



WILLIAM WOODS
UNIVERSITY

MED Teaching and Technology Program Review 2020-2021

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Program Review 2020-2021

Master of Education: Teaching and Technology

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

William Woods was founded in 1870, became a college in 1914, and a University in 1992. It started offering graduate degrees in Education shortly thereafter. The main campus is in Fulton, Missouri, which is midway between St. Louis, and Kansas City. Approximately a decade ago, the University began developing an online campus.

The MED in Teaching and Technology is an entirely online program that was conceived in late 2011 in response to identified needs within school districts. Technology was becoming more ubiquitous within school systems and many teachers were struggling to effectively integrate technology. Thus, the degree was developed to help bridge the gap between "what was" and "what needed to be" in order to leverage the technology that was becoming available within classrooms. Our goal is to impact the entire teaching and learning process with a focus on helping teachers utilize technology in the most effective manner to enhance learning opportunities and educational outcomes.

The MED in T&T went live in the fall of 2012. It was well received and had a focus on the very current challenges many teachers were facing as more technology was introduced within their schools. We were breaking new ground with this program and our curriculum development plan allowed us to be very responsive to needs and issues as they arose. Over the first two years, nearly every course was revised to make it even more relevant and beneficial to educators, trainers, and professional developers. We have continued to be responsive within the curriculum and are one of the few programs at the University with the flexibility to rapidly address changing needs. Technology in education remains a rapidly developing field and we believe our program continues to be very responsive. We recently revised some courses to support teachers as they become Google Certified Educators.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The mission statement of the university is: An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. Likewise, the vision statement of the university is: The vision of William Woods University is to be recognized as a progressive and growing leader in higher education, fiscally healthy, and achieving quality in all aspects of institutional life, while cultivating highly respected, innovative, unique programs. Both statements are located here: https://www.williamwoods.edu/about/mission_and_history/index.html

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers. Students completing the program will have developed the skills necessary to become Google Certified Educators Level 1 and Level 2.

The purpose of the MED T&T is to help educators not just use, but integrate technology into their learning environment. We believe there is a significant difference between the use of technology and the integration of technology. Use of technology is an add on. it can often be simple replacement without much added utility. But integration means we take a look at the entire process and evaluate how technology can be utilized to improve the learning process, enhance student learning opportunities, and improve student outcomes. In this manner, we support the

mission and vision of the university implementing a program that supports lifelong learning and being a leader in offering an innovative program that supports the career objectives of the students involved.

Student Demographics

Student Demographics:

	Incoming Students	Transfer	Total
2019-2020	13	0	38
2018-2019	4	0	33
2017-2018	10	0	45
2016-2017	12	0	50
2015-2016	11	0	77

Student Demographic Reflection

Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?

New students entering the program has varied widely from year to year. We saw a gradual increase in incoming students through 16/17 and then the numbers leveled off with the exception from 10 in 17/18 to 4 in 18/19. It was in 18/19 that we began discussing the need to revise the program and the revision work was started. The revisions were completed and implemented in January of 2020 and we can note that incoming students reached an 8 year high. Only 2 new students enrolled in the fall of the 20/21 academic year, but this was in the midst of the Corona Virus pandemic. I am confident that we will see additional enrollments in the Spring and Summer as educators realize the benefit of our program to their current situation.

Graduation rates tend to bounce a lot, partly due to the small size of our program. In 2 of the last 5 years for which data is available, our program graduation rate has exceeded the graduation rate for the Graduate College. If you consider the average over the most recent 5 years for which data is available, the Graduate College had an average graduation rate of 74% while the MED in Teaching and Technology had an average graduation rate of 69.9%. So overall, the program appears to be performing as well as the Graduate College as a whole when considering graduation rate.

Total enrollment has declined by 57.1% over the past 5 years. This is related to the fact that when the program was originally implemented there was not much competition and we saw a rapidly growing enrollment. As we saw enrollment numbers decline, we immediately began looking for answers. On a positive note, enrollment numbers have been stabilized over the past 3 years and we anticipate seeing an increase as we move on through the current year.

Our main strategy to improve enrollment has been to revise the program. The revisions were complete in January of 2020 and we began working with Marketing to update program promotional materials. We believe our effectiveness has been somewhat muted due to the Covid Pandemic. Much has changed during this year and the university as a whole has been in a state of flux. We are confident as we find the new normal we will be able to implement other modifications that will help improve enrollment and graduation rates. With so many schools moving into online or blended learning, our program is a perfect opportunity to assist schools and teachers. We are working with marketing to try and capitalize on that developing need. We are also offering credentialed learning credit. Two of our courses are designed to help educators become certified Google Educators Level 1 and Level 2. So if the student enters our program with those certifications, they can arrange for equivalent credentialed learning credit of up to 6 hours. We also offers something similar for Microsoft Certified Educators, eMints training, and CK-12 certifications. Marketing is just beginning to distribute information related to these credentialed learning opportunities and they should attract additional students to our program.

Student Demographic Chart

William Woods University Assessment Data								
Program: Education - MED Teaching & Technology								
		15/16	16/17	17/18	18/19	19/20	20/21	Change
Declared Majors	Incoming Students ¹	11	12	10	4	13	2	
(As of fall census)	Total	77	50	45	33	38	33	-57.1%
	Graduate Enrollment	1171	1103	1403	1367	1280	1232	5.2%
Graduated Majors								
(9/1 - 8/30)		58	40	32	15	20		
Graduation Rate: ²		13/14	14/15	15/16	16/17	17/18	Avg	
Graduate College		86.5%	81.0%	67.1%	80.6%	54.8%	74.0%	
Program		63.6%	85.7%	50.0%	100.0%	50.0%	69.9%	
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								

MED_T_T_Demographics_and_Graduates.pdf
 Student_Demographic_Summary__MED_T_T.pdf

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

N/A

There are currently no concentrations within the program.

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Program Demographic Data

Upload the program page from the Institutional Research office program data for this program.

MED_T_T_Demographics_and_Graduates.pdf

Reflection on Program Enrollment Data

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specify the details of the plan.

As previously mentioned, program enrollment has seen a decline but has stabilized in the past 3 years. With the revisions in our courses, we anticipate marketing will be able to attract more attention and more students to our program. The University has a program specialist assigned to assist Graduate students in the program. The program specialist is involved with students from the time they are officially enrolled in the program and helps to personalize the student's course plan to meet their needs and time constraints. The program specialist is available to the student at any time to help

address issues and to act as a liaison. If students are struggling in a class or if they are failing to complete work in a timely manner, instructors can contact the program specialist and ask for assistance in following up with the student.

Additional Program Resources

If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

N/A

There are no full time faculty assigned to the program. Advising is handled at the University Level through non-faculty employees of the Online Campus.

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

The MED in Teaching and Technology does not utilize any student internship

Internship Data Upload

If you did not use the above text box for the internship data, please upload your data here.

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

N/A

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

Any teaching position, technology director, instructional support, or professional development position would be considered relevant to this program. In addition, individuals involved in corporate or non-profit training or training development utilizing technology would be considered relevant. "Employed within the field" would be any person who was employed as a classroom teacher, instructional leader/trainer, curriculum coordinator, online learning teacher, online learning course/activity developer, online learning coordinator, technology coordinator, instructional technology support, instructional technology trainer, or professional development provider.

Our program has a very high percentage of individuals "in field". The chart below indicates that for most years it is 100%. This is partly because of the nature of the program and the individuals that it appeals to.

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

Graduate Placement Analysis			
MED - Teaching and Technology			
Year	Students	In Field	% in Field
16-17	20	20	100.0%
17-18	13	11	84.6%
18-19	11	11	100.0%
19-20	15	15	100.0%
Total	59	57	96.6%

Graduate Placement Data

Please upload your demographic data on program graduates.

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

During the 2017-2018 academic year we began noticing a significant decline in program enrollment. This became obvious by the end of the 2017-2018 academic year and continued into the 2018-2019 academic year. We immediately began investigating and developed a program revision team to evaluate the program and plan for course revisions. This team began meeting virtually in the fall of 2018 and curriculum revisions were underway by January of 2019.

Part of the evaluation process led to a change in the rotation of the courses within the program. EDU543 - Teaching and Learning in the New Digital Landscape had traditionally been the entry course for program and was offered every 8 weeks. Nearly half of the sessions were canceled due to low or no enrollment. A decision was made to only offer EDU543 during the first 8 weeks of each term. This has dramatically helped the enrollment in the course and has prevented cancellations during the past two terms. In order to balance things out, EDU563 - Instructional Theories and Strategies Using Technology was moved from the first 8 weeks of each term to the 2nd 8 weeks. Over the past year, this has resulted in much easier scheduling and better enrollment numbers.

Due to being shared among multiple programs, EDU590-Appraisal of Student Learning has been offered every term rather than only during the 1st 8 weeks. This seems to be effective in assisting scheduling and in keeping enrollment numbers in the course at a reasonable level.

2020-2021 will be the first year that the entirely revised curriculum is in place for the entire year. Part of the revisions were in place during the 2019-2020 academic year. Based on that partial data, our course rotation changes seem to be very effective and are accomplishing the desired goal.

A review of 5 year enrollment trends indicates an overall decline in enrollment up to the 2018-2019 academic year. For this analysis, a "core" set of courses was considered and some shared courses were excluded to prevent a skew. Enrollment in 2014-2015 in the core was 341 students. This declined year over year to 265, then 243 2016-2017, then 192 in 2017-2018 and a low of 160 in 2018-2019. We had noted the decline by 2017-2018 and began investigating. It was determined that two factors were at play. First, marketing was not adequately aware of the program and the target audience. This was corrected. But we also needed to look at major modifications in the curriculum to keep the program relevant. This process was started in 2017-2018. We hit our low in 2018-2019 which was the year we began implementing some of the curriculum changes. By 2019-2020 the revised curriculum was being phased in and we saw a significant increase in enrollment. We anticipate the trend will continue.

The data clearly indicated that offering EDU543 every 8 weeks was not meeting enrollment goals as many terms had the class canceled. After discussions with the Online Program Director and the Dean, it was decided that the appropriate move was to offer EDU543 only the first 8 weeks of each term. Since implementing that change, we have been meeting enrollment goals. We saw a dip in enrollment in several of the courses due to an overall decrease in enrollment. We seem to be on the increasing side of that dip so we anticipate that the curriculum revisions and rotation changes will allow us to meet enrollment goals as we move forward.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

The MED in Teaching and Technology is only offered online. There is no corresponding campus program.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

Over the past 2 years we have revised the entire program with the exception of EDU520 - Research Methods. EDU520 is shared with the Curriculum and Instruction and STEM degree programs and the revision of EDU520 falls under Curriculum and Instruction.

The first curriculum modification was to replace EDU500 - Current Issues with EDU559 - Current Issues in Teaching and Learning. This was prompted by a review of the course. EDU500 was used in a variety of programs and focused on very generic Current Issues. The textbook for EDU500 focused more on administration issues. Hence, the course was only marginally meeting the needs of the students in the MED T&T Program. Thus, we designed an entirely new course with a focus on Teaching and Learning. This revision allowed us to bring in issues relevant to classroom teachers and focus directly on current issues relating to instruction and the intergration of technology. The modification has met the desired outcomes as evidenced by end of course surveys and students indicating tha the course was very beneficial.

Throughout 2019 and early 2020 we focused on revising most of the rest of the curriculum. This was propted by an overall review of the program. Enrollment had been declining. Technology changes rapidly and our review, along with end of course surveys, indicated that some of the curriuclum was no longer relevant. Hence, we revised our overall plan for the program with a focus on more clarity throughout the program. EDU543 - Teaching and Learning in the New Digital Age was modified with a focus on providing students with the knowledge base that would allow them to become Google Certified Educators - Level 1. End of course surveys and assessment date indicate that this has been successful. Students indicate the course is valuable. EDU558-Software Applications for Academic Program was revised and renamed as "Digital Tools for Academic Programs". The revised name more adequately represented the course content. This course now provides students with the content necessary to become Google Certified Educators Level II. Once again, student surveys and assessment data indicate that the change was positive and is accomplishing the desired outcomes.

EDU561-Instructional Design With Technology was revised with a focus on helping students understand how to design lessons utilizing effective technology. This has become even more important as many schools have been forced to include a significant online aspect during the pandemic. With the revision, students learn about online learning platforms in this course. Students in our program indicate that this has helped prepare them for the changing reality within their districts. EDU563-Instructional Theories and Strategies Using Technology supports EDU561 by helping students learn about a number of different ways to impact instructional activities and incorporate technology to make them more effective.

EDU571-Integration of Multimedia Production and Curriculum was revised to focus more fully on Multimedia production and integration. A significant portion of the course focuses on creating effective instructional and informational videos and the final 25% of the course focuses on developing ebooks to support instruction. Students consistently indicate that the course is challenging, but very beneficial. EDU590 - Appraisal of Student Learning was revised to include a clear technology focus. This is a shared course, so it was more of a challenge to address all the needs of the programs involved. Based on assessment data, this course does seem to be meeting the desired outcomes.

Finally, EDU589-Teaching and Technology Capstone Project was revised. This revision was necessary to incorporate the modifications and revisions in the other courses in the program. The Capstone allows students to clearly demonstrate and reflect on what they have learned in the program. Assessment date indicates that 100% of the students are meeting the program assessment objectives at the end of the program. Hence, the change has produced the desired outcomes.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach

additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

EDU520 - Research Design - Shared with STEM and Curriculum and Instruction - It is offered

EDU590 - Appraisal of Student Learning - Shared with STEM and Curriculum and Instruction -

EDU543 - Teaching and Learning in the New Digital Age - Shared with STEM

EDU558 - Digital Tools for Academic Programs - Shared with STEM

The sharing of these courses do not impact the program in any significant manner. Most of the courses are taught by adjuncts so they do not lead to faculty overloads. Adjuncts are limited to 9 hours over each pair of 8 week terms. The shared courses are offered once per 16 week term. The rotation for the shared courses has not changed. Additional sections are added for EDU520 or EDU590 as needed. Enrollment in EDU543 and EDU558 has always allowed for only one section. Enrollment in those courses is generally less than 15 students.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

5_year_enrollment_by_course_and_term.xlsx

	F1	F2	SP1	SP2	SU1	SU2	Total	Notes:
2019-2020								
EDU520	11		0		46		57	2 sections SU 1
EDU543	8	0	7	0	12		27	Canceled F2 and SP2 - Rotation changed to first 8 weeks per term
EDU558		14		10		5	29	
EDU559	9		5		0		14	Canceled SU1
EDU561	11		19				30	
EDU563	13	8		19		15	55	
EDU571		7		7		19	33	
EDU589	7		9		6		22	16-week class
EDU590	6	19	27	13	0	7	72	Canceled SU1
						Core Total	196	
2018-2019								
EDU520	14		29		7		50	
EDU543	4	0	8	0		14	26	Canceled F2, SP2, SU2
EDU558		10		11		5	26	
EDU559	0		6		7		13	Canceled F1
EDU561	7		0		5		12	Canceled SP1
EDU563	18		10		3	17	48	
EDU571		4		6		9	19	
EDU589	12		10		7		29	
EDU590	5	6	7	12	7	8	45	

						Core Total	160	
2017-2018								
EDU520	14		24	9	15		62	
EDU543	10	8	12	0	3	4	37	Canceled SP2
EDU558		9		12		9	30	
EDU559	0		7		16		23	Canceled F1
EDU561	16		4		7		27	
EDU563	21		27		4		52	2 sections SP1
EDU571		15		10		5	30	
EDU589	8		3		5		16	16 Week Course
EDU590	0	13	1	17	0	8	39	Canceled F1 and SU1
						Core Total	192	
2016-2017								
EDU520	7		22		16		45	
EDU543	10	4	2	4	5	10	35	
EDU558		11		12		8	31	
EDU559					12		12	New Course in Program SU1
EDU561	19		13		7		39	
EDU563	25		25		18		68	2 sections SP1
EDU571		19		9		6	34	
EDU589	16		9		11		36	
EDU590		12	6	21	7	19	65	
						Core Total	243	
2015-2016								
EDU520	7		10		17		34	
EDU543	10	4	6	7	11	9	47	
EDU558		11		16		7	34	
EDU559							0	Not yet offered
EDU561	19		5		0		24	
EDU563	25		29		21		75	2 sections SP1
EDU571		19		7		10	36	
EDU589	16		17		16		49	16-week course
EDU590		12	7	14	5	4	42	
						Core Total	265	
2014-2015								
EDU520		15		29		19	63	2 sections SP2
EDU543	19	11	10	16	14	8	78	

EDU558		15		18		13	46	
EDU559							0	Not yet offered
EDU561	15		17		19		51	
EDU563	14		30		26		70	2 Sections SP1
EDU571		13		17		12	42	
EDU589	10		24		20		54	
EDU590		12		12		20	44	
						Core Total	341	

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

Core Credits: 30.00

Course #	Course Title	Hours
EDU 520	Research Design	3.00
EDU 543	Teaching and Learning in the New Digital Landscape	3.00
EDU 558	Digital Tools for Academic Programs	3.00
EDU 559	Current Issues in Teaching and Learning	3.00
EDU 561	Instructional Design With Technology	3.00
EDU 563	Applied Instructional Theories and Strategies Using Technology	3.00
EDU 571	Integration of Multimedia Production and Curriculum	3.00
EDU 589	Teaching and Technology Capstone Project	6.00
EDU 590	Appraisal Of Student Learning	3.00

Course Description

Upload program course descriptions from the most current Academic Catalog.

EDU 520 - Research Design

This course is designed for all emphasis majors in the M.Ed. It emphasizes knowledge of various issues and simple statistical procedures used in educational research and program evaluation. Equal emphasis is given to qualitative and quantitative techniques. Experimental, quasi-experimental and non-experimental designs will be used that include historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced. May be repeated with different areas of focus (administration, curriculum and instruction, teaching and technology, athletic administration, STEM). **Credit Hours: 3.00**

EDU 543 - Teaching and Learning in the New Digital Landscape

This is an overview course to set the stage for the Teaching and Technology Master's program of study. This course is designed to introduce practitioners to 21st Century learners and the implications for the teaching/learning environment. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, investigate emerging technologies, and develop the skills necessary to become Google Certified Educators Level 1 **Credit Hours: 3.00**

EDU 558 - Digital Tools for Academic Programs

This course is designed to equip the student with a robust arsenal of digital tools and instructional techniques that can be used to enhance learning outcomes in your classroom or training environment. Rather than a collection of short assignments, this course is comprised of a series of extended projects that are intended to serve as resources for the classroom. The weekly actions and activities will culminate into meaningful resources for students to use in their school or training environment as well as prepare the student to take the Google Certified Educator Level 2 exam. Prerequisite: EDU543 **Credit Hours: 3.00**

EDU 559 - Current Issues in Teaching and Learning

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current and emerging issues that are faced by educators, trainers, and their learning institutions. The course will focus on issues related to curriculum, instruction, assessment, technology in education/training, innovation, and the big ideas on the horizon that could impact learning institutions. This course seeks to expand and enlighten the practitioner's outlook, thought process, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with a variety of issues that impact out learning environments. **Credit Hours: 3.00**

EDU 561 - Instructional Design With Technology

This course is designed to provide educators/trainers with a survey of various systems/models of instructional design with a focus on the integration of eLearning and technology as a component of the design process. Development of an instructional Design Plan will include reflecting on Instructional Design Models, conducting a needs analysis, designing instruction around goals and objectives, and defining instructional methods and strategies enhanced with technology to guide the teaching/learning process. **Credit Hours: 3.00**

EDU 563 - Applied Instructional Theories and Strategies Using Technology

This course is designed to provide educators with strategies that can be applied to the learning environment. A key component of the course will be a focus on how to integrate technology into a variety of instructional strategies. Students will review recent research on effective instruction and explore instructional strategies that are designed to enhance instructional effectiveness. The course will review a number of research-based instructional elements that are related to improved instructional outcomes and students will learn to implement instructional strategies with technology to address each of these elements. Students will broaden their instructional skills and learn to deliver the most appropriate instructional strategies for specific circumstances. **Credit Hours: 3.00**

EDU 571 - Integration of Multimedia Production and Curriculum

This course is designed to provide educators, trainers, and professional developers with experience utilizing various multimedia tools to enhance curriculum and support instructional improvement. Students will learn to integrate a variety of effective media types (still photos, graphics, audio, video, and text) as they create instructional videos, informational videos, and eBooks. Students will also investigate essential issues surrounding the use of multimedia in the learning environment. **Credit Hours: 3.00**

EDU 589 - Teaching and Technology Capstone Project

The capstone is the culminating experience for students in the master's degree in Teaching and Technology. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop an eBook with supporting materials. The supporting materials will be archived using an online or cloud-based storage environment. The eBook will require students to demonstrate proficiency in each of the major content areas within the MED T&T Program. In addition, students will reflect upon their coursework and experience

through regular, comprehensive, reflective postings and responses tied to NBPTS National Board for Professional Teaching Standards and ISTE-S Standards. This is a 16-week capstone course. **Credit Hours:** 6.00

EDU 590 - Appraisal Of Student Learning

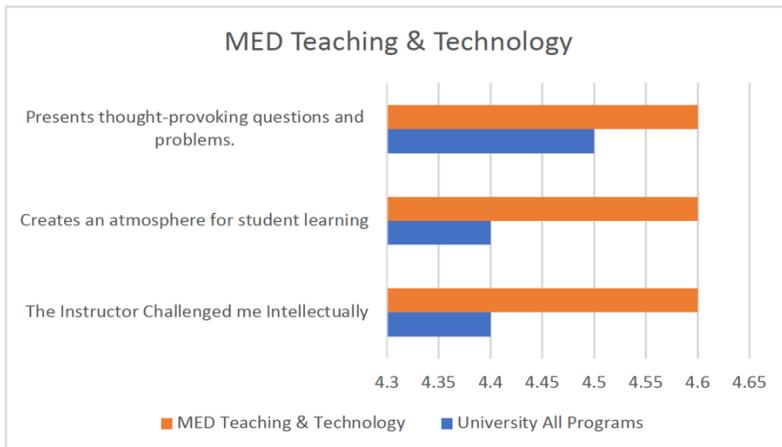
This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment; the relationship between instructional outcomes and assessment; the development and implementation process for various types of assessments; the collection, analysis, and use of assessment data; as well as various scoring and grading methodologies. Participants will investigate the uses and limitations formative assessment, summative assessment, and diagnostic assessment. **Credit Hours:** 3.00

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

MED Teaching & Technology: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=229

58% Response Rate

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The Summary of Teaching Effectiveness demonstrates that the MED in Teaching and Technology exceeds the University average on all three measures. Those measures are:

Presents thought-provoking questions and problems - MED-TT 4.6, University Average 4.5

Creates an atmosphere for students learning - MED TT 4.6, University Average 4.4

The instructor challenged me intellectually - MED TT 4.6, University Average 4.4

The instructors in our program all have significant experience integrating technology into the curriculum and are perceived as experts in the field. This fact is noticed by the students. Our instructors do a great job to make sure the curriculum is presented in an effective manner and they work closely with the students.

According to regular end of course surveys, students consistently rate the program highly and have very positive things to say about our instructors. Overall they feel that the content is relevant, especially since we have implemented the revised curriculum. We have always attempted to understand student comments as related to the curriculum and address legitimate instructional or content needs. The Summary of Teaching Effectiveness supports this contention.

Faculty perceive the courses as supporting academic rigor. They understand what the students need to know and understand to be able to effectively and efficiently integrate technology.

Currently, no additional changes are planned as a result of this data. Previous data resulted in a complete revision of many of the courses in the program. The current Summary of Teaching Effectiveness results supports the concept that these revisions were a step in the right direction.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

N/A

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

N/A

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

The University is moving to an upgraded LMS to manage the online courses as well as on campus courses. This was recommended previously and is currently being implemented. The University is moving to Brightspace by Desire to Learn. Initial reaction to the change has been positive and will allow online campus students to interact with the learning environment on multiple device types. This was one of the biggest complaints in the past. In addition, the new interface addresses many of the issues the students complained about in the past, such as displaying multiple weeks of content at one time. The new interface allows content to be collapsed and opened as the student chooses.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

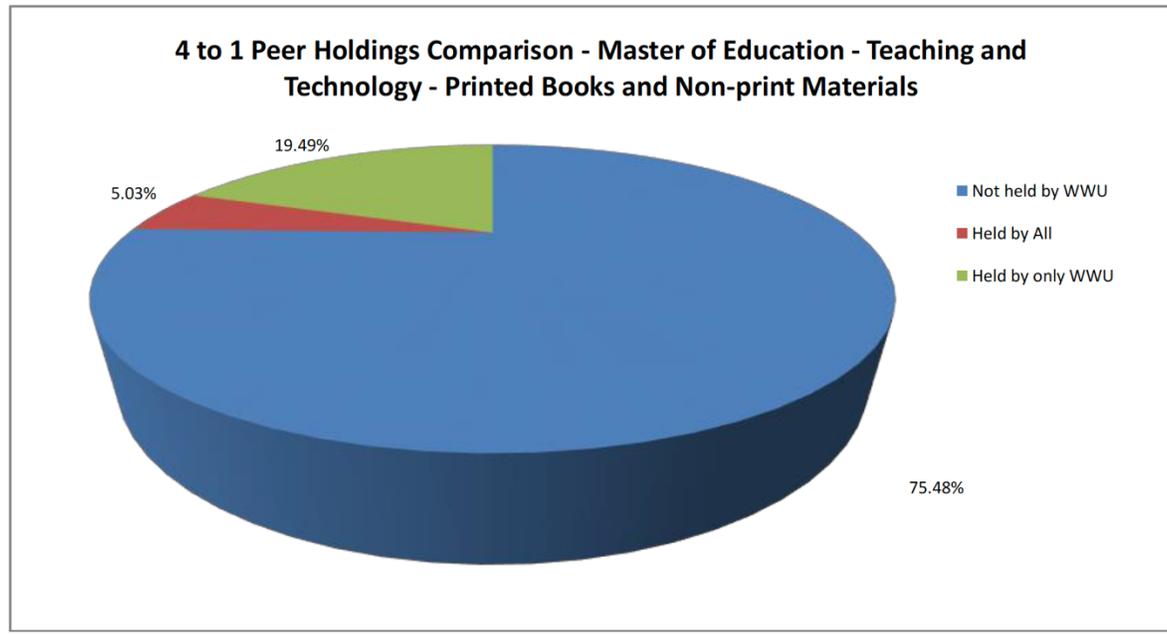
The program is delivered online. The University currently uses Learning House to provide the online platform and resources but will be changing to "Desire 2 Learn" in January 2021. Hence we are in a bit of a transition so an assessment of the specific technology resources available for the new platform cannot be evaluated at this time. Initial training on the new platform indicates that it is very robust and offers access to a variety of tools.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: [Stephens College](#), [Columbia College](#), [Westminster College](#), [Central Methodist University](#)



Teaching and technology as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and electronic form and books, journal articles and non-print materials are available through *Woods OneSearch*. Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global, have also been acquired and are available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

Currently, the resources held by the University or which we have access to through the university would be considered adequate for the program. Ebsco provides access to a number of technology related downloadable eBooks that can be used to support the program. From time to time, some of these eBooks are incorporated into the program for use as textbooks or supplemental materials.

A process is in place to request additional materials and the library staff provides excellent support to instructors and students when requesting items not available directly through William Woods University. Instructors can request the purchase of essential print and media materials when needed to support the program.

Currently there are no recommendations from the program director that would be necessary to enhance library support.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

MEd_Teaching_and_technology_2020.pdf

Faculty and Staff Resources

Faculty

1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Full Time Faculty (These faculty have primary teaching responsibilities in other programs):

- Frank Giuseffi - EdD - Lindenwood University - 6 months full time with William Woods University (began full time 07/01/2020) - Contractual course load - 9 credit hours per year
- Kristee Lorenz - EdD - Saint Louis University- 1.5 years full time with William Woods University - Contractual course load -15 credit hours per year
- Sheila Logan - EdD - Saint Louis University - 2.5 years full time with William Woods University - Contractual course load - 6 credit hours per year

Course Numbers and Titles for reference with Adjunct Faculty listed below:

- EDU520 - Research Design
- EDU543- Teaching and Learning in the New Digital Landscape (Leads to Google Certified Educator Level 1)
- EDU558 - Digital Tools for Academic Programs (Leads to Google Certified Educator level 2)
- EDU559 - Current Issues in Teaching and Learning
- EDU561 - Instructional Design With Technology
- EDU563 - Applied Instructional Theories and Strategies Using Technology
- EDU571 - Integration of Multimedia Production and Curriculum
- EDU589 - Teaching and Technology Capstone Project
- EDU590 - Appraisal of Student Learning

Adjunct Faculty:

- Cynthia Amick - PhD - Southern Illinois University - 19 years as adjunct - Courses Taught: EDU520, EDU590
- Martha Barwick Turner - EdD - Johns Hopkins University - 4 years as adjunct - Courses Taught: EDU543, EDU561, EDU563, EDU590
- Stacey Bonderer - EdD - University of Missouri - 3 years as adjunct - Courses Taught: EDU543, EDU559, EDU561, EDU563, EDU571
- Jeramie Davis - EdS - William Woods University - 1 year as adjunct - Courses Taught: EDU559, EDU590
- Katherine Ferrell - EdS - University of Missouri - KC - 11 years as adjunct - Courses Taught: EDU520, EDU590
- Amanda Hanks-Lenzini - EdS - William Woods University - 4 years as an adjunct - Courses Taught: EDU520
- David Hollingshead - EdD - Saint Louis University - 20 years as an adjunct - Courses Taught: EDU520, EDU543, EDU559, EDU558, EDU571
- Joshua Howard - EdS - University of Missouri - 3 years as an adjunct - Courses Taught: EDU543, EDU563, EDU571
- Courtney Martin - EdD - Lindenwood University - 4 years as an adjunct - Courses Taught: EDU590
- Lori Mathys - EdD - University of Missouri - 6 years as an adjunct - Courses Taught: EDU558, EDU589
- Brenda McDorman - EdD - University of Missouri - 15 years as an adjunct - Courses Taught: EDU543, EDU559, EDU561, EDU563, EDU571, EDU590
- Rebecca Moppin - EdS - William Woods University - 8 years as an adjunct - Courses Taught: EDU520
- Lisa Nieuwenhuizen - PhD - University of Missouri - 7 years as adjunct and currently part time faculty - Course Taught - EDU520, EDU558, EDU563, EDU590
- Karalin Sanders - EDD - Lindenwood University - 3 years as an adjunct - Courses Taught: EDU520, EDU543, EDU558, EDU559, EDU563, EDU571

- Todd Smith - EdD - Missouri Baptist University - 2 years as an adjunct - Courses Taught: EDU520
- Judy Stivers - EdD - Saint Louis University - 11 years as an adjunct - Courses Taught: EDU590
- Sherri Thomas - EdD - William Woods University - 13 years as an adjunct - Courses Taught: EDU520, EDU590
- Emily Turner - EdD - Maryville University - 2 years as an adjunct - Courses Taught: EDU590
- Jacquelyn Ward - EdS - William Woods University - 18 years as an adjunct - Courses Taught: EDU520, EDU590
- Nicole Whitfield - EdS - University of Missouri - 7 years as an adjunct - Courses Taught: EDU543, EDU558, EDU561, EDU563

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty
 Full_Time_Faculty_Resumes_MED_TT.pdf

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.
 Adjunct_Faculty_Resumes_Med_TT.pdf

How many staff are designated to support the program?

1

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes (selected)

No

Staff

Are issues with staffing impacting student learning?

Yes

No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include academic years Fall 2013 through Spring 2018

% of classes taught by full time faculty vs. adjunct - fall 2013-summer 2018					
Year	Total Courses	Full time	Adjunct	% full time	% adjunct
2013-14	21	2	19	10%	90%
2014-15	32	1	31	3%	97%
2015-16	30	0	30	0%	100%
2016-17	29	0	29	0%	100%
2017-18	32	0	32	0%	100%

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

William Woods University has a very large and robust pool of adjunct faculty members. The content of the MED in Teaching and Technology is very vibrant and changing. So having nearly all of our courses taught by adjuncts who are active in the fields is actually a benefit to the program. These individuals are dealing with the integration of technology into

the learning environments on a daily basis. They are aware of current trends and new innovations more rapidly than most full time faculty would be. Hence the distribution of courses between full time and adjunct faculty is a benefit for our program. Our adjunct faculty are specifically screened for expertise in the area of teaching and technology. They bring with them an incredible amount of insight. Our curriculum is stronger and our students are better prepared due to the fact that our adjuncts remain so current in the field.

Our current process provides for the Program Director to make recommendations for course instructors. The Program Director is directly involved in the program and with the faculty and closely monitors the courses throughout the program. The individuals assigned to teach in the program are among the best and have significant practical experience directly related to program content.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

The current process is sufficient and provides for a very strong program. We maintain a strong pool of adjuncts and the instructors we use are very highly rated by students in the end of course surveys. No specific changes in faculty/staff need to be recommended or implemented at this time.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

The program is adequately funded for the enrollment. Adjunct faculty are paid based on a formula related to student enrollment in each course. There is a process in place by which the program director can request additional professional development, program development, and specific resources. There are no specific issues related to the program budget.

Instructional Expenses

Discussion of expenses related to instruction. i.e. Internship, clinical, practicums...

The major instructional expenses include the cost of the program director, cost for faculty teaching courses, per course cost for the learning management system, and periodic cost for curriculum revision.

Non-Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

There are no direct non instructional expenses.

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Students in the MED T&T Program develop Major Field Competence through an intense focus on developing academic excellence and improving proficiency in the teaching craft. This is accomplished through the analysis of instructional needs and the application of technology to improve the learning environment.

Students in the MED T&T Program demonstrate ethics through appropriate interactions with others in their online courses as well as through their participation in a Personal Learning Network.

Students in the MED T&T Program develop Self-Liberation through their analysis of research and their participation and interaction through a Personal Learning Network.

Students in the MED T&T Program exemplify aspects of Lifelong Education by the fact they they are extending themselves beyond basic learning and seeking an advanced degree.

Institutional_Learning_Outcomes.docx

Program Outcomes

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.

Additional Standards/Outcomes

Identifier	Description
MED TT 2019.1	Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.
MED TT 2019.2	Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.
MED TT 2019.3a	Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement
MED TT 2019.4	Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.
MED TT 2019.5a	Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

	EDU 520	EDU 543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	EDU 590
MED TT 2019.1 Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.						Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD Project when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.		Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.	Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 5.1 Graded Assignment - School Online Data Analysis when assessed for Obj 1 using the MED T&T Program Objectives Rubric for VIA Assessments.
MED TT 2019.2 Students will identify and assess appropriate technology and digital tools that can enhance instruction in			Direct - Lesson Plan At least 80% of the students will score proficient or better on the Week 8.1 Final Project - Modified			Direct-Class Assignment At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD	Direct - Video At least 80% of the students will score proficient or better on the Week 6.1 Assignment - Created Instructional	Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone	

Assessment Data

Annual Assessment Report 2019-2020

med_teaching_technology_annual_assessment_2019_2020.pdf

Annual Assessment Report 2018-2019

med_teaching_technology_annual_assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

master_of_education_teaching_and_technology_annual_assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

med_teaching_technology_2016_2017.pdf

Annual Assessment Report 2015-2016

med_teaching_tech_15_16.pdf

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

See attached document for data, graphs, and limitations

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

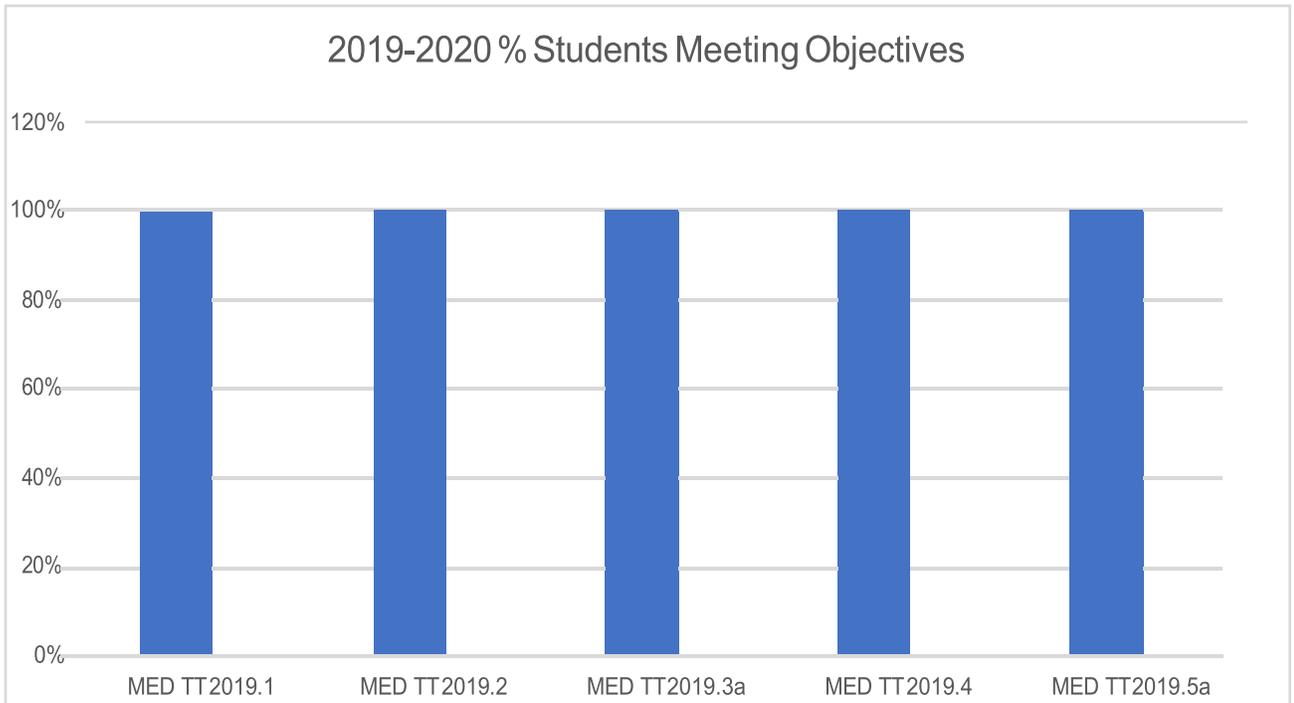
MED T&T Assessment Results Analysis

Objective

2019-2020

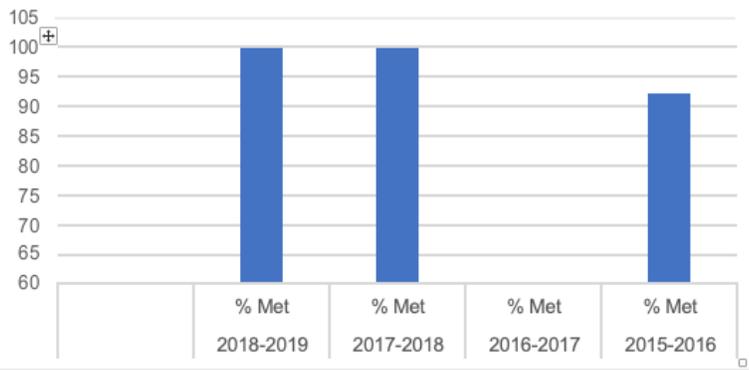
% Met

MED TT 2019.1	100%
MED TT 2019.2	100%
MED TT 2019.3a	100%
MED TT 2019.4	100%
MED TT 2019.5a	100%

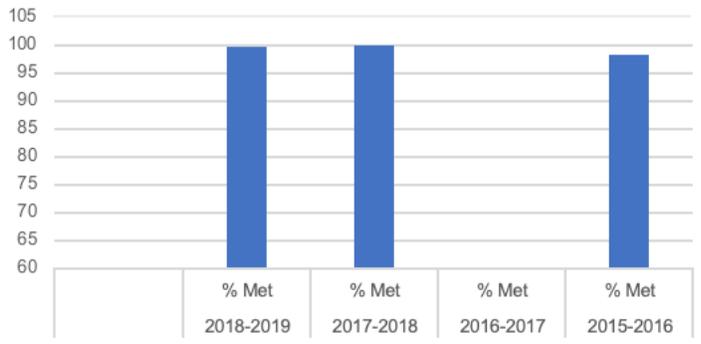


Objective	2018-2019 % Met	2017-2018 % Met	2016-2017 % Met	2015-2016 % Met
ISTE-NETS-T-2008.1	100.00	99.00		92.00
ISTE-NETS-T-2008.2	100.00	100.00		98.00
ISTE-NETS-T-2008.3	100.00	100.00		92.00
ISTE-NETS-T-2008.4	100.00	100.00		98.00
ISTE-NETS-T-2008.5	100.00	100.00		98.00
NBPTS.1	100.00	98.00		98.00
NBPTS.2	100.00	100.00		92.00
NBPTS.3	100.00	94.00		98.00
NBPTS.4	100.00	100.00		92.00
NBPTS.5	100.00	100.00		98.00

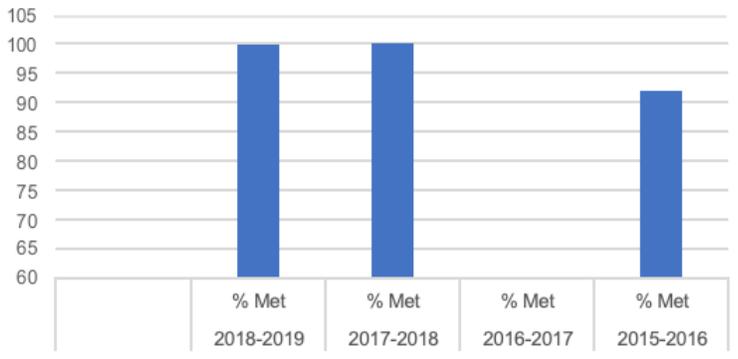
ISTE-NETS-T-2008.1



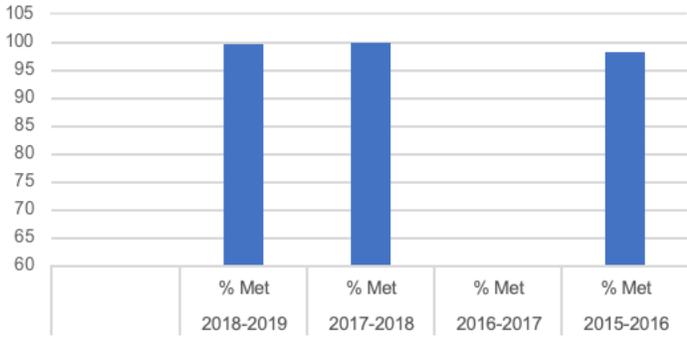
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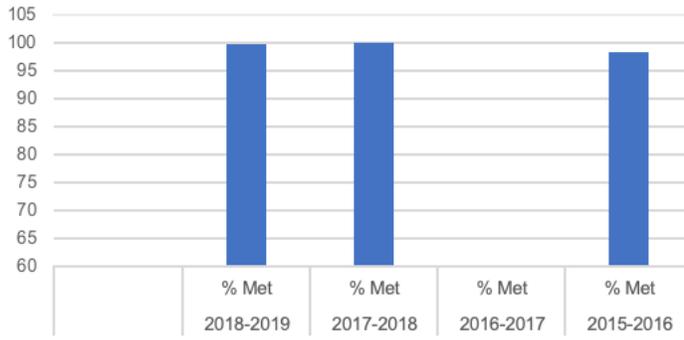
ISTE-NETS-T-2008.3



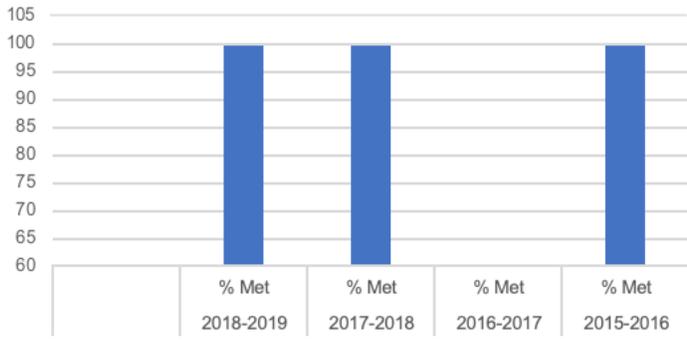
ISTE-NETS-T-2008.4



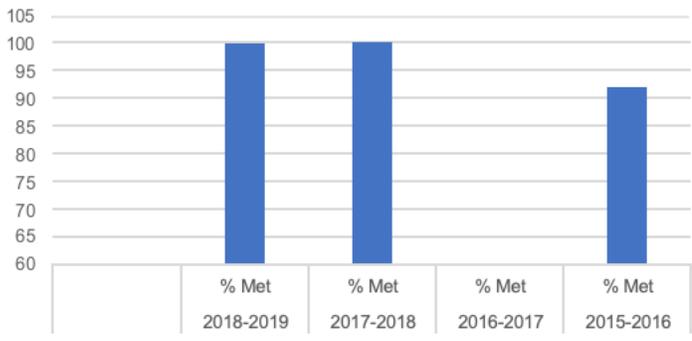
ISTE-NETS-T-2008.5



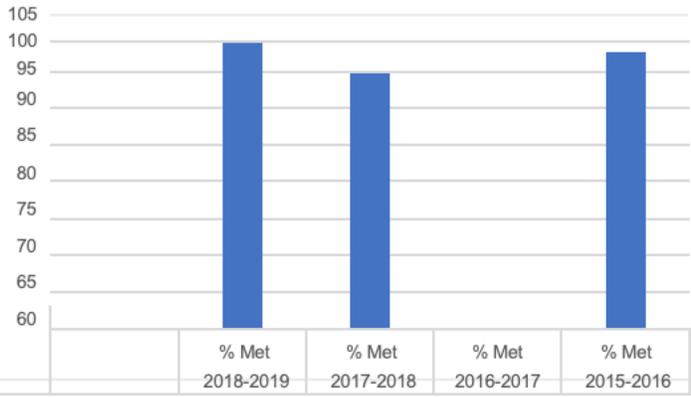
NBPTS.1



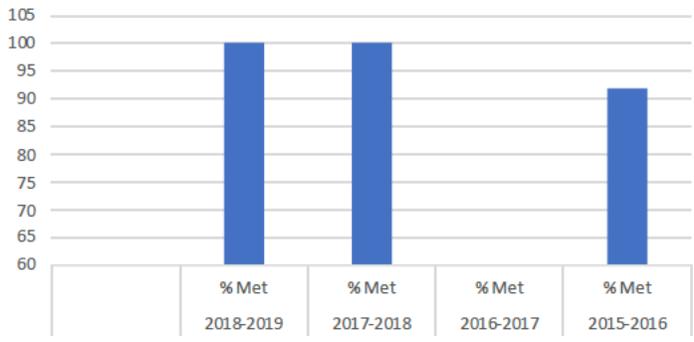
NBPTS.2



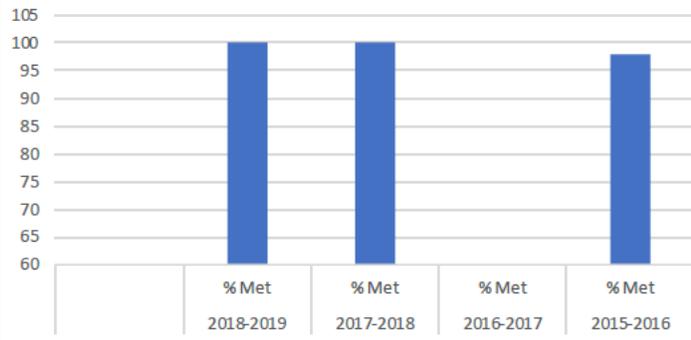
NBPTS.3

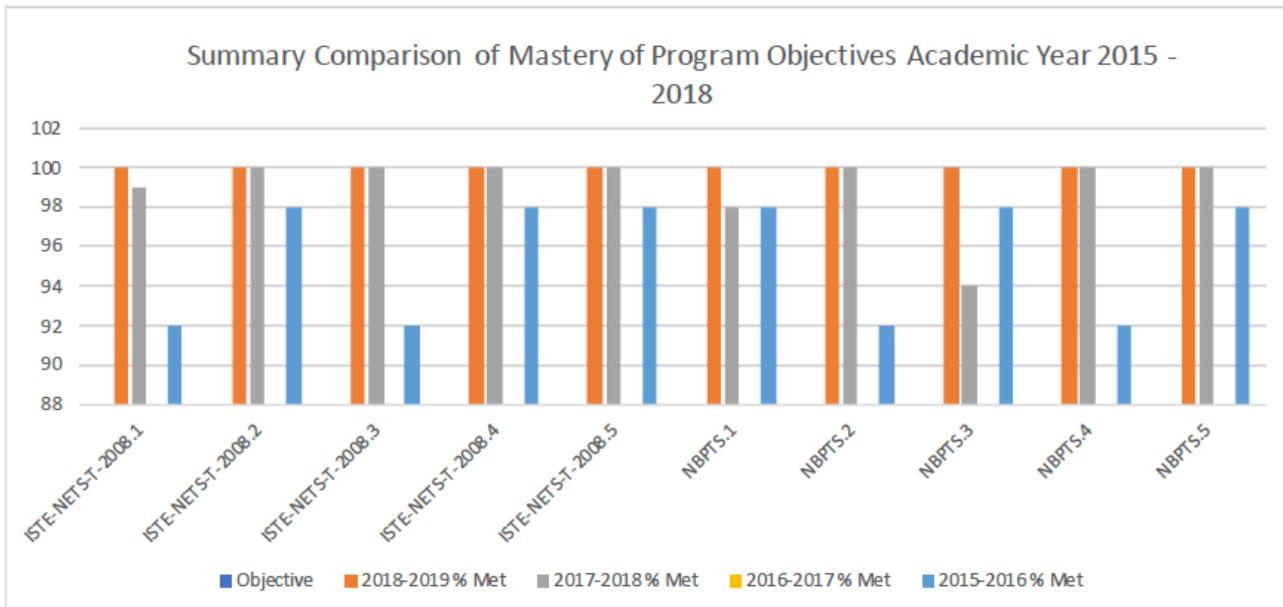


NBPTS.4



NBPTS.5





Note: Assessment systems were changing and a new system was being phased in between 2015-2016 and 2017-2018. Therefore, data is not available for 2016-2017.

Overall, we have seen an improvement in the mastery of program objectives. Changing assessment systems and changing program objectives during this time frame makes it a bit more difficult to effectively compare, but overall the objective mastery indicates the program is meeting its goals.

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The overall assessment plan provides for assessment of objectives at various stages in the program. Objectives are assessed within the course where they have the most focus. This allows us to monitor progress throughout the program. At the end of the program, all objectives are assessed in the Capstone Course. This provides us with an overall assessment to insure that the curriculum is moving the students toward the expected mastery.

In EDU520, no assessment activities are included for the MED T&T. This is a shared course with several other programs.

In EDU543, The week 7.1 Graded Assignment - Continued Personal Learning Network Curation and Participation is assessed for objective 4.

In EDU558, the Week 8.1 Final Project-Modified Instructional Module/Unit is assessed for Objectives 2 and 3.

In EDU559, no assessment activities are included

In EDU561 the Week 5.1 Instructional Design Video is assessed for Objective 3

In EDU563, the Week 8.2 Assignment-Group PD Project is assessed for objectives 1 and 2

In EDU571, the Week 6.1 Assignment - Created Instructional Video is assessed for objectives 2 and 3

In EDU589, the Week 18 Final Capstone Project - Complete eBook is assessed for objectives 1, 2, 3, 4, and 5

In EDU590, the Week 5.1 Graded Assignment - School Online Data Analysis is assessed for objective 5.

Each objective is assessed at least 2 times in the program. A variety of activities are used including video assignments, eBook assignments, lesson design assignments, and other written program assignments.

Faculty are involved in the assessment process. Activities used for assessment are uploaded to VIA where the faculty member teaching the course assesses the assignment and rates it using the rubric for the specified program objectives.

