessment matches one or more standards. Assessments were selected that best meet the standard definition. Faculty are involved in course and assessment development along with scoring guide development to help with the consistency of expectations for grading.

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input type="checkbox"/> Measurable program learning outcomes. <input type="checkbox"/> Learning outcomes are clearly articulated.	<input type="checkbox"/> Program learning outcomes have been identified and are somewhat measurable	<input type="checkbox"/> Program learning outcomes are not clear or measurable
Assessment Measures	<input type="checkbox"/> Multiple measures are used to assess a student-learning outcomes. <input type="checkbox"/> Rubrics or guides used are provided. <input type="checkbox"/> All measurements are clearly described.	<input type="checkbox"/> Specific measures are clearly identified <input type="checkbox"/> Measures relate to program learning outcomes. <input type="checkbox"/> Measures can provide useful information about student learning.	<input type="checkbox"/> Some measurements are described, but need further description.	<input type="checkbox"/> Assessment measures do not connect to learning outcomes (objectives). <input type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.
Assessment Results	<input type="checkbox"/> All learning outcomes are assessed annually; or a rotation schedule is provided. <input type="checkbox"/> Data are collected and analyzed to evaluate prior actions to improve student learning. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified.	<input type="checkbox"/> A majority of learning outcomes assessed annually. <input type="checkbox"/> Data collected and aggregated are linked to specific learning outcome(s). <input type="checkbox"/> Standards for student performance and gaps in student learning are recognized.	<input type="checkbox"/> Data collected and aggregated for at least one learning outcome (objectives). <input type="checkbox"/> Data collection is incomplete <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	<input type="checkbox"/> Learning outcomes are not routinely assessed. <input type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.
Faculty Analysis and Conclusions	<input type="checkbox"/> Conclusions about student learning are made and changes outlined to improve student learning.	<input type="checkbox"/> Specific conclusions about student learning are made with discussion on improvement, but no detailed plan.	<input type="checkbox"/> Specific conclusions about student learning are noted with no plan for improvement.	<input type="checkbox"/> Conclusions about student learning are not identified. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.
Actions to Improve Learning and	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not

Assessment	<p>and suggestions for improvement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly stated adjustments in curriculum as a result of assessment data. <input type="checkbox"/> Actions are innovative in approach in attempt to improve student learning. 	<p>relates directly to faculty conclusions about areas for improvement.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of action includes a timetable for implementation and identifies who is responsible for action <input type="checkbox"/> Actions are realistic, with a good probability of improving learning or assessment. 	<p>connected to data</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<p>connected to data results or analysis.</p> <ul style="list-style-type: none"> <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.
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Additional Comments:

There were some content areas where no data was collected on the identified artifacts, but no discussion as to why there was not data and what the plan is to fix the issues. The report also mentions the number of students assessed on each objective and that is helpful, but it would also be nice to know how many were not included in the assessment? Were there cohort groups that were not included in the assessment, what the assessment pool a sampling of all the students or only a few cohorts? Just some additional demographical information. This would also help to know what cohorts are doing better than others in the process.

Program Cluster / Program Certification Area	Standard 1: Academics		Standard 3: Field and Clinical Experiences		Standard 4: Candidates to Beginning Educators	
	Indicator 1.1: Certification Assessment Pass Rate	Indicator 1.2: Content/Program GPA	Indicator 3.1: Under Development	Indicator 3.2: Under Development	Indicator 4.1: Preparation of First-Year Teachers (Self-Response)	Indicator 4.2: Preparation of First-Year Teachers (Principal's-Response)
Administrator	MET	MET			ND3	ND3
PRINCIPAL 7-12	MET	MET			ND3	ND3
PRINCIPAL K-8	MET	MET			ND3	ND3
SPECIAL EDUCATION ADMINISTRAT K-12	ND1	ND1			ND3	ND3
SUPERINTENDENT K-12	MET	MET			ND3	ND3
Early Childhood Education	ND1	ND3			ND2	ND2
EARLY CHILDHOOD EDUCATION B-3	ND1	ND3			ND2	ND2
Elementary Education	MET	ND3			ND2	ND2
ELEMENTARY EDUCATION 1-6	MET	ND3			ND2	ND2
Grades K-12	ND1	ND1			ND2	ND2
ART K-12	ND1	ND1			ND2	ND2
PHYSICAL EDUCATION 9-12	ND1	ND1			ND2	ND2
PHYSICAL EDUCATION K-12	ND1	ND1			ND2	ND2
Middle School Education	ND1	ND1			ND2	ND2
GENERAL SCIENCE 5-9	ND1	ND1			ND2	ND2
MATHEMATICS 5-9	ND1	ND1			ND2	ND2
Secondary Education	ND1	ND1			ND2	ND2