External Review

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary

The history provided is informative and comprehensive. The overview described the initial conception in late 2011 and subsequent program offering Fall of the 2012 - 2013 academic year. Curriculum changes and revisions such as adding a Google course for Google Educators Levels 1 and 2 certifications were mentioned in response to student need. Additionally, the description states "Thus, the degree was developed to help bridge the gap between "what was" and "what needed to be" in order to leverage the technology that was becoming available within classrooms. Our goal is to impact the entire teaching and learning process with a focus on helping teachers utilize technology in the most effective manner to enhance learning opportunities and educational outcomes." The historical overview of the Masters in Teaching and Technology" was informative and met the criteria.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3 – Exemplary

The mission of the Master of Teaching and Technology states, "The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers." In addition to identifying the mission, this section also discusses the purpose of the program as well as the distinction between use of technology and the integration of technology. The purpose of the program which includes the integration of technology by educators supports the mission of the program and the university.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2 – Adequate

Enrollments in higher education have declined over the past few years. Based on the data provided this trend is true for the Master of Teaching and Technology program. However, there are several strategies in place to help overcome the decline. The complete program revision in 2020, the opportunity for credentialed learning, and the ability to obtain equivalent credentialed learning credit of up to 6 hours for students who may already have Google 1 and Google 2 certifications should be attractive to current and potential students. Badges and credentialed learning opportunities are an excellent strategy to bring prospective students into the program and expose them to the possibilities. The program describes the plan to work with the marketing department to increase enrollment and program visibility. There is a solid plan for increasing enrollment.

In two of the last five years, the M of T & T program graduation rates have exceeded the graduation rate for the Graduate College. The program had an average graduation rate of 69.9% over the last five years. There was minimal discussion on how to maintain or increase the graduation rates. Perhaps the various strategies for increasing enrollment will also assist in the graduation data. However, that intention was not specifically stated. Will advisors play a role in this process? How will faculty and advisors work to ensure student completion?

The plan for enrollment is well defined. It includes a curriculum revision as well as opportunities for credentialed learning. However, a brief statement regarding either maintaining or increasing graduation rates is needed to meet this criterion with excellence.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2 – Adequate

As mentioned in section 1.3, specific strategies are needed for retention and graduation rates. There are advisors and a program specialist in place for student success. The program numbers for retention and graduation rates are generally comparable to that of the Graduate College. However, there is an expectation that the program numbers will increase based on the need for educational technology and marketing. There is no strategic discussion on how retention and graduation rates will continue to be addressed as the numbers increase. Outside of the faculty and student experience, advisors and program specialists play a key role in the retention and graduation rates. More discussion is needed on the strategic plan for maintaining or increasing graduation rates, especially as the program numbers increase.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3 – Exemplary - Advising is handled at the University level through non-faculty employees of the Online Campus. Additionally, a program specialist helps to personalize student's course plan to meet their needs and time constraints. It appears the advisors and the program specialist are both available to assist with student progression. According to the students interviewed, advisors are readily available to assist them throughout their program. The advising appears to be effective, and loads are appropriately delegated throughout the duration of the Master of Teaching and Technology program.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

N/A Faculty do not advise students. All advising is done through the Online Campus.

1.7 Comprehensive accounting of graduates in internship placements.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

N/A The MED in Teaching and Technology does not require or utilize a student internship.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

A detailed description of possible employment positions for graduates included teaching positions, technology director, instructional support, or professional development position. Other areas such as corporate or non-profit training or training development utilizing technology were also mentioned as possible employment positions for graduates.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1 – Needs Improvement

Post-graduation data consisted of a chart from the 2016 – 2017 academic year to the most recent data points of 2019 - 2020. It included the percentage of graduates working “in field” after graduation. However, a more thorough delineation of graduates would be beneficial. Consider asking specific questions regarding graduates' placement six months after graduation. This data can help you understand completely what types of positions graduates have after completion of your program. In addition to having a clearer picture of graduate employment, there are many other benefits to this level of data collection. For example, data can reveal opportunities for recruitment to understanding any possible gaps in the curriculum.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary

Course rotation is well thought out and designed to meet students' needs. Program faculty used enrollment trends and other data to review and revise course rotation and course offerings. There was no specific discussion of tutorial/independent study. However, based on the data-driven decisions that inform course offerings, it appears they are offered appropriately to meet student needs and expectations.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary

The reflection on course offerings and enrollment of courses, rotation and demand is complete and comprehensive. Faculty utilize data as well as discussions with the Online Program Director and Dean to make decisions on course offerings and ensuring that enrollment goals are met while also meeting student demand for courses. Faculty consistently review data to ensure course offerings are complete.

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 -Exemplary

Course offerings have been reviewed and modified to meet the needs of the program. A revised curriculum was phased in during the 2019-2020 academic year to better meet student needs and demand.

2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 Exemplary - Curriculum changes have been made based on review of courses, overall review of the program, end of course surveys, and assessment data. According to the report, with the revisions, assessment data indicate that 100% of the students are meeting the program assessment objectives at the end of the program.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2 – Adequate There were curriculum changes based on assessment data. However, it is not clear what assessment data were used, description of the assessment, or the full scope of the findings related to the data that was used to inform the curriculum changes. While the discussion did share that 100% of student were meeting the program objectives based on the revisions, it is not clear how the assessment data informed the program curriculum changes.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 -Exemplary

The summary data provided indicated teaching effectiveness based on three course evaluation measures: Presents thought-provoking questions and problems, creates an atmosphere for student learning, and the instructor challenged me intellectually. In all three areas, the Master of Education in Teaching & Technology exceeded the University average. This does indicate teaching effectiveness. However, other data could have been used in this area as well. For example, this section could include a summary of some of the assessment data that shows student performance for a specific criterion. This type of information is also helpful in determining the teaching effectiveness. Still, teaching is effective, and faculty are responsive to the successes and deficiencies of the course evaluations.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

Course descriptions are detailed, specific, and reflect rigor.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

N/A No physical equipment or supplies that are unique to Masters of T&T program.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

N/A

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

The University including the Masters of T&T is moving to Brightspace by Desire2Learn. According to faculty, this move should address the Learning Management System (LMS) concerns of students and thus positively impact their learning. This is a new adoption so there is no data on how students have responded to the new LMS. The initial cursory reaction to the change has been positive.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

Masters of T & T Students have access to Woods One Search with subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global. Additionally, all WWU faculty and students have access to the MOBIUS member libraries. Library holdings were described and there do not appear to be any deficiencies.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary

Faculty qualifications are described. Additionally, all the resumes and curriculum vitae of all faculty are provided.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary

A sound rationale is provided for the current staffing. Faculty consists of adjunct faculty and full-time faculty who hold primary teaching responsibilities in other programs. All faculty are well qualified to teach in the program. The staffing rationale is appropriate for now given the number of students enrolled in the program. However, is there a staffing plan in place as the program grows and becomes more visible? What are the recommendations for staffing to ensure continuity of learning as the program grows?

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

Although no recommendations were made for resource improvements, there was a discussion of the new learning management system (LMS) which mentioned. The new LMS addressed concerns students had such as allowing online campus students to interact with the learning environment on multiple device types and displaying multiple weeks of content at one time. The change in LMS does enhance the experience of students enrolled in the online program.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1 – Needs Improvement

There was not a thorough discussion of the financial aspects of the program. The report mentions that the program is adequately funded for enrollment, adjunct faculty are paid according to a formula, and identifies major instructional expenses. Additionally, there are funds for professional development, program development and specific resources. It's not clear if the cost per major requested is something that should be done at the program level. If possible, please consider including the full enrollment, degrees awarded, cost of the program, student credit hour produced per faculty, and a calculation of the student credit hours produced by the program. This will likely give a greater assessment of the financial needs of the program.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary The University learning outcomes are attached and clearly articulated.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3– Exemplary

Program learning outcomes are identified. For example, in the alignment of University objectives and program objectives the University Lifelong Education objective states, "learning both within and beyond formal education in preparation for participation in a global society." The program specific objective states, "Students in the MED T&T Program exemplify aspects of Lifelong Education by the fact they are extending themselves beyond basic learning and seeking an advanced degree." The attached matrix thoughtfully aligns the program and University objectives. For example, the e-book created in the capstone course is a measurable artifact that directly shows the commitment to lifelong learning beyond and

seeking an advanced degree. Students are required to take the information they've learned and create an e-book that includes tangible, practical information that can be used beyond the master's program and into their professional and everyday setting. The program objectives clearly align with the University objectives.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary overview of standards for performance and assessment. Findings from the annual assessment indicate 100% proficiency or better for all assessment measures.

4.4 The student learning objectives are appropriate for the specific discipline.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary – The student learning objectives are appropriate for educational technology. As students gain mastery in the objectives, they will be deemed leaders in their field.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary There is longitudinal data from 2015 – 2016 included in the report. All data includes assessment for each program learning outcome.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary – Data and assessment over the 5-year span is included. Discussion addressed changes observed over the five-year time span as well as the implementation of a new assessment system.

External Reviewer Summary Statements

● **What do you see as strengths for the programs?**

The Master of Teaching and Technology program has numerous strengths. Initially, data indicates 100% of the students are meeting the program assessment objectives at the end of the program. Current students and recent graduates believe the curriculum and content learned propelled them in their careers. The ability to align coursework, theory, and practice is a strength. For example, the creation of the eBooks and the ability to secure Google 1 and 2 Certification within the program are directly related to educational technology and very applicable to students' real-world settings. Student comments align with the assessment data.

The asynchronous format, cohort model, small class sizes, and low cost of the program are also strengths. Students appreciate the anytime anywhere learning of this program. Additionally, the cohort model provides an opportunity to develop their own Professional Learning Network (PLN). This helps students as they develop relationships with other students and engage in learning that extends beyond the classroom. The class sizes are generally small (under 15

students). This provides for robust discussions and the opportunity to deepen relationships among peers and faculty. The low cost of the program is a strength.

Finally, faculty are a strength of this program. Students consistently mentioned various faculty who played a major role in their professional and at times personal development. Faculty are available, knowledgeable, current and able to provide relevant coursework.

As mentioned, the strengths of the Master of Teaching and Technology program are numerous. The curriculum, student perspectives of learning, asynchronous format, cohort model, small class size, low-cost tuition, and faculty are some of the key program strengths. This is a solid program with many strengths.

- **Does the program have components that distinguish it from other programs?**

The program components are characteristic of similar well-designed programs in the field. There are several programs that offer the ability to secure Google 1 and Google 2 certification. However, students in the Master of Teaching and Learning program at William Woods were exposed to other certifications as well including Google Trainer, Google Coach, Apple Teacher, and ISTE certification. Additionally, the inclusion of a capstone eBook for all students also distinguishes it from other programs.

Faculty in this program are generally adjunct or full-time faculty who hold primary teaching responsibilities in other programs. This can be viewed as positive or negative. However, the fact that many adjunct faculty are teaching Master of Teaching and Technology students while working directly in the field ensures that the curriculum and content is current, relevant, and directly applicable. Faculty are a distinguishing component of the M of T&T program.

The small class sizes and corresponding depth of knowledge distinguish the Master of Teaching and Technology from other programs. As the program continues to grow, it's not clear if the goal is to keep class sizes small or if they will expand. The benefits of small classes are numerous from allowing students to engage in more in-depth discussions with colleagues to the personalized attention and feedback students receive from instructors.

- **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

Based on the report, it is not clear if there is any longitudinal data of graduates collected. Please consider collecting post-graduate data. This could be done at the University or program level. A survey within two years following student graduation would help you understand student success. A survey could be sent to program completers as well as their employers. The survey of the graduate could reveal the impact of the Master in Teaching and Technology program on their career and specific area of practice. It could also reveal any gaps in the curriculum or areas that were done very well. The employer survey could ask employers to rate the knowledge, skill, and effectiveness of the graduate. Both sets of data would be helpful to the program as they assist with planning, marketing, recruitment, and possibly curriculum development. It would be ideal to have both. However, at a minimum, post-graduate data from students should be collected.

Marketing is mentioned. However, if there is a desire to increase enrollment in the program, a strategic plan for marketing is needed. There was a mention of various conferences. These conferences can be used as recruitment tools. There are also other options for recruitment that should be considered.

- **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

This is an important program that is needed especially in light of the 2019 coronavirus disease (COVID-19) pandemic we are currently experiencing. Some have deemed this global pandemic as the largest interruption to educational systems in history. Most schools had to utilize technology to provide distance and concurrent models of education. The Master of Teaching and Technology program is needed and provides valuable content now and in the future. The program should continue to expand grow as demand for this field continues to increase.

- **Any additional thoughts, comments, or recommendations pertaining to the program?**

The master's in teaching and Technology is a strong program. There are a few considerations outside the scope of the review questions that could be utilized to enhance the great work that is already taking place. These areas include adding additional methods of communication in online coursework, ensuring a diverse staff, and the creation of an advisory board.

Faculty and students both described the discussion board as a primary communication tool in their classes. Students desire a more dynamic method of collaboration. Essentially, although they appreciate the discussion boards, they desire the use of other media and methods. Tools such as flip grid, screencastify, voice thread and other tools from their instructors would be helpful. Additionally, collaborative tools such as google docs where students work on assignments collaboratively are also an option. Students acknowledge that they can create a YouTube video to answer questions. However, they would like additional types of interactions between faculty and students as well as student – students. The use of discussion boards are helpful but students would appreciate the option for more dynamic tools as well.

Although students and faculty all speak very highly of the program, a desire for more diversity was mentioned. Administrators may consider efforts to continue to recruit diverse faculty.

You may consider an advisory board for the program. This could be made up of a combination of former students, current students, faculty, and other community stakeholders. This group could meet yearly or bi-yearly to identify strengths, weaknesses, opportunities, and threats to the Master of Teaching and Technology program. This is not required. However, it is something that can be considered in the future.

In conclusion, the confidence displayed by students is admirable. The program exposes students to various career paths, pedagogy, current trends and technology. Students possess the confidence needed to not only teach but also secure other leadership and instructional design positions. Students leave the program confident in their role in the field of educational technology.

Conclusions and Recommendations

Program Response to the External Review Report

Response

Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

Only two questions were rated as "Needs Improvement"

1.9 post-Graduation data is complete and provides a picture of where students go after graduation.

This question was rated as "Needs Improvement".

The current process used is manual by which we simply go through the courses and look at the student introductions or profiles to determine if they are working in field or not. There is no other formal process that I am aware of to follow up on graduates. This is an issue that should be addressed, and a more formal process implemented. Ideally this could be done at the University Level. Short of that, program managers could be provided with a list of graduates and conduct an email follow up at 1 year and at 5 years to more accurately assess the impact of the degree program.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

This question was rated as "Needs Improvement".

The reviewer indicated that general information was provided related to the financial aspects of the program but that more detail and more specific information was needed. The data to provide the additional detail is not available to the Program Manager so this is something that would need to be addressed at a higher level. The external reviewer asks that we "please consider including the full enrollment, degrees awarded, cost of the program, student credit hour produced per faculty, and a calculation of the student credit hours produced by the program." While this information could be beneficial, the size of our program is very small, and we primarily use adjunct faculty. Hence, it seems that some of the detail could be skewed if we try to produce precise data for some of the areas mentioned. Total cost of the program and student credit hours produced by the program could be valuable information.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

The overall strength of the program is evidenced by the fact that 70% of the indicators received an "Exemplary" rating from the outside evaluator.

A key strength is that 100% of the students are meeting the program assessment objectives. These objectives were revised 3 years ago when we began our curriculum revision process, and they are tied directly to aspects that impact teaching and learning. This means that students in our program are mastering key aspects and demonstrate the ability to translate coursework into practice within their classrooms. Thus, they are more effective in their careers.

The program capstone was noted as part of the overall strength of the program. The capstone is the creation of an eBook that allows the student to clearly demonstrate their mastery of program objectives. The outside reviewer noted that this activity, along with the ability to secure Google Educator Level 1 and Level 2 certification directly relates to educational technology and is very applicable to student's real-world settings. The main focus of our curriculum revision was to make the program more focused and create exactly this type of opportunity for students. The outside review provides evidence that we were successful in this aspect.

The small class size and low program costs were also identified as strengths. While small class sizes are not always economically efficient from a fiscal standpoint, as long as the program can remain fiscally viable the small class size benefits the student and allows more direct interaction with faculty and more personalized focus on student needs. This has a direct impact on improving student learning within the program.

Faculty are a key to the success of any program and the external reviewer noted this as a strength of our program. Our program is small, so we have only a few faculty that regularly teach our courses. These faculty are almost exclusively adjuncts. This means they are currently engaged with educational technology in their day-to-day work. This is a key strength that allows our program to remain current and on the cutting edge. Our faculty are able to constantly keep up with changes in educational technology and often make suggestions for modifications in our course work to be more current and applicable within the K-12 and training environments. This impacts student learning because the students are always participating in a robust and current curriculum along with specific relevant coursework shared by the faculty. The external reviewer noted that "students consistently mentioned various faculty who played a major role in their professional ... development."

The external reviewer also noted that while there are other well-designed programs from other Universities, one of the key distinguishing factors in our program is that students are exposed to a variety of other certifications and that the inclusion of the eBook as part of the Capstone makes this program distinct from similar competing programs.

In summary the external reviewer states that "This is a solid program with many strengths." The reviewer continues by stating that the program has had a significant impact on student learning, particularly as related to the Coronavirus pandemic and the need for teachers to have access to expert knowledge related to the integration of technology into instruction. As a final statement the reviewer indicated "The Masters in Teaching and Technology program is needed and provides valuable content now and in the future."

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

One program challenge identified by the external reviewer relates to graduate follow-up. The reviewer believes it is critical to do more complete and aggressive graduate follow up in order to ensure that the curriculum remains relevant, and students are receiving long term benefit that relates to improvements in their careers. Securing this information has been a challenge and the best solution would be to implement a consistent post-graduate follow up across all master's programs within the school of education. As previously mentioned, a process could be developed in which the program manager conducts the follow up, but the program manager would need access to additional resources to easily locate graduates and conduct the follow up.

Lack of diversity within the faculty was mentioned as a concern. Our program is currently fairly small. On average, we only have 4 or 5 courses offered each term. Hence our active faculty pool is relatively limited. We do have a good mix of male and female instructors involved within the program, but there is little diversity otherwise. Due to the small number of faculty utilized, this will continue to be a problem, at least in the short term. As the program grows and we have more demand for faculty, diversity could be made a priority.

Marketing was mentioned as a challenge. This is likely in part due to a lack of understanding as to what differentiates this program from other educational master's programs in the school of education. The outside reviewer indicated that in order to increase enrollment, a strategic plan for marketing is needed. One option suggested was to focus more clearly on presenting this program at conferences. Since few full-time faculty are involved directly in this program, it is possible that they need expanded information as to how this program fits into the overall scheme of degrees offered through the College of Education. A starting place would be to meet with appropriate individuals and discuss the program, how it is differentiated from other programs, and the type of individuals best suited for this program.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

The external review supports the validity and effectiveness of the program and suggests taking steps to increase enrollment.

1-our most recent curriculum revision was completed 1.5 years ago. So, there is a need to review all courses in the program and consider any minor updates to keep the curriculum current. This will be completed over the next six months.

2-the original plan was to complete the initial revision with a focus on Google Educator Certification Levels 1 and 2 with a later focus on adding a second track within the appropriate courses to offer students an opportunity to seek Microsoft Educator certification. It is not time to review the curriculum and determine if it is feasible to add this second track. This would make the program even more appealing to a larger audience of potential students. This will be completed over the next six months.

3-recruitment and marketing were identified as an issue. We need to develop additional informational content that can help other faculty, directors, and marketing understand more clearly what differentiates this program from other programs and what students would benefit the most from this program as opposed to other master's programs targeting educators. This could result in the development of additional materials to support marketing efforts and provide better exposure at conferences where William Woods University is represented. They may also be the need to meet with marketing to discuss the program and help everyone better understand program aspects. This process will begin immediately and will be developed in stages over the next 12 months.

4-there is a need for more effective graduate follow-up. Currently we only indicate if the student is working "in field" or not. Based on the recommendations of the external reviewer, there is a need to develop a more effective and robust system. We will investigate options and attempt to design a better process. This will require discussions with various other individuals. This will be initiated within 6 months in terms of discussion and developing possible options. Implementation will follow the development and selection of options.

5-more diversity in faculty. This was previously mentioned. We currently have mix of male and female instructors with about 70% of the courses being taught by females and 30% being taught by males. Currently it is not feasible to expand faculty due to the size of the program and other constraints. But diversity will be considered with any new hires. This is a challenge due to the fact that the program almost exclusively uses practicing educators in an adjunct capacity. Most of our adjunct instructors currently work in rural areas of Missouri and is probably representative of the area. But diversity can be a consideration with any expansion of faculty in the future.

Academic Council Review

3=Exemplary

2=Adequate

1=Needs Improvement

0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
<i>Comments: Overall – well explained – commented related to Google certification which can be accomplished independent of the program.</i>		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
<i>Comments: Overall relates to the university mission</i>		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
<i>Comments: More context on retention and graduation would be helpful, and the certifications are nice additions to the program, and could be emphasized as retention opportunities instead of marketing opportunities.</i>		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
<i>Comments: Not clear what the strategy is for retention and graduation rates. Is primarily focused on bringing in new students, not retaining current students.</i>		
1.5	Program advising loads are appropriately delegated throughout the program	1
<i>Comments: Even with centralized advising, it would be helpful to discuss the +/- of the advising model. It is a weakness that faculty are not involved in any advising of the program.</i>		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	0
<i>Comments: There is one graduate advisor for all graduate programs, it is challenging for one individual to keep up with the needs of so many students. Would be good to articulate the process of advising even if the program faculty are not the adviser. How does the adviser work with students, what is the timeline? What are the needs?</i>		
1.7	Comprehensive accounting of graduates in internship placements	NA
<i>Comments: The program does not include an internship, so this question does not apply to this program.</i>		
1.8	Provides detailed description of possible employment positions for graduated students.	2
<i>Comments: Provided data here makes sense due to the student population, and many students are already in the field, with this coursework expanding their opportunities.</i>		

1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
<i>Comments: Content is not detailed, but this is a weakness of the university and not program specific.</i>		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	3
<i>Comments: Due to declining enrollment, rotations have been updated. The report explained the reason and intention behind rotations and any changes.</i>		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	3
<i>Comments: EDU 590 is also a shared course with MED Educational Leadership</i>		
2.3	Course offerings appear appropriate for the needs of the program.	3
<i>Comments: The recent revisions seem to improve on the appropriateness of course offerings for the needs of a tech-based program but could benefit from the addition of a formal thesis. Additional attention to enrollment to meet the needs until numbers increase.</i>		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	3
<i>Comments:</i>		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	3
<i>Comments:</i>		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
<i>Comments: While the data is based on student feedback, it would be beneficial to continue to look at ways to build on the positive feedback. This is only one data piece and additional input could be valuable. The data does show positive feedback from students as to the effectiveness of the program.</i>		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	NA
<i>Comments: The program is online only and does not take up physical classroom or office space.</i>		
3.2	Summarizes the physical space available to the program	NA
<i>Comments:</i>		

3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
<i>Comments: Basic explanation related to the switch to Brightspace.</i>		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
<i>Comments:</i>		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
<i>Comments:</i>		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
<i>Comments: provides enough data to support adequate staffing</i>		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
<i>Comments: No recommendations made, but earlier content stated that there were no immediate deficiencies at this time. This was in the transitions to Brightspace</i>		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
<i>Comments: The university does not provide Cost per major for graduate programs so this is a weakness overall. The report did cover the general funding for the program.</i>		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
<i>Comments:</i>		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2
<i>Comments:</i>		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
<i>Comments: Might want to consider the implication of 100% achievement by all students on all assessment assignments.</i>		
4.4	The student learning objectives are appropriate for the specific discipline.	2

<i>Comments: Included the assessment matrix that included the listing and benchmarks of each activity for assessment in the program.</i>		
4.5	Includes a longitudinal view of assessment for each program learning outcome	2
<i>Comments:</i>		
4.6	Discussion on the assessment process over the 5-year span.	2
<i>Comments: The report provided as much data as possible with a narrative to support the 5-year trend in student learning</i>		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
<i>Comments:</i>		
5.2	Response to the external review is complete and detailed	2
<i>Comments:</i>		
Conclusion		
6.1	Strengths of the program are discussed	
<i>Comments:</i>		
<ul style="list-style-type: none"> • <i>The identified faculty teaching the courses and their knowledge</i> • <i>Curriculum redesign was strategically completed to the benefit of students</i> • <i>The Google Educator Certification is a bonus for students in the program.</i> • <i>Name recognition of the program and a number of alumni that can speak to the strengths of the program.</i> • <i>The program meets a definite need for education.</i> 		
6.2	Challenges of the program are discussed.	
<i>Comments:</i>		
<ul style="list-style-type: none"> • <i>Recruitment of new students and marketing the program effectively</i> • <i>The evolutionary nature of the field means that the program is in constant need of revision to keep up with the changes in technology.</i> • <i>Faculty and program managers need additional training as well to stay on top of the technology used in the field.</i> • <i>Graduate surveys to track next steps of students.</i> • <i>The number of MED programs hides this one as unique.</i> • <i>Recovering enrollment post COVID</i> • <i>Advising was noted by the external reviewer as a weakness due to the lack of information in how students are advised.</i> • <i>Challenge to integrate some of the new technology into the curriculum</i> 		

6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.
<p>Comments:</p> <ul style="list-style-type: none">• <i>The program has made great strides on improvement but stops short of identifying areas of need. Working on assessment models to ensure that the data is accurate and authentic is needed. Continued success at 100% is challenging to believe – review benchmarks or how the assessments are being evaluated so that a more valuable picture is provided of student success.</i>• <i>For teaching effectiveness look to see if there are additional avenues for measurement beyond the end of course survey.</i>• <i>Work with the Associate Provost for Graduate Programs and with Institutional Effectiveness to work on a plan to work enrollment, marketing, and survey struggles.</i>• <i>See if there are any outside partnership opportunities with other educational institutions to potentially recruit additional students into the program.</i>• <i>Investigate the possibility of building out concentrations in the curriculum</i>• <i>Coordination between faculty and the advising staff on advising protocols and needs, checkpoints needed in the process, and what we are doing to ensure faculty and advisors are on the same page.</i>	

Academic Council approved 10/27/22

Appendix

William Woods University Academic Catalog

current educational environments in this class will include such topics as: brain-based research, multiple intelligences, learning styles, cooperative learning, adult learning processes, and systems thinking. Class learning methods will emphasize cooperative learning through collaborative inquiry teams as well as individual assignments to achieve individual and collective proficiency over stated learning outcomes. Application of these learning processes are focused not only on individual learner, but also as they apply to the role of an instructional leader in the position of a principal and/or curriculum leader role.

Credits: 3.00

EDU 511 Educational Psychology

Credits: 3.00

EDU 512 Modern Educational Thought

Modern Educational Thought addresses the work of fifty of the twentieth century's most significant contributors to the debate on education.

Credits: 2.00

EDU 520 Research Design

This course is designed for all emphasis majors in the M.Ed. It emphasizes knowledge of various issues and simple statistical procedures used in educational research and program evaluation. Equal emphasis is given to qualitative and quantitative techniques. Experimental, quasi-experimental and non-experimental designs will be used that include historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced. May be repeated with different areas of focus (administration, curriculum and instruction, teaching and technology, athletic administration, STEM).

Credits: 3.00

EDU 521 Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration

This course will examine the philosophical and organizational approaches to various athletic and activity programs; ranging from those starting at the middle school level to intercollegiate programs. Topics will include organizational structures, program budgeting, communications and leadership techniques. This course will also focus on organizational rules, services and membership of athletics associations such as the NCAA, the NAIA and the National Federation of State High School Activities Associations.

Credits: 3.00

EDU 522 Software Applications for the Athletics/Activities Program Environment

Practical applications using software will be taught; including how to use word processing, electronic spreadsheets, databases and the worldwide web to increase the efficiency and completion quality of normal administrative tasks.

William Woods University Academic Catalog

This course will focus on how to share the vision and mission of the program with future participants and community stakeholders. The course will emphasize developing positive relations with the public, speaking in public, communicating with various public media and raising money using fund development methods. Learners will also examine how to encourage community and student involvement with the program.

Credits: 3.00

EDU 528 Financing the Athletics/Activities Program

This course will involve the study of department/school finance, program budgeting, profit/loss formulas, bookkeeping, bidding processing for equipment and services procurement, plus the basics of contractual agreements and compensation for officials.

Credits: 3.00

EDU 530 Improvement Of Instruction

Students will utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Through a focus on the concepts of rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. The students will design/enhance an instructional plan for implementation in her or his classroom, environment or program.

Credits: 3.00

EDU 540 Literacy Instruction

This course focuses on enabling teachers to implement a thoughtful, balanced approach to teaching reading and writing across the disciplines. Focus on current resources in the field of literacy will be an integral part of the teaching/learning experience. Public school classroom practice of these techniques is expected.

Credits: 3.00

EDU 543 Teaching and Learning in the New Digital Landscape

This is an overview course to set the stage for the Teaching and Technology Master's program of study. Through reading, reflective writing, and hands-on activities or practice, this course is designed to introduce practitioners to 21st Century learners and the implications for the teaching/learning environment. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, emerging technologies, personal/professional learning networks, develop an understanding of digital citizenship, be introduced to emerging technologies, and develop a concept of the future of teaching and learning in the digital landscape.

Credits: 3.00

the student will be required to participate in three hundred (300) hours of field experience at both the K-8 Elementary and 7-12 Secondary levels. Each student will select a major and minor level as they select their activity hours. (200 hours in their major area, 50 in their minor level, and 50 discretionary hours in either level) (EDU557 is a pass/fail course)

Credits: 1.00

EDU 558 Digital Tools for Academic Programs

This course is designed to equip the student with a robust arsenal of digital tools and instructional techniques that can be used to enhance learning outcomes in your classroom or training environment. Rather than a collection of short assignments, this course is comprised of a series of extended projects that are intended to serve as resources for the classroom. The weekly actions and activities will culminate into meaningful resources for students to use in their school or training environment as well as prepare the student to take the Google Certified Educator Level 2 exam.

Credits: 3.00

EDU 559 Current Issues in Teaching and Learning

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current and emerging issues that are faced by educators, trainers, and their learning institutions. The course will focus on issues related to curriculum, instruction, assessment, technology in education/training, innovation, and the big ideas on the horizon that could impact learning institutions. This course seeks to expand and enlighten the practitioner's outlook, thought process, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with a variety of issues that impact out learning environments.

Credits: 3.00

EDU 561 Instructional Design With Technology

This course is designed to provide educators/trainers with a survey of various systems/models of instructional design with a focus on the integration of eLearning and technology as a component of the design process. Development of an instructional Design Plan will include reflecting on Instructional Design Models, conducting a needs analysis, designing instruction around goals and objectives, and defining instructional methods and strategies enhanced with technology to guide the teaching/learning process.

Credits: 3.00

EDU 563 Applied Instructional Theories and Strategies Using Technology

This course is designed to provide educators with strategies that can be applied to the learning environment. A key component of the course will be a focus on how to integrate technology into a variety of instructional strategies. Students will review recent research on effective instruction and explore instructional strategies that are designed to enhance instructional effectiveness. The course will review a number of research-based instructional elements that are related to improved instructional outcomes and students will learn to implement instructional strategies

with technology to address each of these elements. Students will broaden their instructional skills and learn to deliver the most appropriate instructional strategies for specific circumstances.

Credits: 3.00

EDU 564 STEM - An Introduction

This first course in the STEM program will focus on the research and pedagogy that makes STEM learning successful. Participants will discover and discuss the different methodology and engagement necessary for true STEM learning. STEM learning is a true integration of Science, Technology, Engineering and Math. This shift in teaching requires thorough understanding of the STEM system of learning.

Credits: 3.00

EDU 565 STEM: Engineering Design

An important component of STEM education is Engineering Design. However, this part of STEM is often misunderstood or disconnected from the other three components. This course will use discovery, activities, and discussions that will allow the participant to become comfortable with engineering design so that it can be easily integrated into almost every unit in their classroom.

Credits: 3.00

EDU 566 STEM: Technology and Coding

One of the most obvious pieces of STEM is often difficult to do implement in a meaningful way-technology. Most classrooms use technology but it does not always enhance learning. This course will focus on exciting ways to engage students in problem solving using technology. Participants will explore apps and coding technology that is available free of charge to any classroom. After discovering and practicing what you have learned, a coding unit will be designed.

Credits: 3.00

EDU 567 STEM: Citizen Science Project Based

The STEM process is most successful when students see a relevant connection or meaning to their learning. The course on citizen science will show participants low-stress ways to get students involved in real STEM research that is actually helping scientists. A variety of citizen science opportunities will be explored and time will be devoted to creating a unit with an embedded citizen science component.

Credits: 3.00

EDU 568 Action Research

Students will become familiar with the role of school leaders in school improvement and learn to use action research to solve instructional problems related to school improvement. Students will also utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their

effectiveness in meeting the needs of diverse populations of learners. Students will develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Focusing on rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. In this course, students will also begin the initial planning and writing steps of the certification required performance assessment. The student will collaborate with Field Experience (EDU557) university supervisor and on-site supervisor/mentor to review relevant educational data to identify an instructional problem to address through action research. Students will research, design and present an instructional plan for implementation in the appropriate educational environment.

Credits: 3.00

EDU 569 Visionary Leadership

This course is designed to offer a balanced approach to the study of educational leadership. The course examines the theoretical foundations of school organization with a focus on the basic administrative theories, decision making processes and concepts applicable to school leadership at the building level. It explores the multidimensional roles of the administrator as educator, leader, manager, and reflective practitioner. Course content focuses on the importance of the leader as a visionary and guides the prospective school leader through the process of creating a mission and vision. Through this process, prospective school leaders will learn how vision relates to the school culture and the importance of stakeholder communication and involvement. Prospective school leaders will also demonstrate how multiple sources of data are connected to mission, vision, core values and the legal and ethical handling of information. In addition, the Missouri Leadership Development System (MLDS) Aspiring Leader lessons (treatments) are embedded in this course.

Credits: 3.00

EDU 570 Supervision

This course introduces prospective school leaders to the theories, knowledge, skills, and techniques for school supervision. It focuses on the role of supervision in the improvement of instruction and in the building of positive relationships with staff along with ensuring a culture of mutual support and respect among staff. This course will assist prospective school leaders in knowing how and why analysis of student demographics is used to determine the overall diversity of a school and can explain its impact on the teaching and learning process. The course is also designed to provide the student with the knowledge and skills necessary to function effectively as school leader in the capacity of a program supervisor or principal/administrator in the performance of supervisory and evaluative duties. The Missouri Educator Evaluation System and the recruitment, training, and retaining process will be addressed. Learning methodology will involve both individual and collaborative group activities through case study analysis, discussions, simulation/role-playing, and classroom presentations. In addition, MLDS aspiring leader assignments (treatments) are embedded in this course.

Credits: 3.00

This course description will be updated with the next academic catalog

EDU 571 Integration of Multimedia Production and Curriculum

This course is designed to provide educators, trainers, and professional developers with experience utilizing various multimedia tools and learning platforms to produce relevant instructional resources that support curriculum in traditional, blended learning, and online environments. Students will investigate a variety of

multimedia applications and integrate them into an online platform that could be used to support educational/training efforts within their learning organization. Students will also investigate essential issues surrounding the use of multimedia in such a learning environment.

Credits: 3.00

EDU 572 Managerial Leadership

The role of the school leader is multi-faceted and increasingly complex to say the least. Today's school leader must be skillful in all of the following: creating a safe, functional learning environment; managing fiscal resources; managing human resources; program compliance and legal requirements; all forms of communication; all in addition to being an instructional leader. In the role of the instructional leader, the principal charts the path for continuous improvement and increased student achievement all while focusing on building and retaining positive relationships with students, staff and community. In this course, students will become familiar with all facets of school leadership and have the opportunity to apply skills learned in simulated classroom experiences and course assignments.

Credits: 3.00

EDU 573 Instructional Leadership

This course will introduce the student to the content knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. This course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed.

Credits: 3.00

EDU 575 Principles Of Secondary Education

This course focuses on important issues confronting secondary education, planning for and organizing for learning in secondary education, and promoting and assessing learning and thinking in secondary education

Credits: 2.00

EDU 577 Supplemental Field Experience

EDU 577 Supplemental Field Experience will focus on the 100 minor/discretionary field experience hours required by DESE for candidates seeking additional areas (elementary or secondary) of building level administrative certification.

Credits: 1.00

EDU 580 Educational Technology

EDU 586 Action Research Capstone

Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style (American Psychological Association, 6th Ed.). Electronic portfolios will also be completed during this capstone course.

Credits: 6.00

EDU 588 Writing Workshop (Special Topics)

Credits: 3.00

EDU 589 Teaching and Technology Capstone Project

This course description will be updated with the next academic catalog

The capstone is the culminating experience for students in the Master's Degree in Teaching and Technology. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop an interactive learning module, using an online environment, which can be used to support their instructional/training objectives and goals. The demonstration curriculum must be hosted in an online format utilizing a website or LMS (Learning Management System), show evidence or integration of concepts and skills from the entire program of study, and be utilized by learners within the instruction/training environment. In addition, students will reflect upon their coursework and experience through regular, comprehensive, reflective postings and responses tied to NBPTS National Board for Professional Teaching Standards, ISTE-S Standards, and assigned readings. This is a 16-week capstone course. (6 credit hours)

Credits: 6.00

EDU 590 Appraisal Of Student Learning

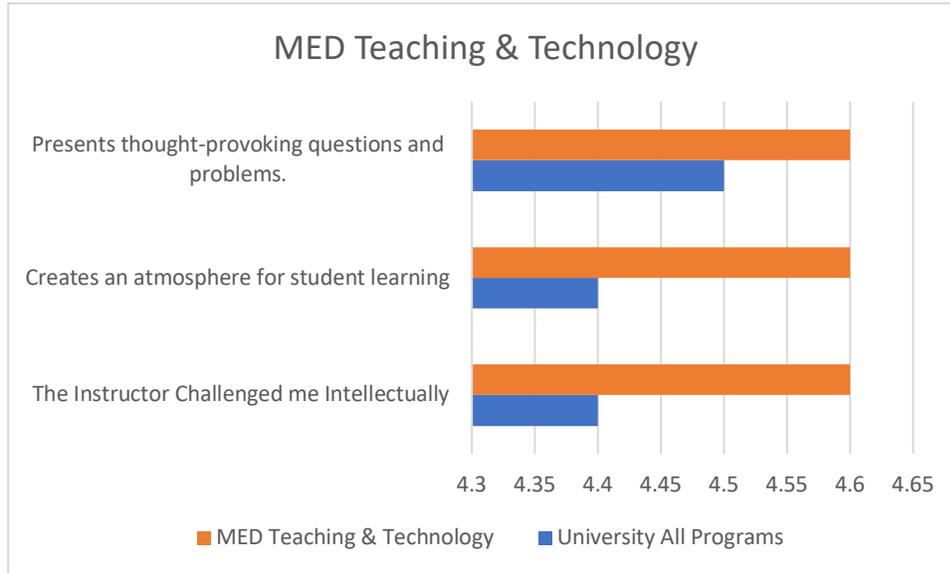
This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment; the relationship between instructional outcomes and assessment; the development and implementation process for various types of assessments; the collection, analysis, and use of assessment data; as well as various scoring and grading methodologies. Participants will investigate the uses and limitations formative assessment, summative assessment, and diagnostic assessment.

Credits: 3.00

EDU 592 K-12 Building Level Field Experience

MED Teaching & Technology: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=229

58% Response Rate

This data is representative of courses listed on the program checklist. Data from online courses represented in the program begin Academic year 2019-2020 after EOC alignment was created. This data represents end of course surveys from the 2017-2018 through 2019-2020 academic years.

William Woods University - Dulany Library
COLLECTION ANALYSIS
December 2020

In Support of the Following Academic Program: Master of Education - Teaching and Technology

I. **MOBIUS Holdings** (Subject Search):

Educational technology – 4,783 catalog entries
Technology-Study and teaching – 1,304 catalog entries
Computer-assisted instruction – 5,989 catalog entries
Internet in education – 2,144 catalog entries

II. **William Woods University Holdings:**

Ebooks:

Educational technology – 251 catalog entries
Technology-Study and teaching – 82 catalog entries
Computer-assisted instruction – 453 catalog entries
Internet in education – 156 catalog entries

Journals (Print and full-text):

Educational technology – 11 titles
Computer-assisted instruction – 13 titles
Teaching & instruction – 264 titles

Streaming Video

Educational technology – 54 catalog entries
Technology-Study and teaching – 20 catalog entries
Computer-assisted instruction – 46 catalog entries
Internet in education – 2 catalog entries

Printed Books, DVDs

By Publication Date

Subject	Totals	1850-1899	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
<u>Early Childhood, Preschool, Kindergarten & Primary</u>	711	0	0	0	0	1	3	8	17	37	287	214	65	73	2	4
<u>Education & Training of Teachers</u>	199	0	0	0	0	0	2	0	4	13	91	66	11	12	0	0
<u>Theory & Practice of Education</u>	1313	1	2	0	3	4	20	79	89	81	423	371	121	109	5	5

Subject	Totals	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020
Computer Assisted Instruction	82	1	6	30	28	7	9	1

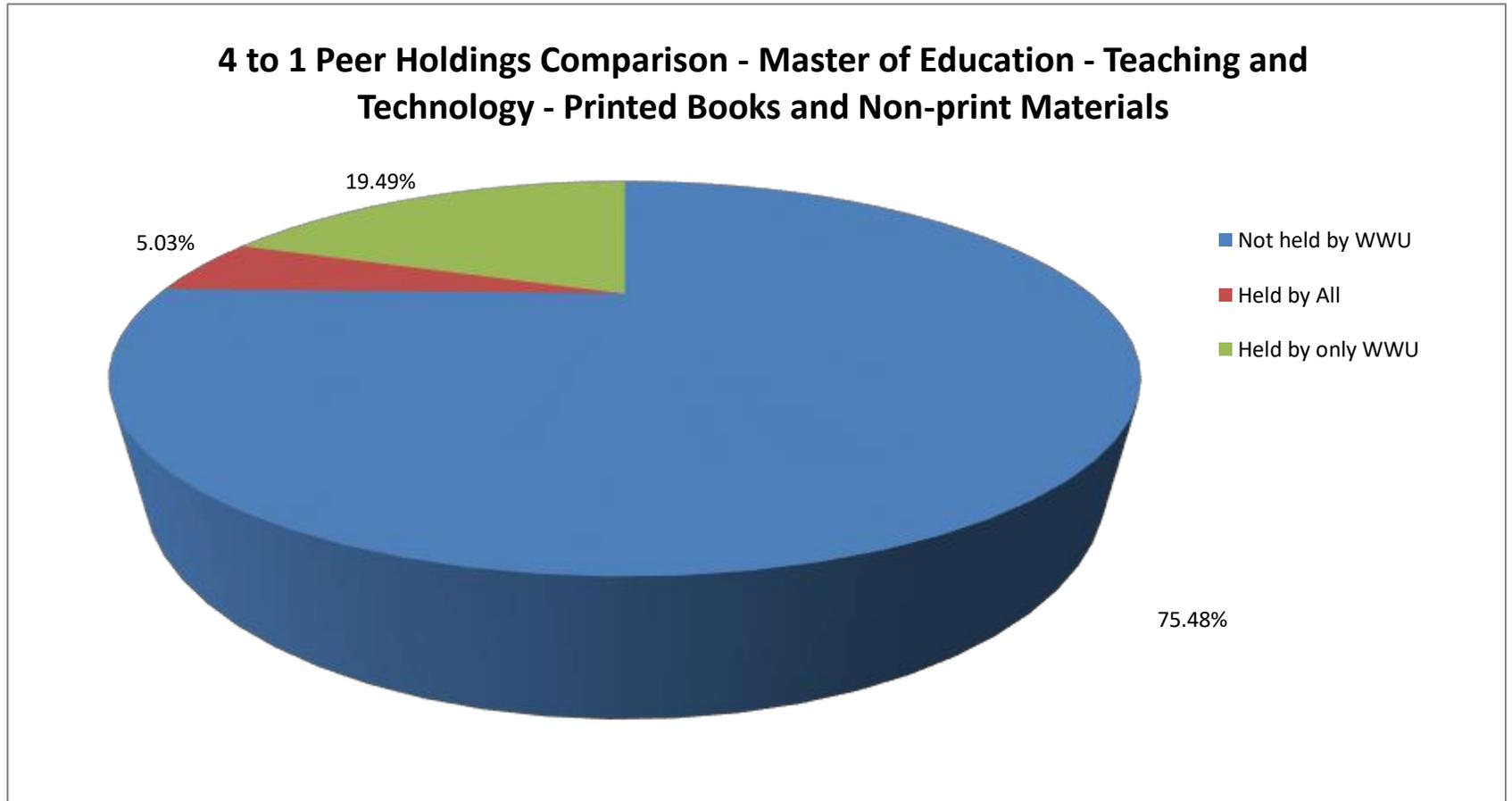
By Material Type

Subject	Totals	Audiobooks	Books	Computer Files	Games (All)	Images	Journals/Magazines	Objects	Videos	Visual Materials
<u>Early Childhood, Preschool, Kindergarten & Primary</u>	711	1	631	1	4	5	59	1	7	1
<u>Education & Training of Teachers</u>	199	0	166	0	0	0	32	0	1	0
<u>Theory & Practice of Education</u>	1313	0	1097	1	0	0	187	0	28	0

Subject	Totals	Books	Journals/Magazines
Computer Assisted Instruction	82	58	24

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Teaching and technology as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and electronic form and books, journal articles and non-print materials are available through *Woods OneSearch*. Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global, have also been acquired and are available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Hired by
John Cans
1/10/20

FRANCESCO "Frank" GIUSEFFI, Ed.D.

3215 January Ave, Unit 3

St. Louis, MO 63139

fpaulg77@gmail.com/FGiuseffi@lindenwood.edu/573.253.1611

Summary

Engaged and experienced, results-oriented educator with over 20 years of experience in school leadership and teaching dedicated to advancing institutions of higher education and supporting the diverse, independent learners of tomorrow.

Highlights

- Effective Leadership Skills
- Published Scholar and Editor
- Doctoral Advising experience
- Learning/Teaching strategies
- High Ethical Standards
- Scholar-Practitioner
- Excellent Communication Skills
- Experienced Administrator
- Interpersonal Effectiveness
- Technology in Education
- Organizational Skills
- Critical Thinking Skills
- Adaptable/Multi-tasker
- Cultural Awareness / People-Oriented

Education & Training

Lindenwood University

Doctor of Education, 2014

Major: Instructional Leadership

William Woods University

Master of Arts in Education, 2006

Major: Curriculum and Instruction

St. John's College

Master of Arts in Liberal Arts, 1996

University of Central Missouri

Bachelor of Arts in Philosophy and Poli Science, 1994

Major: Philosophy and Political Science

University of Missouri-Columbia

Certificate in Management, 2015

Harvard University

Principal's Center Workshop, 2013

Teaching-Administrative Experience

Adjunct Professor, Doctoral Program in Education/Teacher Education, August 2016 – Present

Lindenwood University, St. Charles, Missouri

- Teaching courses in adult learning, assessment, educator preparation programs, and online/hybrid learning.
- Work with doctoral students on dissertations - research, edits, and organization.
- Collaborate with Chair of Doctoral Program on course offerings, curriculum development and student advisement.
- Experience as Graduate Mentor - Dissertation Chair and Committee member.
- Promote life-long learning, adaptive thinking, useful feedback, scholarship activities
- Participating editor for Lindenwood University's accreditation process for Higher Education Commission.

Courses taught

- EDU 32100 MS/HS Classroom Teaching and Technology, Fall 2018
- EDAA 50100 Building Blocks in Adult Learning Foundations, Fall 2017, 2018
- EDAA 50105 Foundational Development and Implementation of Learning Contracts, Spring 2017, 2018

- EDAA 50115 Assessment in the Adult Andragogical Classroom, Summer 2017, 2018
- EDAA 50120 Applying Andragogical Principles to Internet Learning, Summer 2017, 2018
- EDAA 50130 Trust Building for Organizations and Individuals through Andragogy, Fall 2017, 2018
- EDAA 59330 Special Topics: Improvement of Instruction in Adult Education, Spring 2017, 2018
- EDAA 70105 Foundational Development and Implementation of Learning Contracts, Spring 2017, 2018
- EDAA 70110 Improvement of Instruction in Adult Education, Spring 2017, 2018
- EDAA 77500 Capstone III and Leadership Seminar, Fall 2016

Current Dissertation Chair to the following:

Education and its Role in the Art Viewing Experience: A Study Comparing the Evolution of Learning in Museums and Corporate Art Collections, by Piper Hutson

A Qualitative Investigation of the Andragogical Teaching Methods used in Adult Group Keyboard Instruction, by Debra Curran

A Qualitative Exploration of the School Resource Officer's Associated Role in Safety/Security, Law Enforcement, and Relationship Building in Two K-12 School Districts by Chris Muench

**Adjunct Professor, General Studies Department, Fall 2017 – Present
Stephens – Institute for Business and the Arts, St. Louis, Missouri**

- Instructor in Ethics (Moral Problems) and Diversity Studies
- Required courses for all students

Courses taught

- G205 Diversity Studies, Fall 2017, Winter 2018
- G204 Ethics (Moral Problems), Winter 2018

**Writing Consultant, University Writing Services, November 2016 - Present
St. Louis University, St. Louis, Missouri**

- Work with undergraduate and graduate students on the writing process
- Assist with student organizational skills, academic support, retention issues
- Work with international students on the writing process through a variety of teaching strategies
- Guide students toward completion of major papers and research projects
- Advise students on learning strategies, critical thinking, study skills and time-management
- Present to various university departments and graduate programs on the writing process

Academic Dean, September 2005 – July 2016

Academic Director of the Summer Academy, June 2010 – July 2016

Missouri Military Academy, Mexico, Missouri

- Performed school leadership roles & responsibilities to run day-to-day operations for 6th through Post Graduate Program, solve problems independently through critical thinking, present annual improvement goals, fundraise & recruit.
- Established & directed innovative school programs & developed academic curriculum (including implementation of robotics, Socratic method, academic year and summer academic program & STEM programs).
- Promoted & successfully increased enrollment for fall academic sessions through increased summer academic programs.
- Stabilized student grade point averages and improved diagnostic test scores.
- Developed, and implemented one-to-one laptop programs, instructional technology & online skills.

- Developed & lead internal & external fundraising & student recruitment campaigns, plans & programs that supported the overall strategic goals of the organization; served as the face & voice of the organization to parents, donors & the board of directors.
- Provided counsel & support to manage internal & external issues & crises, work on multiple tasks simultaneously.
- Identified, organized & implemented strategic educational partnerships, including Westminster College & Moberly Area Community College.
- Served as liaison between academic, development, & student life departments & developed cross-functional teams along with interdisciplinary collaboration for the continued development & management of intra-organization departments and culturally diverse populations.
- Organized, invited & lead guest speaking events with local & government leaders to enrich student experiences & advance strategic initiatives.
- Represented school within industry & state/national accreditation bodies in order to benchmark & keep pace with other national college preparatory schools.
- Championed Socratic method & effectively implemented elements & methodologies into coursework. Implemented college-level coursework for grade 12 students in philosophy & critical thinking.
- Implemented & managed year-after-year improvement of Advanced Placement test scores.
- Developed & implemented academic data measuring program to quantify & assess standardized test scores, grade point averages & Advanced Placement scores.
- Annually developed compliance plans in keeping with student safety, FERPA & HIPAA.
- Lead, managed, trained, evaluated & developed over 35 faculty members.
- Identified & implemented professional development plans for faculty members to promote from within.
- Prepared & favorably managed annual \$1.6 Million academic budget within overall school budget of ~\$10Million.
- Built strong academic teacher teams to leverage cross-disciplinary coursework & exposure.
- Hired, trained & developed knowledge & evaluated summer school teaching staff.
- Evaluated & selected ALICE intruder training awareness programs & modules for staff & students.

Assistant Dean, September 2004 – September 2005

Missouri Military Academy, Mexico, Missouri

- Responsible for establishment of discipline & culture of organization for 9-12th grade programs.
- Reset classroom & technology performance standards for novice instructors, stayed attentive to ongoing quality of academic programs, implemented targeted development discussions & managed performance.
- Developed cross-functional team to implement & enforce methodologies to manage student behavioral issues.
- Managed budget & daily operations to support administration office to improve academic budget.
- Supported & served as the voice & face of the school for parents & donors.