	BIOLOGY 9-12	ND1	ND1			ND2	ND2
	ENGLISH 9-12	ND1	ND1			ND2	ND2
	SOCIAL SCIENCE 9-12	ND1	ND1			ND2	ND2
	SPEECH AND THEATRE 9-12	ND1	ND1			ND2	ND2
	Special Education	ND1	ND3			ND2	ND2
	MILD/MOD CROSS CATEGORICAL K-12	ND1	ND3			ND2	ND2

ND1 = Insufficient Cell Size / No Data
 ND2 = Insufficient Cell Size / Low Participation Rate
 ND3 = Indicator Not Applicable

Program Cluster / Program Certification Area	Administrator	Indicator 1.1: Certification Assessment Pass Rate				Indicator 1.2: Content / Program GPA				
		Status	2013	2014	2015	Status	2013	2014	2015	
		%	79.8%	80.9%	83.5%	75.7%	100.0%	100.0%	100.0%	100.0%
		Numerator	233	89	66	78	1150	426	343	381
		Denominator	292	110	79	103	1150	426	343	381
PRINCIPAL 7-12										
		%	79.1%	76.6%	80.0%	81.4%	100.0%	100.0%	100.0%	100.0%
		Numerator	87	36	16	35	351	138	86	127
		Denominator	110	47	20	43	351	138	86	127
PRINCIPAL K-8										
		%	80.0%	78.4%	88.1%	73.9%	100.0%	100.0%	100.0%	100.0%
		Numerator	100	29	37	34	418	140	134	144
		Denominator	125	37	42	46	418	140	134	144
SPECIAL EDUCATION ADMINISTRATOR K-12										
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
SUPERINTENDENT K-12										
		%	75.0%	84.6%	69.2%	61.5%	100.0%	100.0%	100.0%	100.0%
		Numerator	39	22	9	8	374	156	114	104
		Denominator	52	26	13	13	374	156	114	104
Early Childhood Education										
		%	n<30	*	*	*	n/a	n/a	n/a	n/a
		Numerator	n<30	*	*	*				

	Denominator	n<30	*	*	*					
EARLY CHILDHOOD EDUCATION B-3										
	%	n<30	*	*	*	n/a	n/a	n/a	n/a	
	Numerator	n<30	*	*	*					
	Denominator	n<30	*	*	*					
Elementary Education										
	%	81.6%	66.7%	87.5%	100.0%	n/a	n/a	n/a	n/a	
	Numerator	31	10	14	7					
	Denominator	38	15	16	7					
ELEMENTARY EDUCATION 1-6										
	%	81.6%	66.7%	87.5%	100.0%	n/a	n/a	n/a	n/a	
	Numerator	31	10	14	7					
	Denominator	38	15	16	7					
Grades K-12										
	%	n<30	*	*	*	n<30	*	*	*	
	Numerator	n<30	*	*	*	n<30	*	*	*	
	Denominator	n<30	*	*	*	n<30	*	*	*	
ART K-12										
	%	n<30	*	*	*	n<30	*	*	*	
	Numerator	n<30	*	*	*	n<30	*	*	*	
	Denominator	n<30	*	*	*	n<30	*	*	*	
PHYSICAL EDUCATION 9-12										
	%	n<30	*	*	*	n<30	*	*	*	
	Numerator	n<30	*	*	*	n<30	*	*	*	
	Denominator	n<30	*	*	*	n<30	*	*	*	
PHYSICAL EDUCATION K-12										
	%	n<30	*	*	*	n<30	*	*	*	

		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
Middle School Education										
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
	GENERAL SCIENCE 5-9									
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
	MATHEMATICS 5-9									
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
Secondary Education										
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
	BIOLOGY 9-12									
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
	ENGLISH 9-12									
		%	n<30	*	*	*	n<30	*	*	*
		Numerator	n<30	*	*	*	n<30	*	*	*
		Denominator	n<30	*	*	*	n<30	*	*	*
	SOCIAL SCIENCE 9-12									
		%	n<30	*	*	*	n<30	*	*	*

	Numerator	n<30	*	*	*	n<30	*	*	*
	Denominator	n<30	*	*	*	n<30	*	*	*
SPEECH AND THEATRE 9-12									
	%	n<30	*	*	*	n<30	*	*	*
	Numerator	n<30	*	*	*	n<30	*	*	*
	Denominator	n<30	*	*	*	n<30	*	*	*
Special Education									
	%	n<30	*	*	*	n/a	n/a	n/a	n/a
	Numerator	n<30	*	*	*				
	Denominator	n<30	*	*	*				
MILD/MOD CROSS CATEGORICAL K-12									
	%	n<30	*	*	*	n/a	n/a	n/a	n/a
	Numerator	n<30	*	*	*				
	Denominator	n<30	*	*	*				

* = n<30 over 3 years
** = n<5 for 1 of 3 years

			Indicator 4.1: Preparation of First-Year Teachers (Self-Response)	Indicator 4.2: Preparation of First-Year Teachers (Principal's Response)
Program Cluster / Program Certification Area			Status	Status
Administrator				
		%	n/a	n/a
		Numerator	n/a	n/a
		Denominator	n/a	n/a
		Participation Rate	n/a	n/a
	PRINCIPAL 7-12			
		%	n/a	n/a
		Numerator	n/a	n/a
		Denominator	n/a	n/a
		Participation Rate	n/a	n/a
	PRINCIPAL K-8			
		%	n/a	n/a
		Numerator	n/a	n/a
		Denominator	n/a	n/a
		Participation Rate	n/a	n/a
	SPECIAL EDUCATION ADMINISTRAT K-12			
		%	n/a	n/a
		Numerator	n/a	n/a
		Denominator	n/a	n/a
		Participation Rate	n/a	n/a
	SUPERINTENDENT K-12			
		%	n/a	n/a
		Numerator	n/a	n/a

		Denominator	n/a	n/a
		Participation Rate	n/a	n/a
Early Childhood Education				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
	EARLY CHILDHOOD EDUCATION B-3			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
Elementary Education				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
	ELEMENTARY EDUCATION 1-6			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
Grades K-12				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@

ART K-12				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
PHYSICAL EDUCATION 9-12				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
PHYSICAL EDUCATION K-12				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
Middle School Education				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
GENERAL SCIENCE 5-9				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
MATHEMATICS 5-9				
		%	@	@
		Numerator	@	@
		Denominator	@	@

		Participation Rate	@	@
Secondary Education				
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
	BIOLOGY 9-12			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
	ENGLISH 9-12			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
	SOCIAL SCIENCE 9-12			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
	SPEECH AND THEATRE 9-12			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@
Special Education				
		%	@	@
		Numerator	@	@

		Denominator	@	@
		Participation Rate	@	@
	MILD/MOD CROSS CATEGORICAL K-12			
		%	@	@
		Numerator	@	@
		Denominator	@	@
		Participation Rate	@	@

@ = Insufficient Cell Size / Low Participation Rate

2016 EPP Annual Report

CAEP ID:	10974	AACTE SID:	5020
Institution:	William Woods University		
EPP:	School District Administration Program		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

1.1 In AIMS, the following information is current and accurate...

	Agree	Disagree
1.1.1 Contact person	<input checked="" type="radio"/>	<input type="radio"/>
1.1.2 EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
1.1.3 Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2014-2015 ?