Director of Athletics, September 2002 – September 2005

Missouri Military Academy, Mexico, Missouri

- Established & managed duties of the intramural & varsity athletic coaching staff.
- Mentor to coaches to instill self-discipline, professionalism & pride among all coaching staff.
- Improved the structure, discipline & scheduling of summer athletic camp.
- Negotiated & purchased major athletic equipment to enhance the athletic program/co-curricular activities & identify & capture cost savings for the organization.
- Developed standard reports alongside the president needed by finance & administrative office to manage, control & improve athletic budget.

Humanities Instructor, September 1999 – September 2016

Missouri Military Academy, Mexico, Missouri

- Taught American History, Honors American History, Geography and English courses.

- Introduced & developed methodologies using instructional technology, Socratic method, debates & research projects.
- Developed and taught a History of Ideas course using the Socratic method as the primary teaching technique.
- Taught Dual-Credit American History class through Moberly Area Community College.

English Instructor, Upward Bound Program, 1998 - 1999
Saint Louis University, St. Louis, Missouri

Dean of Students & History Teacher, 1996 – 1998
Olney Friends School, Barnesville, OH

Diversity, Activities, Certificates & Presentations

- Significantly expanded the English as a Second Language (ESL) program, including new courses & development & implementation of student metrics.
- Instrumental in recruitment and management of diverse student body to include international students from Mexico, China & Mongolia.
- Presentation at the Midwest Educational Research Association's Annual Conference, October 2018 on doctoral dissertation – *Investigation of the Influence of the Socratic Method on Leadership Skills among JROTC Cadet leaders at a Military Boarding School.*
- Presentation at the Academy of Educational Studies' Critical Questions Conference, October 2018 on *Plato's Meno as a Model for 21st Century Educational Environments.*
- Presentations on the Socratic Method at Association of Military Colleges and Schools of the United States (AMCSUS) (2011, 2015)
- Presentation on Data-based School Leadership at the Missouri Association of Secondary School Principals (MASSP) (2013)
- Presentation on Learning Strategies in American History, Rotary Club (2006, 2010)
- Presentations on American History, Daughters of the American Revolution (2009)
- Presentation entitled, *Socratic Questioning and Leadership in the 21st Century* delivered at the St. Louis Organizational Development Network, November 2016.
- Presentation entitled, *Plato's Meno and The Republic* delivered at Lindenwood University, April 2017.
- Chosen as a Mentor to undergraduates for St. Louis University Mentoring Program, Summer 2018 & Fall 2018
- Presentations on Dissertation Writing to graduate students in the Education Department of St. Louis University, Summer 2017, 2018
- Presentation on applying Adult Learning theory to workforce training at Edward Jones, Summer 2018
- Certificate: "Google Bootcamp" for College Teaching – Lindenwood University, Summer 2018

- Certificate of Attendance: "Supporting College Students with Autism Spectrum Disorders," Stephens Institute of Business and the Arts, Winter 2018
- Certificate of Attendance: "Teaching Methods for Inspiring the Students of the Future," Stephens Institute of Business and the Arts, Winter 2018

Publications

- *Looking to the Past to Inform the Future* in Independent Teacher Magazine, Fall 2015.
- *Ancient Thinking and Modern Challenges: Socratic Education in the 21st Century* in Handbook of Research on Advancing Critical Thinking in Higher Education. Sherrie Wisdom and Lynda Leavitt, Eds. Publishing Company, IGI Global, Hershey, PA. 2015.
- *Socratic Leadership: Incorporating the Socratic Method in Leadership Development at Military Schools*, Association of Military Colleges and Schools of the United States, Fall 2016.
- *Liberating Educational Technology through the Socratic Method* in Encyclopedia of Information Science and Technology. Mehdi Khosrow-Pour, Ed. Publishing Company, IGI Global, Hershey, PA. 2017.
- Editor for book entitled *Emerging Self-Directed Learning Strategies in the Digital Age*, published in December of 2017. Publishing Company, IGI Global, Hershey, PA.
- Editor for upcoming book entitled *Self-Directed Learning Strategies in Adult Educational Contexts*, set for publication in Winter 2019. Publishing Company, IGI Global, Hershey, PA.

Awards

- Who's Who Among America's Teachers, 2003-2004
- Bravo-Zulu Award - Highest Amount in College Scholarships for Senior Class, 2015
- Lighthouse Award for Excellence on Dissertation, Lindenwood University, 2014
- Winner of the *Great Debate*, Central Missouri State University
- Winner of the *British Debate*, Central Missouri State University
- Quarter-finalist, Pi Kappa Delta National Debate Tournament
- Dean's List, 1993-1994

Professional/Service Organizations

- Midwest Educational Research Association (Member and Peer Reviewer)
- Book Editor, IGI Global Publishing Company
- Competitive Membership, United States Fencing Association

Dr. Kristee L. Lorenz

EDUCATION

SAINT LOUIS UNIVERSITY, Saint Louis, MO

2010 Education Doctorate in Educational Leadership

MISSOURI STATE UNIVERSITY, Warrensburg, MO

1999 Education Specialist in Human Services

1994 Master of Science in Counseling

1988 Bachelor of Science in Education

TEACHING CERTIFICATION

K-12 Counselor

K-12 Psychological Examiner

7-12 Social Studies, Speech, and Theatre

ADMINISTRATION CERTIFICATION

9-12 Principal Career Continuous

K-12 Superintendent Career Continuous

EMPLOYMENT HISTORY

2016-2018 Superintendent, Henry County R-I School District
2014-2016 Superintendent, Knob Noster School R-VIII School District
2012-2014 Assistant Superintendent, Knob Noster R-VIII School District
2012-2014 Adjunct State Fair Community College Instructor
2011-2012 Director of District Educational Support, Sedalia #200 School District
2005-2011 Assistant Principal, Smith-Cotton High School
2005-2007 Adjunct University of Central Missouri Instructor
1994-2005 Counselor, Knob Noster High School
1993-1994 Social Studies Teacher, Knob Noster High School
1990-1993 Social Studies/Speech/Theatre Teacher, LaMonte High School
1988-1993 Social Studies/Speech/Theatre Teacher, Sacred Heart High School

LEADERSHIP EXPERIENCES

- Chief Financial Officer of Multi-Million Dollar Budgets
- District Strategic Planning
- District Curriculum Coordinator
- District Human Resources and Compliance Officer
- District Safety Coordinator
- District Grant Writer
- District STE+AM Team Facilitator
- District Public Relations Coordinator
- Instructional Supervision and Professional Development Planning for Teachers, Administrators, and Board of Education Members
- Coordinator of the New Teacher Induction Program
- Federal Programs Coordinator
- District Coordinator of At-Risk Services, Guidance Services, and Gifted Programming
- Trained in the use of the NEE Teacher and Principal Evaluation Model
- Trained in the use of the Cognitive Coaching Model
- Trained in the use of the Instructional Practices Inventory (IPI) Walk-Through Model
- District Coordinator for 504 Programs and IDEA Compliance

SIGNIFICANT ACCOMPLISHMENTS AND INVOLVEMENT

- Missouri Association of School Administrators Lifetime Member
- 2017 Missouri Association of School Administrators Outstanding New Superintendent
- 2017 State Fair Community College Outstanding Alumni Award
- 2017 Missouri Community College Association Outstanding Alumni Award
- 1999 West Central Missouri School Counselor of the Year Award
- Past-President of the Missouri School Counselor Association
- Previous Governing Board Member of Missouri Partnership for Educational Renewal
- Member of Leadership Sedalia Class 2011-2012
- Whiteman Air Force Base Community Council Member
- Previous Member of Kansas/Missouri Superintendent's Leadership Forum
- Sedalia Women's Service League Member
- Alpha Delta Kappa Educational Sorority Member
- Sedalia First Baptist Church Member and Sunday School Teacher

DOCTORAL RESEARCH AREA AND PUBLICATION

- Jarman, Kimball, and Lorenz (2009). *The Relationship of the School Board to the Academic Program in Public School Districts*. This research project identified the six best practices of boards of education for educational reform.

Sheila R. Hodge-Logan

822 Nob Hill Jefferson City, MO 65109 | 573-619-0784 | rspdlogan@aol.com

Objective

To utilize the knowledge and experience I have developed throughout my career in public education to prepare preservice special education teachers.

Experience

DIRECTOR OF SPECIAL SERVICES | JEFFERSON CITY PUBLIC SCHOOLS | 2010-PRESENT

Key responsibilities:

- Ensure quality special education instruction and continuum of services, grades PreK-12
- Work collaboratively with staff and families
- Ensure quality special education staff
- Partner with community agencies
- Ensure special education compliance, grades PreK-12
- Develop, implement and supervise a comprehensive behavioral support system
- Coordinate and provide quality professional development for special services department
- Ensure Section 504 compliance
- Supervise district health services department
- Work collaboratively with district literacy coaches and Reading Recovery teachers
- Coordinate district English for Speakers of Other Languages (ESOL) program

ADJUNCT PROFESSOR | LINCOLN UNIVERSITY | 2007-PRESENT

Key responsibilities:

- Prepare preservice teachers by designing and delivering instruction for the following courses:
 - SE 411/511- Methods for Teaching Students with Mild and Moderate Disabilities
 - SE 413- Introduction to Cross-categorical Special Education
 - SE 451- Special Education Clinical II
 - SE 414- Special Education Process
 - SE 415- Content Methods for Special Education
- Support Lincoln University students in developing relationships with area schools

ELEMENTARY PRINCIPAL | JEFFERSON CITY PUBLIC SCHOOLS | 1997-2010

Served both South and Moreau Heights Elementary Schools

Key responsibilities:

- Ensuring the overall quality of general and special education instruction
- Overall building management
- Developing and maintaining a positive school culture
- Staff evaluation

ELEMENTARY TEACHER | JEFFERSON CITY PUBLIC SCHOOLS | 1992-1997

- 5th and 6th grade teacher in an inclusive classroom environment
- Responsible for providing instruction to meet the needs of all students
- Responsible for maintaining a strong working relationship with families and colleagues

ELEMENTARY TEACHER | MARIES R-1 SCHOOL | 1988-1992

- 5th and 6th grade teacher in an inclusive classroom environment
- Responsible for providing instruction to meet the needs of all students
- Responsible for maintaining a strong working relationship with families and colleagues

Education

DOCTOR OF EDUCATION | SAINT LOUIS UNIVERSITY | MAY 2007

Major: Educational Leadership

EDUCATIONAL SPECIALIST | UNIVERSITY OF MISSOURI-COLUMBIA | DECEMBER 1995

Major: Educational Administration

MASTER OF EDUCATION | UNIVERSITY OF MISSOURI-COLUMBIA | MAY 1992

Major: Educational Administration

Additional Coursework: Middle School Endorsement

BACHELOR OF SCIENCE IN EDUCATION | LINCOLN UNIVERSITY | AUGUST 1988

Major: Elementary Education

Minor: Social Studies

Educational Certification Areas

Superintendent, K-12

Special Education Administrator, K-12

Principal, K-8

Principal, 4-8

Mild/Moderate Cross Categorical Special Education, K-12

Elementary Education, 1-8

Social Studies, 7-9

Professional Associations

Council for Exceptional Children

Missouri Council for Administrators of Special Education

Local Administrators of Special Education

National Association of Secondary School Administrators

Partnerships

Lincoln University Project Search Steering Committee Co-chairperson

United Way funded Dental, Eye and Shoe Board Secretary

References

Dr. Kathy Foster, JCPS Director of Elementary Education, retired
Kathyjfoster1217@gmail.com/573-353-0134

Dr. Tammy Ridgeway, JCPS Director of Secondary Education
tammy.ridgeway@jcschools.us/314-852-6406

Mr. Chris Schmitz, Principal Gordon Elementary
chris.schmitz@jcschools.us/573-645-8725

Guiding Professional Development

International Center for Leadership in Education

Extensive training in developing effective instruction to support a culture of learning for all students using the Rigor and Relevance Framework.

Co-teaching, Dr. Marilyn Friend

Building an effective partnership between general and special educators to provide high levels of instruction in the least restrictive learning environments.

Assessment for Learning, Rick Stiggins and Jan Chappuis

Designing quality instruction using clear purpose, learning targets, sound design, effective communication and student involvement to optimize student learning.

Pyramid Response to Intervention, Dr. Mike Mattos

Designing and implementing a tiered system of academic and behavioral support.

Positive Behavior Intervention and Support

Designing and implementing a multi-tiered system of behavioral support.

Simplifying RTI, Dr. Mike Mattos

Designing and implementing a tiered system of academic and behavioral support.

Transforming School Culture, Dr. Anthony Mohammad

Defining and developing a school culture and climate where all students succeed.

Statement of Teaching Philosophy

As a teacher, I must always focus on the specific needs of the students in the classroom and the curricular goals of the course.

Rigorous and relevant lessons are designed to engage students while learning and processing new content knowledge in a collaborative learning environment. Educational research and data are key instructional components. The application of information connects students to real classroom expectations. The learning environment may be a traditional classroom setting, online, off campus in a public school classroom or of hybrid form.

Most importantly, I must model the importance of developing effective relationships with students. To quote James Comer, "No significant learning occurs without a significant relationship."



Joshua C. Howard

Instructional Technologist

704 West Worley
Columbia, MO 65203
joshchoward@gmail.com
573-239-1690

 @joshchoward

 joshchoward.com

 bit.ly/jhowtube



Work Samples:

- District Tech Website
 - bit.ly/fpset
- Mobile Steam Lab
 - bit.ly/fpsteam
- Ed Tech Live
 - bit.ly/fpstlive
- Ed Tech Badging Program
 - bit.ly/fpsbadge
- Two Minute Tech Tips
 - bit.ly/fpstmttech
- Tech Challenges
 - bit.ly/fpsbingo
- Tech Wars
 - bit.ly/fpstechwars

Prolific and passionate educational leader with big ideas and larger ambition. A keen sense for making learning fun, but with the expertise and professional knowledge to ensure what's being taught lives on the cutting edge.

EDUCATION

- University of Missouri, Columbia - December 2016
 - Ed.S K-12 Administration and Leadership
- University of Missouri, Columbia - August 2014
 - M.Ed Information Science and Learning Technology, emphasis in Educational Technology
- Columbia College - May 2008
 - B.A. Elementary Education/English Literature; Graduated Cum Laude

EMPLOYMENT HISTORY AND WORK SKILLS

**Instructional Technology Coordinator - Fulton Public Schools
August 2016 - Current; Fulton, MO**

- Introduced Chromebooks, GSuite, GoGuardian, as well as other instructional hardware/software to faculty and students.
- Using the ADDIE model, to help plan and facilitate technology into district teaching staff curriculum.
- Head district tech committee to analyze district readiness, create an impact analysis, design teacher preparation workshops, plan parent night information sessions, and garner community support.
- Provide staff professional development in using social media, blogs, and other aspects of web based technology.
- District Beginning Teacher Program leader and mentor to beginning teachers in areas of technology and classroom instruction in general.
- Assist in the revision of technology curriculum/competencies for students and staff.
- Evaluate educational technology materials.
- Participate in ongoing professional development related to job responsibilities and maintain expertise in the field.
- Build an embedded system of instruction that supports early learner proficiency on technology use.
- Ensure digital citizenship is embedded in K-12 instruction.
- Provide individual coaching sessions with teachers on technology use.

**Teaching Professor - William Woods University
January 2017 - Current; Fulton, MO**

- Teach graduate and undergraduate students in the field of education and instructional technology.
- Serve as a mentor and advisor to growing professionals in the field.

Google Certification Trainer - Show Me Curriculum Administration Association

May 2017 - Current; Jefferson City, MO

- Facilitate GSuite Edu workshops throughout the state of Missouri for the purpose of preparing teachers for Google Education Certification Exams.

English Language Arts Teacher/Football Coach - Fulton Public Schools

July 2013 – July 2016; Fulton, MO

- Work to deepen students' understanding of the English language through reading, writing and speaking. Responsible for lesson planning, grading, classroom instruction and other faculty obligations.
- Served on District Reading Committee, a team of educators steering the direction and vision for literacy instruction in the school district.
- Served on Professional Development Committee, a team designed to set procedures and advise in providing professional development opportunities.
- Member of Response to Intervention Team, a task force designed to provide leadership and guide intervention decisions at a building-wide level.
- Head Football Coach for 7th and 8th grade football teams.

Coordinator of Communication and Technology – Columbia College

July 2012 – July 2013; Columbia, MO

- Worked in a variety of settings to support the technology needs of coworkers and students alike.
- Met with students of various abilities and learning styles to accommodate or enhance learning environment.
- Coordinated and developed technology trainings for students as well as other professionals.
- Maintained and managed workflow and design of department website.

RECENT INVITED TALKS AND CONFERENCE PRESENTATIONS

- The Chromebook Creative - ISTE Conference, June 2019
- Virtual Field Trips and Digital Storytelling with Tour Builder - METC Summer Institute 2019
- 3D Maker App Smash! - METC Summer Institute 2019
- YouTubers in Your Classroom, Midwest Education Technology Community Conference, February 2018
- The Myth of the Digital Native, Midwest Education Technology Community Conference, February 2018
- #PowerfulPartnerships: Leveraging Learning Experiences through Principal and Tech Coach Collaboration, Midwest Education Technology Community Conference, February 2018
- FUNdaMENTALs of Social Media: The Positives and Negatives of Social Media and Teen Mental Health - Teen Digital Citizenship Summit, October 2017
- Way Mo' Than a Slide Show: Creative Uses for Google Slides - Missouri Google Summit, October 2017
- Clash of the Creatives - MOREnet Conference, October 2017
- Take the Lead with Tech - Missouri Association of Elementary School Principals Leadership Conference, March 2017
- The School Leader's Guide to Social Media - Missouri Association of Elementary School Principals Leadership Conference, March 2017
- Tech Implementation Survival Guide - Midwest Education Technology Community Conference, February 2017
- The Virtual Data Room - Missouri Powerful Learning Conference - January 2017

AWARDS AND HONORS

Midwest Education Technology Community (METC) Spotlight Educator - 2018

CERTIFICATIONS

- Principal Certification, Missouri - Elementary (K-8)
- Principal Certification, Missouri - Secondary (7-12)
- Teaching Certification, Missouri - Elementary Education (1-5)
- Teaching Certification, Missouri - Middle School ELA (5-9)
- Google Certified Trainer (2017)
- Google Certified Teacher, levels 1 and 2 (2015/2016)
- Moodle Certified Course Developer (2011)

MEMBERSHIPS

- Missouri State Teachers Association
- National Council for Teachers of English
- Alliance for Technology Access
- International Society for Technology in Education
- Sigma Tau Delta - International English Honor Society
- Kappa Delta Pi - International Honor Society in Education

Nicole A. Whitfield, Ed.S
104 Highway Y
Eldon, MO 65026
nicolewhitfield@gmail.com
Home (573)569-0302
Office (573)378-4231

Objective

An adjunct instructor position with William Woods University, a well-established private college that will allow me to utilize my knowledge of instructional technology tools, instructional design and assessment, and the eMINTS Instructional model in an online learning environment.

Summary of Achievements

Intel® Teach Program – Intel® Master Instructor

2011: Satisfactorily completed program certification requirements for Intel® Teach Program to become a certified Intel® Master Instructor. Awarded certification to deliver Intel® Teach professional development to faculty and staff.

eMINTS Certified Educational Technology Specialist

2008-2010: Satisfactorily completed program certification requirements for eMINTS PD4ETS, a two-year “train-the-trainer” program. Awarded certification to deliver eMINTS Comprehensive and eMINTS4All professional development to educators.

Morgan County R-II Community Teacher Association Support Staff of the Year

2010: Selected by the Morgan County R-II School District middle school building faculty and staff.

Discovery Education STAR Discovery Educator

2008-present: Awarded access to educator resources, professional development resources, and a collaborative community via Discovery Education.

eMINTS4All Educator

2006-2008: Satisfactorily completed requirements for the two-year (ninety hour) professional development program. Awarded certificate of completion.

Experience

August 3, 2009 -- Present

Instructional Technology Coordinator – Morgan County R-II School District, Versailles, MO

- Facilitate district eMINTS professional development program; training for approximately one hundred educators (2009-2012) through eMINTS4all and/or eMINTS Comprehensive programming
- Facilitate additional professional development opportunities for administration and staff that supports the implementation of the National Educational Technology Standards for Students (NETS-S) and embraces the eMINTS Instructional Model
- Support curriculum development with focus on integration of technology to enhance and support curriculum

- Assist in the selection and maintenance of curriculum software, assessment software, and various other instructional software
- Coordinate assessments that utilize technology as a means to collect and measure student learning
- Cognitive coaching and mentoring of district educators and administrators
- Coordinate district community education program and facilitate community education courses
- Coordinate district technology funding (federal, state, local, and grant funding) and district technology committee
- Supervise and evaluate district technology integration, usage, and needs
- Maintain copyright integrity of all technologies
- Maintain district website and supervise teacher website creation and uploading

January 19, 2012 – Present

Adjunct Instructor, Columbia College – Lake of the Ozarks Campus, Osage Beach, MO

- Working with a diverse population of students, deliver instruction face to face
- Facilitate and manage assigned course through the utilization of discussion, cooperative learning, hands-on learning activities, and presentations that incorporate various multimedia resources and tools
- Develop course syllabus, evaluate student success through the use of technology in the classroom and assessment tools

August 4, 2002 – July 31, 2009

Elementary Visual Arts Educator, Morgan County R-II School District, Versailles, MO

- Manage and facilitate the instruction of students Pre School – 5th grade
- Facilitate a positive learning environment in which student's understanding of visual arts and other core subject areas can grow through the use of relevant and applicable teaching and learning strategies
- Work collaboratively with classroom teachers and administrators in the planning and development of curriculum to impact student learning and achievement through the use of cross-curricular lessons and technology
- Elementary Leadership Committee – special class team leader
- Design, market, and sell elementary yearbook

Education

Educational Specialist, Information Science and Learning Technologies, August 1, 2008
 University of Missouri, Columbia, MO
 Specialization: Educational Technology Focus: Technology in Schools

Master of Arts in Education, Visual Arts, August 3, 2002
 Truman State University, Kirksville, MO

Bachelor of Arts in Art, May 12, 2001
 Truman State University, Kirksville, MO

Educational Specialist – Relevant Coursework

Introduction to Educational Statistics
Introduction to Technology in Schools
Introduction to Web Development
Instructional Systems Design
Learning with the Internet

Technology and Assessment
Technology Action Research
Technology to Enhance Learning
Technology Leadership in Schools
Electronic Portfolio Development

Technical Capabilities

Languages: HTML, XHTML, CSS

Software: Audacity, Acuity, A+ Learning System, Adobe Dreamweaver CS4, Adobe Fireworks CS3, Adobe Photoshop CS4, Adobe Illustrator CS4, Adobe Acrobat 9 Pro, Adobe Captivate 4, COREftp Lite, Dragon Naturally Speaking 11.0, EATOnline Curriculum, Final Cut Express, Garage Band, Google Apps for Education, Google Earth, Google Sketchup, Inspiration/Kidspiration, Internet Explorer, iMovie, iPhoto, iTunes, LiveType, Microsoft Office (Access, Excel, PowerPoint, Publisher, Word) 2010, Microsoft Photo Story 3, Mozilla Firefox, Nvu, Renaissance Learning (Assisted Reading, STAR Reading, and STAR Math), Safari, SeaMonkey, SMART Notebook 11, SMART Response 2012, Ulead Video Studio, Windows Live Movie Maker

Platforms: MS Windows (7, Vista, XP), Mac OS10

Course Management Systems & Tools: Blackboard, Moodle, Sekai, SMART Board, SMART Response

Professional Organizations

Discovery Education Network – STAR Discovery Educator
eMINTS National Center – PD4ETS; Certified eMINTS ETS
Inte@l Teach Program – Inte@l Master Instructor
International Society for Technology in Education (ISTE) – Member
Morgan County R-II School District Technology Committee – Co-chair
Morgan County R-II School District Community Education Committee – Co-chair
Missouri State Teachers Association – Member
Community Teachers Association – Morgan County R-II School District – Member

Nicole A. Whitfield

Office:

913 West Newton St.
Versailles, MO 65084
Ph: (573)378-4231
whitfieldn@mcr2.k12.mo.us

Home:

104 Hwy. Y
Eldon, MO 65026
Ph: (573)569-0302
nicolewhitfield@gmail.com

REFERENCES

Ms. Terri Brines
eMINTS Instructional Specialist
eMINTS National Center
325 Clark Hall
Columbia, MO 65211
(660)827-2952 / (573) 884-7202 (eMINTS National Center)
brinest@emints.org

Ms. Angie Esser
eMINTS Instructional Specialist
eMINTS National Center
325 Clark Hall
Columbia, MO 65211
(660)888-1714 / (573) 884-7202 (eMINTS National Center)
esserak@emints.org

Mr. Lyle Sybert, Ed. S.
Education Coordinator Advisor
Columbia College – Lake of the Ozarks Campus
900 College Boulevard
Osage Beach, MO 65065
(573) 348-6463
ldsybert@ccis.edu

Linda Nachbar
Executive Secretary to the Superintendent of Schools
Morgan County R-II School District
913 West Newton Street
Versailles, MO 65084
(573)378-4231
nachbarl@mcr2.k12.mo.us

Matthew Unger
Superintendent
Otterville R-VI School District
100 Spring Street
Otterville, MO 65348
(660) 366-4291
munger@ottervillevi.k12.mo.us

Karalin Sanders
Adjunct Faculty
Annual Professional Development Participation
Spring 2017 Reflections

Via

Dr. McCray provided an excellent overview of how to use Via and a detailed explanation about the importance of Via. Via is a learning management system used primarily to house artifacts for program evaluation and accreditation. Artifacts are gathered from a variety of courses within a certain discipline and are then refereed by a jury of faculty in an unrelated discipline. I think program evaluation is a vital component to having a successful educational program.

Thus far, I have enjoyed using Via. I have found that Via was carefully and thoughtfully set up. I appreciate that Via integrates so smoothly with Moodle and that the rubrics have already been created. In my opinion, Via is an effective tool for housing student artifacts and for program evaluation.

Quality Matters Rubric

The Quality Matters Rubric was developed in Maryland by a consortium of PK-12 educators and higher education educators. The objective is ensure quality course content and to improve student learning. The rubric is a faculty-developed, peer-reviewed process. It is evidence-based rather than opinion-based. The rubric is based on the following principles: Course Objectives and Introduction, Learning Objectives, Assessment and Measurement, Resources and Materials, Learner Engagement, Course Technology, Learner Support, and Accessibility. The aspects are assigned a value of 3, 2, or 1 based upon how vital to quality instruction the aspect is. Overall, the rubric is used to assess the quality of course content and to ultimately improve student learning.

Owlnet Update for EDU Graduate Faculty

I learned a lot from this video! I had never considered Owlnet to be a learning management system until I watched this video. I did not know that syllabi were supposed to be uploaded to Owlnet. I also did not know that Via assignments were listed

MARTHA BARWICK TURNER

1920 MILLINGTON SQUARE
BEL AIR, MARYLAND 21015
PHONE 410.688.0965
E-MAIL: MARTHABARWICK@MSN.COM

SUMMARY OF QUALIFICATIONS

- Exceptional knowledge of curricular models and teaching strategies.
- Equally effective in working individually and as a member of a team.
- Interrelate well with people at all levels.
- Personable and articulate, professional and courteous.
- Broad knowledge of digital and online learning.

PROFESSIONAL EXPERIENCE

2012 - current Office of Instruction Technology, Harford County Public Schools

Coordinator of Instructional Technology

- Developed and delivered instructional technology professional development to K-12 teachers, including developing blended and online learning professional development opportunities.
- Wrote grants and served as Project Manager to facilitate the implementation.
- Planned and implemented an initiative, including a professional development plan, to bring interactive technologies to Harford County's Middle Schools.
- Served as liaison between The Office of Technology and The Office of Professional Development.
- Recruited and mentored teacher leaders in facilitating instructional technology professional development.

2008 - 2012 Office of Instruction Technology, Harford County Public Schools

Instructional Technology Teacher Specialist

- Developed and delivered instructional technology professional development to K-12 teachers.
- Developed and coordinated the delivery of Instructional Technology Continuing Professional Development Courses.
- Facilitated an initiative to bring Web 2.0 tools into the classroom.
- Facilitated the development of a K-12 Technology Scope and Sequence as well as a technology integration tool to support the integration of technology within the elementary core content areas.

2005 - 2008 Bakerfield Elementary School Aberdeen, Maryland

Media Specialist

- Awarded HCPS, MICCA Technology Teacher of the Year
- Developed and delivered lessons to K-5 students to enhance their love of literature and their ability to access information.

- Developed and delivered a presentation for fifth grade teachers on the topic of reading strategies for small group instruction, September 1999.
- Awarded Leadership Grant through the National Foundation for the Improvement of Education.
- Awarded 1999 Elementary Curriculum Award in Harford County Public Schools.

EDUCATION

2013-2016	Johns Hopkins University	Baltimore, Maryland
	<i>Doctor of Education; Specialization Online Teaching and Learning</i>	
2008-2009	Johns Hopkins University	Baltimore, Maryland
	<i>Certification in Administration and Supervision with endorsement from The International Society of Technology in Education</i>	
2000 – 2001	Western Maryland College	Westminster, Maryland
	<i>School Library Media Certificate Requirements</i>	
1997 - 1999	Western Maryland College	Westminster, Maryland
	<i>Master of Science in Education</i>	
1990 - 1994	Eastern Nazarene College	Quincy, Massachusetts
	<i>Bachelor of Science in Elementary Education</i>	

Stacey Bonderer

5595 County Road 335 Fulton MO 65251

Phone: 573-642-5638 or 573-310-9570

Email: sbonderer912@gmail.com; Professional Portfolio: [Stacey Bonderer](#)

EDUCATION and CERTIFICATION

University of Missouri

EdS, Information Science and Learning Technologies
Educational Technology, Technology in Schools
Cumulative GPA: 3.966

(May 2017—*anticipated graduation*)

University of Missouri

MED, Curriculum and Instruction—Secondary Education
Cumulative GPA: 3.93

(August 1990)

NCATE Accredited Certification

Missouri Permanent, English 7-12

(December 1986)

Missouri Permanent, Speech and Theatre 7-12

(February 1987)

BSED—Secondary Education, Curriculum and Instruction

(December 1986)

Cumulative GPA: 3.195

EXPERIENCE

Fulton Public Schools

English, Debate, Public Speaking Teacher/Debate Coach

(2012-present)

- Member, Building Leadership Team, 2015-present.
- Mentor, Fulton Public Schools, 2015-present.
- Participant, Missouri End of Course ELA Item Writing Workshop, 2016.
- President, Fulton Community Teachers Association, 2015-present.
- Faculty Adviser, National Honor Society, 2012-present.
- Coached two students to Missouri State High School Activities Association district titles, 2015.
- Graduation Coach for three high school students.

Columbia Public Schools

English, Debate, Public Speaking Teacher/Debate Coach

(1987-2012)

- Coached five debate teams to National Forensic League national competition.
- Awarded Pattonville High School NFL Outstanding Coach Award, 2010.
- Earned National Forensic League Second Diamond Coach Award, 2010.
- Coached numerous debate teams to Missouri State High School Activities Association district championships and/or titles.
- Established Rock Bridge Senior High School competitive debate team.
- Directed Rock Bridge Senior High School all-school plays, 9 years.

ADDITIONAL ACTIVITIES/AWARDS

Premier Dance Company LLC

Co-Owner

(2013-present)

Missouri State High School Activities Association

District Speech and Debate Tournament Manager

(2007-2012)

Speech Advisory Board Member

(2008-2012)

VFW Teacher of the Year, Post 280 Columbia

(2009)

St. Thomas More Newman Center

Catholic Education Program, Co-Director Junior Program

(1997-1990)

895 Anemone Rd.
Four Seasons, MD 20749

12969 Rockefeller Road
Versailles, MO 65084

573-378-5024
bmac@laurie.net

RECEIVED

DEC 20 2004

Brenda McDorman

**Graduates & Adult
Studies**

Experience

**Present Morgan County R-II Schools Versailles, MO
Instructional Technology Coordinator**

- Responsible for district technology funding. Applying/maintaining TAG, VIDEO, Title IID, Title V, Title VIB, eRATE, eMINTS, SMARTerkids and other technology funding.
- Professional Staff Development for entire district: before, during and after school. Software used in training: Microsoft Works: word processor, spreadsheet, database, Microsoft Office (Word, PowerPoint, Publisher, Access Excel), Inspiration, Kidspiration, SmartNotebook and SmartBoard training, Curriculum Designer, Skills Connection, SIS (School Information System), GradeQuick, GradeKeeper, Internet Use and Searches, Windows Operating System, Developing WebQuests, Telecollaboration, Hotlist Development, Using Netscape Composer/Word to Create WebPages, Writing HTML, Microsoft Works, Streamlining Video, Using Digital Camera, eMINTS Professional Development Modules (Constructivism/Inquiry Based Learning while developing technology rich lessons), Implementing technology into the curriculum.
- Currently in Year 1 of eMINTS/PD4ETS Program to be certified to train teachers in the eMINTS program.
- Community classes: Windows Operating System, Microsoft Works, Internet Use and Search, Microsoft Office Programs.
- Staff/Interview/Supervise/Evaluate paraprofessionals in district computer labs.
- Develop procedures for teacher/student lab use and district (teacher/student) AUPs.
- Evaluate technology use and knowledge of students and staff in addition to developing criteria for professional staff evaluation.
- Integrating technology into the curriculum by supporting objectives and finding resources included in instructional and assessment strategies.
- Developing curriculum in all subjects in compliance with MSIP third cycle. Aligned curriculum with MAP Frameworks, Stanford 9, ACT Transition Standards and National Standards. Developing district unit and strands per subject area. Developed notebooks for teacher teams to use for curriculum development. Entered curriculum into software database.
- ITV Coordinator. Increased courses offered at our school for students and community through State Fair Community College: dual credit and undergraduate credit. Responsible for maintaining/ordering equipment. Class facilitator and troubleshooter (VSX7000 Polycorn).
- District Technology Committee Chair. Responsible for planning meeting dates, agenda, and conducting meeting. Guided district in developing priority goals and action steps in compliance with DESE's technology plan criteria.

- Developed and submitted to DESE the District Technology Plan (scoring Exemplary 2003) and assisted in completing the Census of Technology.
- Developed district wide technology curriculum strands and grade level goals and objectives.
- Ordered/Installed Software and troubleshooting.
- Designed/Maintain/Updating the district's web pages (<http://schoolweb.missouri.edu/morganr2.k12.mo.us>).
- Familiar with networking concept and structure (completed intro course Networking 101 and MOREnet workshop sessions)

1994-2000 **Morgan County R-II Schools** **Versailles, MO**

Teacher of the Gifted

- Pull-out program serving students from kindergarten through twelfth grade.
- Responsible for screening students (SAGES, SAGES-P, achievement tests, etc.).
- Responsible for parent notification via conferences.
- Completed and submitted district state grant application. Responsible for expenditures and compliance.
- Team manager for contests such as Odyssey of the Mind and Destination Imagination.

1980-1993 **Morgan County R-II Schools** **Versailles, MO**

Second Grade Classroom Teacher

- Planned and implemented curriculum.
- Teacher of the Year award from local CTA. Represented district at Central District in Warrensburg, Missouri.
- Treasurer for local CTA.
- Who's Who in American Educators.
- Attended numerous trainings/meetings concerning classroom strategy.

1977-1980 **Fulton Public Schools** **Fulton, MO**

Kindergarten Classroom Teacher

- Planned and implemented curriculum.
- Modified half day program with two sessions per day.
- Eliminated nap time and incorporated the use of learning centers, following the philosophy of *Workjobs*.
-

Education

1998-2001 **University of Missouri-Columbia** **Columbia, MO**

- *Educational Specialist Degree* in Educational Technology.
- Developed online portfolio.

1991-1994 **University of Missouri-Columbia** **Columbia, MO**

- *Masters Degree* in Special Education (Gifted).

1973-1977 **William Woods College** **Fulton, MO**

- *Bachelor of Science Degree* in Elementary Education.
- *Specialization* in Early Childhood Education.

Interests

Golfing, Scrapbooking, Crafts, Boating

Contacts

Jeffery B. Carter, Superintendent of Schools

Morgan County R-II Schools

913 West Newton

Versailles, MO 65084

573-378-4231

Joyce Ryerson, Assistant Superintendent of Schools

Morgan County R-II Schools

913 West Newton

Versailles, MO 65084

573-378-4231

David Wood, Technology Coordinator

Morgan County R-II Schools

913 West Newton

Versailles, MO 65084

573-378-4231

Dr. Karalin A. Sanders

1212 Cedar Avenue
Cabool, Missouri 65689

T 417.924.3236 extension 311
M 417.349.0941

ksanders@mansfieldschool.net
www.mhslibrary.net

QUALIFICATIONS

- Well-versed in computer-based instruction and online learning environments
- Ability to instruct students in how to master the usage of digital technologies for educational and career purposes
- Proficient in a wide variety of technologies
- Skilled in using and instructing in the use of a wide array of hardware and periphery devices
- Adept in the usage and instructing in the use of numerous software applications
- Comfortable on Mac, PC, and mobile computing formats; as well with Blackboard, Edmodo, Google Classroom and Moodle Learning Management Systems
- Passion for the teaching and learning process
- Well-versed on the vital connection between pedagogy and technology
- Ability to maintain accurate and timely records of student mastery and grades

OBJECTIVES

- To broaden the scope of my educational leadership abilities to include students at the collegiate level
 - To facilitate meaningful learning experiences to promote active and reflective learning
 - To provide school leaders with the tools needed to help support instructional improvement initiatives
 - To impart strategies to school leaders to help improve instructional design and technology integration practices
-

EDUCATIONAL EXPERIENCES

Lindenwood University

St. Charles, Missouri: 2013-2016

- Doctorate in Instructional Leadership
- Emphasis in PK-12 Teaching and Learning

William Woods University

Fulton, Missouri: 2004-2006

- Masters of Education in Educational Administration

Special Credentials:

K-12 Library Media Specialist Credentials

Southwest Missouri State University (MSU)

Springfield, Missouri: 1999-2004

- Bachelor of Science Degree in Elementary Education

Endorsements in Middle School Subject Areas:

- Communication Arts
- Science
- Social Studies

Mountain Grove High School

Mountain Grove, Missouri 1995-1999

- College Preparatory Certificate

LEADERSHIP EXPERIENCES

- Workshop leader at the MOREnet Instructional Technology Conference
- Staff technology training session leader at Cabool School and Mansfield Schools
- Guest lecturer in Teacher Education class at Drury University in Cabool

WORK EXPERIENCES

Cabool Middle School,

2004-2012

- Communication Arts
- Computer Literacy
- Title I Reading

Mansfield High School,

2012-present

- Library Media Specialist
- Instructional Technology Leader
- A+ Coordinator

Drury University,

Fall 2014-present

- Adjunct Faculty member for the College of Continuing and Professional Studies
- Instructor for two computer courses

DISPOSITIONS

- Highly organized
 - Passionate about educational technology
 - Ability to inspire the best in others
-

Lori Mathys

2010 State Finalist Missouri Teacher of the Year
2010 Rockwood School District Teacher of the Year
2004 Milken Educator
National Board Certified Teacher, 2004
2002 Missouri Presidential Award Winner
2006 Disney Teacher Award Nominee

lori.mathys@gmail.com

Classroom Webpage: <https://staff.rockwood.k12.mo.us/mathyslori>

Experience:

Chesterfield Elementary School, Chesterfield, MO 08/06-Present

"A National School of Character, 2008 and Missouri School of Character, 2007"

- Full-time fourth grade classroom teacher
- 2010 Chesterfield Teacher of the Year, 2010 Rockwood Teacher of the Year
- Character Education Leadership Team
- Language Arts Curriculum Committee to rewrite district curriculum
- Technology Committee
- RITTS classroom with SMARTboard and technology integrated into the curriculum
- eMINTS grant 2007-2009, technology infused classroom with 2:1 laptop:student ratio
- PLC Leadership Committee
- Science curriculum team to write hands-on science kits

California Elementary School, California, MO 08/96 – 06/06

- Full-time, self-contained fourth grade classroom teacher
- Classroom focus is on hands-on, inquiry-based learning; enhanced with technology.
- eMINTS teacher (Enhancing Missouri's Instructional Networked Teaching Strategies) – received 175+ hours of Professional Development to integrate technology into classroom teaching
- Elementary School Lead Teacher, 2004-2005 and 2005-2006
- Science Kit Coordinator for K-5 Hands-on Science Kits, 2004-2006
- Sponsor of After School "Mathys Reading Club," 2002-2006
- Co-founder and facilitator of the Elementary Super Scientists Club.
- Chief coordinator of Family Evening Science Weeks 1996-2002.
- Coordinator of the "Wake up to Missouri" field trips to support the study of Missouri History 1997-2003.
- Editor-in-Chief of Elementary Yearbook, 1997-2006.
- Co-writer of Missouri Department of Conservation Lewis and Clark Grant, 2004
- Actively involved in rebuilding the district Science, Math, Language Arts, and Social Studies curricula and aligning it to Missouri State Standards and Grade Level Expectations, 1998-2005
- Instrumental in writing the Legion of Excellence Grant to adopt a hands-on, kit-based Science curriculum, 1998.
- Co-writer of the Missouri Department of Elementary and Secondary Education eMINTS grant for two technology, inquiry-based classrooms, 2000.
- Co-writer of the Missouri Department of Elementary and Secondary Education eMINTS grant for two additional expansion technology, inquiry-based classrooms, 2002.
- Chairperson of the district-wide Professional Development Committee, 2000-2001.
- Chairperson of the Community Teachers' Association Nominating Committee, 2001-2002.
- Member of Community Teachers' Association Salary Committee, 2002-2004
- Lincoln University Education Advisory Committee, 2003-2004
- Mentor to three beginning teachers, one student teacher, one eMints teacher, and five field experience students, 2001-2006
- BIST (Behavior Intervention Support Team) – received training and member of committee to promote classroom discipline with grace and accountability, 2003-2004
- Presenter of technology workshops for local teachers on the topics of: Using a Smartboard, File Management, Inspiration and Kidspiration, Microsoft Word, and Internet Resources for Teachers, 2001-2004

- eMINTS: Collaborating for Success Program, 2004-2005, collaborating with the library/media specialist and eMINTS to promote integrated learning
- Classroom host for Chinese delegates visiting DESE with Rosalyn Wieberg, December 2004
- DESE Blue Ribbon Committee, selection by MO Commissioner of Education D. Kent King, July 2005

NAEP Alignment GLE Curriculum Review Committee, 10/09-12/09

Worked with DESE to align the NAEP 4th Grade Mathematics Released Test Items to Missouri's GLEs

eMINTS Online Instructor for Year 1 and Year 2 eMINTS teachers, eMINTS National Center, Columbia, MO – 2004-present

- Grader of assignments submitted by Year 1 eMINTS teachers and Year 2 eMINTS teachers
- Mentor of beginning eMINTS teachers

MAP Content Leader Training, 07/05

Training at CTB/McGraw Hill to choose anchor papers and design scoring guides for 2005 Mathematics 5th Grade MAP field test. Trained to score Constructed Response items for 5th grade and Performance Events for 4th grade.

MAP Table Leader Training, 01/06-06/06

Training to be conducted at CTB/McGraw Hill to be a table leader for DHS scoring site in Columbia, MO during June 2006 for 4th grade Mathematics MAP Test

MAP Model Curriculum, 2004-2006

Ongoing project to create a statewide model curriculum in Mathematics. I worked on the 2nd grade unit, "Number and Operations" and the 4th grade unit, "Geometry."

Presentations:

Rockwood Science Implementation Workshop, 7/10

Presentation of hands-on science units to district 4th grade teachers

Rockwood PLC Summit, 6/10

PLC Best Practices at Chesterfield Elementary, Data-driven Instruction

National School Board Association Technology + Learning Conference, Denver, CO 10/09

Presented 3 Model Lessons in a model technology classroom, "m&ms in Space," "Carnivorous Plants," and "Who Wants to be President?"

21st Century Teaching and Learning Conference, Centralia, MO 8/09

Presentation on Inquiry-based Learning with Technology, "Westward HO" project

National Character Education Conference, Washington, D.C. 10/08

Presentation on Chesterfield Elementary's Caring School Community, voice and choice in class meetings

St. Louis Public Schools McDonnell Douglas grant video, St. Louis, MO 7/08

Lead teacher in a video to promote Inquiry based teaching methods and eMINTS technology in the classroom

Rockwood Substitute Teacher Training, St. Louis, MO 7/08

"Happiness is...Substitutes We Love" presentation explaining Caring School Community, Everyday Math, Science & Social Studies for Meaning, a love of Reading and Writing, and Smartboard basics

NECC (National Education Computing Conference), San Antonio, TX 7/08

"m&ms in Space" model classroom presentation of how to use technology effectively in the classroom to engage learners, focusing on the 21st Century Skills

SETDA (State Educators Technology Directors Association), Washington, D.C. 12/07

"Life in an eMINTS Classroom" presentation showcasing the inquiry-based learning that happens in an eMINTS classroom.

Teaching and Learning Academy, DESE, Columbia, MO, 06/06

Presented a 2.5 day workshop on in-depth uses of technology in the classroom, focusing on Inquiry practices and lesson design when integrating technology.

Lincoln University, Jefferson City, MO, 06/05 and 07/06

Shared experiences teaching in an eMINTS classroom with pre-service teachers interested in learning educational technology. Class Instructor: Sam Schnieders

eMINTS Movie on Constructivism, Inquiry, Technology, Essential Questions, and Community Building, 06/05

Interviews and classroom footage used in a movie to showcase eMINTS in Missouri classrooms. Video used to train teachers, share the eMINTS program with administrators, and at technology conferences.

Math Model Curriculum State Content Leader, MO Central Region, 04/04-present

Facilitator of training sessions for Regional Content Leaders to develop a Model Curriculum for Mathematics to serve as a model for classroom teachers throughout the state to teach and assess the Grade-Level Content Expectations for Mathematics

House of Representatives Educational Appropriation Committee 02/03

Speaker on behalf of the Show-Me Science Center to promote Elementary Hands-on Science Programs in Missouri.

eMints Invitational Title IID Meeting 11/02

Shared expectations and experiences from a teacher's perspective of eMints with prospective participating school district Superintendents and Principals

Interface 2002 Math and Science Conference 02/02 Conference Presenter, University of Missouri-Columbia

"Inquiry + Teachers = Learning." Strategies to create and promote Inquiry based Science Learning and Experimental Design in the classroom.

Gates Foundation Technology Leadership Academy Video 1/02-3/02

Video of my classroom created to share a model of an Inquiry based eMINTS classroom with Principals and Superintendents around Missouri. Video online: (<http://www.emints.org/about/video/index.shtml>)

Missouri School Board Association and the Missouri Association of School Administrators Conference Presenter 10/01 Lake Ozark, Missouri

"The eMINTS Project." Shared experiences of teaching in a classroom with eMINTS technology and showcased some inquiry-based technology projects.

eMINTS Summer Kick-off Conference Presenter 08/01 Lake Ozark, Missouri

"Teaching With Technology and Inquiry-Based Learning." Shared experiences and projects with 400 Missouri teachers and administrators about teaching with technology in an eMINTS inquiry-based classroom.

Science Teachers of Missouri 2000 Fall Conference Presenter 10/00 Columbia, Missouri

"Hands-On Science and Inquiry-Based Learning." Provided professional development for Missouri teachers about how to change traditional science activities to hands-on inquiry based activities through the use of the Four Question Strategy.

Interface 1999 Science and Math Conference 02/99 Conference Presenter, University of Missouri-Columbia

"Show-Me the Science...Potpourri of Activities from the Show-Me Science Center." Demonstration of how to support science instruction in an elementary classroom with hands-on science activities.

Show-Me Science Center Academy Presenter 02/99 – 06/04

Presenter of hands-on science kits to elementary teachers throughout Missouri, with an emphasis on teaching about Inquiry-based learning. These presentations are on-going throughout the year at various locations around the state of Missouri. There is also a week-long Academy Workshop every summer.

Inquiry Science Leadership Cadre 10/99 – University of Missouri-Columbia, Dr. Lloyd H. Barrow

Member of a select group of Missouri science teachers who provided professional development sessions on the topic of Science Inquiry.

Education:

University of Missouri, Columbia, MO

Education Specialist in Curriculum and Instruction with an emphasis in Elementary Science, May 2003, 4.00 Grade Point Average

University of Missouri, Columbia, MO

Master of Education in Curriculum and Instruction, emphasis in Elementary Science, May 1999, 4.00 Grade Point Average

University of Missouri, Columbia, MO

Bachelor of Science in Elementary Education, Summa cum laude, May 1996, 3.908 Grade Point Average

Honors:

- National Merit Scholar and Missouri Bright Flight Scholar
- University of Missouri Dean's List every semester, Member of the Honors College, University of Missouri Excellence Award
- Nominated for Moniteau County R-1 School District Teacher of the Year 1999, 2001, and 2005
- Lesson plans chosen by SuccessLink (<http://successlink.org>) as one of the Ten Best lessons for March 2002, April 2002, May 2002, August 2002, February 2003, and January 2005.
- Central District MSTTA Mini-Grant winner, 2001, "Merit Badge Program"
- Central District MSTTA Mini-Grant winner, 2004, "Mathys Reading Club"
- Featured in CNN Back to School Special, 2002, to show how technology is successfully integrated in classrooms across the United States (<http://www.cnn.com/SPECIALS/2002/back.to.school/>)
- Moniteau County R-1 School District Award for Exemplary Efforts in Improving Science MAP Scores, 2003
- eMINTS Digital Storytelling Project, 2004, chosen as one of eight teachers to create and share the eMINTS story through a digital online story (<http://www.emints.org/about/video/index.shtml>)
- Digital Story, "Westward HO," honored by Digital Media Club at the University of Missouri, Columbia, for 2nd Place in the Digital Media Festival 2005.
- Honorable Mention in Classroom Connect's Internet Educator of the Year Awards, 2003.
- Presidential Award for Excellence in Mathematics and Science Teaching, Missouri State Winner in Elementary Science, June 2002
- National Board Certification in Middle Childhood/Generalist, 2004
- Milken Family Foundation National Educator Award, October 2004 (<http://www.dese.state.mo.us/news/2004/mathys.htm>)
- Featured with my students on eMINTS National Center video overview, "Constructivism in the Technology-Rich Classroom," June 2005
- Disney Teacher Award Nominee, 2006
- 2010 Chesterfield Teacher of the Year
- 2010 Rockwood Teacher of the Year
- 2010 State Finalist for Missouri Teacher of the Year

Professional Memberships:

- Appointed Director on STOM Board of Directors 2003-2004 and 2004-2005, Member of STOM committee to promote Elementary Science in Missouri 2004-2005
- NEA member since 2007
- NCSS member
- NSTA member
- NCTM member

Lisa Nieuwenhuizen

Education	2007-2011	University of Missouri	Columbia, MO
		Ph. D. Educational Leadership & Policy Analysis Administration.	P-12
	2002-2004	University of Missouri	Columbia, MO
		Ed. S., Secondary Administration.	
	1995-1997	University of Missouri	Columbia, MO
		M.Ed., Curriculum & Instruction. Emphasis in Communication & Technology.	
	1988-1991	University of Missouri	Columbia, MO
		BS Ed., Secondary Education. Emphasis in Language Arts.	
	1986-1988	Three Rivers Community College Poplar Bluff, MO	
		Transfer program	

Publications

Mette, I. M., Range, B. G., Anderson, J., Hvidston, D. J., Nieuwenhuizen, L., & Doty, J. The wicked problem of the intersection between supervision and evaluation. *International Electronic Journal of Elementary Education*. Submitted January 10, 2017.

Mette, I. M., Nieuwenhuizen, L., & Hvidston, D. J. (2016). Teachers' perceptions of culturally relevant pedagogy and the impact on leadership preparation: Lessons for future reform efforts. *International Journal of Educational Leadership Preparation*.

Mette, I. M., Range, B. G., Anderson, J., Hvidston, D. J., & Nieuwenhuizen, L. (2015). Teachers' perceptions of teacher supervision and evaluation: A reflection of school improvement practices in the age of reform. *National Council of Professors of Educational Administration Leadership Review*.

Nieuwenhuizen, L. & Brooks, J.S. (2013). The assistant principal's duties, training, and challenges: From color-blind to a Critical Race perspective. In J.S. Brooks & N. Witherspoon Arnold, (Eds.), *Antiracist school leadership: Toward equity in education for America's students*. Charlotte, NC: Information Age Publishing, Inc.

Nieuwenhuizen, L. (2013). The assistant principalship: Racial and spiritual dynamics of educational leadership. In N. Witherspoon Arnold & E. Crawford (Eds.) *Critical perspectives on black education: Spirituality, religion, and social justice*. Charlotte, NC: Information Age Publishing, Inc.

Experience

2012 - Present William Woods University Fulton, MO

Adjunct Professor Educational Leadership & Policy Analysis

- Taught semester courses both on campus and online in Educational Technology, Educational Leadership & Policy Analysis, Research, School Law, Supervision, Achievement Gap & Urban Issues, Assessment, and Curriculum Leadership.

2012 - 2016 University of Missouri Columbia, MO

Adjunct Professor Educational Leadership & Policy Analysis

- Taught semester courses in Curriculum Leadership, Effective School Systems, Data Driven Decision-Making, Collaborative Leadership, and Inquiring into Schools, Communities, and Society.

2015-Present Educational Testing Services Princeton, NJ

Chief Scoring Leader

- Supervised Scoring Leaders and Scorers for the Missouri School Leader Performance Assessment and Missouri School Counselor Performance Assessment.

2006-Present Rock Bridge High School Columbia, MO

Assistant Principal

- Provided instructional leadership, student management, supervision, and daily operations of Rock Bridge High School.
- Certified district Equity trainer through the National Council for Community Justice. Led training in multiple buildings on equity and social justice.
- Extensive communication with parents and students in areas of attendance and discipline as the Grade Level Team leader.
- Streamlined discipline & attendance procedures & increased accountability.
- Responsibilities include: master scheduling, building technology, building room usage, supervision scheduling, safety and security, teacher evaluation, multicultural committee, and AFL committee.

1999-2006 David H. Hickman High School Columbia, MO

A+ Schools Program Coordinator/Administrative Assistant/Debate Coach

- Established the A+ Schools Program at Hickman and led school through designation as an A+ School in 2002.
- Responsible for planning and managing an annual budget of \$260,000.
- Duties included extensive communication with parents and students in areas of attendance and discipline, designed, developed & aligned curriculum, developed and administered technology needs assessments, coordinated and conducted staff development and training in technology, developed and implemented services for at-risk students, evaluated and purchased educational technology and software, developed a community partnership and the A+ Advisory Board to utilize community leaders in the operations of the A+ Program.
- Served on the district workforce readiness committee for MSIP, District Professional Development Committee, District Technology Committee, District Career Ladder Committee, Chamber of Commerce Education Committee, and the Chamber of Commerce Workforce Development Sub-Committee.
- Successfully marketed the A+ Schools Program to students. Supervised and counseled 1200 program participants toward meeting the program requirements.
- Coached Hickman debate team to 2002 State championship. Coached teams to the National Forensic League tournament in 2001, 2002, and 2003 placing 15th, 27th and 17th in the nation respectively.

Experience

1997-1999 Continuing Professional Education Columbia, MO

Adjunct Instructor/Senior Computing Support Specialist

- Designed and taught semester courses in College of Ed & technology for School of Information Science and Learning Technologies.
- Courses included ED 304, Technology Leadership in Schools, Integrating Technology into the Curriculum, Using Technology to Enhance Learning, Multimedia Communication through Digital Video Production, and Multimedia Theory and HyperStudio.
- As Senior Computing Support Specialist, maintained the CPE website, developed brochures and flyers for marketing, updated on-line course information, and assisted the Senior Coordinator.

1997-1999 David H. Hickman High School Columbia, MO

Debate Coach/English Teacher

- Coached traveling speech and debate teams to two winning seasons and a district championship.
- Founded the Hickman High School Speech and Debate Booster Club.
- Taught Debate I & Debate II, Advanced Speech, and American Literature.
- Honored as the 1998-99 Columbia Community Teacher's Association Outstanding Teacher of the Year for secondary level.
- Served on the Missouri Partnership for Educational Renewal, the Site Action Team, Technology Committee, Professional Development Committee, and Retention Committee.
- Served on the district workforce readiness committee for MSIP.
- Administrative assistant to the junior hall principal, authored grants for Hickman High School, and served as technology committee chair for the North Central Accreditation review.

1995-1997 Moberly Public Schools Moberly, MO

Technology Trainer

- Taught a variety of technology skills to K-12 teachers through the Eisenhower Grant. Workshops included Integrating Technology into the Curriculum, Web Design, PowerPoint, WWW, and E-Mail.

1993-1997 Moberly High School Moberly, MO

English/Communications Teacher

- Taught a variety of communication courses, including Speech, Oral Communications, Oral Interpretation of Literature, Drama, Introduction to Acting, Technical Theatre Production, Debate, and Radio and Television Broadcasting.
- Coached competitive speech and debate team, and produced and directed school plays.
- Served as Vice-President of the K-12 Instructional Coordinating Council, and chaired the technology committee for the North Central Accreditation review.

1991-1993 New Franklin High School New Franklin, MO

Language Arts Teacher

- Taught Language Arts II, College Preparatory English, Journalism, Speech, and Drama.
- Coached speech team, cheerleading, produced and directed school plays, coached competitive speech team, newspaper advisor, junior class sponsor, and Hi-Step advisor.

Capabilities

- Trained in Professional Learning Communities, collaborative leadership, student management, teacher development, building management, master scheduling, extensive knowledge of school law, crisis management, threat assessment, and building community partnerships.
- Certified in Cognitive Coaching & Ventures
- Educational Leadership and Policy Analysis for Secondary Administrators
- Trained to integrate technology into the curriculum.
- Skilled in writing grants, interpersonal communication, planning and development of budgets, timelines, teacher evaluation & development and curriculum revision and alignment.

Awards

- UCEA Excellence in Educational Leadership Award 2012
- Nominated for Ray Lewis Award Outstanding Administrator 2009
- National Forensic League Diamond Coach Award 2004
- Nominated for Ray Lewis Award Outstanding Educator in a Specialized Area 2002
- Honored as the 1998-99 Columbia Community Teacher's Association Outstanding Teacher of the Year for secondary level

Professional Organizations

- National Association of Secondary School Principals
- Missouri Association of Secondary School Principals
- Missouri State Teachers Association
- National Forensic League

Conferences

- ASCD National Summer Conference 2012
- School Law Conference 2011
- School Safety and Response to Active Shooter Conference 2010
- Building Bridges State Conference
- National Tech-Prep Conference

JERAMIE DAVIS

13006 E 39th Ter S. Independence, MO. 64055. 816-456-0161
Email · JeramieDavis729@gmail.com · Twitter @DAVISKCPS

To obtain employment as an adjunct professor with William Woods University

EXPERIENCE

JUNE 2018 - PRESENT

INSTRUCTIONAL TECHNOLOGY SPECIALIST KANSAS CITY PUBLIC SCHOOLS

I facilitate the integration of technology at the secondary level for the district. As a Google Trainer, I develop and deliver professional development, create newsletters, and provide coaching and support to staff. I develop and implement curriculum at a district level for PLTW and summer school.

AUGUST 2017 – MAY 2018

TEACHER, GRAIN VALLEY SCHOOL DISTRICT

I taught 8th grade science and served on several committees, including the district leadership committee, building leadership committee, behavioral support committee, professional development committee and coached volleyball at the middle school level.

AUGUST 2012 – MAY 2017

TEACHER, INDEPENDENCE SCHOOL DISTRICT

I taught 8th grade science and served on several committees, including the district professional development committee, district standards-based grading committee, building leadership committee, problem solving team, professional development committee and coached volleyball, cross country, and track at the middle school level.

EDUCATION

DOCTOR OF EDUCATION, WILLIAM WOODS UNIVERSITY

Degree in progress

EDUCATION SPECIALIST, WILLIAM WOODS UNIVERSITY

Degree conferred: May 2018
Education Administration - Superintendent

MASTERS IN ADMINISTRATION, WILLIAM WOODS UNIVERSITY

Degree conferred: May 2015
Education Administration – Building Level

BACHELOR OF ARTS, UNIVERSITY OF MISSOURI – KANSAS CITY

Degree conferred: May 2011
Secondary Science Education

REFERENCES

DR. JAMES JUDD, TRUMAN STATE UNIVERSITY

Director of Professional Development

Former Superintendent of Schools: Fayette, MO. Lexington, MO. Lathrop, MO.

PH: 660-785-4310

JJudd@Truman.edu

DR. BRAD MACLAUGHLIN, K12PERFORM

Cofounder of K12Perform

Former Superintendent of Schools: Lexington, MO.

Former Asst. SuperIntendent of Schools: Independence, MO.

PH: 816-668-3057

Maclaughlinx5@gmail.com

MRS. BRITTANY COLLINS, PERRYVILLE COUNTRY SCHOOLS

Middle School Science Teacher

Former Mentee

PH: 314-800-3337

Bmn7x9@gmail.com

MR. JAVIER ALFONSO, KANSAS CITY PUBLIC SCHOOLS

Director of Instructional Technology

PH: 816-820-5959

JAlfonso@kcpublicschools.org

Hired by
John Cans
1/10/20

FRANCESCO "Frank" GIUSEFFI, Ed.D.

3215 January Ave, Unit 3

St. Louis, MO 63139

fpaulg77@gmail.com/FGiuseffi@lindenwood.edu/573.253.1611

Summary

Engaged and experienced, results-oriented educator with over 20 years of experience in school leadership and teaching dedicated to advancing institutions of higher education and supporting the diverse, independent learners of tomorrow.

Highlights

- Effective Leadership Skills
- Published Scholar and Editor
- Doctoral Advising experience
- Learning/Teaching strategies
- High Ethical Standards
- Scholar-Practitioner
- Excellent Communication Skills
- Experienced Administrator
- Interpersonal Effectiveness
- Technology in Education
- Organizational Skills
- Critical Thinking Skills
- Adaptable/Multi-tasker
- Cultural Awareness / People-Oriented

Education & Training

Lindenwood University

Doctor of Education, 2014

Major: Instructional Leadership

William Woods University

Master of Arts in Education, 2006

Major: Curriculum and Instruction

St. John's College

Master of Arts in Liberal Arts, 1996

University of Central Missouri

Bachelor of Arts in Philosophy and Poli Science, 1994

Major: Philosophy and Political Science

University of Missouri-Columbia

Certificate in Management, 2015

Harvard University

Principal's Center Workshop, 2013

Teaching-Administrative Experience

Adjunct Professor, Doctoral Program in Education/Teacher Education, August 2016 – Present

Lindenwood University, St. Charles, Missouri

- Teaching courses in adult learning, assessment, educator preparation programs, and online/hybrid learning.
- Work with doctoral students on dissertations - research, edits, and organization.
- Collaborate with Chair of Doctoral Program on course offerings, curriculum development and student advisement.
- Experience as Graduate Mentor - Dissertation Chair and Committee member.
- Promote life-long learning, adaptive thinking, useful feedback, scholarship activities
- Participating editor for Lindenwood University's accreditation process for Higher Education Commission.

Courses taught

- EDU 32100 MS/HS Classroom Teaching and Technology, Fall 2018
- EDAA 50100 Building Blocks in Adult Learning Foundations, Fall 2017, 2018
- EDAA 50105 Foundational Development and Implementation of Learning Contracts, Spring 2017, 2018

- EDAA 50115 Assessment in the Adult Andragogical Classroom, Summer 2017, 2018
- EDAA 50120 Applying Andragogical Principles to Internet Learning, Summer 2017, 2018
- EDAA 50130 Trust Building for Organizations and Individuals through Andragogy, Fall 2017, 2018
- EDAA 59330 Special Topics: Improvement of Instruction in Adult Education, Spring 2017, 2018
- EDAA 70105 Foundational Development and Implementation of Learning Contracts, Spring 2017, 2018
- EDAA 70110 Improvement of Instruction in Adult Education, Spring 2017, 2018
- EDAA 77500 Capstone III and Leadership Seminar, Fall 2016

Current Dissertation Chair to the following:

Education and its Role in the Art Viewing Experience: A Study Comparing the Evolution of Learning in Museums and Corporate Art Collections, by Piper Hutson

A Qualitative Investigation of the Andragogical Teaching Methods used in Adult Group Keyboard Instruction, by Debra Curran

A Qualitative Exploration of the School Resource Officer's Associated Role in Safety/Security, Law Enforcement, and Relationship Building in Two K-12 School Districts by Chris Muench

**Adjunct Professor, General Studies Department, Fall 2017 – Present
Stephens – Institute for Business and the Arts, St. Louis, Missouri**

- Instructor in Ethics (Moral Problems) and Diversity Studies
- Required courses for all students

Courses taught

- G205 Diversity Studies, Fall 2017, Winter 2018
- G204 Ethics (Moral Problems), Winter 2018

**Writing Consultant, University Writing Services, November 2016 - Present
St. Louis University, St. Louis, Missouri**

- Work with undergraduate and graduate students on the writing process
- Assist with student organizational skills, academic support, retention issues
- Work with international students on the writing process through a variety of teaching strategies
- Guide students toward completion of major papers and research projects
- Advise students on learning strategies, critical thinking, study skills and time-management
- Present to various university departments and graduate programs on the writing process

Academic Dean, September 2005 – July 2016

Academic Director of the Summer Academy, June 2010 – July 2016

Missouri Military Academy, Mexico, Missouri

- Performed school leadership roles & responsibilities to run day-to-day operations for 6th through Post Graduate Program, solve problems independently through critical thinking, present annual improvement goals, fundraise & recruit.
- Established & directed innovative school programs & developed academic curriculum (including implementation of robotics, Socratic method, academic year and summer academic program & STEM programs).
- Promoted & successfully increased enrollment for fall academic sessions through increased summer academic programs.
- Stabilized student grade point averages and improved diagnostic test scores.
- Developed, and implemented one-to-one laptop programs, instructional technology & online skills.

- Developed & lead internal & external fundraising & student recruitment campaigns, plans & programs that supported the overall strategic goals of the organization; served as the face & voice of the organization to parents, donors & the board of directors.
- Provided counsel & support to manage internal & external issues & crises, work on multiple tasks simultaneously.
- Identified, organized & implemented strategic educational partnerships, including Westminster College & Moberly Area Community College.
- Served as liaison between academic, development, & student life departments & developed cross-functional teams along with interdisciplinary collaboration for the continued development & management of intra-organization departments and culturally diverse populations.
- Organized, invited & lead guest speaking events with local & government leaders to enrich student experiences & advance strategic initiatives.
- Represented school within industry & state/national accreditation bodies in order to benchmark & keep pace with other national college preparatory schools.
- Championed Socratic method & effectively implemented elements & methodologies into coursework. Implemented college-level coursework for grade 12 students in philosophy & critical thinking.
- Implemented & managed year-after-year improvement of Advanced Placement test scores.
- Developed & implemented academic data measuring program to quantify & assess standardized test scores, grade point averages & Advanced Placement scores.
- Annually developed compliance plans in keeping with student safety, FERPA & HIPAA.
- Lead, managed, trained, evaluated & developed over 35 faculty members.
- Identified & implemented professional development plans for faculty members to promote from within.
- Prepared & favorably managed annual \$1.6 Million academic budget within overall school budget of ~\$10Million.
- Built strong academic teacher teams to leverage cross-disciplinary coursework & exposure.
- Hired, trained & developed knowledge & evaluated summer school teaching staff.
- Evaluated & selected ALICE intruder training awareness programs & modules for staff & students.

Assistant Dean, September 2004 – September 2005

Missouri Military Academy, Mexico, Missouri

- Responsible for establishment of discipline & culture of organization for 9-12th grade programs.
- Reset classroom & technology performance standards for novice instructors, stayed attentive to ongoing quality of academic programs, implemented targeted development discussions & managed performance.
- Developed cross-functional team to implement & enforce methodologies to manage student behavioral issues.
- Managed budget & daily operations to support administration office to improve academic budget.
- Supported & served as the voice & face of the school for parents & donors.

Director of Athletics, September 2002 – September 2005

Missouri Military Academy, Mexico, Missouri

- Established & managed duties of the intramural & varsity athletic coaching staff.
- Mentor to coaches to instill self-discipline, professionalism & pride among all coaching staff.
- Improved the structure, discipline & scheduling of summer athletic camp.
- Negotiated & purchased major athletic equipment to enhance the athletic program/co-curricular activities & identify & capture cost savings for the organization.
- Developed standard reports alongside the president needed by finance & administrative office to manage, control & improve athletic budget.

Humanities Instructor, September 1999 – September 2016

Missouri Military Academy, Mexico, Missouri

- Taught American History, Honors American History, Geography and English courses.

- Introduced & developed methodologies using instructional technology, Socratic method, debates & research projects.
- Developed and taught a History of Ideas course using the Socratic method as the primary teaching technique.
- Taught Dual-Credit American History class through Moberly Area Community College.

English Instructor, Upward Bound Program, 1998 - 1999
Saint Louis University, St. Louis, Missouri

Dean of Students & History Teacher, 1996 – 1998
Olney Friends School, Barnesville, OH

Diversity, Activities, Certificates & Presentations

- Significantly expanded the English as a Second Language (ESL) program, including new courses & development & implementation of student metrics.
- Instrumental in recruitment and management of diverse student body to include international students from Mexico, China & Mongolia.
- Presentation at the Midwest Educational Research Association's Annual Conference, October 2018 on doctoral dissertation – *Investigation of the Influence of the Socratic Method on Leadership Skills among JROTC Cadet leaders at a Military Boarding School.*
- Presentation at the Academy of Educational Studies' Critical Questions Conference, October 2018 on *Plato's Meno as a Model for 21st Century Educational Environments.*
- Presentations on the Socratic Method at Association of Military Colleges and Schools of the United States (AMCSUS) (2011, 2015)
- Presentation on Data-based School Leadership at the Missouri Association of Secondary School Principals (MASSP) (2013)
- Presentation on Learning Strategies in American History, Rotary Club (2006, 2010)
- Presentations on American History, Daughters of the American Revolution (2009)
- Presentation entitled, *Socratic Questioning and Leadership in the 21st Century* delivered at the St. Louis Organizational Development Network, November 2016.
- Presentation entitled, *Plato's Meno and The Republic* delivered at Lindenwood University, April 2017.
- Chosen as a Mentor to undergraduates for St. Louis University Mentoring Program, Summer 2018 & Fall 2018
- Presentations on Dissertation Writing to graduate students in the Education Department of St. Louis University, Summer 2017, 2018
- Presentation on applying Adult Learning theory to workforce training at Edward Jones, Summer 2018
- Certificate: "Google Bootcamp" for College Teaching – Lindenwood University, Summer 2018

- Certificate of Attendance: "Supporting College Students with Autism Spectrum Disorders," Stephens Institute of Business and the Arts, Winter 2018
- Certificate of Attendance: "Teaching Methods for Inspiring the Students of the Future," Stephens Institute of Business and the Arts, Winter 2018

Publications

- *Looking to the Past to Inform the Future* in Independent Teacher Magazine, Fall 2015.
- *Ancient Thinking and Modern Challenges: Socratic Education in the 21st Century* in Handbook of Research on Advancing Critical Thinking in Higher Education. Sherrie Wisdom and Lynda Leavitt, Eds. Publishing Company, IGI Global, Hershey, PA. 2015.
- *Socratic Leadership: Incorporating the Socratic Method in Leadership Development at Military Schools*, Association of Military Colleges and Schools of the United States, Fall 2016.
- *Liberating Educational Technology through the Socratic Method* in Encyclopedia of Information Science and Technology. Mehdi Khosrow-Pour, Ed. Publishing Company, IGI Global, Hershey, PA. 2017.
- Editor for book entitled *Emerging Self-Directed Learning Strategies in the Digital Age*, published in December of 2017. Publishing Company, IGI Global, Hershey, PA.
- Editor for upcoming book entitled *Self-Directed Learning Strategies in Adult Educational Contexts*, set for publication in Winter 2019. Publishing Company, IGI Global, Hershey, PA.

Awards

- Who's Who Among America's Teachers, 2003-2004
- Bravo-Zulu Award - Highest Amount in College Scholarships for Senior Class, 2015
- Lighthouse Award for Excellence on Dissertation, Lindenwood University, 2014
- Winner of the *Great Debate*, Central Missouri State University
- Winner of the *British Debate*, Central Missouri State University
- Quarter-finalist, Pi Kappa Delta National Debate Tournament
- Dean's List, 1993-1994

Professional/Service Organizations

- Midwest Educational Research Association (Member and Peer Reviewer)
- Book Editor, IGI Global Publishing Company
- Competitive Membership, United States Fencing Association

Dr. Kristee L. Lorenz

EDUCATION

SAINT LOUIS UNIVERSITY, Saint Louis, MO

2010 Education Doctorate in Educational Leadership

MISSOURI STATE UNIVERSITY, Warrensburg, MO

1999 Education Specialist in Human Services

1994 Master of Science in Counseling

1988 Bachelor of Science in Education

TEACHING CERTIFICATION

K-12 Counselor

K-12 Psychological Examiner

7-12 Social Studies, Speech, and Theatre

ADMINISTRATION CERTIFICATION

9-12 Principal Career Continuous

K-12 Superintendent Career Continuous

EMPLOYMENT HISTORY

2016-2018 Superintendent, Henry County R-I School District
2014-2016 Superintendent, Knob Noster School R-VIII School District
2012-2014 Assistant Superintendent, Knob Noster R-VIII School District
2012-2014 Adjunct State Fair Community College Instructor
2011-2012 Director of District Educational Support, Sedalia #200 School District
2005-2011 Assistant Principal, Smith-Cotton High School
2005-2007 Adjunct University of Central Missouri Instructor
1994-2005 Counselor, Knob Noster High School
1993-1994 Social Studies Teacher, Knob Noster High School
1990-1993 Social Studies/Speech/Theatre Teacher, LaMonte High School
1988-1993 Social Studies/Speech/Theatre Teacher, Sacred Heart High School

LEADERSHIP EXPERIENCES

- Chief Financial Officer of Multi-Million Dollar Budgets
- District Strategic Planning
- District Curriculum Coordinator
- District Human Resources and Compliance Officer
- District Safety Coordinator
- District Grant Writer
- District STE+AM Team Facilitator
- District Public Relations Coordinator
- Instructional Supervision and Professional Development Planning for Teachers, Administrators, and Board of Education Members
- Coordinator of the New Teacher Induction Program
- Federal Programs Coordinator
- District Coordinator of At-Risk Services, Guidance Services, and Gifted Programming
- Trained in the use of the NEE Teacher and Principal Evaluation Model
- Trained in the use of the Cognitive Coaching Model
- Trained in the use of the Instructional Practices Inventory (IPI) Walk-Through Model
- District Coordinator for 504 Programs and IDEA Compliance

SIGNIFICANT ACCOMPLISHMENTS AND INVOLVEMENT

- Missouri Association of School Administrators Lifetime Member
- 2017 Missouri Association of School Administrators Outstanding New Superintendent
- 2017 State Fair Community College Outstanding Alumni Award
- 2017 Missouri Community College Association Outstanding Alumni Award
- 1999 West Central Missouri School Counselor of the Year Award
- Past-President of the Missouri School Counselor Association
- Previous Governing Board Member of Missouri Partnership for Educational Renewal
- Member of Leadership Sedalia Class 2011-2012
- Whiteman Air Force Base Community Council Member
- Previous Member of Kansas/Missouri Superintendent's Leadership Forum
- Sedalia Women's Service League Member
- Alpha Delta Kappa Educational Sorority Member
- Sedalia First Baptist Church Member and Sunday School Teacher

DOCTORAL RESEARCH AREA AND PUBLICATION

- Jarman, Kimball, and Lorenz (2009). *The Relationship of the School Board to the Academic Program in Public School Districts*. This research project identified the six best practices of boards of education for educational reform.

DR. COURTNEY J. MARTIN

2358 W. Buena Vista
Springfield, Missouri 65810
417-268-7099
cmartin325@spsmail.org

Education

2015, Lindenwood University
Ed.D in School Administration
2006, William Woods University
Masters in Education
Principal Certification K-12
2002, Southwest Missouri State University
Teacher Certification Program
2000, Southwest Missouri State University
Bachelor Degree in Sociology

Work Experience

July 2015- Present, Springfield Public Schools
Director of Student Services

- Director of Attendance for the district
- Discipline Review Officer.

August 2008 – July 2015, Springfield Public Schools

High School Assistant Principal

- Site Athletic and Activity Director.
- Deal with discipline of students, evaluation of students and coaches, building relationships with parents and community.
- Oversee MSHSAA activities as well as non-MSHSAA organizations and clubs

August 2002 – August 2008, Springfield Public Schools

High School Social Studies Teacher

- Taught American Government Honors and Economics, Grades 11 and 12
- Coached varsity football, track, and wrestling
- Continually develop specialized lesson plans and teaching concepts

June 1996 – August 2002 Greene County Government

Deputy Juvenile Officer

- Shift Supervisor leading a 15 member team
- Dealt with police officers, sheriff deputies, highway patrol and other state law enforcement personnel
- Worked with county judges on alternative programs for troubled children
- Served as a role model for at-risk kids

Activities

Served on SPS Stipend, Athletic On-going System Review, and Supervision Committees
Administrative Liaison for the IB MYP Core Assessment Team
Hosted multiple MSHSAA District and Sectional Tournaments

JACQUELYN WARD

21 North Cedar Lake Drive West, #208
Columbia, Missouri 65203
(573) 449-5613

OBJECTIVE I seek a challenging position as a Graduate and Adult Studies Instructor of Education where my drive and ambition will be rewarded.

EDUCATION **Williams Woods University, Fulton, Missouri**
Masters in Elementary Administration, August 2001
Overall G.P.A. 4.0

William Woods University, Fulton, Missouri
Bachelor of Science in Elementary Education, May 1997
Overall G.P.A. 3.17 Last Semester's G.P.A. 4.0
Dean's List 1995, 1996, 1997

TEACHING EXPERIENCE

6/02 to Present **Gentry Middle School, Columbia, Missouri**
Taught 6th and 7th grade Language Arts. Served second term on MST A Legislative Executive Team and also served on the following committees: GIT (Gentry Improvement Team), Literacy Study Team and Team Leadership. Offered before school Book Club and after school nursing home community service. Coached 7th grade girls basketball.

'02 to Present **William Woods University, Fulton, Missouri**
Adjunct Professor of Graduate and Adult Studies. Taught curriculum and instruction and administrative graduate cohorts. Classes taught: Literacy in the 21st Century, Reading and Writing Instruction, Elementary Curriculum and Curriculum Construction. Created scoring guides, rewrote syllabus and facilitated courses.

8/98 to 5/02 **Rock Bridge Elementary School, Columbia, Missouri**
Teach 5th grade. Serve as MST A Legislative Executive Team Member and also served on the following committees: Building Community, State Lobbyist, Literacy, Effective Discipline, Leadership, School Portfolio, CCTA Representative. Voted MST A "Teacher of the Year," 1999-2000 for Rock Bridge Elementary School.

'00-'04 Summers **Title I Summer School, Columbia, Missouri**
Taught 3rd - 6th graders. Worked with students who were struggling academically. Implemented numerous reading and writing strategies. Communicated with parents regarding child's academic level(s).

6/2/98 - 7/2/98 **Ashland Elementary Summer School, Ashland, Missouri**
Taught 3rd grade. Prepared lesson plans and field trips. Worked with several physically disabled children.

TEACHING EXPERIENCE CONTINUED

- 8/97 – 5/98 **Prairie Home School, Prairie Home, Missouri**
Plan lessons to fit with 5th grade curriculum. Communicate with parents about their child and events occurring in classroom. Participate in extra-curricular activities; coach Varsity softball, Junior High girls basketball, and Varsity girls basketball.
- 1/97 - 5/97 **Parkade Elementary School, Columbia, Missouri**
Student Teaching
Assisted with assorted classroom duties (4th graders). Constructed lesson plans; marked tests and recorded grades; class size twenty-eight students; playground duty.

ACTIVITIES

Parent Teacher Organization, Booster Club, MSTA delegate for Prairie Home, Columbia Public Schools Literacy Study Chair, Love and Logic Discipline Team, Victoria Bernhart Portfolio Training, Student Assessment Seminars, MSTA Executive Lobbying Team, freshman dance chaperone, Curriculum Review Committee, Mentor Teacher, grant writing, morning and lunch recess duty, bus duty and coaching.

REFERENCES

Available upon request.

DR. EMILY A. TURNER

33 Cabin Grove Court, Angier, NC 27501 (314) 374-9226
dremilyaturner@gmail.com

OBJECTIVE

Serve as an Adjunct Professor for the School of Education at William Woods University Missouri Cohorts.

PERSONAL MISSION STATEMENT

Conviction. Passion. Focus.

Conviction for student leadership and empowerment. Passion for developing the schools we can be. Focus on a higher purpose for students and teachers.

EDUCATION AND CERTIFICATION

Maryville University, Saint Louis, MO

Doctor of Education – Educational Leadership, Superintendent Certification K-12, December 2012, GPA 4.0

Missouri Baptist University, Saint Louis, MO

Masters of Education Administration, Principal Certification K-8, May 2009, GPA 4.0

Maryville University, Saint Louis, MO

Bachelor of Arts in Elementary Education, Grades 1-6, May 2005, GPA 3.264

LEADERSHIP EXPERIENCE

Campbell University, Assessment Coordinator and Assistant Professor, Fall 2016-current

- Campbell University School of Education Dean's Award for Excellence in Teaching 2017-2018
- Facilitate CAEP accreditation process including site visit for the Educator Preparation Program (EPP)
- Support the Graduate Counseling program through their CACREP accreditation process
- Coordinate program review for graduate and undergraduate based on North Carolina policy and legislature
- Develop and implement assessment systems for review of course, program, and EPP effectiveness
- Provide guidance and direction with relation to valid and reliable assessments within programs
- Disaggregate and aggregate data for university and program review to meet accreditation standards
- Plan, teach, and review content for math methods courses for elementary education licensure candidates
- Plan, teach, and review content for educational psychology courses for all professional education candidates
- Design new course to meet program needs in the areas of assessment and integrative curriculum
- Collaborate to create, promote, and teach coursework for Professional Education 100% online programming
- Advise 30+ main campus students through professional education program requirements
- Facilitate professional learning sessions at state and national education conferences
- Lead and facilitate the Kappa Delta Pi honor society for professional education candidates
- Serve as liaison for the School of Education to the Campbell University Assessment Committee
- Partner with K-12 public school partners to implement, review, and reflect on teacher candidate impact

Campbell University, Adult and Online Education Instructor and Advisor, Fall 2017-current

- Collaborate with Adult and Online Education faculty to create the professional education online program
- Advise 50+ Adult and Online Education professional education students for program planning
- Create advising management tool to effectively plan courses maximizing teacher and course scheduling
- Recruit future professional education teacher candidates for the Adult and Online Education program
- Support the implementation of the Teacher Assistant to Teacher online professional education program
- Build and teach online courses for elementary education teacher candidates for classes including Mathematics for Elementary Education, Writing Across the Curriculum, Assessment and the Data Informed Teacher, and Integrated Reading

Lindenwood University, Adjunct Professor in School of Education, Fall 2014

- Design coursework for Master's level cohort class "Student Achievement Enhancement Techniques"
- Facilitate collaborative discussions around research-based best assessment / instructional practices
- Integrate theory and research of Hattie's Visible Learning strategies into coursework and pedagogy
- Coach teachers to facilitate professional learning of theory and best practice strategies to colleagues
- Guide teachers through action research of implementation of best practices in their classrooms
- Create systems of feedback including rubrics for coursework leading teachers in learning opportunities

Ferguson-Florissant School District, Lee-Hamilton Elementary, Grades K-6, Building Principal, 2012-2016

- Lead teaching best practices to increase APR / MSIP by more than 22 points
- Partner with Special School District to lead school with highest population of students with IEPs
- Collaborate with special education teachers as the concentrated center for services for students with Autism
- Lead and facilitate professional learning of high yield instructional strategies based on data dives
- Facilitate weekly data teams focusing on high yield instructional strategies and pre/post assessment data
- Plan, develop, and implement professional development of researched based instructional strategies including Marzano, Hattie, Lemov, and Kagan
- Lead staff through implementation of Lucy Calkins' Writer's and Reader's Workshop, Math Workshop
- Develop and strengthen relationship and leadership capabilities among co-workers, students, parents, and community members through The Leader in Me and the 7 Habits process
- Implement and utilize Data Notebooks for all students grades K-6 to monitor academic, attendance, and behavior progress throughout the year
- Identify Priority Standards for Missouri Learning Standards (MLS) based instruction and assessment
- Facilitate implementation of Common Formative Assessments based on MLS
- Effectively manage / reduce student discipline through proactive classroom visits / office discipline referrals

Warren County R-III School District, Daniel Boone Elementary, Grades K-1, Assistant Principal 2009-2012

- Collaborated to implement data team weekly meetings and placing students in intervention groups
- Positively coached and lead effective teaching practices, classroom management, and collaboration
- Created and implemented student Goal Books for students to self-monitor their learning as well as set goals
- Established an effective summer Kindergarten Camp for incoming kindergarten students
- Developed and monitored fidelity of implementation of Tier 2 attendance and behavior interventions
- Created and coordinated 3 for Me! parent, guardian, and/or family member volunteer program
- Effectively managed student discipline through proactive classroom visits and office discipline referrals
- Facilitated faculty meetings as well as meetings for several committees including Professional Learning Community Team, Curriculum Advisory Team, Problem Solving Team, District Evaluation Committee, District Discipline Policy Committee, Title 1 Reading and Math, Positive Behavior Intervention Support

Warren County R-III School District, Warrior Ridge Elementary, Grades 2-5, Summer Quest Principal, Summer 2009

- Maintained a positive, proactive, engaging learning environment for students
- Lead and organized the writing of the Summer Quest Communication Arts and Math curriculum
- Created building schedules for Communication Arts, Math, and Exploratory Class rotations
- Managed and organized facilities in preparation for the Summer Quest program
- Worked with the assistant principal to hire all staff members for the Summer Quest program

TEACHING EXPERIENCE

Warren County R-III School District, Daniel Boone Elementary, Grade 1, Classroom Teacher, 2005-2009

- Lead first grade teachers as grade level chairperson to promote successful teaching strategies, collaboration, data analysis, and a positive atmosphere
- Lead teachers and staff members as Chairperson of PBIS for two years
- Lead Daniel Boone staff members through professional development of cooperative learning strategies
- Developed the "Shooting Stars" needs based intervention and enrichment groups for first grade
- Effectively planned for diverse learning styles within a classroom of 20-25 students
- Differentiated instruction for students with speech / language delays as primary partner classroom
- Partnered with parents to ensure students diagnosed with speech / language delays were meeting IEP goals
- Maintained a flexible schedule to allow meeting with all students to increase and strengthen reading skills
- Designed cooperative learning hands on lessons and activities to enhance student learning
- Participated in PLC (Professional Learning Community) conferences and workshops

PROFESSIONAL PRESENTATIONS

- "Classroom Assessment and Accountability For Learning Through Interactive Notebooks," North Carolina Independent Colleges and Universities (NCICU), June 2018*
- "Measuring Student Growth Using Evaluation Rubrics as Formative Assessment Tools," North Carolina Independent Colleges and Universities (NCICU), June 2018*
- "Classroom Assessment and Accountability For Learning Through Interactive Notebooks," Association for the Assessment of Learning in Higher Education (AALHE), June 2018*
- "Measuring Student Growth Using Evaluation Rubrics as Formative Assessment Tools," Association for the Assessment of Learning in Higher Education (AALHE), June 2018*
- "CAEP, Data, Tk20 . . . Oh My!," Taskstream - Tk20 Interactive, June 2017*
- "The Perfect Storm : Writing Our Program Assessment Story," NC Independent Colleges & Universities, June 2017*
- Professional Education Faculty Program Planning Retreat : Program Student Learning Outcomes, January 2017*
- "The Leader in Me 7 Habits 4.0", Newberry Math and Science Academy, Chicago Public Schools, June 2015*

PROFESSIONAL WORKSHOPS

- "Work of Heart : Make a Difference. Leave Your Mark." Student Teacher Workshop, Creator and Organizer, 2018*
- "Work of Heart : Lesson Planning Logistics," Student Teacher Workshop, January 2018*
- "Work of Heart : Real World - Building Your Resume," Student Teacher Workshop, January 2018*
- "Work of Heart : Real World - The Application Process," Student Teacher Workshop, January 2018*
- "Work of Heart : Real World - Professionalism for Educators," Student Teacher Workshop, January 2018*
- "Work of Heart : Real World - Interviews," Student Teacher Workshop, January 2018*
- 'POWERful Feedback : Balanced Literacy, Data Notebooks, Common Assessments, Instructional Rounds," Collaborative Work Grant Workshop Series, 2015-2016*
- "IMPACT the Classroom : Robert Marzano, John Hattie, Doug Lemov Best Practices," Collaborative Work Grant Workshop Series, Fall 2014*

PROFESSIONAL ORGANIZATIONS

- Association for the Assessment of Learning in Higher Education (AALHE), 2017-current*
- North Carolina Council of Teachers of Mathematics (NCCTM), 2017-current*
- American Association of Colleges for Teacher Education (AACTE), 2016-current*
- Phi Kappa Phi, 2016-current*
- Kappa Delta Pi, 2016-current*
- Association for Supervision and Curriculum Development (ASCD), 2014-current*

PROFESSIONAL TRAINING

- Council for the Accreditation of Educator Preparation (CAEP) Site Visitor Training July 2017*
- Targeted Leadership Consulting Framework for Powerful Results 2015-2016*
- The Leader in Me Facilitator Academy Training May 2015*
- Network for Educator Effectiveness Training (NEE Evaluation Tool) 2014-2015*
- The Leader in Me Lighthouse Team Training 2014-2015*
- The Leader in Me Year 2 Empowerment Day Training 2014-2015*
- The Leader in Me Year 1 7 Habits Training 2013-2014*
- National Institute for School Leadership (NISL) /*
- Missouri Leadership for Excellence, Achievement, and Development (MoLEAD) 2012-2013 through 2013-2014*
- Heart of Missouri Leadership/Principals Academy 2010-2011*
- School Wide Positive Behavior Support Coach's Training 2010-2011*
- School Wide Positive Behavior Support Administrator Networking 2009-2010*
- Warrior Leadership Institute for Warren County R-III School District 2008-2009*
- Regional Professional Development Center's Teachers Academy 2008-2009*
- Character Plus Character Education Training and Certification 2008-2009*
- School Wide Positive Behavior Support Summer Academy 2006, 2007, 2008*

REFERENCES

Dr. John Long
Chair of Doctoral Studies, William Woods University
636.359.3799
john.long@williamwoods.edu

Dr. Chris Godwin
Director of Teacher Education, Campbell University
910.894.4331
godwinc@campbell.edu

Mrs. Lisa Bradham
Special Education Teacher Education Program Coordinator, Campbell University
919.524.7919
lbradham@campbell.edu

Mrs. Olivia Wakefield
Professional Education Adjunct Professor, Campbell University
919.639.5722
wakefieldo@campbell.edu

Mrs. Jessica Blanck
Director of Assessment, Campbell University
910.271.1338
jkwrennjsc@gmail.com

Mrs. Marilyn Rufkahr
Assistant Professor, St. Charles Community College
314.680.9750
jewelsbymar@gmail.com

Dr. Jill Schowe
Assistant Superintendent Curriculum, Warren County R-III School District
636.359.4412
schowejm@warrencor3.k12.mo.us

Dr. Lisa Hazel
Executive Director Elementary Education, Ferguson-Florissant School District
314.541.6140
lhazel@fergflor.org

Mr. Dustin Odham
Client Partner, Franklin Covey Education
314.583.0179
dustin.odham@franklincovey.com

Cynthia Sharp Amick, PhD

11 Greenbriar Drive ~ New Madrid, MO 63869~ 573-748-0028
cindysharpamick@yahoo.com

Employment Specialist
Office of Human Resources
William Woods University
One University Avenue
Fulton, MO 65251

RE: Asst-Associate Professor of Educational Leadership

Please accept this letter of interest for a faculty position in the educational administration department of Educational Leadership — William Woods University. Higher education has long been part of my career plan as I obtained my Doctor of Philosophy with higher education in mind upon my retirement from the Public School System and as opportunities have developed. I respectfully request your consideration of my qualifications:

Educational Degrees

I obtained my doctor of philosophy degree in Education – Educational Administration from Southern Illinois University in Carbondale, Illinois. I obtained my Education Specialist Degree in Educational Administration, Master of Arts Degree in Early Childhood Education, and Bachelor of Science Degree in Vocational Home Economics Education from Southeast Missouri State University.

Supervisory and Management

I completed 34 ½ years in PreK-12 public education. During that time, I served as a Teacher/Parents as Teachers Coordinator to include Regional Trainer and State Coordinator, 10 ½ years; Elementary/Middle School Principal, 7 years; Supervisor of Instruction/Director of Elementary Education, 6 years; Assistant Superintendent and Superintendent 11 years.

Budget Management

As the District's Parents as Teachers Coordinator, I was responsible for the development and oversight of the District's entire Early Childhood Program of over 500 families. As principal, I was in charge of the school budgets to include curriculum and instruction, repair and maintenance, office and local supplies, libraries, cafeterias, and all other budgetary items in the buildings. During my time as central office personnel, I was responsible for federal programs for the district (\$2.8 million), district assessment and testing, district curriculum, and district instructional supplies. When I became superintendent, I developed the budget for the district each year, monitored our compliance to that budget and evaluated the effectiveness of the budget. Budget preparations included the input of many stakeholders and the collective administration of budgets as large as \$19.8 million dollars. I experienced the challenges of budget management for all parts of school district operation and worked with faculty, staff, students and community members to develop strategies for meeting the current and future needs of the school district. I have worked with CPA's and auditors in relation to the district budget. I worked with the county assessor in determining tax rate, as well as many discussions on property taxes, tax abatements, and new industry for the community and the implications for the district. I was faced with a \$3.1 million dollar decline in revenue as property taxes were not paid in full (we were informed in January). I was able to end the year (May) with \$2.2 million.

Facilities Management

My experience as a school administrator included management of school facilities and the personnel necessary to operate them. I have managed all aspects of daily facility operations. as well as renovations, a number of new construction projects. I have experience working with engineers, architects, contractors, insurance company personnel, roofing vendors, legislators, emergency management personnel, safety inspectors, health department personnel. I have worked with the environmental portion of the facility to ensure all are healthy and safe while on the grounds and free of any fumes or hazardous materials. I have worked with technology companies to ensure our infrastructure is set up to

take care of technological advances of the district to include band width. I worked very closely with the maintenance personnel to know and understand the systems of the electrical systems, HVAC, all servers, fire extinguishers, plumbing, water systems, master fuse boxes as well as all minor fuse box locations. I stayed cognizant to keep up with all communications for all equipment and software for emergencies. I would keep performance standards at the top of the list for all personnel in facilities.

Understanding of Secondary or Higher Education

I have demonstrated 34 ½ years of experience in the field of PreK-12 education as a teacher, building administrator, central office administrator, and superintendent. I have taught classes for a community college as well as teaching Masters, Specialists and Doctoral level courses for William Woods University.

Ability to Work Effectively with Minimal Oversight

The knowledge of appropriate office practices and procedures is essential in administration for which I have spent 24 successful years. I have demonstrated the ability to organize files, records and supplies; reconcile budgets and purchasing requests; prioritize work appropriately; order supplies and materials; and prepare correspondence to ensure the smooth operation of the office/district. Attention to detail and timely completion of projects or tasks have always been completed appropriately for local, state, and federal timelines. One of my strongest assets is the ability to monitor, collect, record and organize data/documentation for academic, student and personnel records and reports. I have the ability to assess the accuracy, validity and integrity of the data continuing follow-up until records, documents and data are complete.

Strong Communication and Interpersonal Skills

The ability to communicate within an organization depends heavily upon one's interpersonal skills. Within the 34 ½ years of my working, I take pride in my strong communication and interpersonal skills among my colleagues, faculty, and staff. The most important of these are the verbal and non-verbal communication utilized daily. I am comfortable talking with my employees in small or large groups. I have had situations arise daily which have required such skills to be present along with listening, problem solving and decision making. I am very assertive when it comes to getting a job completed. I have never been a person to procrastinate. I see and know a job needs to be completed and it is on the way to completion.

Ability to Interact with People

I was born and raised in Southeast Missouri. I have lived in the area my entire life. I have raised my family in this area as well. I have the background of working and interacting with people. I have the ability to interact effectively with parents, students, faculty, local and county government officials, and business and community leaders. I have had prior service on the Advisory Councils. Active community involvement is evidenced by my participation and leadership in local civic organizations in communities for which I have served.

Commitment to Education Access

Education is of utmost importance to me. I am a sixth-generation educator. My husband, mother, two sisters, three daughters, three nieces one nephew are all educators. I want to encourage everyone to go to college. My career has been spent teaching classes, administering programs and securing local, state, federal and grant funds. I have demonstrated my abilities and commitment to education with the longevity and commitment in this field. I have helped hundreds of youth and adults in Southeast Missouri further their education by directing them to one of the campuses through Southeast Missouri State University, my alma mater. One of the obstacles for students in our rural area is transportation. Having the Malden campus in our area is phenomenal for the students who do not have the means for transportation to Cape Girardeau. It is also wonderful for the people who have to work part-time in the area. It is my desire to assist with continuing the educational programs and services of the Malden Campus and enhance the quality and improved access of those programs for the people residing in the service area of the Malden Campus.

Teaching Experience

I graduated with my Bachelor of Science degree in December of 1981 and began teaching in January of 1982 for the New Madrid County R-1 District. I began teaching 5th grade until the spring. The next fall I taught kindergarten until the district decided to implement a new program of which they asked me to take. The program was Parents as Teachers. I took this program and it grew with 5 parent educators serving over 500 families in the New Madrid County R-1 District. During this period, I was a Regional Coordinator, State Coordinator, Regional and State Presenter for DESE, and Presented Nationally for the state. I was also featured with Peter Jennings on the evening news for parents as teachers serving rural Missouri.

I later began serving as Principal PreK-8 of Parma Elementary then to New Madrid Elementary PreK-5. In 1998, our district consolidated our 6-8 students to a newly constructed middle school. The Board of Education asked me to take this position as the first principal of the newly formed Middle School. I was in this position until the first Central Office position became available. I applied for that position and became the Director of Instruction. I was later transferred to the Director of Elementary Education, then to Assistant Superintendent, and Superintendent. I retired from Superintendent of Schools June 30, 2016.

Customer Service

"We are here to help you." This should be the motto of any organization planning for a successful outcome. In the information and social media age, customer service expectations are more and more demanding. Well-informed consumers are more aware of their options. Organizations are quicker to appease customers than before as so many times they will take their bad experiences to air on social media.

The consumers are students, or parents of students, on college campuses. Front-line higher education professionals, such as those in student affairs or enrollment services, must serve those consumers well. It will be our job and responsibility to ensure questions are answered to please the student or parents of students. It will be imperative each understands, before the end of the conversation, the question or problem at hand. It is our responsibility to provide the best possible service to the student and parent of the students. Without these important people, we do not have a successful school.

Commitment to Multi-cultural and Multi-gender Populations

During my 34 ½ years, I have been fortunate to have had the opportunity to have been exposed to a number of experiences with which I have been in the homes of many families. The Parents as Teachers program afforded me the opportunity to go into homes of the poorest with the least. During the nine years in this program, I went into many low socioeconomic status family homes. These families are typical families and I have just as good of a relationship with these families as I do the ones who have been more fortunate.

My career has allowed me to work with students and educational stakeholders made up of a variety of cultures, minority populations and female students seeking traditional and nontraditional careers. Through these experiences, I have developed personal and professional skills necessary to embrace the unique educational and career needs of women and minorities.

In summary, it is my hope this information provides enough about me for you to understand where I have been and where I want to go for the future in education. I hope you can see my interest in the position at Southeast Missouri State University for the position of Assistant Director of the Malden Campus. I am most interested in continuing the wonderful traditions of Southeast Missouri State University. I want to be part of the next generation of educational success for the students of the bootheel area.

Cynthia Sharp Amick, Ph.D.

VITAE

Judy A. Stivers, Ed.D.

Address:

950 Holmes Road
Drexel, Missouri 64742
Home: 816-657-2015

Drexel R-IV School District
4th & Main St.
Office: 816-657-4715

Education:

Graduate: Saint Louis University (1999)
Doctor of Education
Educational Administration and Leadership

Southeast Missouri State University (1995)
Certification in Educational Administration
Elementary Administration (Major)
Curriculum (Minor)

Arkansas State University (1991)
Master of Science
Gifted Education (Major)
Psychology (Minor)

Undergraduate: Southwest Missouri State University

(1982)
Bachelor of Science
Elementary Education (Major)
Business Administration (Minor)

Professional Experiences:

Drexel R-IV School District
4th & Main
Drexel, Missouri 64742

Superintendent of Schools
330 students K-12 Instructional program
July 2, 2007 - Present

University of Arkansas- Little Rock
2801 S. University
Little Rock, Arkansas 72204

Associate Professor -Educational Administration
Doctoral Faculty /EDAS Program Coordinator
August, 2003 - June, 2007

Life University
2101 Barclay Circle
Marietta, Georgia

Consultant -April, 2003 - April, 2004
Acting Vice President of Academic Affairs
May, 2003 - September, 2003

Sam Houston State University
Box 2119
Huntsville, Texas 77341
(936) 294-1935

Assistant Professor - Educational Leadership
Graduate Faculty/Doctoral Faculty - Tenure Track
August, 2001 - July, 2003

Southwest Missouri State University
901 South National Avenue
Springfield, MO 65804
(417) 836-6591

Assistant Professor - Educational Administration
Graduate Faculty - Tenure Track
June, 2000 - July, 2001

Murray State University

Director, Post-Secondary Education

Summary of Professional Competencies

Knowledge of Standards-based Accreditation Processes (NCATE/SACS/ISSLC/MO GLEs)
Expertise in building and maximizing team development, supervision, and motivation
Proficiency in personnel employment/management
Proficiency in program design, implementation, and evaluation
Extensive experience in presentation/training for diverse constituency groups
Knowledge and experience in establishing policy, procedures, and assessment protocol:
Program, Department, Building, College, and University levels
Familiarity with budget development and analysis
Expertise in Strategic planning, design, and implementation
Ability to effectively communicate with diverse audiences
Competence in building collaborations -community/educational programs/campus constituencies
Experience in recruiting, promotion, public relations
Experienced in organizational analysis and redesign

Areas of Emphasis:

Successful grant writing experiences and training in grant proposal development
Accreditation Reviews NCATE/SACS/Specialty Organizations
Leadership Academy Southeast Satellite Academy (Participant)
Southwest Satellite Academy (University Member)
Oxford Round Table International Institute on the Principalship and Superintendentcy
International Experiences Mexico, Canada, England, South Africa
Presentations for: Regional Education Programs - Kentucky, Georgia, Texas, Arkansas, South Carolina,
Florida, Louisiana
Missouri State Department of Education
Southeast Missouri State University
(Women's Leadership Conference)
Training/experience: Trainer of trainers in Curriculum Development
Research and Development (District Level)
Trainer-Understanding the Cultural Contexts of Teaching/Learning
Instructional Leadership Development Training
Director/Coordinator Federal Initiatives and Special Programs

Selected Professional Activities:

Missouri Leadership Academy (Participant/Facilitator)
Empire Who's Who: Empowering Executives and Professionals
Delegate - People to People Ambassador Program to South Africa/Educational Leadership
Co-editor: Journal of At-Risk Issues
Phi Delta Kappa
Southern Association of Educational Research
National Staff Development Council
National Association of Elementary Principals
International Academy of Educational Leaders
NCPEA Annual Yearbook Reviewer
Facilitator for the Missouri Satellite Leadership Academy
Assessor - Interstate School Leaders Consortium Assessment
Texas Professors of Educational Administration
Member - UCEA University Member/Graduate Faculty

Program Evaluator for School Districts in Three States
Southern Regional Council Educational Administration
National Council of Educational Professors of Educational Administration
People to People Ambassador Program, South Africa.
Chaired/Committee Member - Dissertation/Specialist/Master's Level Research

Courses Taught:

The Elementary Principalship and Learning Theory	Administration of Special Programs Motivation Conflict Management in Education
Societal Factors Affecting Educational Program/Policy	Scholarly Writing
Business/Public Relations/Facilities Management	Guided Doctoral Level Research
Middle School Language Arts/Middle School Curriculum	Instructional Leadership II
Accountability & Measurement for Contemporary Education	Advanced School Law
Introduction to Educational Leadership/Administration	Guided Masters Level Research

Administrative Educational Experience:

Drexel R-IV Schools Superintendent	2007- Present
Ellington R-IV Schools Middle School Principal	1997 - 1999
Lesterville R-I Schools Elementary Principal Special Services Director/Federal Program Director	1995 - 1997

Direct Instructional Educational Experience:

Van Buren R-II Schools Sixth Grade/English/Gifted Coordinator	1987- 1995
Alton R-IV Schools English	1983-1987
Glenwood Elementary School Sixth Grade	1982- 1983

External Funding Acquisition:

Johnson, J. (2001). \$4830.00 Parameters: Effective Special Education Leadership Preparation. Sam Houston State University Faculty Research Enhancement Grant. Huntsville, Texas.