Enter a numeric value for each textbox.

2.1.1 Number of completers in programs leading to initial teacher certification or licensure 0

2.1.2 Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.) 306

Total number of program completers 306

**2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.*

Yes, a program or programs leading to initial teacher certification is currently being offered.

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2014-2015 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP
No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited
No Change / Not Applicable

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited
No Change / Not Applicable

3.4 A contract with other providers for direct instructional services, including any teach-out agreements
No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status
No Change / Not Applicable

3.6 Change in state program approval
No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Annual Performance Report--DESE website:
<http://dese.mo.gov/>

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Weakness

Training on the use of assessment tools is insufficient for adjunct faculty and supervisors.

Training on the assessment tool occurs at the point of employment. Also, training is reviewed at professional development meetings around the state. In the past video training was available on scoring assignments on TK20. However, the university is switching to a new assessment software for the upcoming year and training is currently in the planning stages.

Section 7. Accreditation Pathway

Inquiry Brief. Update Appendix E to confirm the categories of evidence the faculty members rely on and have available to support their claims that candidates know their subjects, know pedagogy, and can teach in an effective and caring manner. The update should also note any new categories of evidence the faculty plans to collect.

A. Items under each category of Appendix E are examples. Programs may have more or different evidence.

Type of Evidence	Available and in the Brief ¹		Not available and not in the Brief		Reason
	Relied on	Not Relied on	For future use	Not for future use	

Grades

Candidate grades and grade point averages



Currently grade point averages are used by the Department of Elementary and Secondary Education for the state so they are available

Scores on standardized tests

Candidate scores on standardized license or board examinations



These are available

Candidate scores on undergraduate and/or graduate admission tests of subject matter knowledge and aptitude



All students take the Missouri Educator Profile but there is no cut score established for admission. Areas of weakness are used for developing their professional development plan.

Standardized scores and gains of the completers' own students



Not currently available

Ratings

Ratings of portfolios of academic and clinical accomplishments



Ratings are currently available

Third-party rating of program's students



Not currently available

Ratings of in-service, clinical, and PDS teaching



Not currently available

Ratings, by cooperating teacher and college / university supervisors, of practice

teachers' work samples



Ratings are currently available

Rates

Rates of completion of courses and program



Rates of completion will be included in the future.

Completers' career retention rates



Not currently available

Completers' job placement rates



Not currently available

Rates of completers' professional advanced study



Not currently available

Rates of completers' leadership roles



Not currently available

Rates of graduates' professional service activities



Not currently available

Case studies and alumni competence

Evaluations of completers by their own pupils



Not currently available

Completer self-assessment of their accomplishments



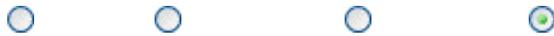
Not currently available

Third-party professional recognition of completers (e.g., NBPTS)



Not currently available

Employers' evaluations of the program's completers



Not currently available

Completers' authoring of textbooks, curriculum materials, etc.



Not currently available

Case studies of completers' own students' learning and accomplishment



Not currently available

¹: Assessment results related to TEAC *Quality Principle I* that the program faculty uses elsewhere must be included in the *Brief*. Evidence that is reported to the institution or state licensing authorities, or alluded to in publications, Web sites, catalogs, and the like must be included in the *Brief*. Therefore, Title II results, grades (if they are used for graduation, transfer, and admission), admission test results (if they are used), and hiring rates (if they are reported elsewhere) would all be included in the *Brief*.

B. Provide an update of the program's data spreadsheet(s) or data tables related to the program's claims.

 Certification Assessments, FE Ratings, Portfolio Ratings

Section 8: Preparer's Authorization

Preparer's authorization. By checking the box below, I indicate that I am authorized by the EPP to complete the 2016 EPP Annual Report.

I am authorized to complete this report.

Report Preparer's Information

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I understand that all the information that is provided to CAEP from EPPs seeking initial accreditation, going forward accreditation or having completed the accreditation process is considered the property of CAEP and may be used for training, research and data review. CAEP reserves the right to compile and issue data derived from accreditation documents.