Johnson, J. (1999). \$138,000.00 Alternative education program: alternative school for at-risk students. Ellington School District. Ellington, Missouri.

Johnson, J. (1992). \$956.00 Missouri incentive grant: K-12 assistive technology for gifted education. Van Buren School District. Van Buren, Missouri.

Johnson, J. (1991). \$4,989.00 Missouri incentive grant: K-12 video production grant for gifted education. Van Buren School District. Van Buren, Missouri.

Oakley, J., Johnson, J., & Keeney, J. (1989). \$156,000.00 Federally funded grant initiative. Health consortium grant for Pre-K-12 health program. Van Buren School District, Van Buren, Missouri.

Oakley, J., Johnson, & Greene, S. (1989). \$278,000.00 Federally funded grant initiative K-12 curriculum revision project to realign district curriculum with state-wide reform effort. Van Buren School District. Van Buren, Missouri.

Oakley, J., Johnson, J., & Putnam, R. (2000). \$112,000.00 Federally funded grant initiated Early childhood and preschool intervention program. Van Buren School District. Van Buren, Missouri.

Publications:

Referred Journals:

- Johnson, J. A. & DeSpain, B.C. (2004). Mentoring the reluctant writer. *The Professional Educator*, Auburn University, XXVI,(2), 45-55, Spring.
- Johnson, J. A., DeSpain, B.C., & Fisher, A. (2003). Building success: Surviving the 'publish or perish' trial by Fire. *National Forum of Applied Educational Research Journal*. 16, (1),61-73.
- Martin, B., Johnson, J., Ireland, H., & Claxton, K. (2002). Perceptions of Teachers on Inclusion in Four Rural Midwest School Districts. *The Rural Educator: A Journal for Small and Rural Schools*, 23 (2).
- Watson, R.L., MacGregor, C.J., & Johnson, J.A. (2002). Practitioner-Professors in School Leader Preparation Programs: Benefits, Challenges, and Opportunities. *Adjunct Info*, 10 (3), 1-3.
- Martin, B., Johnson, J. & Lay, M (2002). What motivates individuals to become leaders in public and higher education? *Professional Issues in Counseling*. Spring, 2002.
- Martin, B. & Johnson, J. (2002). The effectiveness of a re-conceptualized educational administration program through the eyes of the shareholders. *Education Leadership Review*, 3 (1), 1-7.
- Johnson, J. (2002). Principles of effective change: Curriculum revision that works. *The Journal of Research for Educational Leaders*. 1:1, 3-16.
- Johnson, J. & DeSpain, B.C. (2001). Policies and practices in the utilization of interactive television and web-Based delivery instructional models in public institutions. *On-line Journal of Distance Learning Administration*, Summer, 2001.
- DeSpain, B.C. & Johnson, J. (2001). How colleges of education deans view teaching-related activities in tenure and promotion. *The National Forum of Educational Administration and Supervision Journal*, 18, Spring, 2001.
- Johnson, J. & DeSpain, B.C. (2001). Circuit riding: An experimental ITV format with five distance learning sites. *Education Leadership Review*, 2, (1), Winter, 2001.
- Johnson, J., DeSpain, B.C. & Jurez, R. (2001). Reflections of school administrators on school violence, part II: Things we must do now. *The National Forum of Educational Administration and Supervision Journal*, 17E, (4), 72-78. (By editor request).
- DeSpain, B.C. & Johnson, J. (2000). Things we should have done: Reflections of school administrators on school violence. *National Forum on Educational Administration and Supervision Journal*, 18, Spring, 2001.

Abstracts:

- Johnson, J. (2003). Out of sight—Out of mind: The Importance of Integrating Adjunct Faculty into an Educational Administration. *Educational Resources in Education, ERIC Reproduction Service*, No. 032 201, (12 pages).

Johnson, J. (2002). Summary of NCATE Expectations. *The NCPEA Reporter, Summer, 2*. (1pg.)

DeSpain, B.C. & Johnson, J. (2001) Facing a day in court: A collaborative learning model for university professors and school practitioners. *Changes and Challenges: Hot Topics in a New Era of Schools. Educational Resources in Education, ERIC Reproduction Service, No. 58 52, (14 pgs.)*

Martin, B. & Johnson, J. (2001). Motivational factors influencing candidates for district leadership. *Educational Resources in Education, ERIC Reproduction Service, No. 031398.*

DeSpain, B.C. & Johnson, J. (2001). Facing a day in court: A collaborative learning model for university professors and school personnel. *Educational Resources in Education, Eric Reproduction Service, ED 457 581.*

Stader, D. & Johnson, J. (1999). Missouri's A+ schools: A legislative attempt to stimulate reform. *Educational Resources in Education, ERIC Reproduction Service, No. 030 612.*

Publications Submitted for Review

Johnson, J.A. (2003) The phrase need to know has a new meaning. Submitted for review to *The International Journal of Leadership in Education.*

Johnson, J. A. (2003). Special program and special populations: Addressing the challenges for building level leaders. Submitted for review to the *Journal of Research for Educational Leaders* (April, 2003).

Books: (Chapter)

Reed, D., Johnson, J. & Associates (2006) Achieving gender equity, *Handbook for Achieving Gender Equity through Education, 2006.* Susan S. Kline, Editor, Lawrence Erlbaum & Associates, Toledo, Ohio.

DeSpain, B. C. & Johnson, J. (2006). No surprises, no failures: At last a professional approach to promotion and tenure. *Revitalizing the Professorate: The Guide to Promotion, Tenure, Merit Pay, and Faculty Workload.* Ben DeSpain, et al National Forum Press, Houston, Texas.

Creighton, T. & Johnson, J. (2002). The leadership practice field. In G. Perrault & F. Lunenburg, Eds. *The changing world of school administration.* Lanham, Maryland: Scarecrow Press

Johnson, J. (2001). He was . . . *Accidental Magic.* San Antonio, Texas: Bard Press.

Johnson, J. (2000). Practitioner's perspectives of successful curriculum revision. In P. Jenlink, Ed. *Marching into a new millennium: Challenges to educational leadership.* Lanham, Maryland: Scarecrow Press.

Proceedings:

Johnson, J. (2004). *Educational leadership delegation to South Africa: Summary and proceedings of delegation and presentations.* Training Management and Educators within a Reforming System. Journal of Professional Proceedings. People to People Ambassador Programs International. Dwight D. Eisenhower, Spokane, Washington.

DeSpain, B.C. & Johnson, J. (2003). *What Somebody Forgot to Teach Me In My Leadership Preparation?* Proceedings of the Annual Meeting of the National Association of Professors of Educational Administration. Sedona, Arizona.

Johnson, J. (2003). *Grow Your Own Rainbows - Creating Leadership Teams.* Proceedings of the Annual Meeting of the National Association of Professors of Educational Administration. Sedona, Arizona.

- Johnson, J., Watson, R., & MacGregor, C. (2001). Out of sight—out of mind: The importance of integrating Adjunct faculty into the educational administration department. *Proceedings of the 55th Annual National Council of Professors of Educational Administration*. (Pp. 015). Houston, Texas: University of Houston.
- Martin, B. & Johnson, J. (2001). Superintendent and principals' perceptions of a reframed preparation program. *Proceedings of the 55th Annual National Council of Professors of Educational Administration*. (Pp. 46). Houston, Texas: University of Houston.
- DeSpain, B.C. & Johnson, J. (2000). Riding the Circuit: one university's efforts to improve the distance Learning instructional model. Nora Hutto (Ed.). *Proceedings of the 54th Annual Conference of the National Council of Professors of Educational Administration*. (Pp. 38). Ypsilanti, Michigan: University of Michigan-Dearborn & Eastern Michigan University.
- Johnson, J. (2000). School Violence: What the Neophytes Tell Us. Nora Hutto (Ed.). *Proceedings of the 54th Annual Conference of the National Council of Professors of Educational Administration*. (Pp. 87) Ypsilanti, Michigan: University of Michigan-Dearborn & Eastern Michigan University.
- Johnson, J. & DeSpain, B.C. (1999). From the practitioner's view: school violence—the need for address in higher education. Carolyn S. Carr (Ed.). *Proceedings of the National Council of Professors of Educational Administration*. (Pp. 88). Jackson Hole, Wyoming: Idaho State University.
- Martin, B., Johnson, J., Lay, M. & MacGregor, C. (2000) Motivational factors influencing female principal and superintendent candidates. *Proceedings of the Research in Women in Education, Special Interest Group of the American Educational Research Association Conference*. San Antonio, Texas

Dissertation:

- Johnson, J. (1999). Identification of correlates relating to effective educational curriculum revision in the Southeastern quadrant of Missouri. Saint Louis University: Saint Louis, Missouri.

Articles in Process:

- DeSpain, B.C. & Johnson, J. (2006). Tenure and promotion: In the minds of the deans, what counts in the final decision? (Requested article.)
- Johnson, J., Reed, D., & Robles-Pina, R. (2006). Difficult dialogue: Conversations with beginning counselors and principals regarding role and responsibility expectations. (Research completed. Article pending completion.)

Research in Process:

- Johnson, J. (2006). Principals' perceptions on essential skills of the principalship. Survey Instrument under construction.
- Johnson, J. (2007). Special education: Whose responsibility is it? (Data collected; analysis and completion of article in process.)
- DeSpain, B.C. & Johnson, J. (2007). Reading initiatives and perspectives: Does reading have anything to do with leadership?
- Stivers, J. (2008). Surviving the first year of the superintendency: Essential skills not taught anywhere but on the

References

Professional References:

Dr. Dianne Reed
Assistant Professor

Sam Houston State University
P.O. Box 218
Huntsville, TX
936-294-1141

Dr. Ronald Rebore
Professor

Saint Louis University
3750 Lindell Blvd.
Saint Louis, MO 63108
(314) 977-2222

Ms. Reta House
Elementary Principal

Clinton School District
Clinton, Missouri
(417) 293-4239

Dr. Angela Sewall
Dean

University of Arkansas - Little Rock
2801 S. University
Little Rock, AR 72204-1099
(501) 569-8690

Dr. John Downes
Dean
College of Chiropractic

Life University
1269 Barclay Circle
Marietta, GA
(770) 401-0578

Personal References:

Mr. Jeff Levy
Elementary Principal
Drexel Schools

Drexel R-IV Schools
4th & Main
Drexel, Missouri 64742

Dr. Marc Schneider
Assistant Vice President
Academic Affairs

Life University
2160 Barclay Circle
Marietta, Georgia 30060
(770) 426-2839

Ms. Melissa Busch
English Instructor

Drexel R-IV Schools
Drexel High School
Drexel, Missouri
(816) 657-4715

Dr. Jeff Lindsey
Superintendent

Van Buren High School
P.O. Box 247
Van Buren, MO 63965
(573) 323-4295

Dr. David Stader

University of Texas - Arlington
Assistant Professor
Hammond Hall
Box 19227
Arlington, TX 76019-0227
(817) 272-2841

SHERRI ELLIOTT-THOMAS

Address: 10060 Vintage Lane - Rolla, MO 65401
Phone: 573-426-6087 (H) 573-458-0120 (W) 573-465-3243 (C)
sthomas@rolla.k12.mo.us

OBJECTIVE: College Instructor- Education Courses
Principal- Elementary or Middle School

EDUCATION: Ed.S. 2004 Union University
M.A. 1988 Truman University
B.S.E. 1986 Hannibal-LaGrange College

EXPERIENCE:

2006- 2005-06	Assistant Principal 5 th Grade Teacher at Rolla Middle Rolla, Missouri
2002-05	7 th Grade Teacher Northeast Middle Jackson, Tennessee Public Schools
2000-02	7 th Grade Teacher Wentzville/Winfield Public Schools
2000-01	Fall and Spring Term Part-Time Instructor for Missouri Baptist University
1999	Fall Instructor for Hannibal-LaGrange College
1989-2000	6 th Grade Teacher at Hannibal Accelerated Middle School Homebound Tutor for Hannibal Public School
1987-89	6 th Grade Teacher at Oakwood Elementary-
1986-87	Full-time Substitute Teacher for Hannibal Public Schools. ABE/GED Instructor for Hannibal Public School
1985-87	Secretary to Dean of Development at Hannibal- LaGrange College.

HONORS:

2004	Graduated with Distinction Ed.S. Who's Who Among Graduates
2004	Disney Hand Teacher Award Nominee
2000	Golden Apple Award Nominee
1996	Who's Who Among Educators
1995	Golden Apple Award Nominee
1994	Outstanding Religious Award Leader
1993	Golden Apple Award Nominee
1990-94	Who's Who Among Educators
1989	Hannibal Jaycees Young Educator of the Year

VITA

SHERRI SUE (ELLIOTT) THOMAS
10060 Vintage Lane, Rolla, Missouri 65401

sthomas@rolla.k12.mo.us

573-458-0102 Work 573-426-6087 Home

EDUCATION

2004-Educational Specialist-Supervision/Administration Union University

1986- Masters of Arts in Education- Truman State University

1984-Bachelor of Science in Education- Hannibal-LaGrange College

EMPLOYMENT HISTORY

2006-present

Middle School Assistant Principal

Responsibilities:

- administer discipline students grades 5-7
- organize and supervise and observation of teachers
- organize and lead PLC focus group
- IPI trained- Portfolio evaluation and guidance for teachers
- plan and schedule and faculty meetings
- make budget decisions

2005-2006

Middle School Instructor Rolla

History, English, and Reading

Responsibilities:

- organize and conduct tutoring sessions
- organize and implement strategies for special needs students
- organize and participate in weekly parent and/or student conferences
- 5th grade Administrative Advisory Council representative

2002-2005

Middle School Instructor 7th Grade

Teaching 168-170 students

Science and Geography

Responsibilities:

- organize and conduct tutoring sessions
- organize and implement strategies for special needs students
- organize and participate in monthly/ quarterly conferences

2000-2002

Middle School Instructor 5th and 7th

English and World History

Responsibilities:

- organize and implement strategies for special needs students
- organize and participate in quarterly/monthly conferences

2000-FALL AND SPRING PART-TIME INSTRUCTOR

Missouri Baptist University

Responsibilities:

- teaching Math to Middle and Secondary School college students
- teaching Remedial Math

FALL TERM INSTRUCTOR

Hannibal-LaGrange College

Responsibilities:

- teaching Reading and Writing for Middle Grades
- teaching Language Arts in Elementary
- teaching Math in Elementary
- teaching Science in Elementary

1989-2000

ENGLISH INSTRUCTOR
Hannibal Accelerated Middle School

Responsibilities:

- teaching English, Reading 125 students
- block scheduling
- co-leader for school wide spelling bee
- organize and conduct tutoring sessions
- organize and implement teaching strategies for special needs students
- organize and participate in weekly parent and/or student conferences

1987-2000

HOMEBOUND TUTOR
Hannibal Public School System

Responsibilities:

- instructor for over 8 different students during special medical/emotional needs
- taught all core classes K-12

1986-1987

ELEMENTARY SCHOOL INSTRUCTOR
Oakwood Elementary

Responsibilities:

- taught all core classes in self-contained classroom

1986-1987

SUBSTITUTE TEACHER
Area Elementary, Middle, and High Schools
ABE/GED Instructor

Responsibilities:

- taught adults and high school dropouts
- prepared adults and high school dropouts for GED test

1985-1987

SECRETARY TO THE DEAN OF DEVELOPMENT
Hannibal-LaGrange College

Responsibilities:

- kept records of contributions to Hannibal-LaGrange College
- scheduled appointments
- gained public relation experience through community involvement

TEACHING INTERESTS

College Instructor- Education Courses

Principal

RESEARCH FURTHER EDUCATIONAL INTERESTS

Attain Doctorate in Education

Research Motivation for the Adolescent in Education

SHERRI SUE (ELLIOTT) THOMAS

"The shapers of the young are the shapers of the future."

1987

Young Professional Woman of the Year

COLLEGE:

Phi Theta Kappa, William Ellis Education Award, Who's Who Among College Students, Cheerleading Awards, Choir, and Graduated with Academic Distinction.

ORGANIZATIONS:

Missouri State Teachers Association, Community Teacher's Association, Baptist Young Women, Birth Right, Curriculum and Instruction Cadre, United Way, Fellowship of Christian Athletes Huddle Coach, Professional Learning Communities, Advisory Council, Missouri Middle School Association, and member of Safe, Disciplined, Drug Free School and Communities Grant Advisory Council. (SDDFSC)

PERSONAL:

Married 1984, 2 children, excellent health

REFERENCES:

Dr. Jill Janes
Superintendent
Administrative Offices
Hannibal Public Schools
4650 McMaster's Ave.
Hannibal, MO 63401
573-221-1258

Dr. Charles Branham
Assistant Superintendent
Administrative Offices
Troy Public Schools
951 West College Street
Troy, MO 63379
636-426-6098

Mr. Jim Pritchett
Assistant Principal
Rolla Middle
1111 Soest Road
Rolla, MO 65401
573-458-0120

Mrs. Anita Studdard
Principal
Rolla Middle
1111 Soest Road
Rolla, MO 65401
573-458-0120

James W. Davis

410 Dal-Whi-Mo Court
Sedalia, MO 64093
(660) 826-41177

jwdavis_1@charter.net
jim.davis@williamwoods.edu
jwdavis@warrensburg.k12.mo.us

Objective

Teaching Adjunct Classes for William Woods University

Qualifications

- Extensive experience in middle school administration and teaching
- Planning and implementing a new middle school including staff training, initiating block scheduling, designing facility, revising the curriculum and integrating technology
- Presently teaching adjunct classes for William Woods University in administration, curriculum and technology

Education

Ed.D., Educational Administration (12/1988)
University of Missouri, Columbia, Missouri

Specialist, School Administration-Superintendent (8/1979)
Central Missouri State University, Warrensburg, Missouri

M.A., English Education (7/1974)
University of Kansas, Lawrence, Kansas

B.S.E., English Education (1/1970)
Emporia State University, Emporia, Kansas

Relevant Experience

Warrensburg Middle School, Warrensburg, Missouri

Principal (8/76 to Present)

Administer middle school of 780 students and 55 faculty members.

Participate in the Professional Development School in cooperation with Central Missouri State University faculty and the Central Missouri Regional Professional Development Center.

William Woods University

Adjunct Professor (June 2002 to Present)

Teach courses in Curriculum, Technology, Supervision and supervise administrative interns

Central Missouri State University

Adjunct Professor (9/00 to 2002)

Taught Middle School Teaching Strategies Course
Coordinated the CMSU Professional Development School
with Middle School faculty

Highland Park High School, Topeka, Kansas

High School Teacher (8/75 to 6/76)

Taught journalism and language art courses.
Produced the high school yearbook.

Highland Park Junior High School, Topeka, Kansas

Junior High School Teacher (8/72 to 8/75)

Taught junior high language arts.
Produced the junior high yearbook.
Coached tennis.

Northeast Junior High School, Kansas City, Kansas

Junior High School Teacher (1/1970 to 6/72)
Taught junior high language arts.

References:

Available on request.

Amanda Hanks

325 Crest Avenue
Holts Summit, Missouri 65043

Cell Phone (573) 353-0451

Email: hanks.amanda@gmail.com

Education

2014 - Present Specialist Program, William Woods University, Fulton, Missouri
2009 - 2010 Masters of School Teaching, Lincoln University, Jefferson City, Missouri
2001- 2006 Bachelor of Science, Elementary Education, Lincoln University, Jefferson City, Missouri

Educational Work Experience

October 2015- Present

Coordinator of Student Teachers and *Instructor*, Lincoln University, Jefferson City, Missouri

August 2014- December 2015

Adjunct Instructor, William Woods University, Fulton, Missouri

August 2012- Present

Substitute Teacher, New Bloomfield Elementary School, New Bloomfield R-III

December 2011- June 2012

Academic Teacher III, Algoa Correctional Center, Jefferson City, MO

August 2010- December 2011

Fourth Grade Teacher, New Bloomfield Elementary School, New Bloomfield R-III

August 2007- August 2010

Fourth Grade Teacher, California Elementary School, Moniteau County R-I

May 2008 – June 2008

Summer School Teacher, California Elementary School, Moniteau County R-I

May 2007 – June 2007

Summer School Teacher, Southwest Accelerated Elementary School, JCPS

January 2007 – May 2007

Instructional Aide, Southwest Accelerated Elementary Schools, Self Contained, JCPS

2004- 2006 *Substitute Teacher*, All grade levels, Jefferson City Public Schools

Skills and Abilities

- Experience with numerous software packages:
 - Apple iPad Training
 - Microsoft Office Suite, Microsoft Movie Maker, SMART Ideas, SMART Notebook, digital camera, and scanner
 - eMINTS teaching theories

Conference Participation

2016 MACTE
2015 MACTE
2011 Positive Behavior Solution
2009 DESE Interface
2009 Successful Co-Teaching Strategies, Bureau of Education & Research
2008 eMINTS Conference
2006 eMINTS Conference
2005 Missouri Council of Teachers of Mathematics Conference

References

1. Amy Blank-Rutledge
Special Education Teacher
New Bloomfield Elementary School
307 Redwood Drive
New Bloomfield, Missouri 65063
ablank@nb.k12.mo.us
573-694-8531

2. Julie Gerloff
Principal
New Bloomfield Elementary School
307 Redwood Drive
New Bloomfield, Missouri 65063
jgerloff@nb.k12.mo.us
573-645-3979

3. Katie Troesser
Elementary Teacher
Chamois Elementary School
614 S. Poplar Street
Chamois, MO 65024
katroesser@chamois.k12.mo.us
573-230-6430

4. Rebecca Mims
Special Education Administrator and Teacher
Tipton R-VI
305 East Highway 50
Tipton, Missouri 65081
becci820@aol.com
573-690-4221

5. Daniel Williams
Assistant Elementary Principal
California Elementary School
101 South Owen Street
California, Missouri 65018
daniel.williams@californiak12.org
573-796-2161

6. Erica Williams
Vocational Education Supervisor
Algoa Correctional Center
774 East Yerby
Marshall, MO 65340
ericawms@gmail.com
573-366-8577

Katharine J. Ferrell
8208 NE 132nd St
Liberty, MO 64068
816.781.0916 (h) 816.809.4039 (c)
kathyjferrell@hotmail.com

Education:

Educational Specialist, Elementary/Middle Administration, 2004
University of Missouri-Kansas City; Kansas City, MO

Masters of Education, Educational Technology, 2000
University of Missouri ; Columbia, MO

Bachelor of Science, Physical Education 1978 Summa Cum Laude
William Jewell College; Liberty, Missouri

Teaching Experience:

Middle School Instructional Coach 2007-present
Excelsior Springs Middle School
Excelsior Springs, MO

7th & 8th Grade Science Teacher 1991-2007
Kearney Junior High
Kearney R-1 School District
Kearney, MO

Adjunct Instructor 2005
University of Missouri Kansas City
Kansas City, MO
Taught Graduate Level "Curriculum Enhancement Class"

STARR Teacher 2001-2003
UMKC Regional Professional Development Center
DESE (Department of Elementary and Secondary Education) Missouri

Physical Education Teacher & Librarian 1989-1991
Holt Elementary
Kearney R-1 School District
Kearney, MO

Certification:

- National Board Certification Early Adolescence/ Science
- Science 5 – 9 (Missouri)
- Administration; Missouri Advanced Principal Elementary/Middle
- Health and Physical Education K-12 (Missouri)

Honors

- State Finalist PAEMST (Presidential Award for Excellence in Math and Science Teaching) 2005
- National Board Certification Early Adolescence/Science 2002
- Sprint Grant Award: *Coming to You Live "The Human Body"* 2005-06
- Eleanor Roosevelt Fellow/Grant Recipient from AAUW; Developed a girls math/science after school program 2000-2001
- GTE GIFT Fellow; Developed new integrated math/science course for 7th graders. 1999

Publications:

- Ferrell, Katharine J. (2007) . May I Go to the Bathroom?-Reading Instructional Strategies. *Science Scope* 31-37.
- Ferrell, Katharine J (2001) Keeping the Joy in Teaching. *Science Scope* 50 - 52
- Ferrell, Katharine J (1999) What's My Line? *Science Scope*

Related Experiences:

- Served at Kearney Elementary Summer School Principal 2006
- Initiated, guided, and implemented curriculum mapping at Excelsior Springs Middle School 2007-08
- Member Tiger Focus Team (Middle School Leadership Team) 2007-current
- Serve on Article Review Panel, *Science Scope*, 2003-2008
- District Professional Development chairman 2004-2007
- Wrote State Level Science Model Curriculum Unit 2006-07
- Developed, wrote and implemented District Science Curriculum, 1994,1999, 2004
- Missouri MAP (Missouri Assessment Test) Scorer 1998; Table leader/scorer 2003
- Founded & Coached Science Olympiad Team 1st Regional 96, 97, 99; 3rd state 1997, 1999
- Served on KEYS building level team (crisis management team) 2004-2007
- Evaluated school districts as part of MSIP (Missouri School Improvement Plan) teams, 2001-2004

Affiliations:

- Delta Kappa Gamma -- Professional Women's Educational Sorority; serving as chapter Vice-President
- NSTA – National Science Teachers Association
- MSTA – Missouri State Teachers Association; previously served at district CTA president
- NSDC – National Staff Development Council

Presentations Topics include:

Differentiated Instruction; How to Write Curriculum; Using Graphic Organizers in the Classroom; Writing Strategies; Reading Strategies; Learning Styles; Beginning a RTI program; How to Score Writing Prompts; Science Process Skills

Presentations Given at building, district, state, and national conferences

Affiliations:

- Delta Kappa Gamma – Professional Women’s Educational Sorority; served as chapter Vice-President
- NSTA – National Science Teachers Association
- MSTA – Missouri State Teachers Association; served as district CTA president
- NSDC – National Staff Development Council
- STOM – Science Teachers of Missouri

Presentations include:

“What can you learn from an OREO?” October 2010, Regional NSTA conference;
Kansas City, MO

“Science Process Skills” 2009, 2007, 2005; Interface; Missouri Math and Science State
Conference, Osage Beach, MO

“So you want to be a STARR?” 2004; Mo Show-Me Staff Development Conference;
Osage Beach, MO.

LEATHA AULT
1210 W. Will Aven Ct.
Nixa, MO 65714

Telephone: 417-724-2829
E-Mail: leathaault@suddenlink.net

CAREER GOAL:

Continue to teach classes William Woods University

PROFESSIONAL ACCOMPLISHMENTS:

Degrees:

Bachelors Degree: Southwest Missouri State University; May 19, 1975
Masters Degree: Southwest Missouri State University; May 15, 1989
Specialist Degree: Southwest Missouri State University; May 17, 1996

Certificates:

K-6 Elementary Education-Life
K-12 Speech Therapy-Life
6-8 Speech and Drama-Life
Early Childhood Special Education
Special Education Administration
Elementary Education Administration
Middle Education Administration
Superintendent of Schools

Successfully completed the Assessment center for the following:

Elementary Principal
Middle School Principal
Special Education Director
Superintendent of Schools

ADDITIONAL UNIVERSITIES CERTIFICATIONS:

Could be certified for High School Principal 9-12
(Have fulfilled the necessary requirements; however I have not applied for this certification)

PROFESSIONAL WRITINGS:

Is There a Relationship Between the Development of Thinking Skills and the Development of Social Values (Language Pragmatics)?

A Study of the Impact that an Individualized Self-Esteem Program Has on At-Risk Students in a Rural School

PROFESSIONAL WORK EXPERIENCES:

October 2003-Present

Taught Graduate Level Classes for William Woods University

Administrative Classes

Curriculum and Instruction Classes

I have taught the following classes:

EDU. 500-Current Issues in Education

EDU. 520-Research Design

EDU. 525-Foundation of Education Administration

EDU. 510-Advanced Learning Theory

EDU 556- Action Research I

EDU 560-Management of Classroom Environment

EDU 530- Improvement of Instruction

EDU 535- Secondary Curriculum

EDU 570- Supervision

EDU 585-School Law

EDU 540-Literacy Instruction

EDU 545-Elementary Curriculum

EDU 550-Curriculum Construction

EDU-585-School Law

EDU 596-Action Research II

EDU 610- Utilizing Statistical Procedures in Education, Research, and Evaluation

EDU 620- Effective School-Community Relations

EDU 630- Development and Implementation of Educational Policy

EDU 660- Educational Reform and Innovation for Improvement

PLEASE NOTE:

I am qualified to teach the above classes because of my experiences in education over the past 37 years. Review the Educational experiences that continue on the next three pages dated 1995-2010 for documentation.

I believe that the Specialist classes have been a positive and would be interested in teaching more of that level as well.

November 2005-2010

Missouri Fine Arts Academy Coordinator housed on Missouri State University Campus

Responsibilities:

Hiring, providing in-service and supervising Resident Assistants
Coordinating Academy Pre and Post Surveys and analyzing data
Coordinating with Residence Life on Campus for students to reside
Coordinated banquet rooms, menus, guest speakers, and presented
Coordinated room assignments for morning, afternoon classes, and evening events

Coordinated Parking arrangements for guest artists
Coordinated with Safety and Security
Coordinated the student selections for those attending the Summer Academy
Wrote and reviewed practicing artists' curriculum for the Academy
Corresponded with school officials, teachers, parents, students during the selection and the events they involved them; via e-mail, mail, and telephone
During the Academy, acted as the K-12 Administrator for these aspiring sophomore and junior gifted artists.

July 1, 2005-2006

Consulting for the Carthage R-9 School District-Part-Time
Adjunct instructor for William Woods University
Per course instructor for Missouri State University

July 1, 2005

Retired for full-time employment for Missouri Public Schools

July 1, 2003 to June 30, 2005:

Principal at Horace Mann Elementary in Springfield Public Schools
Improvements to the Horace Mann District during my tenure are as follows:
Increased Attendance
Increased Reading and Math scores: SRI, Benchmark, and MAP Testings
Initiated a Teacher-Parent-Principal Building Advisement Committee

July 18, 2000 to June 30, 2003

Principal at Fremont Elementary School in Springfield Public Schools
Improvements to the Fremont District during my tenure are as follows:
Increased Reading Achievement with Benchmark Testing and SRI Testing
Increased Math Achievement with the Benchmark Testing
Initiated Attendance Incentives for the students
Implemented Practical Parenting Partnerships
Increased Parent Involvement
Increased Staff Moral

August 2000- 2005

Taught On-Campus Classes for Drury University-Adjunct Instructor

July 1999-June 2000

Assistant Superintendent at Morgan County R-II in Versailles, MO
Approximately 1700 students and 223 Staff

(Left a two year contract because my father, who lives in Mountain Grove and was ill. I felt that I needed to be closer to the family.)

Responsibilities included:

MSIP

Curriculum K-12
Food Service
Transportation
Operation and Maintenance of the Plant

Improvements to Versailles District during my tenure are as follows:

Initiated the Curriculum Designer Program to align the Curriculum to the Content Standards
Initiated the MSIP Reviews
Initiated a Food Service Director
Purchased new buses to the fleet

July 1997-1999

Superintendent of Pierce City R-VI School District
Approximately 800 student and 66 Staff

Improvements to Pierce City R-VI School District are as follows:

Created a Technology Facilitator-Position to prepare the district for the year 2000
Presently Networking the entire district
Initiated the T-1 Line for the District
Initiated Dual Credit for High School Seniors at UMKC
Initiated adding Course offerings for the High/Middle School Students
Finalized the District Comprehensive School Improvement Plan to meet the State Guidelines
Initiated the Curriculum Writing for the district to be in Compliance with the State Standards/Frameworks in Math, Science, Communication Arts, and currently preparing the are of Social Studies
Initiated the High School Library Electronic Check out System
Initiated an A+ Grant
Initiated a District Grant Writer
Initiated the "District Goals 2000" Grant: \$20,000.
Initiated the "Safe School Grant":
\$59,826.00
Initiated the District's Alternative School
Implemented the District At-Risk Plan
Initiated the Middle School Counselor/At-Risk Coordinator
Initiated the Middle School Principal's Position
Implemented a Student Officer Resource for the district "Cops Grant"
Aligned the certified salary schedule
Decreased the district Drop-out rate from 7.7% to 3.7%
Increased the summer school EP by 48%
Increased the Free and reduced count in two years by 51%
1996-1997=(239) Previous Superintendent
1997-1998=(344) Ault
1998-1999=(361) Ault

Increased At-Risk Monies to the District by 51%

1997-1998 = \$164,110.00

NOTE: These figures are from the prior superintendent tenure

1998-1999 = \$225,456.00

1999-2000 = \$236,598.00

Initiated and implemented Facility Improvements

Initiated a Building Planning Committee for the District

Initiated a District Action Calendar

Updated Job Descriptions

Updated School Policies

Initiated weekly correspondence to the Board Members to improve Board Superintendent Relations

Initiated the "Superintendent Teacher Auxiliary Committee (STAC) to Improve Superintendent-Teacher Relations

Initiated monthly correspondence to the staff to improve Superintendent-Staff relations

Initiated monthly newspaper correspondence to improve Community-School Relations

Collect Core Data Information

Code Bills to the appropriate Departments as needed

Prepare the District Budget

Prepare the District Report Card

Successfully completed two school audits

Monitor all spending per Fund and Line Item

Invested the District Money Reserve into staggering monthly CDs to earn interest

Supervise Principals, Food Service, and Maintenance/Custodial Services

Assist the Board President in conducting the Board Meetings

Collaborate with Board President regularly and work together on developing the Board Meeting Agendas

Work with the Booster Club and Home and School Organizations

June 1997-May 1999

Taught classes for Drury College:

Summer/On Campus-Evening; Fall and Spring/Aurora Campus

July 1995-1997

Superintendent/Principal for Manes R-V School (Left Manes to become superintendent at a larger district)

Responsibilities:

Special Education Director

Title I Coordinator

Transportation Director, Food Service Coordinator, Maintenance

Supervisor and Speech Pathologist for the district

Organized and Implemented the School Wide Title I Plan

Grant Writer-Wrote a Video Grant, which was fully funded for a Satellite Program for the school (\$6000), Second year (\$500)
 Goals 2000 Grant was fully funded for a "Health Coordinator: for the district (\$6000) and the second year (\$20,000)
 Safe School Act Grant for Equipment (\$7600)
 Wrote the applications, coordinated the activities for the Title I, II, IV, VI programs for the school,
 Wrote and coordinated the Enhancement/Technology Grant (\$11,540.)
 Organized a weekly "after school" student technology class
 Organized 6-week blocks of evening adult technology classes
 Initiated and Implemented "Practical Parenting Partnership" Sessions for parents and students
 Report eligible and ineligible transportation miles,
 Initiated the 1996-1997 Manes R-V School Budget
 Coded the district bills,
 Performed all secretarial duties for the school including the "Public Notice", "School Board Agenda", and "School Board Minutes,
 Assist the School Board President in the School Board Meetings,
 Completed two "Annual School Audits",
 Interviewed and recommend personnel for job placements to the school board,
 Supervise certified and non-certified personnel,
 Conduct Performance Based Teacher Evaluations for certified staff

January 1997

Taught a class for Southwest Missouri State University on the Springfield Campus

August 1995-1997

Taught off-campus classes for Drury College at Cabool, MO

August 1975-May 1995

Speech Pathologist, Mountain Grove R-III School District

Responsible for the following:

screening, identifying, diagnosis, and intervention for speech and language disorders. Approximate caseload of sixty students. Administered audiometric and tympanometer readings for grades K, 1, 2, 3, and 4...Screened Speech/language/hearing for Early Childhood and Kindergarten entries. A Speech Consultant for Mountain View - Birch Tree R-III and the Success School Districts. I coordinated their speech programs through the use of implementers.
 Mountain Grove Girls Swim Coach.

Summers	1976	Taught third grade-Mountain Grove
	1978	Taught second grade-Mountain Grove
	1990	Taught fifth grade-Norwood
	1991	Taught fourth grade-Mountain Grove
	1992	Taught third grade-Mountain Grove

January 1990 to May 1990

**Instructor for Southwest Missouri State University-Off Campus in
West Plains and Houston, MO**

PROFESSIONAL ASSOCIATIONS:

- 1975-1997 Missouri Speech, Language, Hearing Association (MSHA)
1985-1997 Heart of the Ozarks Speech, Language, and Hearing Association
(HOSHLA) and Past President
1995-Present ASCD Membership
1995-1999 Missouri Administration School Association (MASA)
Southwest Missouri Administration School Association (SMASA)
1997-1999 BoAsbo Association of School Business Officials of the State of Missouri
Southwest Center of Education Excellence
Mid-Lakes Conference Administrators

RELATED PROFESSIONAL EXPERIENCES:

- Conducted a needs assessment and presentation to add a Language Development Classroom to Mountain Grove's Curriculum to the School Board
Conducted Pilot Study for seminar paper with six kindergarten classrooms concerning Thinking and Language Skill Development
Presented at the Council of Exceptional Children, CEC
Presented at the Missouri Speech, Language, and Hearing Association, MSAHA
Served as Chairperson and presented School/Community North Central Association, NCA Slide Presentation
Served as a member for North Central Association Evaluation Team, Crystal City, Missouri
Guest Speaker at Mountain Grove Chamber of Commerce
Research, presented and chaired the All-Staff Salary proposal for two years
Past President of Heart of the Ozarks Speech, Hearing, Language Association, HOSHL
Organized and presented in a Turn-A-Bout Training at Southwest Missouri State University concerning the Regular Education Initiative
Selected to participate in Mellon Foundation Grant, written by Dr. Ruth Burgess
Served on a team with Southwest Missouri State University concerning the Mellon Foundation Grant on Early Childhood Special Education
Treasurer for "Little Girls Softball Field"
President of Local Teacher Organization for two years
Inactive Member of PEO Sisterhood
Organized and participated in Educational Radio Spots
Organized, participated, and researched the Learning and Teaching Styles for the second, third, fourth grade students in the Mountain Grove District
Presented at a State Hearing as an advocate for Early Childhood Special Education
Secretary for Park Board in Mountain Grove

Organized and presented topics for "Parent Meetings

Grant Peer Reader for Goals 2000

Missouri School Improvement Team-1997

Prepared the following:

School District Handbook

Personnel Booklet

Curriculum Guide

Special Education Guide

Delivery Systems for Teachers to correlate with Curriculum Guides

Alternative Intervention Strategies for Speech and Language

Computer Skills:

Windows

Word

Excel

Lotus 1-2-3

Front Page

Power Point

E-mail

Web Page

Familiar with the Lemberger III Accounting System

PERSONAL DATA:

Leatha Ault, was raised in a rural town of Mountain Grove, Missouri. Entire professional career has centered on school life, serving school communities as a Speech Pathologist, Adjunct Instructor, Principal, Assistant Superintendent, and Superintendent, and Coordinator for the Missouri Fine Arts Academy for the past 35 years.

Date/Place of Birth:	October 31, 1953; Springfield, MO
Health:	Excellent
Physical Limitations:	None
Marital/Family Status:	Married; Two married daughters and five grandchildren

CURRICULUM VITAE

Dr. Todd G. Smith (Ed.D.)
421 North Main Street, Louisiana MO 63353
(573) 754-2528
SmithT@louisiana.k12.mo.us

Degree(s) Conferred:

Missouri Baptist University,
Doctorate of Education

William Woods University, Fulton Missouri
Specialist of Education Administration

William Woods University, Fulton Missouri
Master of Education – Educational Administration

University of Missouri, Columbia Missouri
Bachelor of Science – Management

Arizona State University, Tempe Arizona
Bachelor of Science – Business Administration

Educator Experience:

Superintendent of Schools (2015-present))
Louisiana R-II School District, Louisiana, MO
Chief financial officer and head of personnel for the district.

High School Principal (2008-2015)
Louisiana R-II School District, Louisiana, MO
Responsible for the facilities, staff and student learning content of Louisiana High School

Business Instructor (2006-2008)
Louisiana R-II School District, Louisiana, MO
Instruction of business development coursework

Director of Alternative Education (2004-2006)
Louisiana R-II School District, Louisiana, MO
Oversight and curriculum development for the alternative education program at the Louisiana R-2 School district

Sheila R. Hodge-Logan

822 Nob Hill Jefferson City, MO 65109 | 573-619-0784 | rspdlogan@aol.com

Objective

To utilize the knowledge and experience I have developed throughout my career in public education to prepare preservice special education teachers.

Experience

DIRECTOR OF SPECIAL SERVICES | JEFFERSON CITY PUBLIC SCHOOLS | 2010-PRESENT

Key responsibilities:

- Ensure quality special education instruction and continuum of services, grades PreK-12
- Work collaboratively with staff and families
- Ensure quality special education staff
- Partner with community agencies
- Ensure special education compliance, grades PreK-12
- Develop, implement and supervise a comprehensive behavioral support system
- Coordinate and provide quality professional development for special services department
- Ensure Section 504 compliance
- Supervise district health services department
- Work collaboratively with district literacy coaches and Reading Recovery teachers
- Coordinate district English for Speakers of Other Languages (ESOL) program

ADJUNCT PROFESSOR | LINCOLN UNIVERSITY | 2007-PRESENT

Key responsibilities:

- Prepare preservice teachers by designing and delivering instruction for the following courses:
 - SE 411/511- Methods for Teaching Students with Mild and Moderate Disabilities
 - SE 413- Introduction to Cross-categorical Special Education
 - SE 451- Special Education Clinical II
 - SE 414- Special Education Process
 - SE 415- Content Methods for Special Education
- Support Lincoln University students in developing relationships with area schools

ELEMENTARY PRINCIPAL | JEFFERSON CITY PUBLIC SCHOOLS | 1997-2010

Served both South and Moreau Heights Elementary Schools

Key responsibilities:

- Ensuring the overall quality of general and special education instruction
- Overall building management
- Developing and maintaining a positive school culture
- Staff evaluation

ELEMENTARY TEACHER | JEFFERSON CITY PUBLIC SCHOOLS | 1992-1997

- 5th and 6th grade teacher in an inclusive classroom environment
- Responsible for providing instruction to meet the needs of all students
- Responsible for maintaining a strong working relationship with families and colleagues

ELEMENTARY TEACHER | MARIES R-1 SCHOOL | 1988-1992

- 5th and 6th grade teacher in an inclusive classroom environment
- Responsible for providing instruction to meet the needs of all students
- Responsible for maintaining a strong working relationship with families and colleagues

Education

DOCTOR OF EDUCATION | SAINT LOUIS UNIVERSITY | MAY 2007

Major: Educational Leadership

EDUCATIONAL SPECIALIST | UNIVERSITY OF MISSOURI-COLUMBIA | DECEMBER 1995

Major: Educational Administration

MASTER OF EDUCATION | UNIVERSITY OF MISSOURI-COLUMBIA | MAY 1992

Major: Educational Administration

Additional Coursework: Middle School Endorsement

BACHELOR OF SCIENCE IN EDUCATION | LINCOLN UNIVERSITY | AUGUST 1988

Major: Elementary Education

Minor: Social Studies

Educational Certification Areas

Superintendent, K-12

Special Education Administrator, K-12

Principal, K-8

Principal, 4-8

Mild/Moderate Cross Categorical Special Education, K-12

Elementary Education, 1-8

Social Studies, 7-9

Professional Associations

Council for Exceptional Children

Missouri Council for Administrators of Special Education

Local Administrators of Special Education

National Association of Secondary School Administrators

Partnerships

Lincoln University Project Search Steering Committee Co-chairperson

United Way funded Dental, Eye and Shoe Board Secretary

References

Dr. Kathy Foster, JCPS Director of Elementary Education, retired
Kathyjfoster1217@gmail.com/573-353-0134

Dr. Tammy Ridgeway, JCPS Director of Secondary Education
tammy.ridgeway@jcschools.us/314-852-6406

Mr. Chris Schmitz, Principal Gordon Elementary
chris.schmitz@jcschools.us/573-645-8725

Guiding Professional Development

International Center for Leadership in Education

Extensive training in developing effective instruction to support a culture of learning for all students using the Rigor and Relevance Framework.

Co-teaching, Dr. Marilyn Friend

Building an effective partnership between general and special educators to provide high levels of instruction in the least restrictive learning environments.

Assessment for Learning, Rick Stiggins and Jan Chappuis

Designing quality instruction using clear purpose, learning targets, sound design, effective communication and student involvement to optimize student learning.

Pyramid Response to Intervention, Dr. Mike Mattos

Designing and implementing a tiered system of academic and behavioral support.

Positive Behavior Intervention and Support

Designing and implementing a multi-tiered system of behavioral support.

Simplifying RTI, Dr. Mike Mattos

Designing and implementing a tiered system of academic and behavioral support.

Transforming School Culture, Dr. Anthony Mohammad

Defining and developing a school culture and climate where all students succeed.

Statement of Teaching Philosophy

As a teacher, I must always focus on the specific needs of the students in the classroom and the curricular goals of the course.

Rigorous and relevant lessons are designed to engage students while learning and processing new content knowledge in a collaborative learning environment. Educational research and data are key instructional components. The application of information connects students to real classroom expectations. The learning environment may be a traditional classroom setting, online, off campus in a public school classroom or of hybrid form.

Most importantly, I must model the importance of developing effective relationships with students. To quote James Comer, "No significant learning occurs without a significant relationship."

Rebecca A. Moppin

3108 Southwood Circle • Jefferson City, MO 65101 • (H) 573-636-8105 • (C) 417-770-2136
rmoppin@blairoaks.k12.mo.us

My objective as an experienced educator is to obtain an Adjunct Instructor position in a university setting dedicated to opening doors and providing learning opportunities to students of all levels and abilities. I am looking for the opportunity to guide students in establishing productive and successful learning environments while creating and sustaining a continuous bond between school and community in order to encourage lifelong learners throughout the community.

Education Experience

Blair Oaks R-II School District

August 2011: MS Art Educator (573) 634-2053

Contacts: Julia Gampfer (Principal), Dr. Jim Jones (Superintendent)

Responsibilities: Developed visual fine arts program, created original curriculum & instruction, increased variety of teaching & learning strategies, improved collaborative planning for increased student success, developed program evaluation, assessment of knowledge, worked to build & sustain positive relationships

Additional Responsibilities: Parent Involvement Activities, Community Outreach Programs, After-School Programs

Bolivar R-I School District

August 2008 - August 2011: K-2 Art Teacher, (417) 326-5247

Contacts: Mary Gregory (Principal-Retired 2011), Caroline Sudbrock (Assistant Principal), Dr. Steve Morgan (Superintendent)

Responsibilities: Developed method for classroom management, increased student success with curriculum planning & implementation, increased variety of teaching and learning strategies, improved collaborative planning of school, district and community events, assessment of knowledge, organization and spontaneous thinking.

Additional Responsibilities: PLC, PBS, RTI, Leadership Team, Parent Involvement Activities, Community Outreach Programs, After-School Programs

Pleasant Hope R-VI School District

August 2006 - August 2008 7-12 Art/Multimedia Teacher, (417) 267-2271

Contacts: Jessica McIntyre (Middle School Principal), Gary Jenkins (HS Principal), Dr. Bob Biggs (Superintendent)

Responsibilities: Developed improved method for classroom management, increased student success with curriculum planning, implementation of multiple intelligences, increased usage of multiple teaching strategies, spontaneous thinking, & organization.

Additional Responsibilities: PLC, Student Council Advisor, Sophomore Class Sponsor, English & History Department Curriculum Leader/Coordinator, Parent Involvement Activities and Community Outreach Programs

Calhoun R-VIII School District

August 2004 - August 2006, K-12 Art/Multimedia Teacher, (660) 694-3422

Contacts: Brian Wishard (Elem. Principal), John Crane (HS Principal), Mark Pottorff (Superintendent)

Responsibilities: Increased effective classroom management, developed original curriculum & instruction, increased implementation of multiple intelligences, developed consistent usage of multiple teaching strategies, spontaneous thinking, & organization.

Additional Responsibilities: Student Council Advisor, Co-Coach Cheerleading, Calhoun Staff Association Secretary/Treasurer, Professional Development Committee Chairman, Sophomore Class Sponsor, Yearbook Advisor and Parent Involvement Activities and Community Outreach Programs.

Education & Certification

William Woods University, Fulton, MO

September 2009 - May 2011 • Specialist in Education, Administration
June 2003 - May 2005 • Masters in Education, Curriculum & Instruction
August 1994 - May 1998 • Bachelor of Fine Arts, Graphic Design

North Callaway R-I, Kingdom City, MO

August 1990 - May 1994 • High School Diploma

Missouri K-8 Principal (Initial Certificate Exp: 08/2015) • Missouri K-12 Art (Career Certificate Exp: 02/2108)

Accomplishments & Associations

MAESP (Missouri Association of Elementary School Principals) 2009-Present

AMLE (Association of Middle Level Educators) 2011-Present

MAEA (Missouri Art Education Association) 2005-Present

Presenter at multiple state and national conferences and multiple associations (2005-present) regarding subjects such as: understanding curriculum, curriculum mapping, organizational skills, using creativity in the classroom to increase student achievement and incorporating the arts successfully into RTI, MRI, PBS and PLC environments.

2008 K-12 Missouri Art Educator of the Year

MAEA Statewide Conference Workshop Coordinator (Fall 2007–Present)

DESE Praxis II forum participant (2011)

DESE Teacher Quality Stakeholder forum participant (2011-2012)

References

Dr. Steve Morgan

Superintendent, Bolivar R-I Schools, (417) 326-5291

Julia Gampher

Principal, Blair Oaks R-II Middle School, (573) 634-2053

Dr. Jim Jones

Superintendent, Blair Oaks R-II Schools, (573) 636-2020

Susan Elson

MAEA (Missouri Art Education Association) Past-President, (660) 998-0612

Rebecca A. Moppin

3108 Southwood Circle • Jefferson City, MO 65101 • (H) 573-636-8105 • (C) 417-770-2136

Scott W. Patrick

1103 Kismet Drive

Warrensburg, Missouri 64093

Home (660) 747-1775 ♦ Work (660) 829-6456

Email: patrick@sedalia.k12.mo.us

Educational and Administrative Philosophy

I believe that every student in today's society has the ability to become educated. It is imperative that we equip students with the best possible educational environment. As teachers and administrators, we must provide a safe, nurturing, and enriching school environment that allows each student to learn and grow.

Education

- Ed. D.** Currently pursuing Education Doctorate in Educational Leadership and Policy Analysis at the University of Missouri – Columbia and Central Missouri State University. Coursework completed May 2003.
- Ed. Spec.** School Administration/Superintendency, Central Missouri State University, Warrensburg, Missouri, July 1999.
- M.S.E.** Secondary School Administration, Central Missouri State University Warrensburg, Missouri, August 1991.
- B.S.E.** Physical Education and Biology, Central Missouri State University Warrensburg, Missouri, May 1988.

Professional Experience

Assistant Superintendent for Personnel and Support Services, Sedalia School

District #200, 7/02-Present
Sedalia School District #200
400 West Fourth Street
Sedalia, Missouri 65301

Principal, Sedalia Middle School, Grades 6-8, 7/98 – 6-02

Sedalia School District #200
400 West Fourth Street
Sedalia, Missouri 65301

Assistant Principal, Sedalia Middle School, Grades 6-8, 7/95 – 7/98

Sedalia School District #200
400 West Fourth Street
Sedalia, Missouri 65301

Teacher, Warrensburg High School, Science, 8/91 - 5/94

Warrensburg R-VI School District
438 East Market Street
Warrensburg, Missouri 64093

Teacher, Sedalia Smith-Cotton High School, Science, 8/88 – 5/91

Sedalia School District #200
400 West Fourth Street
Sedalia, Missouri 65301

Professional Organization Memberships

Missouri Association of School Administrators (2002-present)
American Association of School Personnel Administrators (2002-present)
Missouri School Public Relations Association (2002-present)
Sedalia Human Resources Management Association (2002-present)

Civic Organization Memberships

Rotary Club (2001-present)
Rotary Board of Directors (2004-present)
United Way Board of Directors (2003-present)
Kiwanis Club (1999-2000)

Missouri Certification

Superintendent	K-12 Admin II – Renewal 1/8/2013
Principal	7-12 Admin II - Renewal 5/18/2011
Teacher	Physical Education K-12 - Lifetime General Science 7-9 - Lifetime Biology 7-12 - Lifetime

References

Dr. Doug Ebersold, Superintendent

Sedalia School District #200
400 West Fourth Street
Sedalia, Missouri 65301
(660) 829-6457

Dr. Mike Rustman, Superintendent

Lecton Reorganized School District 10
500 North Main
P.O. Box 9A
Leeton, MO 64761
(660) 326-2021

Dr. Connie M. Hurst, Assistant Superintendent

Mehlville Reorganized School District 9
3120 Lemay Ferry Road
St. Louis, MO 63125-4416
(314) 892-5000 Ext. 233

Dr. James Machell, Chair, Department of Educational Leadership

Lovinger Education Bldg. 406 B
Central Missouri State University
Warrensburg, MO 64093
(660) 543-4341

Mr. Greg Banaka

Former Board of Education Member
Sedalia #200 School District
3602 South Limit
Sedalia, MO 65301
(660) 826-4900 - work
(660) 827-2480 - home

David F. Hollingshead

1530 PB Lane, Wichita Falls, TX
Email: david.hollingshead@williamwoods.edu

Mobile Phone: 314-827-4234

OBJECTIVE

- Position as adjunct professor or program director in a program focuses on teaching and technology.

SYNOPSIS

- Comprehensive record of accomplishment with responsibility for district financial stability, school and staff administration, curriculum development and direction, technology integration, program development, educational restructuring, school renovation, and community relations.

EDUCATION

- **Doctor of Education**, Educational Leadership, Saint Louis University, St. Louis, MO. (May 2000) (GPA 4.0).
 - **Dissertation** “An Analysis of the Impact of the ‘Multiple Choice Training’ Professional Development Model on the Classroom Integration of Technology.”
- **Specialist in Education**, Educational Administration, Southeast Missouri State University, Cape Girardeau, MO. (May 1996) (GPA 4.0).
- **Master of Arts**, Secondary Administration and Supervision, Southeast Missouri State University, Cape Girardeau, MO. (Dec. 1992) (GPA 4.0).
 - **Thesis** “Influence of Teacher Personality Traits on the Use of Computer Technology in the Classroom.”
- **Bachelor of Biblical Literature**, Ozark Christian College, Joplin, MO. (December 1981) (GPA 3.97).
- **Bachelor of Science**, Engineering Management, University of Missouri, Rolla, MO. (May 1979) (GPA 3.957).

PROFESSIONAL CERTIFICATION

- Superintendent, Admin II, Missouri, Renewable, Expires 10/18/2006
- Physics, Grades 7-12, Missouri, Lifetime
- Mathematics, Grades 7-12, Missouri, Lifetime
- General Science, Grades 7-9, Missouri, Lifetime

PROVEN TRACK RECORD IN:

- Finance and management
- Analytic ability and insight
- Written communication
- Program development and implementation
- Leadership and direction for curriculum
- Multi-tasking
- Identifying and securing alternative funding sources and grants
- Technology infrastructure development and integration
- Educational restructuring and enhancement of school climate

ACCOMPLISHMENTS

- Designed and implemented a variety of academic and professional development programs that resulted in three-year average longitudinal gains of over 10% in the percent of students scoring in the upper two levels on the MAP test coupled with more than a 10% decrease in the percent of students scoring in the lower two levels on the MAP test when considered across all subject areas and grade levels.
- Pioneered successful integration of technology on a district-wide basis including administrative and instructional applications ultimately achieving a student to computer ratio of approximately 2:1.
- SuccessLink Best Practice winner for high school restructuring program in 1997.
- Developed a district technology plan that has been used as a state model since 1994.
- Provided leadership necessary to be selected as one of three Emints immersion projects in the state in which all classrooms in grades three through six are equipped as technology based classrooms with a focus on project based learning.
- Led successful development of a comprehensive communication arts and reading program to address declining scores.
- Secured grant funding in excess of \$2,000,000 over 15 years from a variety of state, federal, and private sources to provide technology infrastructure and support, curriculum development, enhancement of instructional materials, library automation, interactive television classrooms, A+ schools support, and professional development for teachers.
- Established financial security for the district through the passage of a Proposition C waiver and by increasing balances approximately 10% per year while expanding services and increasing salaries by almost 22% over a five-year period.
- Directed the establishment of the SEMOnet ITV consortium and secured grant funding to equip seven ITV classrooms in seven districts in order to provide enhanced course offerings.
- Implemented long-term facilities renovation and classroom furniture replacement program funded with current cash flow

WORK HISTORY

- **Superintendent of Schools**, Gideon School District, Gideon, MO. (July 1996 – June 2013 – Retired)
 - **Adjunct Faculty**, Saint Louis University, St. Louis, MO, Doctoral Level, Taught “The Learning Process,” (May 2001 – Present)
 - **Adjunct Faculty**, William Woods University, Fulton, MO, Master’s Level, Taught “Educational Technology,” (April 2001 – Present)
 - **Adjunct Faculty**, Southwest Baptist University, Bolivar, MO, Master’s Level, Taught “Computer Applications,” “Spiritual Issues in Public Schools,” “Instructional Media and Computers,” (Jan. 2001 – Present)
- **Director Bootheel Technology Consortium**, Gideon School District, Gideon, MO. (July 1994 – June 1996)
- **Science Teacher, Technology Coordinator, and Grant Writer**, Gideon School District, Gideon, MO. (Aug 1987 – June 1994)
- **Mathematics and Science Teacher**, Charleston School District, Charleston, MO. (Jan. 1987 – May 1987)
- **Minister**, Stokelan Drive Christian Church, Malden, MO, (Jan. 1982 – Dec. 1986)

PROFESSIONAL INVOLVEMENT

- Missouri Technology Leadership Academy Design Team (2000-Present)
- MCREL Rural Symposium Representative, Midwest Region (2000)
- ISTE (International Society of Technology Educators) Expert Forum on Technology Standards, Representative (2000)
- Missouri Association of School Administrators Public Relations Committee, Chairman (2000-present)
- Missouri Association of School Administrators Region 13, Executive Committee (1998-Present)
- State VIDEO Advisory Committee, Member, (1996-Present)
- State Missouri School Improvement (MSIP) Advisory Committee, Member, (1997-Present)
- Missouri Association of School Administrators Technology Task Force, Member, (1997-2000)
- Goals 2000 State Technology Task Force, Member, (1995-1996)
- American Association of School Administrators, Member, (1996-Present)
- Grant Reader for Department of Elementary and Secondary Education A+, Incentive, and Technology Grants, (1989-Present)
- Southeast RPDC Council Representative (1994-Present)

CONFERENCE PRESENTATIONS

- METPA Technology Planning, St. Louis, MO (2002), “Writing a School Technology Plan.”
- eMINTS Kickoff Conference, Osage Beach, MO. (2000), “Implementing eMINTS: Panel Discussion.”
- State Technology Conference, Osage Beach, MO. (1999), “Designing and Implementing a District-wide Intranet” and “Technology Training: Ideas That Work.”
- A+ Schools Conference, Columbia, MO. (1998), “A+ Program Implementation in the Small School.”
- 47th Annual MOASBO Conference, Lake Ozark, MO. (1998), “Taming the Black Hole of Technology.”
- State Technology Conference, Osage Beach, MO. (1998), “Multiple Choice Training + Integration = Student Achievement.”
- Coalition of Essential Schools Fall Forum, San Francisco, CA (1997), “Enhancing Equity in Rural Schools.”
- Coalition of Essential Schools Spring Forum, Kansas City, MO. (1997), “Bridging to the Community: Enhancing Equity in Rural Schools.”
- State Technology Conference, Osage Beach, MO. (1997), “Online Community History Project.”
- 35th Annual Conference for School Administrators, Jefferson City, MO. (1996), “Instruction Using the Internet/World Wide Web.”
- Coalition of Essential Schools Fall Forum, New York, NY (1995), “Block Scheduling in a Small School.”
- MoreNet Conference, Columbia, MO. (1995), “Pegasus Electronic Mail” and “Setting Up Your Own Internet Post Office.”
- Missouri Association of School Librarians, Lake Ozark, MO. (1995), “Internet: What’s Happening at Gideon” and “Networking the Small School.”
- State Technology Conference, Osage Beach, MO. (1994), “Networking the Small School.”

COMMUNITY SERVICE

- **Gideon Area Chamber of Commerce**, Member 1996, Vice-President 1997-2000, President 2000 - Present.

REFERENCES

- **Mr. Larry Wiggs**, Board of Education President, P.O. Box 3091, Gideon, MO. 63848, Office phone 800-792-4040, Home phone 573-448-5900.
- **Mrs. Arvilla Early**, Superintendent of Schools, Bernie School District, 516 W. Main Street, Bernie, MO. 63822, Office phone 573-293-5333, Home phone 573-293-6670.

David F. Hollingshead – Page 5

- **Dr. Ray Dowdy**, Superintendent of Schools, Dexter School District, 1031 Brown Pilot Lane, Dexter, MO. 63841, Office phone 573-614-1000, Home phone 573-624-4066.
- **r. Sheila Perry**, Assistant Superintendent, Bloomfield School District, P.O. Box R, Bloomfield, MO. 63825, Office phone 573-568-5669, Home phone 573-568-2952.
- **Mrs. Cathy Evans**, Assistant Superintendent, Cape Girardeau School District, Cape Girardeau, MO. 63701, Office phone 573-335-1867, Home phone 573-243-5838.

MED in Teaching and Technology
Assessment Matrix for program assessment plan/report
Revised 2019
See Grid Below

	EDU 520	EDU543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	EDU 590
<p>MED TT 2019.1 Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.</p>						<p>Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD Project when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.</p>		<p>Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.</p>	<p>Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 5.1 Graded Assignment - School Online Data Analysis when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.</p>
<p>MED TT 2019.2 Students will identify and assess appropriate technology and digital tools that can enhance instruction in</p>			<p>Direct - Lesson Plan At least 80% of the students will score proficient or better on the Week 8.1 Final Project - Modified</p>			<p>Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD</p>	<p>Direct - Video At least 80% of the students will score proficient or better on the Week 6.1 Assignment - Created Instructional</p>	<p>Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone</p>	

their learning environment.			Instructional Module/Unit when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments.			Project when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments.	Video when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments.	Project - Complete eBook when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments.	
MED TT 2019.3a Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement			Direct - Lesson Plan At least 80% of the students will score proficient or better on the Week 8.1 Final Project - Modified Instructional Module/Unit when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments.		Direct - Video At least 80% of the students will score proficient or better on the Week 5.1 Instructional Design Video when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments.		Direct - Video At least 80% of the students will score proficient or better on the Week 6.1 Assignment - Created Instructional Video when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments.	Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments.	
MED TT 2019.4 Students will create a plan		Direct - Class						Direct - Class Assignment At least 80% of the	

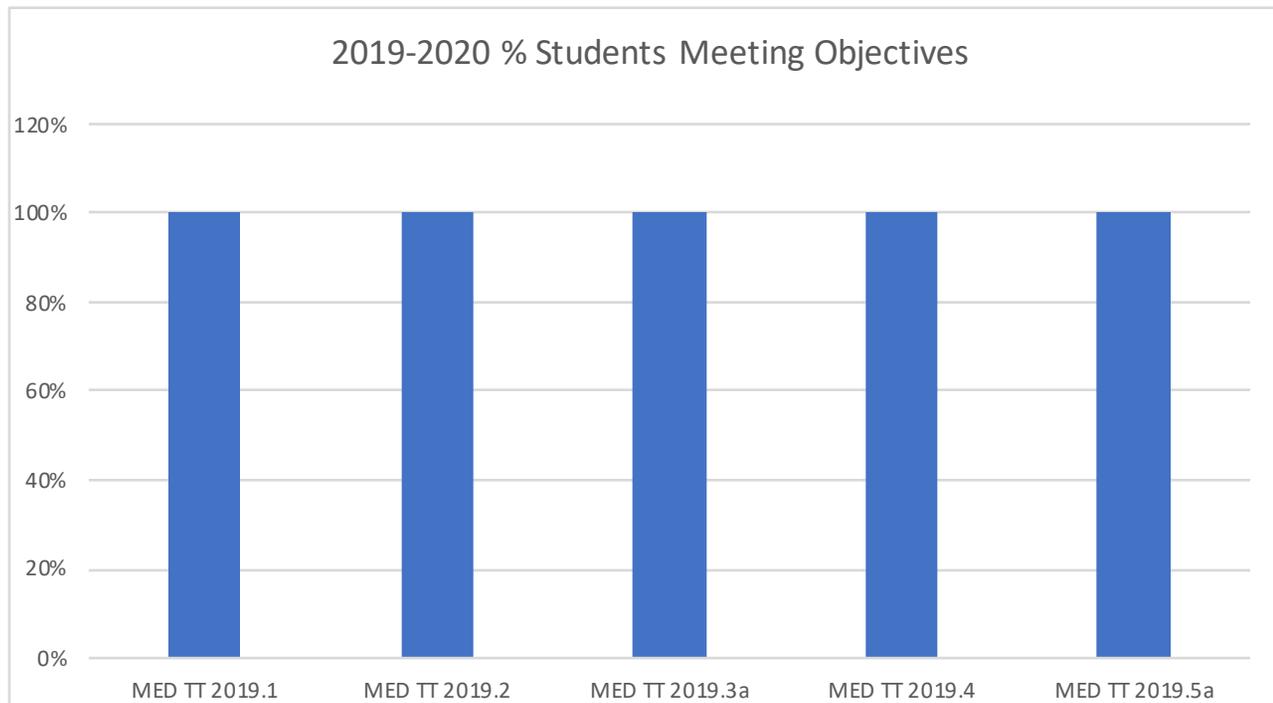
<p>for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.</p>		<p>Assignment At least 80% of the students will score proficient or better on the Week 7.1 Graded Assignment - Continued Personal Learning Network (PLN) Curation and Participation when assessed for Program Objective 4 using the MED T&T Program Objecti</p>						<p>students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 4 using the MED T&T Program Objectives Rubric for VIA Assessments.</p>	
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		ves Rubric for VIA Assess ments.							
MED TT 2019.5a Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.								Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 5 using the MED T&T Program Objectives Rubric for VIA Assessments.	Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 5.1 Graded Assignment - School Online Data Analysis when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.

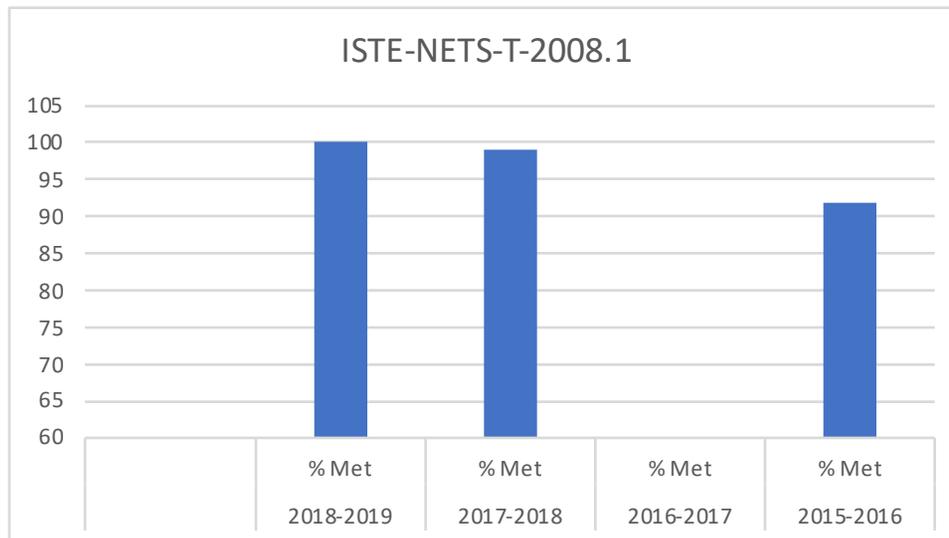
MED T&T Assessment Results Analysis

Objective

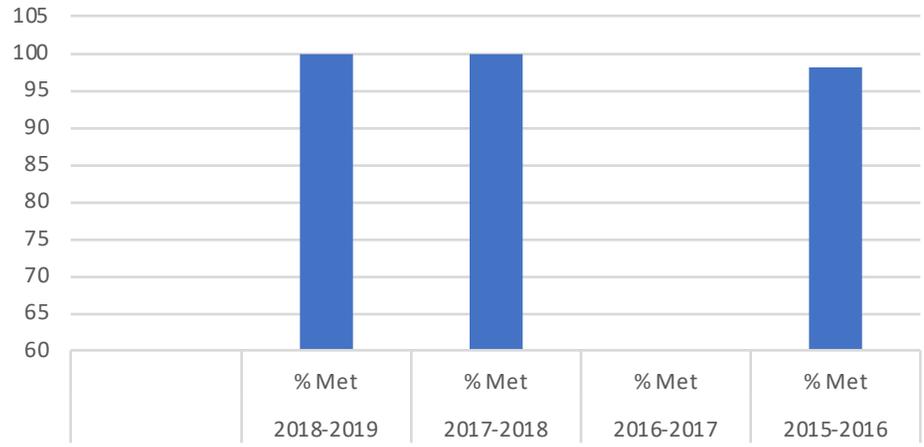
	2019-2020 % Met
MED TT 2019.1	100%
MED TT 2019.2	100%
MED TT 2019.3a	100%
MED TT 2019.4	100%
MED TT 2019.5a	100%



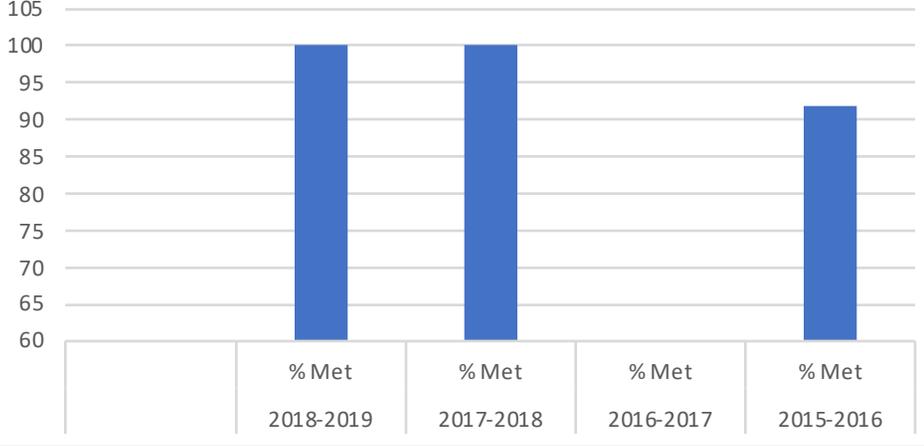
Objective	2018-2019	2017-2018	2016-2017	2015-2016
	% Met	% Met	% Met	% Met
ISTE-NETS-T-2008.1	100.00	99.00		92.00
ISTE-NETS-T-2008.2	100.00	100.00		98.00
ISTE-NETS-T-2008.3	100.00	100.00		92.00
ISTE-NETS-T-2008.4	100.00	100.00		98.00
ISTE-NETS-T-2008.5	100.00	100.00		98.00
NBPTS.1	100.00	98.00		98.00
NBPTS.2	100.00	100.00		92.00
NBPTS.3	100.00	94.00		98.00
NBPTS.4	100.00	100.00		92.00
NBPTS.5	100.00	100.00		98.00

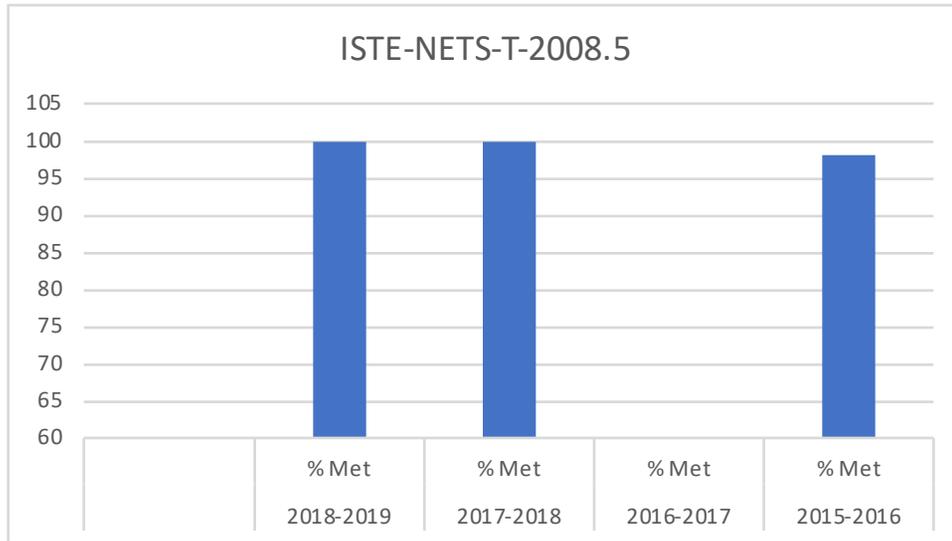
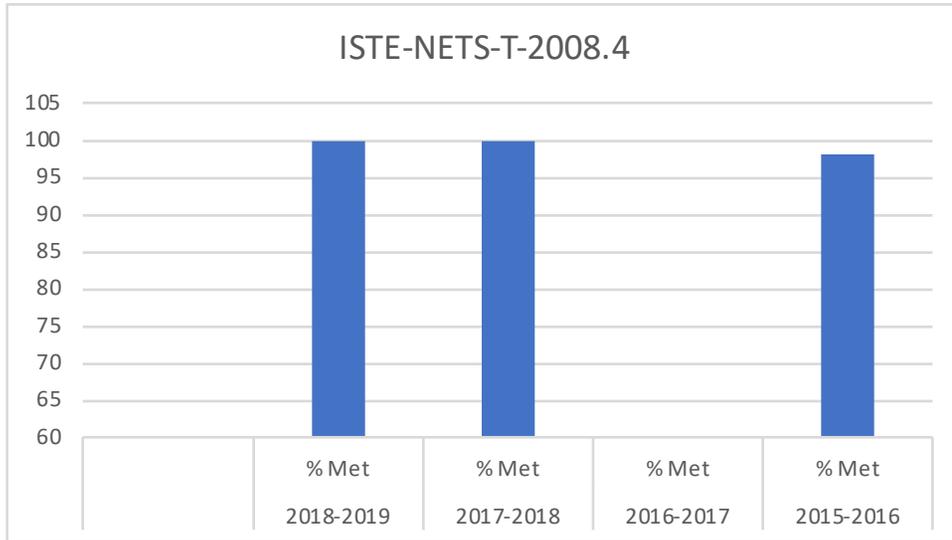


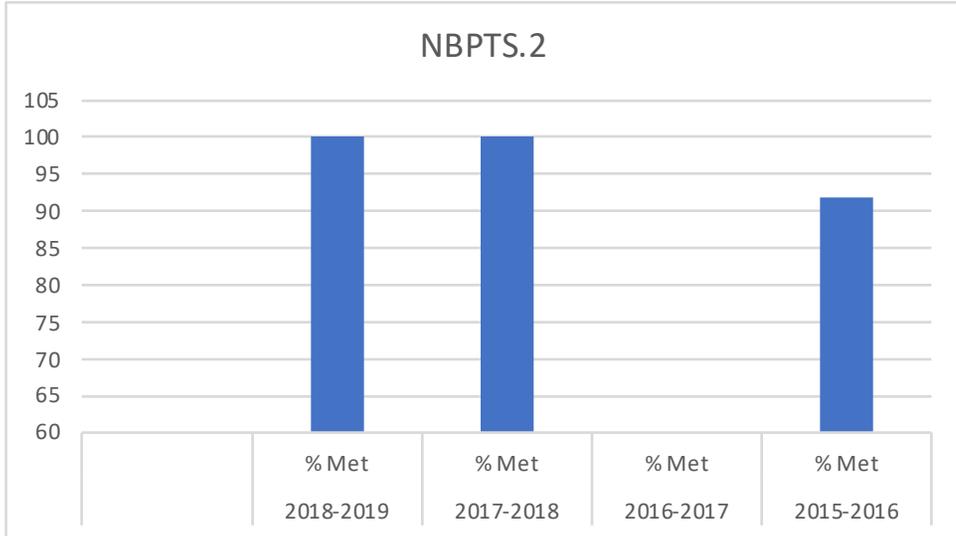
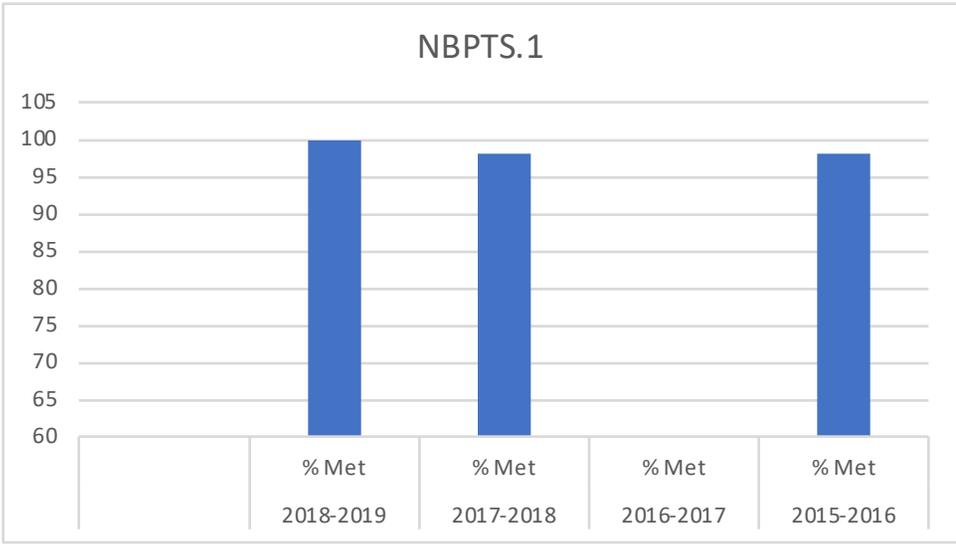
ISTE-NETS-T-2008.2

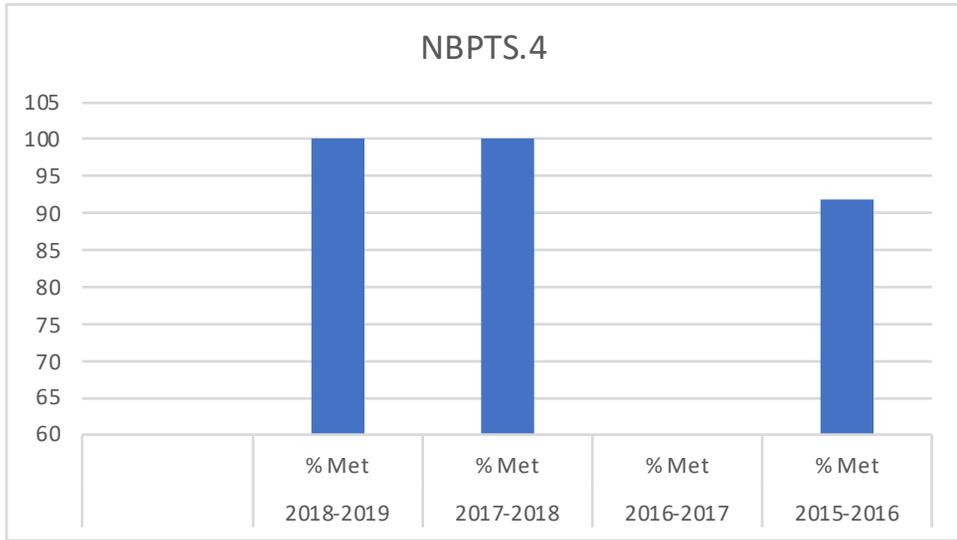
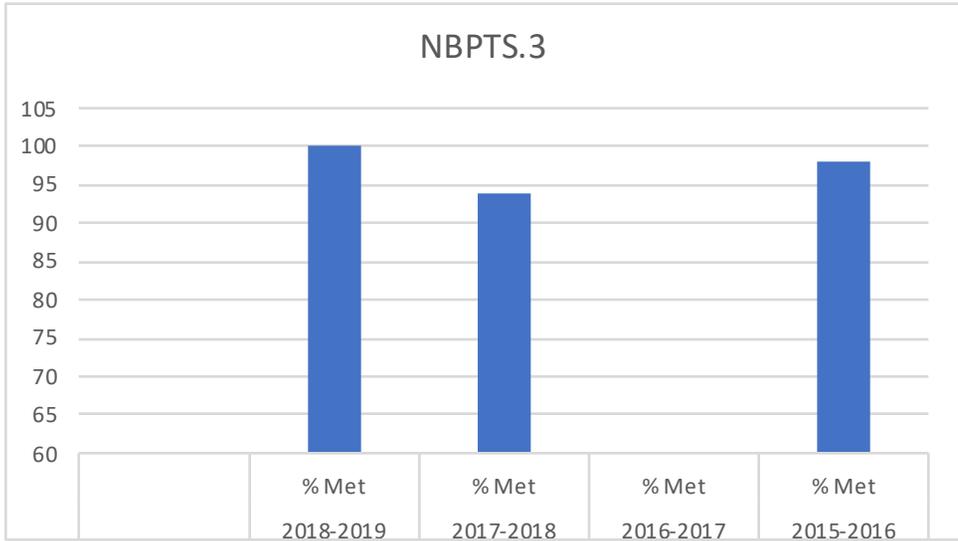


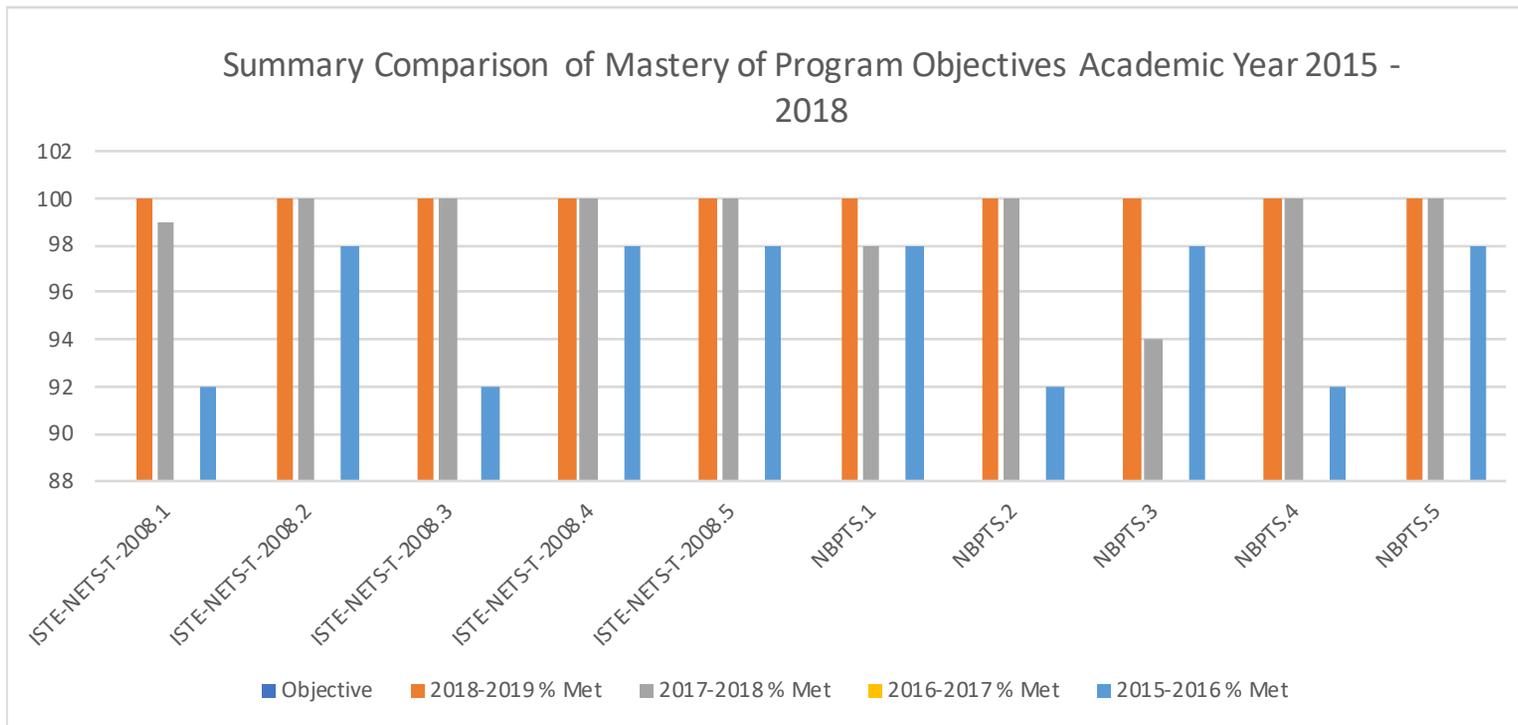
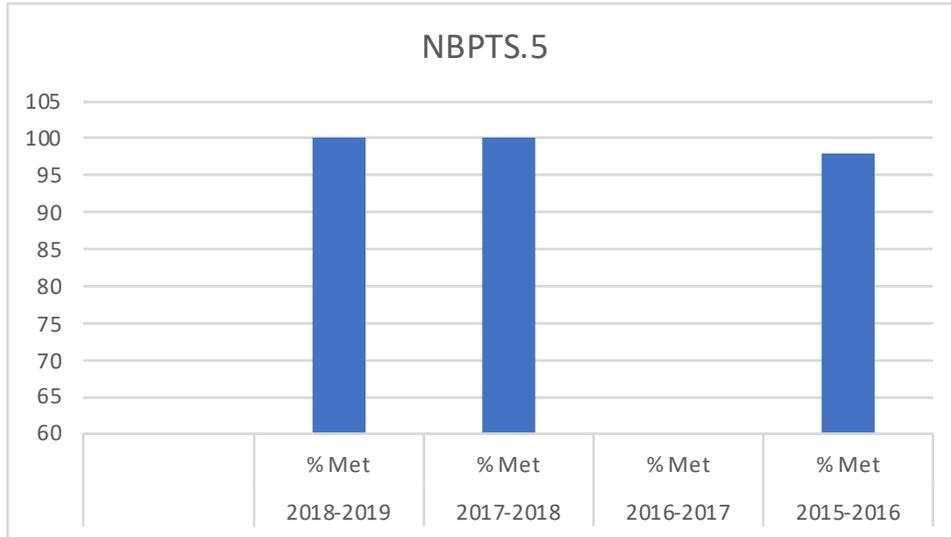
ISTE-NETS-T-2008.3











Note: Assessment systems were changing and a new system was being phased in between 2015-2016 and 2017-2018. Therefore, data is not available for 2016-2017.

Overall we have seen an improvement in the mastery of program objectives. Changing assessment systems and changing program objectives during this time frame makes it a bit more difficult to effectively compare, but overall the objective mastery indicates the program is meeting its goals.

Masters in Teaching and Technology

Date: 7-14-16

Program Demographics:

William Woods University								
Assessment Data								
Program: Education Teaching & Tech								
		Academic Year						
		10/11	11/12	12/13	13/14	14/15	15/16	Change
Declared Majors	Incoming Students ¹	0	0	1	5	2	11	
(As of fall census)	Total	0	0	6	49	79	77	NA
	Graduate Enrollment	1,426	1,301	1,206	1,125	1,025	1,171	-17.9%
	Number of Cohorts	0	0	1	1	1	1	
	Graduated Majors							
(9/1-8/30)		0	0	0	25	28	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		NA	NA	NA	NA	NA	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 – Correlated to the National Board of Professional Teaching Standards (NBPTS) and ISTE Teacher Standards

- Objective 1: Teachers are committed to student’s Learning (NBPTS-1)
- Objective 2: Teachers know subjects they teach and how to teach (NBPTS-2)
- Objective 3: Teachers are responsible for managing and monitoring student learning (NBPTS-3)
- Objective 4: Teachers think systematically about their practice and learn from experience (NBPTS-4)
- Objective 5: Teachers are members of learning communities (NBPTS-5)
- Objective 6: Facilitate and inspire student learning and creativity (ISTE Standards-T 1)
- Objective 7: Design and develop digital age learning experiences and assessments (ISTE Standards-T 2)
- Objective 8: Model digital age work and learning (ISTE Standards-T 3)
- Objective 9: Promote and model digital citizenship and responsibility (ISTE Standards-T 4)
- Objective 10: Engage in professional growth and leadership (ISTE Standards-T 5)

(The chart below should list all required courses for the degree aligned to the program objectives. Each objective must be assessed a minimum of 2 times within the program. Assignments can be used to assess more than one objective if the assignment covers multiple objectives, i.e.: capstone assignments, research papers, case studies.)

*Decisions pertaining to the collection of assessment data are made by the respective Program Directors. Program Directors can decide to use External Assessments for one evidence of data for program objectives.

Note: EDU530 – Improvement of Instruction is scheduled to replace EDU563 – Applied Instructional Theories and Strategies Using Technology effective with students entering the program in the Fall of 2015.

	EDU500: Current Issues	EDU520: Research Design	EDU543: Teaching and Learning in the New Digital Landscape	EDU558: Software Application for Academic Programs	EDU561: Instructional Design with Technology	EDU563: Applied Instructional Theories & Strategies using Technology	EDU571: Integration of Multimedia Production and Curriculum	EDU589: Teaching and Technology Capstone Project	EDU590: Appraisal of Student Learning	External Assessment
Objective 1				Final Project – Modified Instructional Module / Unit				Final Capstone Project – Week 16		
Benchmark/ term Faculty				80% of the students will receive a minimum of				80% of the students will receive a minimum of		

responsible for data				80% on their Final Project – Modified Instructional Module / Unit. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House				80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 2							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
Benchmark/ term Faculty responsible for data							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 3				Final Project –				Final Capstone		

				Modified Instructional Module / Unit				Project – Week 16		
Benchmark/ term				80% of the students will receive a minimum of 80% on their Final Project – Modified Instructional Module / Unit.			Spring Terms	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.		
Faculty responsible for data				Summer, Fall, Spring Terms				Summer, Fall, Spring Terms		
				Program Manager will Analyze results provided from Learning House				Program Manager will Analyze results provided from Learning House		
Objective 4							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
Benchmark/ term							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform.	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.		
Faculty responsible for data							Summer, Fall, Spring Terms	Summer, Fall, Spring Terms		

							Program Manager will Analyze results provided from Learning House	Program Manager will Analyze results provided from Learning House		
Objective 5							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
Benchmark/ term Faculty responsible for data							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 6							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		

Benchmark/ term							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform.	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.		
Faculty responsible for data							Summer, Fall, Spring Terms	Summer, Fall, Spring Terms		
							Program Manager will Analyze results provided from Learning House	Program Manager will Analyze results provided from Learning House		
Objective 7				Final Project – Modified Instructional Module / Unit				Final Capstone Project – Week 16		
Benchmark/ term				80% of the students will receive a minimum of 80% on their Final Project – Modified Instructional Module / Unit.				80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.		
Faculty responsible for data				Summer, Fall, Spring Terms				Summer, Fall, Spring Terms		
				Program Manager will Analyze results provided from Learning House				Program Manager will Analyze results		

								provided from Learning House		
Objective 8							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
Benchmark/ term							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform.	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.		
Faculty responsible for data							Summer, Fall, Spring Terms	Summer, Fall, Spring Terms		
							Program Manager will Analyze results provided from Learning House	Program Manager will Analyze results provided from Learning House		
Objective 9				Final Project – Modified Instructional Module / Unit				Final Capstone Project – Week 16		
Benchmark/ term				80% of the students will receive a minimum of 80% on their Final Project – Modified Instructional Module / Unit.				80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program.		
Faculty responsible for data				Summer, Fall,						

				Spring Terms Program Manager will Analyze results provided from Learning House				Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		
Objective 10							Week 8 Assignment – Final Instructional Platform	Final Capstone Project – Week 16		
Benchmark/ term Faculty responsible for data							80% of the students will receive a minimum of 80% on their Week 8 Assignment - Final Instructional Platform. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House	80% of the students will receive a minimum of 80% on their Final Capstone Project. This project encompasses all objectives in the program. Summer, Fall, Spring Terms Program Manager will Analyze results provided from Learning House		

Assessment Results

Results of Assessment Year:	Analysis of Assessment Year:	Action Taken	Analysis of Assessment year +	Action Taken
Objective 1	<p>EDU558: Final Project – Modified Instructional Module / Unit 51 Students 92% of students met the benchmark</p> <p>EDU571: Week 8 Assignment-Final Instructional Platform 22 Students 95% of students met the benchmark</p>	None as benchmark was met.	<p>EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark.</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>
Objective 2	<p>EDU558: Create an eBook Assignment 35 Students 91% of the students met the benchmark</p> <p>EDU571: Week 7 Assignment – Create an Educational Video 34 students 85% of the students met the benchmark</p>	None as benchmark was met.	<p>EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>
Objective 3	<p>EU571: Week 8 Assignment – Final Instructional Platform 23 students 95% of the students met the benchmark</p> <p>EDU590: Week 7 Assignment 0 Unity Plan Assessment Elements 31 students 100% of the students met the benchmark</p>	None as benchmark was met.	<p>EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark.</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>

				recommended. Continue with regular course revision schedule.
Objective 4	<p>EDU500: Course Final Project 80 students 100% of the students met the benchmark</p> <p>EDU520 Research Paper – Course Final Project 65 students 95% of the students met the benchmark</p>	None as the benchmark was met.	<p>EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>
Objective 5	<p>EDU543: Professional / Personal Learning Network Assignment 60 Students 75% of the students met the objective</p> <p>EDU589: Week 7 Discussion Forum and Response 25 Students 89% of the students met the objective</p>	<p>Review materials for the course to identify weaknesses in content. Keep the same assessment and evaluate again next year. Review the specific assignment to check for clarity. Revise as necessary.</p>	<p>EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>
Objective 6	<p>EDU543: Technology Integration and Use Paper 51 students 92% of the students met the objective</p> <p>EDU589: Final Capstone Project 36 students 97% of the students met the objective</p>	None as the benchmark was met	<p>EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular</p>

Objective 7	<p>EDU561: Week 8.1 Graded Assignment – Interactive Learning Module Template 17 students 94% of the students met the objective</p> <p>EDU589: Final Capstone Project 36 students 97% of the students met the objective</p>	None as the benchmark was met	<p>EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark.</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>
Objective 8	<p>EDU589: Final Capstone Project 36 students 97% of the students met the objective</p> <p>EDU590: Week 3.1 Assignment – Participant Response Tools 54 students 100 % of the students met the objective</p>	None as the benchmark was met	<p>EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>
Objective 9	<p>EDU543: Digital Citizenship Paper 60 students 95% of the students met the objective</p> <p>EDU589: Final Capstone Project 36 students 97% of the students met the objective</p>	None as the benchmark was met	<p>EDU558 - Final Project – Modified Instructional Module / Unit Summer 2015-Spring 2016: 24 Students 88% of students met benchmark</p> <p>EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.</p>	<p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p> <p>Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.</p>

Objective 10	EDU543: Personal / Professional Learning Network Assignment 60 students 75% of the students met the objective	Review materials for the course to identify weaknesses in content. Keep the same assessment and evaluate again next year. Review the specific assignment to check for clarity. Revise as necessary.	EDU 571: Week 8 Assignment – Final Instructional Platform Summer 2015-Spring 2016: 30 Students. 100% of students met benchmark	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.
	EDU590: Week 3.1 Participant Response Tools 54 students 100% of the students met the objective	None as the benchmark was met.	EDU589: Final Capstone Project – Week 16 Summer 2015-Spring 2016: 40 Students 95% of student met benchmark.	Benchmark was met. Continue monitoring student and faculty evaluations to identify possible course improvements. No specific changes recommended. Continue with regular course revision schedule.

Analysis of the Assessment Process:

(Comments on the collection of data, appropriateness of assessments, and faculty involvement)

The overall assessment process for the MED T&T needs to be reviewed and revised. The rubric reports that are now available from Learning House allows us to look at specific criteria on a rubric rather than the overall rubric score. Using the identified EDU558, EDU571, and EDU589 cumulative assessments, specific rubric criteria items need to be tied to the specific objectives to provide a more granular and complete assessment of program objectives. It should be a goal of the program manager to work on this revision for the 2016-2017 reporting period.

The data provided by Learning House has to be processed in order to be useable. The raw data includes the instructor and non-course completers. This incongruent data must be manually removed from the reports provided by Learning House and overall statistics must be manually calculate to evaluate their impact on program objectives.

In addition, students entering the MED T&T Program complete the LoTi Levels of Technology Innovation assessment. The same assessment is completed when students complete their Capstone. The assessment data for the LoTi is available to the Program Manager. This data should be reviewed and possibly incorporated into the overall assessment as the LoTi Measures a number of specific criteria related to the specific program objectives and the overall program effectiveness.

While not applied directly to the course objectives, students and faculty provide feedback at the end of each course. This feedback is utilized to determine if course adjustments are needed to more effectively address student learning needs and improve course quality.

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 checked="" 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 checked="" type="checkbox"/> Specific measures are clearly identified <input checked="" 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 checked="" 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 checked="" 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.
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate

Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <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 Assessment	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <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.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <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.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.

Additional Comments:

Curious about the demographics of the data and the specific terms it represents? Is there any way to show if the data was fall/spring/summer? Are there gaps in the data collection or is this representative of all the available data in the identified courses? What is the process for data collection and assessment? In the report program faculty discuss the need to review and revise the assessment? What process and timeline is the program looking at to do that? It would be beneficial for the program to look at the review and thinking about how they want to make changes prior to going into the new assessment system so that the program is starting fresh with data that they want and is more usable. Are

there any outside assessments to the program or any comprehensive assignments that would help streamline and provide additional support to the assessment of the program?

The Final Capstone Project is used here as an assessment for each objective. Did the students meet the benchmark per objective or is that score a total score on the rubric? What is the plan for the program and the students who did not meet the objective on their final capstone?



WILLIAM WOODS
UNIVERSITY

**MED Teaching and Technology Annual Assessment
2016-2017**

ANNUAL ASSESSMENT 16-17

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Graduate Annual Assessment

Master of Education: Teaching and Technology

Program Profile

Program Mission

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers.

Program Demographics

Total Enrollment 2015-2016

77

Total Enrollment 2016-2017

50

Incoming Students 2015-2016

11

Incoming Students 2016-2017

12

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Program Delivery

Cohort
 OnLine (selected)
 Hybrid
 Cohort and OnLine

External Accreditation

Does the program hold external accreditation?

Yes
 No (selected)

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.

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
ISTE-NETS-T-2008.1	Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
ISTE-NETS-T-2008.2	Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:
ISTE-NETS-T-2008.3	Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
ISTE-NETS-T-2008.4	Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
ISTE-NETS-T-2008.5	Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

Curriculum Map

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

Curriculum Map MED T&T 2016

	EDU 500	EDU 520	EDU 530
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:		R	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:		R	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	A	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	R	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	R	A	A
NBPTS.5 Teachers are members of learning communities	R	R	R

	EDU 543	EDU 558	EDU 561
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	A, I, R	A	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:	I	R	A
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	I	R	A
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	A, I, R	R	A
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	A, I, R	R	R
NBPTS.1 Teachers are committed to students and their learning.	I	A	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	I	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	I	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	I	R	R
NBPTS.5 Teachers are members of learning communities	A, I, R	A	R

	EDU 563	EDU 571	EDU 589
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:	R	A	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R	A	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	A	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	A	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R

	EDU 590
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R
NBPTS.1 Teachers are committed to students and their learning.	A
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	A
NBPTS.4 Teachers think systematically about their practice and learn from experience.	R
NBPTS.5 Teachers are members of learning communities	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map MED T&T 2016

Improvement Narrative List

Assessment List

Program Activities

Student Accomplishments

Faculty Accomplishments

Alumni Accomplishments

Recent graduates only

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
Learning Outcomes	<input type="checkbox"/> Program learning outcomes are aligned to national standards	<input checked="" type="checkbox"/> Measurable program learning outcomes. <input checked="" 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	<input type="checkbox"/>
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 checked="" type="checkbox"/> Assessment measures are not clear. <input type="checkbox"/> No assessment measures are established.	<input type="checkbox"/>
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 checked="" type="checkbox"/> Routine data is not collected. <input type="checkbox"/> N/A Program is too new to have collected assessment data.	<input type="checkbox"/>

Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty Analysis and Conclusions	<input type="checkbox"/> All faculty within the program synthesize the results from various assessment measures to form conclusions about each learning outcome. <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant.	<input type="checkbox"/> Program faculty receive annual assessment results and meet to discuss assessment results. <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results.	<input type="checkbox"/> Some program faculty receive annual assessment results <input type="checkbox"/> Faculty input about results is sought	<input type="checkbox"/> Faculty input is not sought. <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.	<input type="checkbox"/>
Actions to Improve Learning and Assessment	<input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <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.	<input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <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.	<input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed.	<input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes.	<input type="checkbox"/>

Additional Comments:



WILLIAM WOODS
UNIVERSITY

**Master of Education in Teaching & Technology Annual
Assessment
2017-2018**

ANNUAL ASSESSMENT 17-18

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Master of Education: Teaching and Technology

Program Profile

Program Mission

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers.

Program Demographics

Total Enrollment 2016-2017

50

Total Enrollment 2017-2018

19

Incoming Students 2016-2017

12

Incoming Students 2017-2018

10

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_2016_17.xlsx

Reflection on Demographic Data

Program goals for persistence and graduate rates? Consider enrollment trends and what the optimal enrollment would be for the program.

Program Delivery

Cohort

Online (selected)

Hybrid

Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes

No (selected)

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.

Program Objectives

Standard/Outcome

Identifier	Description
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Additional Standards/Outcomes

Identifier	Description
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NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

Curriculum Map

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

Curriculum Map MED T&T 2016

	EDU 500	EDU 520	EDU 530	EDU 543	EDU 558	EDU 561
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R	A, I, R	A	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:		R	R	I	R	A
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:		R	R	I	R	A
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R	A, I, R	R	A
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	A	R	A, I, R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R	I	A	R
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	R	A	I	R	R
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	R	I	R	R
NBPTS.4 Teachers think systematically about their practice and learn from experience.	R	A	A	I	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R	A, I, R	A	R

	EDU 563	EDU 571	EDU 589	EDU 590
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S. Teachers:	R	A	R	R
ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R	A	R	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	R	R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	R	A
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	A	R	R	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	A	R	A
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A	R	R	R
NBPTS.5 Teachers are members of learning communities	R	R	R	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map MED T&T 2016

ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Integration Framework and Use assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better	Via__EDU543__I STE_T_1__Ingegr ation_Framework_a nd_Use_Paper____ _09_06_2018_113 848.pdf	

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	97.2% of the students scored proficient or better.	Via__EDU558__I STE_T1__Modifie d_Instructional_Mo dule_09_07_2018_ 214812.pdf	

ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS??S.

Teachers:

Assessment Measures

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better.	Via__EDU561__ISTE_T2__Instructional_Design_Video__09_09_2018__101707.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher	Via__EDU571__ISTE_T2__Created_Instructional_Video_09_09_2018_105135.pdf	

ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

Assessment Measures

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better.	Via__EDU561__ISTE_T3__Instructional_Design_Video__09_09_2018_102056.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher	Via__EDU571__ISTE_T3__Created_Instructional_Video__09_09_2018_105336.pdf	

ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global

societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the digital citizenship paper assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better	Via __EDU543__ STE_T_4__Digital_Citizenship_paper_09_06_2018_114055.pdf	

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module Template assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better.	Via __EDU561__ STE_T4__Interactive_Learning_Module_Template_09_09_2018_102258.pdf	

ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

Assessment Measures

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Rubric 1. been met yet? Met	100 % of the students scored proficient or higher	Via__EDU520__ISTE_T_5__Research_Design_Paper_164348.pdf	

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal Learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better.	Via__EDU543__ISTE_T_5__PLN_Voice_Thread__09_06_2018_114311.pdf	

Assessment Measures

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	97.2% of the students scored proficient or better.	Via__EDU558__NBPTS_1__Modified_Instructional_Module_09_07_2018_214812.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Evaluate a Performance Task and Rubric assignment. Uses Rubric 2. been met yet? Met	97.8% scored proficient or higher	Via__EDU590__NBPTS_1__Evaluate_Performance_Task_and_Rubric_09_09_2018_113005.pdf	

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

Assessment Measures

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or higher	Via__EDU530__NBPTS_2__Lesson_Plan_Improvement_09_07_2018_203643.pdf	

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	99.4% proficient or higher	Via__EDU563__NBPTS_2__Interactive_Learning_Unit_Planning_Template_09_09_2018_103526.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module - Assessment Elements assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better	Via__EDU590__NBPTS_2__Interactive_Learning_Module_Assessment_Elements_09_09_2018_112308.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, technical aspects, and application/use elements of the Initial Instructional Platform assignment. Uses Rubric 5. been met yet? Met	98% proficient or higher	Via__EDU571__NBPTS_3__Initial_Instructional_Platform_09_09_2018_105625.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Assessment Analysis assignment. Uses Rubric2. been met yet? Met	90.1% proficient or higher	Via__EDU590__NBPTS_3__Assessment_Analysis_09_09_2018_113806.pdf	- Curriculum Revision: While the overall objective was met, it was obvious that the Recommendations, Conclusions, Improvement Suggestions, and/or Modifications aspect had some weakness with only 76.3% of the students meeting this criterion. During the next revision cycle, this aspect will be addressed to provide more emphasis.

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Rubric 1. been met yet? Met	100% of the students scored proficient or higher.		

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or higher		

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	99.4% proficient or higher	Via__EDU563__NBPTS_4__Interactive_Learning_Unit_Planning_Template_09_09_2018_104141.pdf	

NBPTS.5 Teachers are members of learning communities

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better	Via__EDU543__NBPTS_2__PLN_Voice_Thread__09_06_2018_114311.pdf	

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Reflection Upload and Mind Map Sharing assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better.	Via__EDU558__NBPTS_5__PLN_Voice_Thread__09_07_2018_215855.pdf	

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	NBPTS.3 Teachers are responsible for managing and monitoring student learning.
------------------	--

Legend	A	
Course/Event	EDU 590	
Assessment Measure	Direct - Essay	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	While the overall objective was met, it was obvious that the Recommendations, Conclusions, Improvement Suggestions, and/or Modifications aspect had some weakness with only 76.3% of the students meeting this criterion. During the next revision cycle, this aspect will be addressed to provide more emphasis.

Assessment List

Program Activities

Student Accomplishments

Since this is an online program, identifying specific student accomplishments can be difficult. This year none of the instructors reported any specific student accomplishments. We will implement a process next year requesting instructors to make note of any outstanding student accomplishments and to report them to the Program Manager.

Faculty Accomplishments

Two of our faculty members have had some notable achievements during the year. Nicole Whitfield received Level 1 and level 2 Google Certified Educator certification as well as being qualified to deliver training on Google for Education tools.

Karalin Sanders received her Level 1 Google Certified Educator Certification. Karalin Sanders was also became the Online Learning Coordinator for her school district with the responsibility of overseeing online learning for enrichment and credit acquisition. Karalin was also chosen to serve on the Board of Directors for the Regional Consortium for Education and Technology-Southwest. Martha Barwick-Turner was appointed to the planning committee for the 2019 ISTE National Convention to be held in Boston, MA.

Alumni Accomplishments

Recent graduates only

Our program does not currently have access to a source of data to easily assess this item.

Professional Development Opportunities

List professional development opportunities made available to faculty during the academic year.

Several professional development opportunities were offered to all of our faculty during the past academic year. The first Adjunct Faculty Professional Development Workshop was held on October 23, 2017 on the campus of William Woods University. A second Adjunct Faculty Professional Development Workshop was held on March 26, 2018 on the campus of William Woods University. These workshops are generally streamed live or recorded, making it possible for faculty to participate even if they were not able to attend the live presentation. Agendas for the workshops are attached.

An Online Program Director Retreat was held on May 8, 2018 in the Aldridge Conference Center on the WWU campus. This retreat provided an opportunity for Online Program Managers to receive up to date information concerning a variety of issues related to their program. An agenda is attached.

In addition Martha Barwick-Turner attended the ISTE Conference in Chicago.

Professional Development

Upload any documentation supporting the professional development offered.

Adjunct_20Professional_20Development_20October_2023_202017_20update.docx

Professional_20Development_20March_2026_202018.pdf

Retreat_20Schedule_202018.docx

Assessment Rubric

Assessment Rubric Annual Assessment Report

Assessment Component	Assessment Reflects Best Practices	Assessment Meets the Expectations of the University	Assessment Needs Development	Assessment is Inadequate	Comments:
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	<input type="checkbox"/>
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.	<input type="checkbox"/>
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.	<input type="checkbox"/>
Assessment Component	Assessment Reflects Best Practices	Assessment meets the expectations of the University	Assessment needs Development	Assessment is Inadequate	Comments:
Faculty	<input type="checkbox"/> All faculty within	<input type="checkbox"/> Program faculty	<input type="checkbox"/> Some program	<input type="checkbox"/> Faculty input is	<input type="checkbox"/>

<p>Analysis and Conclusions</p>	<p>the program synthesize the results from various assessment measures to form conclusions about each learning outcome.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes input from adjunct faculty. <input type="checkbox"/> Includes input from outside consultant. 	<p>receive annual assessment results and meet to discuss assessment results.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Specific conclusions about student learning are made based on the available assessment results. 	<p>faculty receive annual assessment results</p> <ul style="list-style-type: none"> <input type="checkbox"/> Faculty input about results is sought 	<p>not sought.</p> <ul style="list-style-type: none"> <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. 	
<p>Actions to Improve Learning and Assessment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive understanding of the program's assessment plan and suggestions for improvement. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Description of the action to improve learning or assessment is specific and relates directly to faculty conclusions about areas for improvement. <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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Adjustments to the assessment plan are proposed but not clearly connected to data <input type="checkbox"/> Minimal discussion of the effectiveness of the assessment plan; minimal discussion of changes, if needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> No actions are taken to improve student learning. <input type="checkbox"/> Actions discussed are not connected to data results or analysis. <input type="checkbox"/> N/A Program recently started or too few graduates to suggest any changes. 	<ul style="list-style-type: none"> <input type="checkbox"/>

Additional Comments:



WILLIAM WOODS
UNIVERSITY

MED Teaching & Technology Annual Assessment 2019-2020

MED TEACHING & TECHNOLOGY ANNUAL ASSESSMENT 2019-2020 **1**

MASTER OF EDUCATION: TEACHING AND TECHNOLOGY	3
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Master of Education: Teaching and Technology

Program Profile

Program Mission

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers. Students completing the program will have developed the skills necessary to become Google Certified Educators Level 1 and Level 2.

Program Demographics

Total Enrollment 2018-2019

33

Total Graduated 2018-2019

32

Total Enrollment 2019-2020

19

Total Graduated 2019-2020

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_Demographic_Worksheet.xlsx

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?

Enrollment has declined over the past year. In an attempt to make the program more appealing, we have undertaken an entire revision of the curriculum. The has now been completed and the revised curriculum will be fully utilized beginning in January 2020. The modifications taking place in learning environments due to COVID-19 have created a unique opportunity to move our program forward. We can provide many of the tools needed for teachers to thrive in an online or blended learning environment. Information has been provided to marketing to help focus this approach.

Overall, our program receives excellent compliments from students who have completed the program. A key issue will be to generate more interest in the program. Part of the situation likely relates to a lack of clear understanding about the program. Educators clearly understand "Curriculum and Instruction" but they will likely need more guidance in understanding how a Masters in Teaching and Technology will be a benefit. If we can accomplish this, I believe we will see our numbers begin to grow again.

Program Delivery

Cohort
 Online (selected)
 Hybrid
 Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes
 No (selected)

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.

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?

Some typos need to be corrected on the MED T&T Program detail page. https://www.williamwoods.edu/catalog/graduate/degree_program_details.aspx?ADV_TREE_REQ_CDE=1MEDTC

There are several instances where it shows "? TRA500". This needs to be replaced with a dash "-". I am attaching a photo that shows the corrections needed.

Marketing Suggestions to Consider: (until things open up a bit again, the conferences and meetings will not happen in person, but it might be possible to gain access to these groups through their parent organizations in order to provide marketing information)

Reach out to eMints to focus on the partnership that previously existed between eMints and the University. Attempt to market to those who have the corresponding eMints Certifications.

Social media marketing based on Google Certified Educators and Microsoft Certificated Educators.

Marketing at Missouri based Educational Technology meetings and Conferences.

Greater Ozarks Cooperating School Districts (GOCSD)

Regional Consortium for Educational Technology (RCET)

Missouri Science and Technology has a conference for educators

MORENET has an annual conference

Nationally there is the annual ISTE conference

Greater Ozarks Cooperating School Districts (GOCSD) allows businesses and organizations to "sponsor" meetings. Sponsoring a meeting could be as simple as proving promotional items for them to distribute at the meeting.

Marketing Attachments

MED_T_T_Program_Detail_Web_Page_Corrections.JPG

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.

All part time faculty taught less than 9 hours in an term.

Sheila Logan - full time - 1 course

Katherine Ferrell - full time - 1 course

Karalin Sanders - part time - 5 courses - Summer 6 Hours, Spring 6 hours, Fall 3 hours

Nicole Whitfield - part time - 1 course

Martha Barwick Turner - part time - 2 courses

Stacey Bonderer - part time - 2 courses

Kristee Lorenz - part time - 1 course

Frank Giuseffi - full time - 1 course

Joshua Howard - part time - 2 courses

David Hollingshead - part time - 2 courses

Lori Mathys - part time - 3 courses

Jacquelyn Ward - part time - 3 courses - 3 hours fall - 6 hours spring

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
MED TT 2019.1	Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.
MED TT 2019.2	Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.
MED TT 2019.3a	Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement

MED TT 2019.4	Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.
MED TT 2019.5a	Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.

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.

Students in the MED T&T Program develop Major Field Competence through an intense focus on developing academic excellence and improving proficiency in the teaching craft. This is accomplished through the analysis of instructional needs and the application of technology to improve the learning environment.

Students in the MED T&T Program demonstrate ethics through appropriate interactions with others in their online courses as well as through their participation in a Personal Learning Network.

Students in the MED T&T Program develop Self-Liberation through their analysis of research and their participation and interaction through a Personal Learning Network.

Students in the MED T&T Program exemplify aspects of Lifelong Education by the fact they they are extending themselves beyond basic learning and seeking an advanced degree.

Curriculum Map

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

Curriculum Map

	EDU 520	EDU 543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	EDU 590
MED TT 2019.1 Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.	R	I	R	R	R	R, A	R	M, A	R, A
MED TT 2019.2 Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.	R	I	R, A	R	R	R, A	R, A	M, A	R
MED TT 2019.3a Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement	R	I	R, A	R	R, A	R	R, A	M, A	R
MED TT 2019.4 Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.		I, R, A		R				M, A	

MED TT 2019.5a Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.	R	I		R	R	R	R	M, A	R, A
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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?

We adopted an entirely new set of Program Objectives for the 2019-2020 academic year. This was after significant discussion and planning that took place over a period of a year in which we focused on the desired outcomes for the program. Previously we utilized national standard sets as our program objectives and these did not adequately meet the program needs or provide an adequate assessment. We will still correlate our program objectives to those national standards sets, but the revised program objectives provide a much better focus on program content and allow us a much better method of assessing program success.

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map

MED TT 2019.1 Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD Project when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students generally take EDU563 in the middle 1/3 of their course work.	Via__EDU563__ _MED_T_T__Ev al_Obj_1__2__ 2019_2020_Rubri c_Report_05_04_ 2020_133539.pdf	

EDU 589				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students complete this course at the end of their program. This is a good measure of the success of the program. It should be noted that due to course and program objective revisions, this course was only offered one time in the current evaluation cycle with the new program objectives. Data in subsequent year will be much more robust.	Via__EDU589__ _MED_T_T__Ev aluate_Obj_1__2__ _3__4__and_5_R ubric_Report_05_ 04_2020_133848. pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 5.1 Graded Assignment -School Online Data Analysis	100% of the students scored proficient or better for this standard. Students often complete this course early in their program.	Via__EDU590__ _MED_T_T__Ev al_Obj_1_and_5__ 2019_2020_Ru bric_Report_05_0 4_2020_134144.p	

	when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	Due to course and program revisions, the number of students evaluated is small. This will improve in future years and provide more robust data.	df	
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MED TT 2019.2 Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the Week 8.1 Final Project - Modified Instructional Module/Unit when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard.	Via __EDU558__ _MED_T_T__Ev aluate_Obj_2_and _3__2019_2020_ Rubric_Report_05 _04_2020_134659 .pdf	
EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD Project when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students generally take EDU563 in the middle 1/3 of their course work.	Via __EDU563__ _MED_T_T__Ev al_Obj_1__2__ 2019_2020_Rubri c_Report_05_04_ 2020_133539.pdf	
EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the Week 6.1	100% of the students scored proficient or better on this objective	Via __EDU571__ _MED_T_T__Eva luate_Obj_2_and_ _3__2019_2020_R	

	Assignment -Created Instructional Video when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	with 68.42% scoring Superior.	ubric_Report_05_04_2020_134435.pdf	
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EDU 589				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 2 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students complete this course at the end of their program. This is a good measure of the success of the program. It should be noted that due to course and program objective revisions, this course was only offered one time in the current evaluation cycle with the new program objectives. Data in subsequent year will be much more robust.	Via__EDU589__MED_T_T__Evaluate_Obj_1_2_3_4_and_5_Rubric_Report_05_04_2020_133848.pdf	

MED TT 2019.3a Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement				
EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the Week 8.1 Final Project - Modified Instructional Module/Unit when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard.	Via__EDU558__MED_T_T__Evaluate_Obj_2_and_3_2019_2020_Rubric_Report_05_04_2020_134659.pdf	

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the Week 5.1 Instructional Design Video when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better with 71.43% scoring superior.	Via __EDU561__ _MED_T_T__Eva luate_Obj_3__2 019_2020_Rubric _Report_05_04_2 020_135012.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the Week 6.1 Assignment -Created Instructional Video when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better on this objective with 68.42% scoring Superior.	Via __EDU571__ _MED_T_T__Eva luate_Obj_2_and_ 3__2019_2020_R ubric_Report_05_0 4_2020_134435.p df	

EDU 589				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 3 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students complete this course at the end of their program. This is a good measure of the success of the program. It should be noted that due to course and program objective revisions, this course was only offered one time in the current evaluation cycle with the new program objectives. Data in subsequent year will be much more robust.	Via __EDU589__ MED_T_T__Evalu ate_Obj_1__2__3__ 4__and_5_Rubric _Report_05_04_20 20_133848.pdf	

MED TT 2019.4 Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 7.1 Graded Assignment - Continued Personal Learning Network (PLN) Curation and Participation when assessed for Program Objective 4 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better.	Via__EDU543__ _MED_T_T__Ev aluate_Obj_4__2 019_2020_Rubric _Report_05_04_2 020_135217.pdf	

EDU 589				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 4 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students complete this course at the end of their program. This is a good measure of the success of the program. It should be noted that due to course and program objective revisions, this course was only offered one time in the current evaluation cycle with the new program objectives. Data in subsequent year will be much more robust.	Via__EDU589__ _MED_T_T__ Evaluate_Obj_1_ _2_3_4_and_ 5_Rubric_Report _05_04_2020_13 3848.pdf	

MED TT 2019.5a Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.

EDU 589				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 5 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students complete this course at the end of their program. This is a good measure of the success of the program. It should be noted that due to course and program objective revisions, this course was only offered one time in the current evaluation cycle with the new program objectives. Data in subsequent year will be much more robust.	Via__EDU589__MED_T_T__Evaluate_Obj_1_2_3_4_and_5_Rubric_Report_05_04_2020_133848.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the Week 5.1 Graded Assignment -School Online Data Analysis when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments. been met yet? Met	100% of the students scored proficient or better for this standard. Students often complete this course early in their program. Due to course and program revisions, the number of students evaluated is small. This will improve in future years and provide more robust data.	Via__EDU590__MED_T_T__Ev al_Obj_1_and_5__2019_2020_Ru bric_Report_05_04_2020_134144.p df	

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.

All objectives were met at a high level. The data this year is not representative as this was a year of transition. We transitioned to a new set of program objectives that were implemented in the Fall of 2019. This transition allows us to separate program assessment from grading. In the past, these were conducted in tandem which tended to convolute the program assessment data. This change seems to have been very successful.

During the year we completed a major curriculum revision. The revised courses were phased in during the fall and spring of the 2019-2020 academic year. This assessment cycle provided an opportunity to implement some new assessments and the data analysis has indicated that we are on track with the assessments and the assessment process. Our revised process clearly allows us to see growth through the program. We are assessing objectives throughout the program and then have a culminating capstone project that will allow us to see the end result and assess the effectiveness of the overall process. Next year we will have a full year of data tied to the revised program objectives. This will allow us to identify areas where the program may be falling short of our desired outcomes as well as judging overall program effectiveness with the assessment of all program objectives in the Capstone Course. From the limited data available this year, it appears that our revised courses are very much on target.

An analysis of the data this year indicated that some instructors do not fully understand the process for assessing program objectives. To address this issue, specific guidance will be developed and will be provided to each of the instructors as they teach the course. They will be reminded during each course that the activity selected for program assessment will be assessed only on specific program objectives that pertain to the particular course and not on all program objectives. This will help make the data a bit clearer in the future.

During the coming year we will also more closely evaluate the assessments in each course to insure that they truly are congruent with the stated program objectives. This will require a bit of tweaking for some of the assessments. At this point in time the assessments are good, but they can be improved.

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.

Dr. Karalin Sanders shared the following related to how the program is benefiting students:

I would like to share a quote that I received from a student I recently had in 543 and 558. This quote refers to his ability to adapt his face-to-face course content to online learning in the face of the COVID-19 school closure. "I appreciate you pushing us, and it's helped out a ton with regards to our current situation. I'm wayyyy ahead of the curve and in the know about product updates in comparison to my districts leaders because of this experience." I think this quote really encapsulates one of the many strengths of the Teaching and Technology program!

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

Dr. Karalin Sanders received her Google Certified Educator Level II and her Google Certified Trainer Certifications.

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.

Regular PD opportunities are offer for online faculty. These often include a fall and spring offering with an opportunity to attend on campus or via online. Recordings fo the PD sessions are uploaded to Owlnet and faculty can view these at any time in an asynchronous format. Credit for these PD opportunitites are provided if the participant views the online offering and then prepares a summary or answers to specific questions and submits this to the appropraite person. This allows an ongoing collection of PD opportunities to be available to the instructors in the program.

In addition, an online PD offering was presented on February 21, 2020 to help instructors learn more about Owlnet. This offering is also available on an ongoing basis in Owlnet.

Professional Development

Upload any documentation supporting the professional development offered.

Assessment Rubric

Annual Assessment Rubric 2018				22.000 pts 91.67%
	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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

MED Teaching & Technology Annual Assessment 2018-2019

MASTER OF EDUCATION: TEACHING AND TECHNOLOGY	3
PROGRAM PROFILE	3
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Graduate Annual Assessment 18-19

Master of Education: Teaching and Technology

Program Profile

Program Mission

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers.

Program Demographics

Total Enrollment 2018-2019

33

Total Enrollment 2017-2018

19

Incoming/Transfer Students 2018-2019

4

Incoming/Transfer Students 2017-2018

10

Concentrations 2018-2019

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

Graduating Students

Total Graduated 2017-2018

Total Graduated 2016-2017

Program Assessment Data Sheet

Upload the Assessment Data sheet from Institutional Research

Graduate_Assessment_Demographic_Worksheet.xlsx

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?

Program enrollment has increased significantly over the past year although the number of incoming students in the fall of 18/19 was lower than the previous year.

Total Graduated Students data was not available.

The program could easily handle 100 or more students. It would simply mean utilizing additional sections of courses. Currently, we have sufficient faculty to handle enrollment of 50 to 75.

Enrollment numbers are improving, but still not where they should be. I think part of the problem is related to a lack of understanding of the program on the part of marketing and recruitment. The curriculum and instruction degree is easily understood. But the Teaching and Technology degree is a bit different. It requires more targeted marketing. Additional marketing suggestions are provided below.

Program Delivery

Cohort
Online (selected)
Hybrid
Cohort and Online

External Accreditation

Does the program hold external accreditation?

Yes
No (selected)

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.

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?

With the revision of the curriculum for the MED in Teaching and Technology program, marketing materials will need to be updated to reflect the focus on helping teachers to become Google Certified Educators Level 1 and Level 2 as part of the program. The course summary on the website as well as other descriptors will need to be updated:

https://www.williamwoods.edu/academics/online/graduate/masters_in_education_technology.html

A key aspect marketing should focus on will be the fact that the program will prepare teachers to complete the exams to become Google Certified Educators for Level 1 and Level 2. Promoting this via advertising and in distributed materials should give the program greater relevance. Students should be able to pass these exams as they move through the program and these extra certifications can be a great asset when applying for jobs and when seeking to work more directly with the integration of technology.

Marketing should also focus on the fact that teachers currently certified in the enhancing Missouri's Instructional Networked Teaching (eMINTS) program may apply for up to nine hours of credential learning credit based on their level of certification. Marketing could be targeted to these individuals by seeking lists and contact information from the National eMints Center. <http://emints.org>

At one point in time, the undergraduate education department at WWU was partnering with the eMints center and some WWU Education Graduates received eMints certification. It would be worthwhile to contact previous WWU education majors to make sure they are aware of the possibility of credentialed credit.

The T&T program is a bit different than the C&I program and would benefit from more targeted marketing. There are a couple of big annual conferences in Missouri that focus on educational technology. Having William Woods University represented at those conference to distribute degree information and recruit would help increase the numbers in the program significantly. MOREnet (Missouri Research and Education Network) focuses on technology and technology integration in education. They have an annual conference at Tan-Tar-A. Representation there would provide extensive exposure for the program to a group of educators that would likely have an interest in the program.

<https://www.more.net/events/2019-morenet-annual-conference>

In addition, the Midwest Educational Technology Conference (METC) is held annually, usually in St. Charles, Missouri. The attendees are primarily from Missouri and surrounding states. Having representation at the conference to promote and recruit for the MED T&T program could have excellent results: <https://metcedplus.org/mod/page/view.php?id=488>

Finally, RCET-SW (Regional Consortium for Educational and Technology) also has an annual conference. It is usually held in Springfield Missouri. It is hosted by Missouri State University. Representation at this conference to promote and recruit for the MED T&T would also be very beneficial for program enrollment and exposure. <https://sites.google.com/site/rcetsouthwest/home/conference>

Marketing Attachments

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 following instructors regularly teach at least 6 hours per term:

Martha Barwick-Turner - 6 hours Fall Term - 3 hours Spring Term

Lori Mathys - 6 hours Fall Term and 6 hours Spring Term

Joshua Howard - 6 hours Fall Term - 3 hours Spring Term

Stacey Bonderer - 6 hours Fall Term - 3 hours Spring Term

Jacquelyn Ward - 6 hours Fall Term - 3 hours Spring Term

The attached files were provided by HR. The first file contains 4 resumes. The last file contains 1 resume. No CVs were available for these individuals.

Faculty Load Attachment

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

3176_001.pdf

JHowResume.pdf

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
ISTE-NETS-T-2008.1	Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:
ISTE-NETS-T-2008.2	Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:
ISTE-NETS-T-2008.3	Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:
ISTE-NETS-T-2008.4	Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:
ISTE-NETS-T-2008.5	Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:
NBPTS.1	Teachers are committed to students and their learning.
NBPTS.2	Teachers know the subjects they teach and how to teach those subjects to students.
NBPTS.3	Teachers are responsible for managing and monitoring student learning.
NBPTS.4	Teachers think systematically about their practice and learn from experience.
NBPTS.5	Teachers are members of learning communities

Curriculum Map

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

Curriculum Map MED T&T 2016

	EDU 520	EDU 530	EDU 543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	EDU 590
ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:	R	R	A, I, R	A	R	R	R	R	R	R
ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS???. Teachers:	R	R	I	R	R	A	R	A	R	R

ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:	R	R	I	R	R	A	R	A	R	R
ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:	R	R	A, I, R	R	R	A	R	R	R	R
ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:	A	R	A, I, R	R	R	R	R	R	R	R
NBPTS.1 Teachers are committed to students and their learning.	R	R	I	A	R	R	R	R	R	A
NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.	R	A	I	R	R	R	A	R	R	A
NBPTS.3 Teachers are responsible for managing and monitoring student learning.	R	R	I	R	R	R	R	A	R	A
NBPTS.4 Teachers think systematically about their practice and learn from experience.	A	A	I	R	R	R	A	R	R	R
NBPTS.5 Teachers are members of learning communities	R	R	A, I, R	A	R	R	R	R	R	R

Assessment Findings

Assessment Findings for the Assessment Measure level for Curriculum Map MED T&T 2016

NBPTS.1 Teachers are committed to students and their learning.				
Assessment Measures				
EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU558__NBPT S_1__Modified_Instructional_Module__18_19.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Evaluate a Performance Task and Rubric assignment. Uses Rubric 2. been met yet? Met	100% scored proficient or higher on the identified elements	EDU590__NBPT S_1__Evaluate_a_Performance_Task__18_19.pdf	

NBPTS.2 Teachers know the subjects they teach and how to teach those subjects to students.

Assessment Measures

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content and analysis and application elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Online Writing Rubric. been met yet? Met	100% of the students scored proficient or higher	EDU530__NBPT S_2_and_NPTS_4__Lesson_Plan_Improvement__18_19.pdf	

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	100% proficient or higher on content; evidence/ recommendations/ conclusions; and instructional effectiveness.95.4 5% proficient or higher on Critical Thinking and Depth of Analysis	EDU563__NBPT S_2__Interactive_Learning_Unit_Planning_Template__18_19.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module - Assessment Elements assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or higher on the identified elements.	EDU590__NBPT S_2__Unit_Plan__Assessment_Elements__18_19.pdf	
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NBPTS.3 Teachers are responsible for managing and monitoring student learning.

Assessment Measures

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, technical aspects, and application/use elements of the Initial Instructional Platform assignment. Uses Rubric 5. been met yet? Met	100% scored proficient or higher on the content and technical aspects elements. 91.67% scored proficient or higher on the application/use element	EDU571__NBPT S_3__Initial_Instr uctional_Platform__18_19.pdf	

EDU 590				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Assessment Analysis assignment. Uses Rubric2. been met yet? Met	100% scored proficient or higher on the identified elements.	EDU590__NBPT S_3__Assessme nt_Analysis__18_19.pdf	

NBPTS.4 Teachers think systematically about their practice and learn from experience.

Assessment Measures

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Online Writing Rubric. been met yet? Met	100% of the students scored proficient or higher.	EDU520__ISTE_T_5_and_NBPTS_4__Final_Project__18_19.pdf	

EDU 530				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, and analysis and application elements of the Comprehensive Assignment 1 - Lesson Plan Improvement assignment. Uses Online Writing Rubric. been met yet? Met	100% of the students scored proficient or higher	EDU530__NBPTS_2_and_NPTS_4__Lesson_Plan_Improvement__18_19.pdf	

EDU 563				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Unit Planning Template assignment. Uses Rubric 3. been met yet? Met	100% proficient or higher on content; evidence/ recommendations/ conclusions; and instructional effectiveness.95.45% proficient or higher on Critical Thinking and Depth of Analysis	EDU563__NBPTS_4__Interactive_Learning_Unit_Planning_Template__18_19.pdf	

NBPTS.5 Teachers are members of learning communities

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better on the stated elements.	EDU543__NBP TS_5__18_19__Personal_Lea rning_Network_Voice_Thread.p df	

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Reflection Upload and Mind Map Sharing assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU558__NBPT S_5__Reflection _and_Mind_Map_ __18_19.pdf	

ISTE-NETS-T-2008.1 Facilitate and Inspire Student Learning and Creativity: Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Integration Framework and Use assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better	EDU543_ISTE_T_ _1__Integration_ Framework_Pap er.pdf	

EDU 558				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Modified Instructional Module/Unit assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU558__NBPT S_1__Modified_Instructional_Module__18_19.pdf	
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ISTE-NETS-T-2008.2 Design and Develop Digital-Age Learning Experiences and Assessments: Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS. Teachers:

Assessment Measures

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU561__ISTE_T_2__Instructional_Design_Video__18_19.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher on the stated indicators.	EDU571__ISTE_T_2__Created_Instructional_Video__18_19.pdf	

ISTE-NETS-T-2008.3 Model Digital-Age Work and Learning: Teachers exhibit knowledge, skills, and work processes

representative of an innovative professional in a global and digital society. Teachers:

Assessment Measures

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Instructional Design Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU561__ISTE_T_3__Instructional_Design_Video__18_19.pdf	

EDU 571				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion At least 80% of the students will score proficient or better on the content, audience, flow/message, critical thinking, and technical aspects elements of the Created Instructional Video assignment. Uses Rubric 4. been met yet? Met	100% of the students scored proficient or higher on the stated elements.	EDU571__ISTE_T_3__Created_Instructional_Video__18_19.pdf	

ISTE-NETS-T-2008.4 Promote and Model Digital Citizenship and Responsibility: Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

Assessment Measures

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the digital citizenship paper assignment. Uses Rubric 2. been met yet? Met	100% of the students scored proficient or better on the stated elements.	EDU543_ISTE_T4__Digital_Citizenship_Paper__18_19.pdf	

EDU 561				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Lesson Plan	Has the criterion At least 80% of the students will score proficient or better on the content, evidence, recommendations/conclusions, critical thinking/analysis , and instructional effectiveness elements of the Interactive Learning Module Template assignment. Uses Rubric 3. been met yet? Met	100% of the students scored proficient or better on the stated components.	EDU561__ISTE_T_4__Interactive_Learning_Module__18_19.pdf	
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ISTE-NETS-T-2008.5 Engage in Professional Growth and Leadership: Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

Assessment Measures

EDU 520				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion At least 80% of the students will score proficient or better on the content and analysis/application elements of the Final Project - Research Paper assignment. Uses Online Writing Rubric. been met yet? Met	100 % of the students scored proficient or higher	EDU520__ISTE_T_5_and_NBPTS_4__Final_Project__18_19.pdf	

EDU 543				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion At least 80% of the students will score proficient or better on the content, recommendations/conclusions, and critical thinking/analysis elements of the Professional / Personal Learning Network Voice Thread assignment. Uses Rubric 2. been met yet? Met	100 % of the students scored proficient or better on the stated elements.	EDU543_ISTE_T_5__18_19__Personal_Learning_Network_Voice_Thread.pdf	

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.

The collected data indicate that all program objectives were met at a high level. Our conclusion is that the curriculum and program activities are appropriate for this objective set. Student are mastering the content. Yet, after significant discussion during the 2018-2019 academic year, it was determined that we should revise our program objectives to include more of a component related to instructional use of technology as that is the essential focus on the program. The curriculum is being revised and this revised curriculum will be phased in over the 2019-2020 academic year. New program objectives were developed and new assessments are being developed within the program as the curriculum is revised. This means that the data for the 2019-2020 academic year will not provide fully reliable data as some of the assessment data will come from the old courses and some from the revised courses. The data will still give us insight into the program but it will not be until the 2020-2021 academic year that the data will be more reliable and usable in terms of program evaluation and assessment.

With the curriculum revision, we are working to insure that the identified assessments are truly assessed for the components identified. In the past, the data collected was more generic and could not really identify specific issues or shortfalls within the program. The new assessments will utilize VIA and instructor will score the assignments for program evaluation only within VIA. The assignments will be scored for a grade outside of VIA using a Marking Guide and Rubric Scoring within Moodle. This will separate the grading aspect from the program assessment aspect and will provide much more effective data.

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.

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

Dr. Karalin Sanders received Google Certified Educator Level 1 Certification.

Nicole Whitfield received Google Certified Educator Level 1 AND Level 2 Certification.

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.

Professional development was offered for all online faculty on February 21, 2019. For those unable to attend, the sessions were recorded and made available on Owlnet. A key session was the one related to increasing engagement on discussion boards.

Professional development was offered for all online faculty on September 17, 2018. For those unable to attend, the sessions were recorded and made available on Owlnet. A key session was the one related to increasing engagement on discussion boards.

As a means of ongoing professional development, faculty members have access to a Facebook Page designed to share instructor resources and collaborate about instructional issues. MED T&T Instructor Resource and Information Sharing Page

Professional Development

Upload any documentation supporting the professional development offered.

Agenda_February_21_2019.pdf

September_17_2018_Agenda.pdf

Assessment Rubric

	Assessment is Below Expectations	Assessment Meets the Expectations of the University	Assessment Reflects Best Practices	NA
Mission Statement Clearly Articulated	The mission statement is minimal at best.	The mission statement for the program clearly articulated and aligned with the University mission.	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.	N/A
Reflection on Demographic Data	The program does not reflect on retention/graduation data in a detailed way.	The program provides a basic reflection/graduation on the retention data provided.	The program provides a detailed description on the retention numbers. The program provides new ideas on to improve retention or articulates how they plan to retain students.	N/A
Defines External Accreditation Standards	The program fails to provide any accreditation information.	The program provides a basic explanation of the accreditation organizations in the field.	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation	N/A
Marketing Materials analysis	The program fails to provide discussion or review of the marketing materials	The program provides a basic discussion on the materials that are used to market the program.	The program reviewed several marketing materials with detailed discussion on the positives and negatives.	N/A
Analysis of Faculty Teaching load	The program did not provide a discussion teaching load	The program provided some discussion on faculty loads	The program provided evidence and clear discussion on the load for faculty.	N/A
Curriculum Map Alignment	The curriculum map is not complete	The curriculum map is complete	The curriculum map is detailed and complete.	N/A
Assessment of	The assessment map is not complete or much of the	Each objective is assessed a minimum of 2 times a	Assessment of objectives are spread	N/A

Objectives	assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	
Changes to Curriculum	The program does not articulate any changes to curriculum with detail or evidence.	The program articulates changes to the curriculum with minimal evidence or rationale	The program articulates curricular changes with a strong rationale and evidence base.	N/A
Assessment Findings	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	N/A
Improvement Narrative	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	N/A
Analysis of Assessment	The program provided no analysis of the assessment process as a whole	The program provided a discussion on the overall assessment process.	The program provided a robust discussion on the overall assessment process that was detailed and thorough.	N/A
Faculty and Student Accomplishments	The program provided little to no data on students, alumni, faculty accomplishments.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	N/A
PD Opportunities and Development	The program provided little to no discussion on the provided PD opportunities	The program provided a listing of PD opportunities available to the faculty.	The program provide a listing and supplemental information on the PD opportunities made available to faculty.	N/A



WILLIAM WOODS
UNIVERSITY

MED Teaching and Technology Program Review 2020-2021

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Program Review 2020-2021

Master of Education: Teaching and Technology

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

William Woods was founded in 1870, became a college in 1914, and a University in 1992. It started offering graduate degrees in Education shortly thereafter. The main campus is in Fulton, Missouri, which is midway between St. Louis, and Kansas City. Approximately a decade ago, the University began developing an online campus.

The MED in Teaching and Technology is an entirely online program that was conceived in late 2011 in response to identified needs within school districts. Technology was becoming more ubiquitous within school systems and many teachers were struggling to effectively integrate technology. Thus, the degree was developed to help bridge the gap between "what was" and "what needed to be" in order to leverage the technology that was becoming available within classrooms. Our goal is to impact the entire teaching and learning process with a focus on helping teachers utilize technology in the most effective manner to enhance learning opportunities and educational outcomes.

The MED in T&T went live in the fall of 2012. It was well received and had a focus on the very current challenges many teachers were facing as more technology was introduced within their schools. We were breaking new ground with this program and our curriculum development plan allowed us to be very responsive to needs and issues as they arose. Over the first two years, nearly every course was revised to make it even more relevant and beneficial to educators, trainers, and professional developers. We have continued to be responsive within the curriculum and are one of the few programs at the University with the flexibility to rapidly address changing needs. Technology in education remains a rapidly developing field and we believe our program continues to be very responsive. We recently revised some courses to support teachers as they become Google Certified Educators.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The mission statement of the university is: An independent voice in higher education, William Woods University distinguishes itself as a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community. Likewise, the vision statement of the university is: The vision of William Woods University is to be recognized as a progressive and growing leader in higher education, fiscally healthy, and achieving quality in all aspects of institutional life, while cultivating highly respected, innovative, unique programs. Both statements are located here: https://www.williamwoods.edu/about/mission_and_history/index.html

The MED T&T Program realizes that technology and media are driving a revolution in learning, teaching, and training in both the traditional classroom and the corporate learning center. The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers. Students completing the program will have developed the skills necessary to become Google Certified Educators Level 1 and Level 2.

The purpose of the MED T&T is to help educators not just use, but integrate technology into their learning environment. We believe there is a significant difference between the use of technology and the integration of technology. Use of technology is an add on. it can often be simple replacement without much added utility. But integration means we take a look at the entire process and evaluate how technology can be utilized to improve the learning process, enhance student learning opportunities, and improve student outcomes. In this manner, we support the

mission and vision of the university implementing a program that supports lifelong learning and being a leader in offering an innovative program that supports the career objectives of the students involved.

Student Demographics

Student Demographics:

	Incoming Students	Transfer	Total
2019-2020	13	0	38
2018-2019	4	0	33
2017-2018	10	0	45
2016-2017	12	0	50
2015-2016	11	0	77

Student Demographic Reflection

Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?

New students entering the program has varied widely from year to year. We saw a gradual increase in incoming students through 16/17 and then the numbers leveled off with the exception from 10 in 17/18 to 4 in 18/19. It was in 18/19 that we began discussing the need to revise the program and the revision work was started. The revisions were completed and implemented in January of 2020 and we can note that incoming students reached an 8 year high. Only 2 new students enrolled in the fall of the 20/21 academic year, but this was in the midst of the Corona Virus pandemic. I am confident that we will see additional enrollments in the Spring and Summer as educators realize the benefit of our program to their current situation.

Graduation rates tend to bounce a lot, partly due to the small size of our program. In 2 of the last 5 years for which data is available, our program graduation rate has exceeded the graduation rate for the Graduate College. If you consider the average over the most recent 5 years for which data is available, the Graduate College had an average graduation rate of 74% while the MED in Teaching and Technology had an average graduation rate of 69.9%. So overall, the program appears to be performing as well as the Graduate College as a while when considering graduation rate.

Total enrollment has declined by 57.1% over the past 5 years. This is related to the fact that when the program was originally implemented there was not much competition and we saw a rapidly growing enrollment. As we saw enrollment numbers decline, we immediately began looking for answers. On a positive note, enrollment numbers have been stabilized over the past 3 years and we anticipate seeing an increase as we move on through the current year.

Our main strategy to improve enrollment has been to revise the program. The revisions were complete in January of 2020 and we began working with Marketing to update program promotional materials. We believe our effectiveness has been somewhat muted due to the Covid Pandemic. Much has changed during this year and the university as a whole has been in a state of flux. We are confident as we find the new normal we will be able to implement other modifications that will help improve enrollment and graduation rates. With so many schools moving into online or blended learning, our program is a perfect opportunity to assist schools and teachers. We are working with marketing to try and capitalize on that developing need. We are also offering credentialed learning credit. Two of our courses are designed to help educators become certified Google Educators Level 1 and Level 2. So if the student enters our program with those certifications, they can arrange for equivalent credentialed learning credit of up to 6 hours. We also offers something similar for Microsoft Certified Educators, eMints training, and CK-12 certifications. Marketing is just beginning to distribute information related to these credentialed learning opportunities and they should attract additional students to our program.

Student Demographic Chart

William Woods University Assessment Data								
Program: Education - MED Teaching & Technology								
		15/16	16/17	17/18	18/19	19/20	20/21	Change
Declared Majors	Incoming Students ¹	11	12	10	4	13	2	
(As of fall census)	Total	77	50	45	33	38	33	-57.1%
	Graduate Enrollment	1171	1103	1403	1367	1280	1232	5.2%
Graduated Majors								
(9/1 - 8/30)		58	40	32	15	20		
Graduation Rate: ²		13/14	14/15	15/16	16/17	17/18	Avg	
Graduate College		86.5%	81.0%	67.1%	80.6%	54.8%	74.0%	
Program		63.6%	85.7%	50.0%	100.0%	50.0%	69.9%	
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								

MED_T_T_Demographics_and_Graduates.pdf
 Student_Demographic_Summary___MED_T_T.pdf

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

N/A

There are currently no concentrations within the program.

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Program Demographic Data

Upload the program page from the Institutional Research office program data for this program.

MED_T_T_Demographics_and_Graduates.pdf

Reflection on Program Enrollment Data

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specify the details of the plan.

As previously mentioned, program enrollment has seen a decline but has stabilized in the past 3 years. With the revisions in our courses, we anticipate marketing will be able to attract more attention and more students to our program. The University has a program specialist assigned to assist Graduate students in the program. The program specialist is involved with students from the time they are officially enrolled in the program and helps to personalize the student's course plan to meet their needs and time constraints. The program specialist is available to the student at any time to help

address issues and to act as a liaison. If students are struggling in a class or if they are failing to complete work in a timely manner, instructors can contact the program specialist and ask for assistance in following up with the student.

Additional Program Resources

If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

N/A

There are no full time faculty assigned to the program. Advising is handled at the University Level through non-faculty employees of the Online Campus.

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

The MED in Teaching and Technology does not utilize any student internship

Internship Data Upload

If you did not use the above text box for the internship data, please upload your data here.

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

N/A

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

Any teaching position, technology director, instructional support, or professional development position would be considered relevant to this program. In addition, individuals involved in corporate or non-profit training or training development utilizing technology would be considered relevant. "Employed within the field" would be any person who was employed as a classroom teacher, instructional leader/trainer, curriculum coordinator, online learning teacher, online learning course/activity developer, online learning coordinator, technology coordinator, instructional technology support, instructional technology trainer, or professional development provider.

Our program has a very high percentage of individuals "in field". The chart below indicates that for most years it is 100%. This is partly because of the nature of the program and the individuals that it appeals to.

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

Graduate Placement Analysis			
MED - Teaching and Technology			
Year	Students	In Field	% in Field
16-17	20	20	100.0%
17-18	13	11	84.6%
18-19	11	11	100.0%
19-20	15	15	100.0%
Total	59	57	96.6%

Graduate Placement Data

Please upload your demographic data on program graduates.

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

During the 2017-2018 academic year we began noticing a significant decline in program enrollment. This became obvious by the end of the 2017-2018 academic year and continued into the 2018-2019 academic year. We immediately began investigating and developed a program revision team to evaluate the program and plan for course revisions. This team began meeting virtually in the fall of 2018 and curriculum revisions were underway by January of 2019.

Part of the evaluation process led to a change in the rotation of the courses within the program. EDU543 - Teaching and Learning in the New Digital Landscape had traditionally been the entry course for program and was offered every 8 weeks. Nearly half of the sessions were canceled due to low or no enrollment. A decision was made to only offer EDU543 during the first 8 weeks of each term. This has dramatically helped the enrollment in the course and has prevented cancellations during the past two terms. In order to balance things out, EDU563 - Instructional Theories and Strategies Using Technology was moved from the first 8 weeks of each term to the 2nd 8 weeks. Over the past year, this has resulted in much easier scheduling and better enrollment numbers.

Due to being shared among multiple programs, EDU590-Appraisal of Student Learning has been offered every term rather than only during the 1st 8 weeks. This seems to be effective in assisting scheduling and in keeping enrollment numbers in the course at a reasonable level.

2020-2021 will be the first year that the entirely revised curriculum is in place for the entire year. Part of the revisions were in place during the 2019-2020 academic year. Based on that partial data, our course rotation changes seem to be very effective and are accomplishing the desired goal.

A review of 5 year enrollment trends indicates an overall decline in enrollment up to the 2018-2019 academic year. For this analysis, a "core" set of courses was considered and some shared courses were excluded to prevent a skew. Enrollment in 2014-2015 in the core was 341 students. This declined year over year to 265, then 243 2016-2017, then 192 in 2017-2018 and a low of 160 in 2018-2019. We had noted the decline by 2017-2018 and began investigating. It was determined that two factors were at play. First, marketing was not adequately aware of the program and the target audience. This was corrected. But we also needed to look at major modifications in the curriculum to keep the program relevant. This process was started in 2017-2018. We hit our low in 2018-2019 which was the year we began implementing some of the curriculum changes. By 2019-2020 the revised curriculum was being phased in and we saw a significant increase in enrollment. We anticipate the trend will continue.

The data clearly indicated that offering EDU543 every 8 weeks was not meeting enrollment goals as many terms had the class canceled. After discussions with the Online Program Director and the Dean, it was decided that the appropriate move was to offer EDU543 only the first 8 weeks of each term. Since implementing that change, we have been meeting enrollment goals. We saw a dip in enrollment in several of the courses due to an overall decrease in enrollment. We seem to be on the increasing side of that dip so we anticipate that the curriculum revisions and rotation changes will allow us to meet enrollment goals as we move forward.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

The MED in Teaching and Technology is only offered online. There is no corresponding campus program.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

Over the past 2 years we have revised the entire program with the exception of EDU520 - Research Methods. EDU520 is shared with the Curriculum and Instruction and STEM degree programs and the revision of EDU520 falls under Curriculum and Instruction.

The first curriculum modification was to replace EDU500 - Current Issues with EDU559 - Current Issues in Teaching and Learning. This was prompted by a review of the course. EDU500 was used in a variety of programs and focused on very generic Current Issues. The textbook for EDU500 focused more on administration issues. Hence, the course was only marginally meeting the needs of the students in the MED T&T Program. Thus, we designed an entirely new course with a focus on Teaching and Learning. This revision allowed us to bring in issues relevant to classroom teachers and focus directly on current issues relating to instruction and the intergration of technology. The modification has met the desired outcomes as evidenced by end of course surveys and students indicating tha the course was very beneficial.

Throughout 2019 and early 2020 we focused on revising most of the rest of the curriculum. This was propted by an overall review of the program. Enrollment had been declining. Technology changes rapidly and our review, along with end of course surveys, indicated that some of the curriuclum was no longer relevant. Hence, we revised our overall plan for the program with a focus on more clarity throughout the program. EDU543 - Teaching and Learning in the New Digital Age was modified with a focus on providing students with the knowledge base that would allow them to become Google Certified Educators - Level 1. End of course surveys and assessment date indicate that this has been successful. Students indicate the course is valuable. EDU558-Software Applications for Academic Program was revised and renamed as "Digital Tools for Academic Programs". The revised name more adequately represented the course content. This course now provides students with the content necessary to become Google Certified Educators Level II. Once again, student surveys and assessment data indicate that the change was positive and is accomplishing the desired outcomes.

EDU561-Instructional Design With Technology was revised with a focus on helping students understand how to design lessons utilizing effective technology. This has become even more important as many schools have been forced to include a significant online aspect during the pandemic. With the revision, students learn about online learning platforms in this course. Students in our program indicate that this has helped prepare them for the changing reality within their districts. EDU563-Instructional Theories and Strategies Using Technology supports EDU561 by helping students learn about a number of different ways to impact instructional activities and incorporate technology to make them more effective.

EDU571-Integration of Multimedia Production and Curriculum was revised to focus more fully on Multimedia production and integration. A significant portion of the course focuses on creating effective instructional and informational videos and the final 25% of the course focuses on developing ebooks to support instruction. Students consistently indicate that the course is challenging, but very beneficial. EDU590 - Appraisal of Student Learning was revised to include a clear technology focus. This is a shared course, so it was more of a challenge to address all the needs of the programs involved. Based on assessment data, this course does seem to be meeting the desired outcomes.

Finally, EDU589-Teaching and Technology Capstone Project was revised. This revision was necessary to incorporate the modifications and revisions in the other courses in the program. The Capstone allows students to clearly demonstrate and reflect on what they have learned in the program. Assessment date indicates that 100% of the students are meeting the program assessment objectives at the end of the program. Hence, the change has produced the desired outcomes.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach

additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

EDU520 - Research Design - Shared with STEM and Curriculum and Instruction - It is offered

EDU590 - Appraisal of Student Learning - Shared with STEM and Curriculum and Instruction -

EDU543 - Teaching and Learning in the New Digital Age - Shared with STEM

EDU558 - Digital Tools for Academic Programs - Shared with STEM

The sharing of these courses do not impact the program in any significant manner. Most of the courses are taught by adjuncts so they do not lead to faculty overloads. Adjuncts are limited to 9 hours over each pair of 8 week terms. The shared courses are offered once per 16 week term. The rotation for the shared courses has not changed. Additional sections are added for EDU520 or EDU590 as needed. Enrollment in EDU543 and EDU558 has always allowed for only one section. Enrollment in those courses is generally less than 15 students.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

5_year_enrollment_by_course_and_term.xlsx

	F1	F2	SP1	SP2	SU1	SU2	Total	Notes:
2019-2020								
EDU520	11		0		46		57	2 sections SU 1
EDU543	8	0	7	0	12		27	Canceled F2 and SP2 - Rotation changed to first 8 weeks per term
EDU558		14		10		5	29	
EDU559	9		5		0		14	Canceled SU1
EDU561	11		19				30	
EDU563	13	8		19		15	55	
EDU571		7		7		19	33	
EDU589	7		9		6		22	16-week class
EDU590	6	19	27	13	0	7	72	Canceled SU1
						Core Total	196	
2018-2019								
EDU520	14		29		7		50	
EDU543	4	0	8	0		14	26	Canceled F2, SP2, SU2
EDU558		10		11		5	26	
EDU559	0		6		7		13	Canceled F1
EDU561	7		0		5		12	Canceled SP1
EDU563	18		10		3	17	48	
EDU571		4		6		9	19	
EDU589	12		10		7		29	
EDU590	5	6	7	12	7	8	45	

						Core Total	160	
2017-2018								
EDU520	14		24	9	15		62	
EDU543	10	8	12	0	3	4	37	Canceled SP2
EDU558		9		12		9	30	
EDU559	0		7		16		23	Canceled F1
EDU561	16		4		7		27	
EDU563	21		27		4		52	2 sections SP1
EDU571		15		10		5	30	
EDU589	8		3		5		16	16 Week Course
EDU590	0	13	1	17	0	8	39	Canceled F1 and SU1
						Core Total	192	
2016-2017								
EDU520	7		22		16		45	
EDU543	10	4	2	4	5	10	35	
EDU558		11		12		8	31	
EDU559					12		12	New Course in Program SU1
EDU561	19		13		7		39	
EDU563	25		25		18		68	2 sections SP1
EDU571		19		9		6	34	
EDU589	16		9		11		36	
EDU590		12	6	21	7	19	65	
						Core Total	243	
2015-2016								
EDU520	7		10		17		34	
EDU543	10	4	6	7	11	9	47	
EDU558		11		16		7	34	
EDU559							0	Not yet offered
EDU561	19		5		0		24	
EDU563	25		29		21		75	2 sections SP1
EDU571		19		7		10	36	
EDU589	16		17		16		49	16-week course
EDU590		12	7	14	5	4	42	
						Core Total	265	
2014-2015								
EDU520		15		29		19	63	2 sections SP2
EDU543	19	11	10	16	14	8	78	

EDU558		15		18		13	46	
EDU559							0	Not yet offered
EDU561	15		17		19		51	
EDU563	14		30		26		70	2 Sections SP1
EDU571		13		17		12	42	
EDU589	10		24		20		54	
EDU590		12		12		20	44	
						Core Total	341	

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

Core Credits: 30.00

Course #	Course Title	Hours
EDU 520	Research Design	3.00
EDU 543	Teaching and Learning in the New Digital Landscape	3.00
EDU 558	Digital Tools for Academic Programs	3.00
EDU 559	Current Issues in Teaching and Learning	3.00
EDU 561	Instructional Design With Technology	3.00
EDU 563	Applied Instructional Theories and Strategies Using Technology	3.00
EDU 571	Integration of Multimedia Production and Curriculum	3.00
EDU 589	Teaching and Technology Capstone Project	6.00
EDU 590	Appraisal Of Student Learning	3.00

Course Description

Upload program course descriptions from the most current Academic Catalog.

EDU 520 - Research Design

This course is designed for all emphasis majors in the M.Ed. It emphasizes knowledge of various issues and simple statistical procedures used in educational research and program evaluation. Equal emphasis is given to qualitative and quantitative techniques. Experimental, quasi-experimental and non-experimental designs will be used that include historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced. May be repeated with different areas of focus (administration, curriculum and instruction, teaching and technology, athletic administration, STEM). **Credit Hours: 3.00**

EDU 543 - Teaching and Learning in the New Digital Landscape

This is an overview course to set the stage for the Teaching and Technology Master's program of study. This course is designed to introduce practitioners to 21st Century learners and the implications for the teaching/learning environment. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, investigate emerging technologies, and develop the skills necessary to become Google Certified Educators Level 1 **Credit Hours: 3.00**

EDU 558 - Digital Tools for Academic Programs

This course is designed to equip the student with a robust arsenal of digital tools and instructional techniques that can be used to enhance learning outcomes in your classroom or training environment. Rather than a collection of short assignments, this course is comprised of a series of extended projects that are intended to serve as resources for the classroom. The weekly actions and activities will culminate into meaningful resources for students to use in their school or training environment as well as prepare the student to take the Google Certified Educator Level 2 exam. Prerequisite: EDU543 **Credit Hours: 3.00**

EDU 559 - Current Issues in Teaching and Learning

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current and emerging issues that are faced by educators, trainers, and their learning institutions. The course will focus on issues related to curriculum, instruction, assessment, technology in education/training, innovation, and the big ideas on the horizon that could impact learning institutions. This course seeks to expand and enlighten the practitioner's outlook, thought process, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with a variety of issues that impact out learning environments. **Credit Hours: 3.00**

EDU 561 - Instructional Design With Technology

This course is designed to provide educators/trainers with a survey of various systems/models of instructional design with a focus on the integration of eLearning and technology as a component of the design process. Development of an instructional Design Plan will include reflecting on Instructional Design Models, conducting a needs analysis, designing instruction around goals and objectives, and defining instructional methods and strategies enhanced with technology to guide the teaching/learning process. **Credit Hours: 3.00**

EDU 563 - Applied Instructional Theories and Strategies Using Technology

This course is designed to provide educators with strategies that can be applied to the learning environment. A key component of the course will be a focus on how to integrate technology into a variety of instructional strategies. Students will review recent research on effective instruction and explore instructional strategies that are designed to enhance instructional effectiveness. The course will review a number of research-based instructional elements that are related to improved instructional outcomes and students will learn to implement instructional strategies with technology to address each of these elements. Students will broaden their instructional skills and learn to deliver the most appropriate instructional strategies for specific circumstances. **Credit Hours: 3.00**

EDU 571 - Integration of Multimedia Production and Curriculum

This course is designed to provide educators, trainers, and professional developers with experience utilizing various multimedia tools to enhance curriculum and support instructional improvement. Students will learn to integrate a variety of effective media types (still photos, graphics, audio, video, and text) as they create instructional videos, informational videos, and eBooks. Students will also investigate essential issues surrounding the use of multimedia in the learning environment. **Credit Hours: 3.00**

EDU 589 - Teaching and Technology Capstone Project

The capstone is the culminating experience for students in the master's degree in Teaching and Technology. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop an eBook with supporting materials. The supporting materials will be archived using an online or cloud-based storage environment. The eBook will require students to demonstrate proficiency in each of the major content areas within the MED T&T Program. In addition, students will reflect upon their coursework and experience

through regular, comprehensive, reflective postings and responses tied to NBPTS National Board for Professional Teaching Standards and ISTE-S Standards. This is a 16-week capstone course. **Credit Hours:** 6.00

EDU 590 - Appraisal Of Student Learning

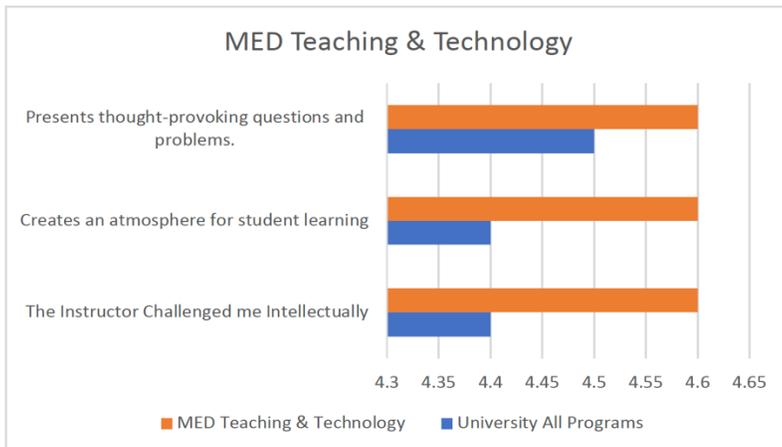
This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment; the relationship between instructional outcomes and assessment; the development and implementation process for various types of assessments; the collection, analysis, and use of assessment data; as well as various scoring and grading methodologies. Participants will investigate the uses and limitations formative assessment, summative assessment, and diagnostic assessment. **Credit Hours:** 3.00

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

MED Teaching & Technology: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=229

58% Response Rate

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The Summary of Teaching Effectiveness demonstrates that the MED in Teaching and Technology exceeds the University average on all three measures. Those measures are:

Presents thought-provoking questions and problems - MED-TT 4.6, University Average 4.5

Creates an atmosphere for students learning - MED TT 4.6, University Average 4.4

The instructor challenged me intellectually - MED TT 4.6, University Average 4.4

The instructors in our program all have significant experience integrating technology into the curriculum and are perceived as experts in the field. This fact is noticed by the students. Our instructors do a great job to make sure the curriculum is presented in an effective manner and they work closely with the students.

According to regular end of course surveys, students consistently rate the program highly and have very positive things to say about our instructors. Overall they feel that the content is relevant, especially since we have implemented the revised curriculum. We have always attempted to understand student comments as related to the curriculum and address legitimate instructional or content needs. The Summary of Teaching Effectiveness supports this contention.

Faculty perceive the courses as supporting academic rigor. They understand what the students need to know and understand to be able to effectively and efficiently integrate technology.

Currently, no additional changes are planned as a result of this data. Previous data resulted in a complete revision of many of the courses in the program. The current Summary of Teaching Effectiveness results supports the concept that these revisions were a step in the right direction.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

N/A

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

N/A

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

The University is moving to an upgraded LMS to manage the online courses as well as on campus courses. This was recommended previously and is currently being implemented. The University is moving to Brightspace by Desire to Learn. Initial reaction to the change has been positive and will allow online campus students to interact with the learning environment on multiple device types. This was one of the biggest complaints in the past. In addition, the new interface addresses many of the issues the students complained about in the past, such as displaying multiple weeks of content at one time. The new interface allows content to be collapsed and opened as the student chooses.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

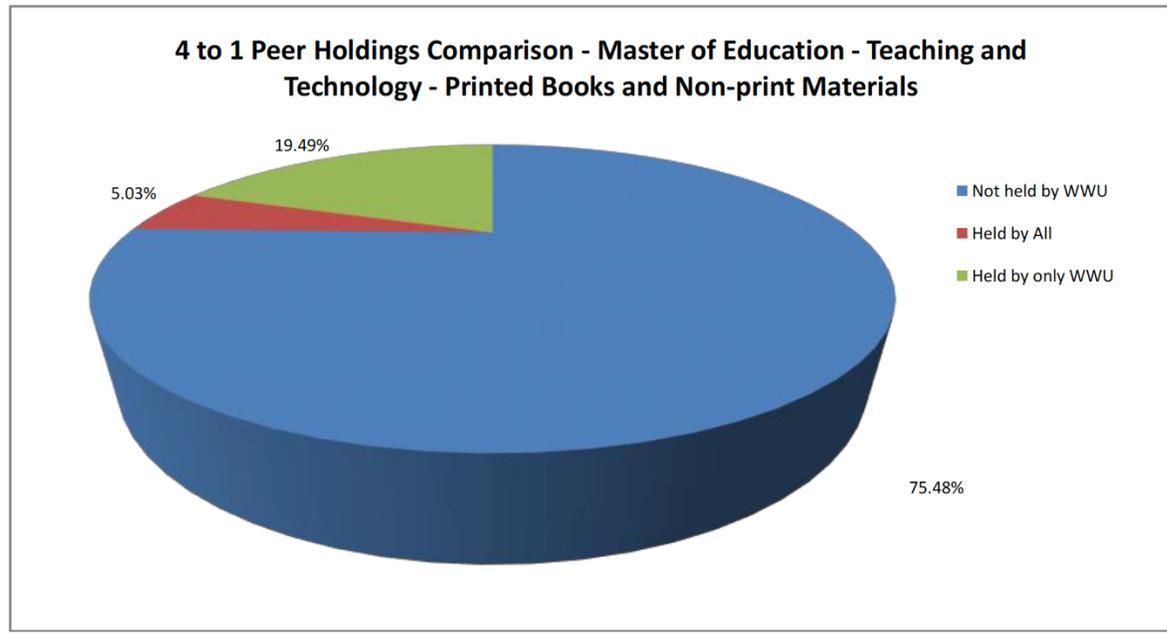
The program is delivered online. The University currently uses Learning House to provide the online platform and resources but will be changing to "Desire 2 Learn" in January 2021. Hence we are in a bit of a transition so an assessment of the specific technology resources available for the new platform cannot be evaluated at this time. Initial training on the new platform indicates that it is very robust and offers access to a variety of tools.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: [Stephens College](#), [Columbia College](#), [Westminster College](#), [Central Methodist University](#)



Teaching and technology as a discipline taught at the graduate level requires primarily up-to-date library materials. A concerted effort has been made to acquire education materials in both print and electronic form and books, journal articles and non-print materials are available through *Woods OneSearch*. Subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global, have also been acquired and are available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

Currently, the resources held by the University or which we have access to through the university would be considered adequate for the program. Ebsco provides access to a number of technology related downloadable eBooks that can be used to support the program. From time to time, some of these eBooks are incorporated into the program for use as textbooks or supplemental materials.

A process is in place to request additional materials and the library staff provides excellent support to instructors and students when requesting items not available directly through William Woods University. Instructors can request the purchase of essential print and media materials when needed to support the program.

Currently there are no recommendations from the program director that would be necessary to enhance library support.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

MEd_Teaching_and_technology_2020.pdf

Faculty and Staff Resources

Faculty

1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Full Time Faculty (These faculty have primary teaching responsibilities in other programs):

- Frank Giuseffi - EdD - Lindenwood University - 6 months full time with William Woods University (began full time 07/01/2020) - Contractual course load - 9 credit hours per year
- Kristee Lorenz - EdD - Saint Louis University- 1.5 years full time with William Woods University - Contractual course load -15 credit hours per year
- Sheila Logan - EdD - Saint Louis University - 2.5 years full time with William Woods University - Contractual course load - 6 credit hours per year

Course Numbers and Titles for reference with Adjunct Faculty listed below:

- EDU520 - Research Design
- EDU543- Teaching and Learning in the New Digital Landscape (Leads to Google Certified Educator Level 1)
- EDU558 - Digital Tools for Academic Programs (Leads to Google Certified Educator level 2)
- EDU559 - Current Issues in Teaching and Learning
- EDU561 - Instructional Design With Technology
- EDU563 - Applied Instructional Theories and Strategies Using Technology
- EDU571 - Integration of Multimedia Production and Curriculum
- EDU589 - Teaching and Technology Capstone Project
- EDU590 - Appraisal of Student Learning

Adjunct Faculty:

- Cynthia Amick - PhD - Southern Illinois University - 19 years as adjunct - Courses Taught: EDU520, EDU590
- Martha Barwick Turner - EdD - Johns Hopkins University - 4 years as adjunct - Courses Taught: EDU543, EDU561, EDU563, EDU590
- Stacey Bonderer - EdD - University of Missouri - 3 years as adjunct - Courses Taught: EDU543, EDU559, EDU561, EDU563, EDU571
- Jeramie Davis - EdS - William Woods University - 1 year as adjunct - Courses Taught: EDU559, EDU590
- Katherine Ferrell - EdS - University of Missouri - KC - 11 years as adjunct - Courses Taught: EDU520, EDU590
- Amanda Hanks-Lenzini - EdS - William Woods University - 4 years as an adjunct - Courses Taught: EDU520
- David Hollingshead - EdD - Saint Louis University - 20 years as an adjunct - Courses Taught: EDU520, EDU543, EDU559, EDU558, EDU571
- Joshua Howard - EdS - University of Missouri - 3 years as an adjunct - Courses Taught: EDU543, EDU563, EDU571
- Courtney Martin - EdD - Lindenwood University - 4 years as an adjunct - Courses Taught: EDU590
- Lori Mathys - EdD - University of Missouri - 6 years as an adjunct - Courses Taught: EDU558, EDU589
- Brenda McDorman - EdD - University of Missouri - 15 years as an adjunct - Courses Taught: EDU543, EDU559, EDU561, EDU563, EDU571, EDU590
- Rebecca Moppin - EdS - William Woods University - 8 years as an adjunct - Courses Taught: EDU520
- Lisa Nieuwenhuizen - PhD - University of Missouri - 7 years as adjunct and currently part time faculty - Course Taught - EDU520, EDU558, EDU563, EDU590
- Karalin Sanders - EDD - Lindenwood University - 3 years as an adjunct - Courses Taught: EDU520, EDU543, EDU558, EDU559, EDU563, EDU571

- Todd Smith - EdD - Missouri Baptist University - 2 years as an adjunct - Courses Taught: EDU520
- Judy Stivers - EdD - Saint Louis University - 11 years as an adjunct - Courses Taught: EDU590
- Sherri Thomas - EdD - William Woods University - 13 years as an adjunct - Courses Taught: EDU520, EDU590
- Emily Turner - EdD - Maryville University - 2 years as an adjunct - Courses Taught: EDU590
- Jacquelyn Ward - EdS - William Woods University - 18 years as an adjunct - Courses Taught: EDU520, EDU590
- Nicole Whitfield - EdS - University of Missouri - 7 years as an adjunct - Courses Taught: EDU543, EDU558, EDU561, EDU563

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty
 Full_Time_Faculty_Resumes_MED_TT.pdf

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.
 Adjunct_Faculty_Resumes_Med_TT.pdf

How many staff are designated to support the program?

1

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?
 Yes (selected)
 No

Staff

Are issues with staffing impacting student learning?
 Yes
 No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty.
 Please include academic years Fall 2013 through Spring 2018

% of classes taught by full time faculty vs. adjunct - fall 2013-summer 2018					
Year	Total Courses	Full time	Adjunct	% full time	% adjunct
2013-14	21	2	19	10%	90%
2014-15	32	1	31	3%	97%
2015-16	30	0	30	0%	100%
2016-17	29	0	29	0%	100%
2017-18	32	0	32	0%	100%

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

William Woods University has a very large and robust pool of adjunct faculty members. The content of the MED in Teaching and Technology is very vibrant and changing. So having nearly all of our courses taught by adjuncts who are active in the fields is actually a benefit to the program. These individuals are dealing with the integration of technology into

the learning environments on a daily basis. They are aware of current trends and new innovations more rapidly than most full time faculty would be. Hence the distribution of courses between full time and adjunct faculty is a benefit for our program. Our adjunct faculty are specifically screened for expertise in the area of teaching and technology. They bring with them an incredible amount of insight. Our curriculum is stronger and our students are better prepared due to the fact that our adjuncts remain so current in the field.

Our current process provides for the Program Director to make recommendations for course instructors. The Program Director is directly involved in the program and with the faculty and closely monitors the courses throughout the program. The individuals assigned to teach in the program are among the best and have significant practical experience directly related to program content.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

The current process is sufficient and provides for a very strong program. We maintain a strong pool of adjuncts and the instructors we use are very highly rated by students in the end of course surveys. No specific changes in faculty/staff need to be recommended or implemented at this time.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

The program is adequately funded for the enrollment. Adjunct faculty are paid based on a formula related to student enrollment in each course. There is a process in place by which the program director can request additional professional development, program development, and specific resources. There are no specific issues related to the program budget.

Instructional Expenses

Discussion of expenses related to instruction. i.e. Internship, clinical, practicums...

The major instructional expenses include the cost of the program director, cost for faculty teaching courses, per course cost for the learning management system, and periodic cost for curriculum revision.

Non-Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

There are no direct non instructional expenses.

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Students in the MED T&T Program develop Major Field Competence through an intense focus on developing academic excellence and improving proficiency in the teaching craft. This is accomplished through the analysis of instructional needs and the application of technology to improve the learning environment.

Students in the MED T&T Program demonstrate ethics through appropriate interactions with others in their online courses as well as through their participation in a Personal Learning Network.

Students in the MED T&T Program develop Self-Liberation through their analysis of research and their participation and interaction through a Personal Learning Network.

Students in the MED T&T Program exemplify aspects of Lifelong Education by the fact they they are extending themselves beyond basic learning and seeking an advanced degree.

Institutional_Learning_Outcomes.docx

Program Outcomes

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.

Additional Standards/Outcomes

Identifier	Description
MED TT 2019.1	Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.
MED TT 2019.2	Students will identify and assess appropriate technology and digital tools that can enhance instruction in their learning environment.
MED TT 2019.3a	Students will develop enhanced instructional activities, plans, and/or designs that effectively integrate digital tools and technologies and will likely lead to instructional improvement
MED TT 2019.4	Students will create a plan for continued professional learning that includes the use of digital tools to stay current on effective instructional strategies and learning technologies.
MED TT 2019.5a	Students will analyze data and apply research to identify and/or address issues deemed important in their learning environment or to education in general.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

	EDU 520	EDU 543	EDU 558	EDU 559	EDU 561	EDU 563	EDU 571	EDU 589	EDU 590
MED TT 2019.1 Students will analyze the instructional needs of their learning environment with an emphasis on instructional technology integration and or the utilization of appropriate instructional strategies.						Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD Project when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.		Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone Project - Complete eBook when assessed for Program Objective 1 using the MED T&T Program Objectives Rubric for VIA Assessments.	Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 5.1 Graded Assignment - School Online Data Analysis when assessed for Obj 1 using the MED T&T Program Objectives Rubric for VIA Assessments.
MED TT 2019.2 Students will identify and assess appropriate technology and digital tools that can enhance instruction in			Direct - Lesson Plan At least 80% of the students will score proficient or better on the Week 8.1 Final Project - Modified			Direct-Class Assignment At least 80% of the students will score proficient or better on the Week 8.2 Assignment - Group PD	Direct - Video At least 80% of the students will score proficient or better on the Week 6.1 Assignment - Created Instructional	Direct - Class Assignment At least 80% of the students will score proficient or better on the Week 18 Final Capstone	

Assessment Data

Annual Assessment Report 2019-2020

med_teaching_technology_annual_assessment_2019_2020.pdf

Annual Assessment Report 2018-2019

med_teaching_technology_annual_assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

master_of_education_teaching_and_technology_annual_assessment_2017_2018.pdf

Annual Assessment Report 2016-2017

med_teaching_technology_2016_2017.pdf

Annual Assessment Report 2015-2016

med_teaching_tech_15_16.pdf

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

See attached document for data, graphs, and limitations

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

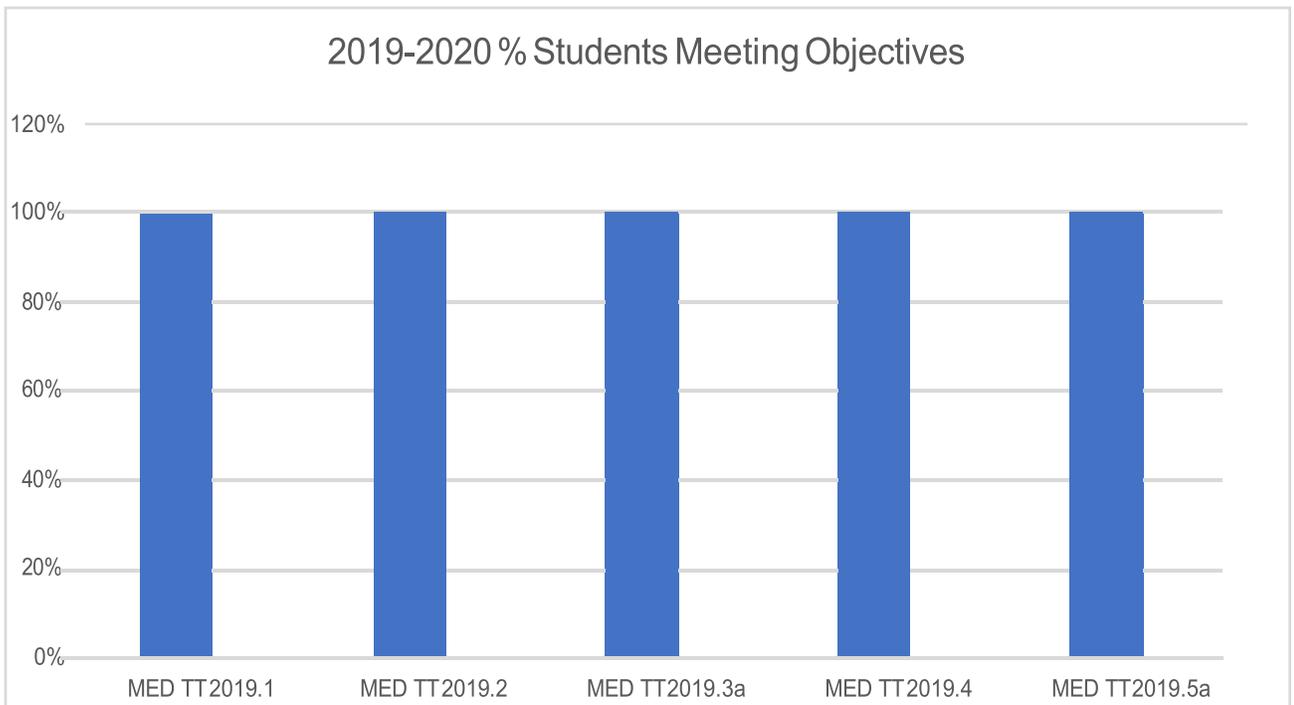
MED T&T Assessment Results Analysis

Objective

2019-2020

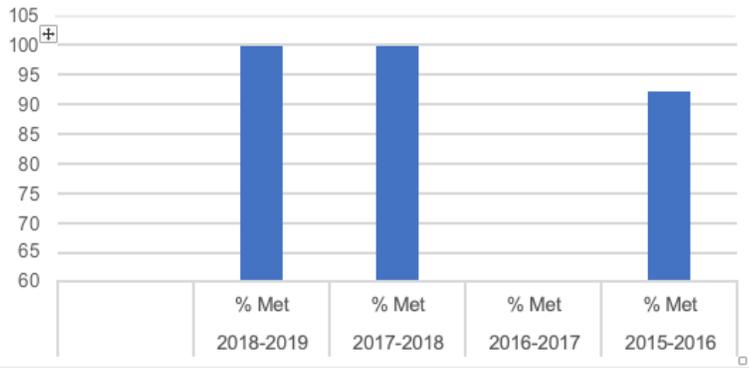
% Met

MED TT 2019.1	100%
MED TT 2019.2	100%
MED TT 2019.3a	100%
MED TT 2019.4	100%
MED TT 2019.5a	100%

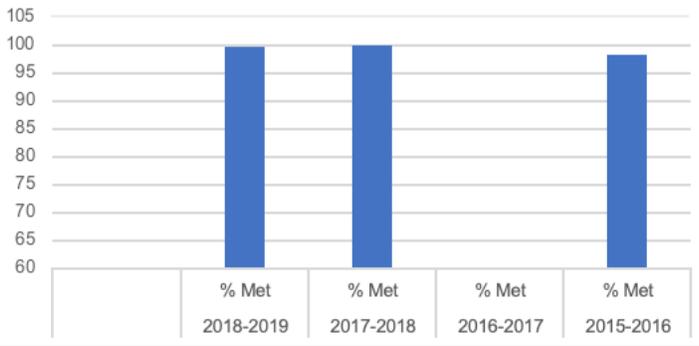


Objective	2018-2019 % Met	2017-2018 % Met	2016-2017 % Met	2015-2016 % Met
ISTE-NETS-T-2008.1	100.00	99.00		92.00
ISTE-NETS-T-2008.2	100.00	100.00		98.00
ISTE-NETS-T-2008.3	100.00	100.00		92.00
ISTE-NETS-T-2008.4	100.00	100.00		98.00
ISTE-NETS-T-2008.5	100.00	100.00		98.00
NBPTS.1	100.00	98.00		98.00
NBPTS.2	100.00	100.00		92.00
NBPTS.3	100.00	94.00		98.00
NBPTS.4	100.00	100.00		92.00
NBPTS.5	100.00	100.00		98.00

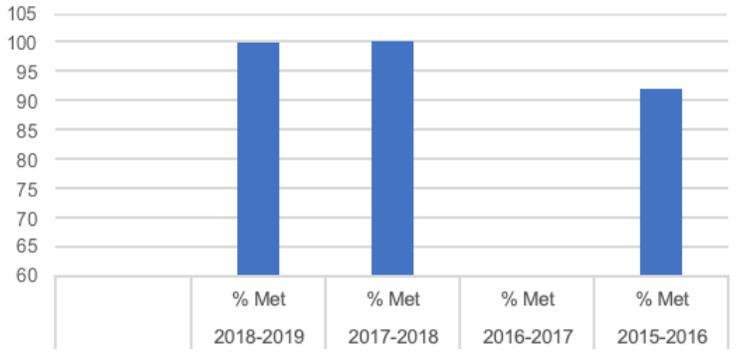
ISTE-NETS-T-2008.1



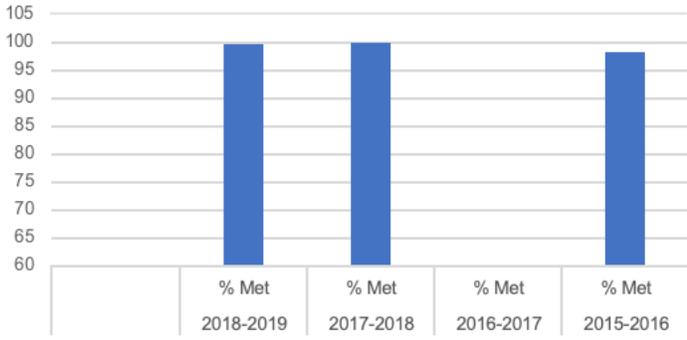
ISTE-NETS-T-2008.2



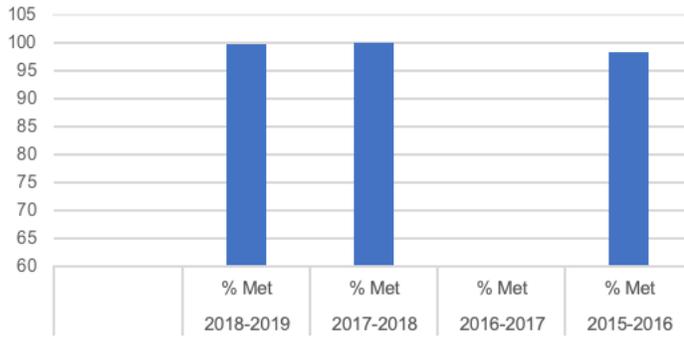
ISTE-NETS-T-2008.3



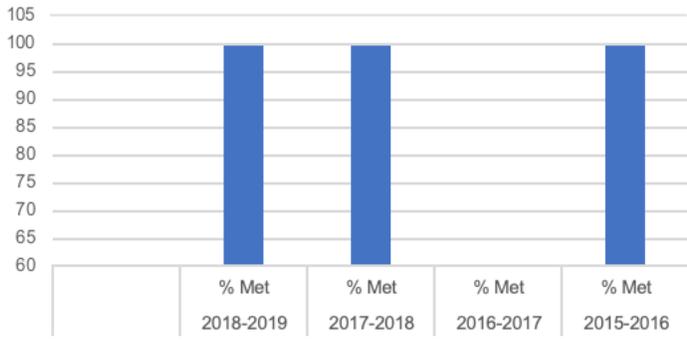
ISTE-NETS-T-2008.4



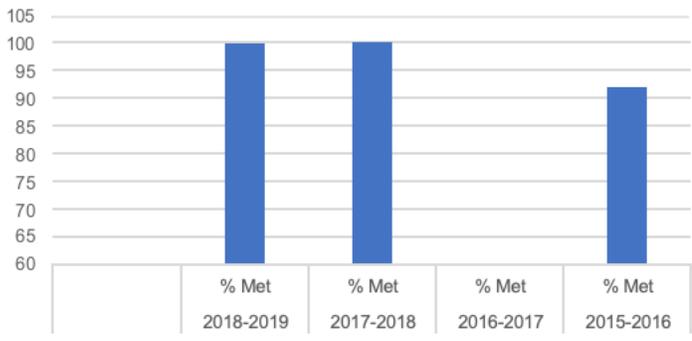
ISTE-NETS-T-2008.5



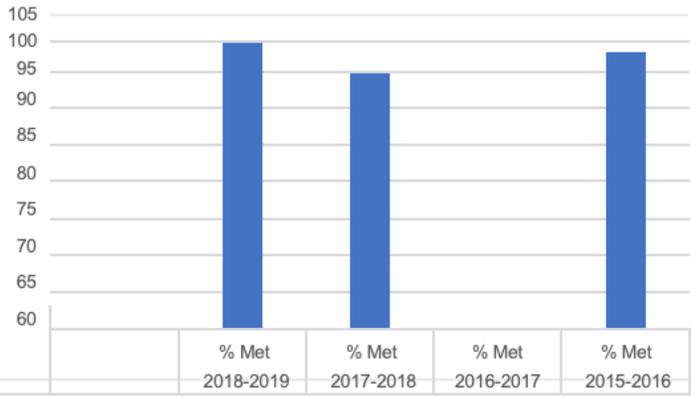
NBPTS.1



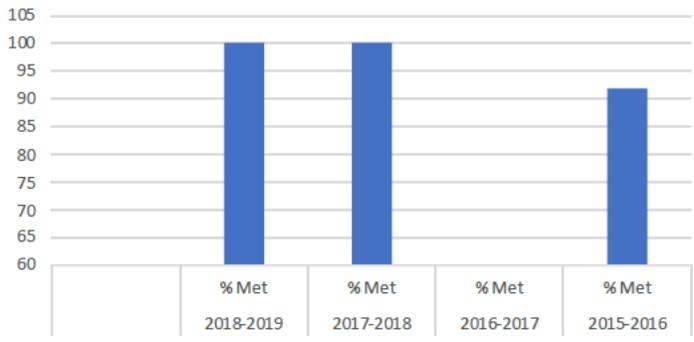
NBPTS.2



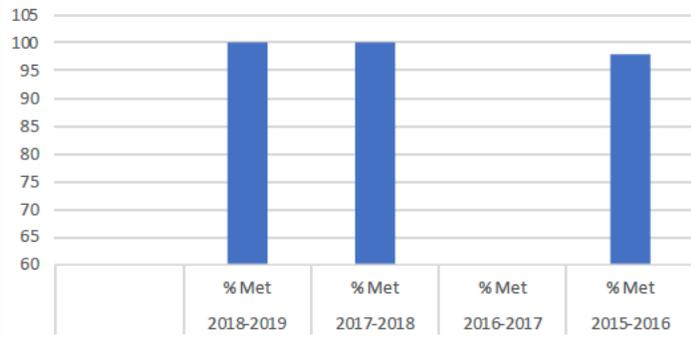
NBPTS.3

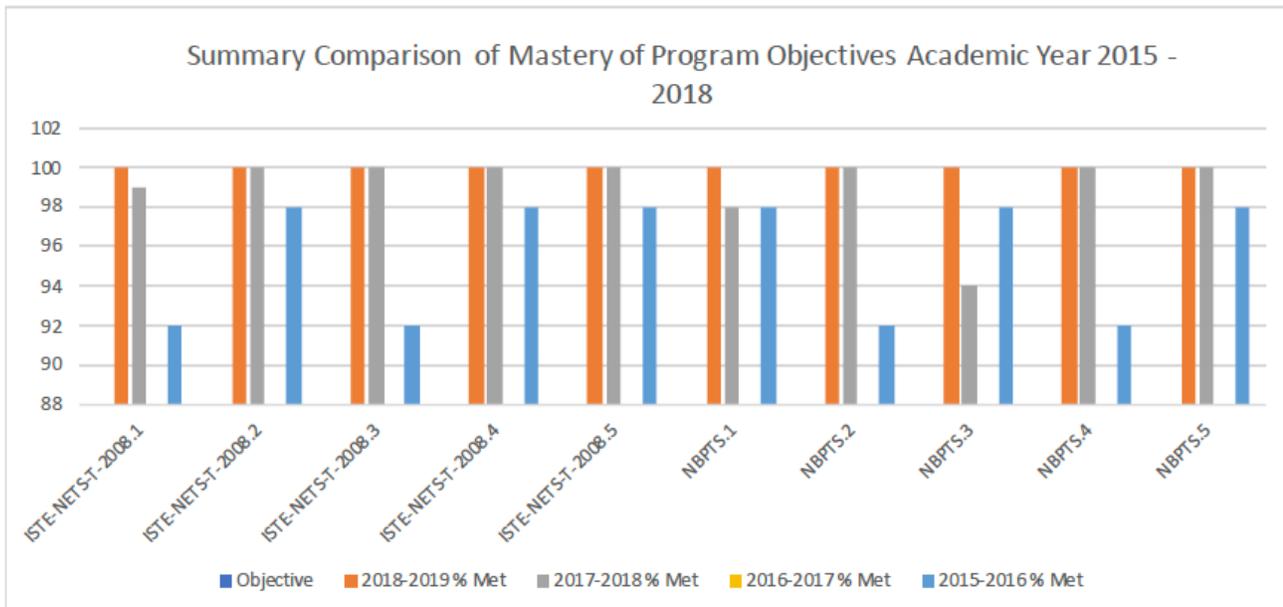


NBPTS.4



NBPTS.5





Note: Assessment systems were changing and a new system was being phased in between 2015-2016 and 2017-2018. Therefore, data is not available for 2016-2017.

Overall, we have seen an improvement in the mastery of program objectives. Changing assessment systems and changing program objectives during this time frame makes it a bit more difficult to effectively compare, but overall the objective mastery indicates the program is meeting its goals.

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The overall assessment plan provides for assessment of objectives at various stages in the program. Objectives are assessed within the course where they have the most focus. This allows us to monitor progress throughout the program. At the end of the program, all objectives are assessed in the Capstone Course. This provides us with an overall assessment of insure that the curriculum is moving the students toward the expected mastery.

In EDU520, no assessment activities are included for the MED T&T. This is a shared course with several other programs.

In EDU543, The week 7.1 Graded Assignment - Continued Personal Learning Network Curation and Participation is assessed for objective 4.

In EDU558, the Week 8.1 Final Project-Modified Instructional Module/Unit is assessed for Objectives 2 and 3.

In EDU559, no assessment activities are included

In EDU561 the Week 5.1 Instructional Design Video is assessed for Objective 3

In EDU563, the Week 8.2 Assignment-Group PD Project is assessed for objectives 1 and 2

In EDU571, the Week 6.1 Assignment - Created Instructional Video is assessed for objectives 2 and 3

In EDU589, the Week 18 Final Capstone Project - Complete eBook is assessed for objectives 1, 2, 3, 4, and 5

In EDU590, the Week 5.1 Graded Assignment - School Online Data Analysis is assessed for objective 5.

Each objective is assessed at least 2 times in the program. A variety of activities are used including video assignments, eBook assignments, lesson design assignments, and other written program assignments.

Faculty are involved in the assessment process. Activities used for assessment are uploaded to VIA where the faculty member teaching the course assesses the assignment and rates it using the rubric for the specified program objectives.

External Review

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary

The history provided is informative and comprehensive. The overview described the initial conception in late 2011 and subsequent program offering Fall of the 2012 - 2013 academic year. Curriculum changes and revisions such as adding a Google course for Google Educators Levels 1 and 2 certifications were mentioned in response to student need. Additionally, the description states "Thus, the degree was developed to help bridge the gap between "what was" and "what needed to be" in order to leverage the technology that was becoming available within classrooms. Our goal is to impact the entire teaching and learning process with a focus on helping teachers utilize technology in the most effective manner to enhance learning opportunities and educational outcomes." The historical overview of the Masters in Teaching and Technology" was informative and met the criteria.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3 – Exemplary

The mission of the Master of Teaching and Technology states, "The mission of the MED T&T Program is to provide educators, professional developers, and corporate trainers with the conceptual basis and tools necessary to effectively integrate technology into the learning environment with the goal of enhancing learning opportunities for our students and improving our effectiveness as educators/trainers." In addition to identifying the mission, this section also discusses the purpose of the program as well as the distinction between use of technology and the integration of technology. The purpose of the program which includes the integration of technology by educators supports the mission of the program and the university.

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2 – Adequate

Enrollments in higher education have declined over the past few years. Based on the data provided this trend is true for the Master of Teaching and Technology program. However, there are several strategies in place to help overcome the decline. The complete program revision in 2020, the opportunity for credentialed learning, and the ability to obtain equivalent credentialed learning credit of up to 6 hours for students who may already have Google 1 and Google 2 certifications should be attractive to current and potential students. Badges and credentialed learning opportunities are an excellent strategy to bring prospective students into the program and expose them to the possibilities. The program describes the plan to work with the marketing department to increase enrollment and program visibility. There is a solid plan for increasing enrollment.

In two of the last five years, the M of T & T program graduation rates have exceeded the graduation rate for the Graduate College. The program had an average graduation rate of 69.9% over the last five years. There was minimal discussion on how to maintain or increase the graduation rates. Perhaps the various strategies for increasing enrollment will also assist in the graduation data. However, that intention was not specifically stated. Will advisors play a role in this process? How will faculty and advisors work to ensure student completion?

The plan for enrollment is well defined. It includes a curriculum revision as well as opportunities for credentialed learning. However, a brief statement regarding either maintaining or increasing graduation rates is needed to meet this criterion with excellence.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2 – Adequate

As mentioned in section 1.3, specific strategies are needed for retention and graduation rates. There are advisors and a program specialist in place for student success. The program numbers for retention and graduation rates are generally comparable to that of the Graduate College. However, there is an expectation that the program numbers will increase based on the need for educational technology and marketing. There is no strategic discussion on how retention and graduation rates will continue to be addressed as the numbers increase. Outside of the faculty and student experience, advisors and program specialists play a key role in the retention and graduation rates. More discussion is needed on the strategic plan for maintaining or increasing graduation rates, especially as the program numbers increase.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3 – Exemplary - Advising is handled at the University level through non-faculty employees of the Online Campus. Additionally, a program specialist helps to personalize student's course plan to meet their needs and time constraints. It appears the advisors and the program specialist are both available to assist with student progression. According to the students interviewed, advisors are readily available to assist them throughout their program. The advising appears to be effective, and loads are appropriately delegated throughout the duration of the Master of Teaching and Technology program.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

N/A Faculty do not advise students. All advising is done through the Online Campus.

1.7 Comprehensive accounting of graduates in internship placements.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify

your rating in the below section.

N/A The MED in Teaching and Technology does not require or utilize a student internship.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

A detailed description of possible employment positions for graduates included teaching positions, technology director, instructional support, or professional development position. Other areas such as corporate or non-profit training or training development utilizing technology were also mentioned as possible employment positions for graduates.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1 – Needs Improvement

Post-graduation data consisted of a chart from the 2016 – 2017 academic year to the most recent data points of 2019 - 2020. It included the percentage of graduates working “in field” after graduation. However, a more thorough delineation of graduates would be beneficial. Consider asking specific questions regarding graduates' placement six months after graduation. This data can help you understand completely what types of positions graduates have after completion of your program. In addition to having a clearer picture of graduate employment, there are many other benefits to this level of data collection. For example, data can reveal opportunities for recruitment to understanding any possible gaps in the curriculum.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary

Course rotation is well thought out and designed to meet students' needs. Program faculty used enrollment trends and other data to review and revise course rotation and course offerings. There was no specific discussion of tutorial/independent study. However, based on the data-driven decisions that inform course offerings, it appears they are offered appropriately to meet student needs and expectations.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary

The reflection on course offerings and enrollment of courses, rotation and demand is complete and comprehensive. Faculty utilize data as well as discussions with the Online Program Director and Dean to make decisions on course offerings and ensuring that enrollment goals are met while also meeting student demand for courses. Faculty consistently review data to ensure course offerings are complete.

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 -Exemplary

Course offerings have been reviewed and modified to meet the needs of the program. A revised curriculum was phased in during the 2019-2020 academic year to better meet student needs and demand.

2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 Exemplary - Curriculum changes have been made based on review of courses, overall review of the program, end of course surveys, and assessment data. According to the report, with the revisions, assessment data indicate that 100% of the students are meeting the program assessment objectives at the end of the program.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2 – Adequate There were curriculum changes based on assessment data. However, it is not clear what assessment data were used, description of the assessment, or the full scope of the findings related to the data that was used to inform the curriculum changes. While the discussion did share that 100% of student were meeting the program objectives based on the revisions, it is not clear how the assessment data informed the program curriculum changes.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 -Exemplary

The summary data provided indicated teaching effectiveness based on three course evaluation measures: Presents thought-provoking questions and problems, creates an atmosphere for student learning, and the instructor challenged me intellectually. In all three areas, the Master of Education in Teaching & Technology exceeded the University average. This does indicate teaching effectiveness. However, other data could have been used in this area as well. For example, this section could include a summary of some of the assessment data that shows student performance for a specific criterion. This type of information is also helpful in determining the teaching effectiveness. Still, teaching is effective, and faculty are responsive to the successes and deficiencies of the course evaluations.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

Course descriptions are detailed, specific, and reflect rigor.

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

N/A No physical equipment or supplies that are unique to Masters of T&T program.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

N/A

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

The University including the Masters of T&T is moving to Brightspace by Desire2Learn. According to faculty, this move should address the Learning Management System (LMS) concerns of students and thus positively impact their learning. This is a new adoption so there is no data on how students have responded to the new LMS. The initial cursory reaction to the change has been positive.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 - Exemplary

Masters of T & T Students have access to Woods One Search with subscriptions to education databases, such as Ebsco's Education Source, Educational Administration Abstracts, ERIC, and ProQuest's Dissertations and Theses Global. Additionally, all WWU faculty and students have access to the MOBIUS member libraries. Library holdings were described and there do not appear to be any deficiencies.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary

Faculty qualifications are described. Additionally, all the resumes and curriculum vitae of all faculty are provided.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary

A sound rationale is provided for the current staffing. Faculty consists of adjunct faculty and full-time faculty who hold primary teaching responsibilities in other programs. All faculty are well qualified to teach in the program. The staffing rationale is appropriate for now given the number of students enrolled in the program. However, is there a staffing plan in place as the program grows and becomes more visible? What are the recommendations for staffing to ensure continuity of learning as the program grows?

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3-Exemplary

Although no recommendations were made for resource improvements, there was a discussion of the new learning management system (LMS) which mentioned. The new LMS addressed concerns students had such as allowing online campus students to interact with the learning environment on multiple device types and displaying multiple weeks of content at one time. The change in LMS does enhance the experience of students enrolled in the online program.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1 – Needs Improvement

There was not a thorough discussion of the financial aspects of the program. The report mentions that the program is adequately funded for enrollment, adjunct faculty are paid according to a formula, and identifies major instructional expenses. Additionally, there are funds for professional development, program development and specific resources. It's not clear if the cost per major requested is something that should be done at the program level. If possible, please consider including the full enrollment, degrees awarded, cost of the program, student credit hour produced per faculty, and a calculation of the student credit hours produced by the program. This will likely give a greater assessment of the financial needs of the program.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary The University learning outcomes are attached and clearly articulated.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3– Exemplary

Program learning outcomes are identified. For example, in the alignment of University objectives and program objectives the University Lifelong Education objective states, "learning both within and beyond formal education in preparation for participation in a global society." The program specific objective states, "Students in the MED T&T Program exemplify aspects of Lifelong Education by the fact they are extending themselves beyond basic learning and seeking an advanced degree." The attached matrix thoughtfully aligns the program and University objectives. For example, the e-book created in the capstone course is a measurable artifact that directly shows the commitment to lifelong learning beyond and

seeking an advanced degree. Students are required to take the information they've learned and create an e-book that includes tangible, practical information that can be used beyond the master's program and into their professional and everyday setting. The program objectives clearly align with the University objectives.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary overview of standards for performance and assessment. Findings from the annual assessment indicate 100% proficiency or better for all assessment measures.

4.4 The student learning objectives are appropriate for the specific discipline.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary – The student learning objectives are appropriate for educational technology. As students gain mastery in the objectives, they will be deemed leaders in their field.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3- Exemplary There is longitudinal data from 2015 – 2016 included in the report. All data includes assessment for each program learning outcome.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3 – Exemplary – Data and assessment over the 5-year span is included. Discussion addressed changes observed over the five-year time span as well as the implementation of a new assessment system.

External Reviewer Summary Statements

● **What do you see as strengths for the programs?**

The Master of Teaching and Technology program has numerous strengths. Initially, data indicates 100% of the students are meeting the program assessment objectives at the end of the program. Current students and recent graduates believe the curriculum and content learned propelled them in their careers. The ability to align coursework, theory, and practice is a strength. For example, the creation of the eBooks and the ability to secure Google 1 and 2 Certification within the program are directly related to educational technology and very applicable to students' real-world settings. Student comments align with the assessment data.

The asynchronous format, cohort model, small class sizes, and low cost of the program are also strengths. Students appreciate the anytime anywhere learning of this program. Additionally, the cohort model provides an opportunity to develop their own Professional Learning Network (PLN). This helps students as they develop relationships with other students and engage in learning that extends beyond the classroom. The class sizes are generally small (under 15

students). This provides for robust discussions and the opportunity to deepen relationships among peers and faculty. The low cost of the program is a strength.

Finally, faculty are a strength of this program. Students consistently mentioned various faculty who played a major role in their professional and at times personal development. Faculty are available, knowledgeable, current and able to provide relevant coursework.

As mentioned, the strengths of the Master of Teaching and Technology program are numerous. The curriculum, student perspectives of learning, asynchronous format, cohort model, small class size, low-cost tuition, and faculty are some of the key program strengths. This is a solid program with many strengths.

● **Does the program have components that distinguish it from other programs?**

The program components are characteristic of similar well-designed programs in the field. There are several programs that offer the ability to secure Google 1 and Google 2 certification. However, students in the Master of Teaching and Learning program at William Woods were exposed to other certifications as well including Google Trainer, Google Coach, Apple Teacher, and ISTE certification. Additionally, the inclusion of a capstone eBook for all students also distinguishes it from other programs.

Faculty in this program are generally adjunct or full-time faculty who hold primary teaching responsibilities in other programs. This can be viewed as positive or negative. However, the fact that many adjunct faculty are teaching Master of Teaching and Technology students while working directly in the field ensures that the curriculum and content is current, relevant, and directly applicable. Faculty are a distinguishing component of the M of T&T program.

The small class sizes and corresponding depth of knowledge distinguish the Master of Teaching and Technology from other programs. As the program continues to grow, it's not clear if the goal is to keep class sizes small or if they will expand. The benefits of small classes are numerous from allowing students to engage in more in-depth discussions with colleagues to the personalized attention and feedback students receive from instructors.

● **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

Based on the report, it is not clear if there is any longitudinal data of graduates collected. Please consider collecting post-graduate data. This could be done at the University or program level. A survey within two years following student graduation would help you understand student success. A survey could be sent to program completers as well as their employers. The survey of the graduate could reveal the impact of the Master in Teaching and Technology program on their career and specific area of practice. It could also reveal any gaps in the curriculum or areas that were done very well. The employer survey could ask employers to rate the knowledge, skill, and effectiveness of the graduate. Both sets of data would be helpful to the program as they assist with planning, marketing, recruitment, and possibly curriculum development. It would be ideal to have both. However, at a minimum, post-graduate data from students should be collected.

Marketing is mentioned. However, if there is a desire to increase enrollment in the program, a strategic plan for marketing is needed. There was a mention of various conferences. These conferences can be used as recruitment tools. There are also other options for recruitment that should be considered.

● **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

This is an important program that is needed especially in light of the 2019 coronavirus disease (COVID-19) pandemic we are currently experiencing. Some have deemed this global pandemic as the largest interruption to educational systems in history. Most schools had to utilize technology to provide distance and concurrent models of education. The Master of Teaching and Technology program is needed and provides valuable content now and in the future. The program should continue to expand grow as demand for this field continues to increase.

● **Any additional thoughts, comments, or recommendations pertaining to the program?**

The master's in teaching and Technology is a strong program. There are a few considerations outside the scope of the review questions that could be utilized to enhance the great work that is already taking place. These areas include adding additional methods of communication in online coursework, ensuring a diverse staff, and the creation of an advisory board.

Faculty and students both described the discussion board as a primary communication tool in their classes. Students desire a more dynamic method of collaboration. Essentially, although they appreciate the discussion boards, they desire the use of other media and methods. Tools such as flip grid, screencastify, voice thread and other tools from their instructors would be helpful. Additionally, collaborative tools such as google docs where students work on assignments collaboratively are also an option. Students acknowledge that they can create a YouTube video to answer questions. However, they would like additional types of interactions between faculty and students as well as student – students. The use of discussion boards are helpful but students would appreciate the option for more dynamic tools as well.

Although students and faculty all speak very highly of the program, a desire for more diversity was mentioned. Administrators may consider efforts to continue to recruit diverse faculty.

You may consider an advisory board for the program. This could be made up of a combination of former students, current students, faculty, and other community stakeholders. This group could meet yearly or bi-yearly to identify strengths, weaknesses, opportunities, and threats to the Master of Teaching and Technology program. This is not required. However, it is something that can be considered in the future.

In conclusion, the confidence displayed by students is admirable. The program exposes students to various career paths, pedagogy, current trends and technology. Students possess the confidence needed to not only teach but also secure other leadership and instructional design positions. Students leave the program confident in their role in the field of educational technology.

Conclusions and Recommendations

Program Response to the External Review Report

Response

Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

Only two questions were rated as "Needs Improvement"

1.9 post-Graduation data is complete and provides a picture of where students go after graduation.

This question was rated as "Needs Improvement".

The current process used is manual by which we simply go through the courses and look at the student introductions or profiles to determine if they are working in field or not. There is no other formal process that I am aware of to follow up on graduates. This is an issue that should be addressed, and a more formal process implemented. Ideally this could be done at the University Level. Short of that, program managers could be provided with a list of graduates and conduct an email follow up at 1 year and at 5 years to more accurately assess the impact of the degree program.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

This question was rated as "Needs Improvement".

The reviewer indicated that general information was provided related to the financial aspects of the program but that more detail and more specific information was needed. The data to provide the additional detail is not available to the Program Manager so this is something that would need to be addressed at a higher level. The external reviewer asks that we "please consider including the full enrollment, degrees awarded, cost of the program, student credit hour produced per faculty, and a calculation of the student credit hours produced by the program." While this information could be beneficial, the size of our program is very small, and we primarily use adjunct faculty. Hence, it seems that some of the detail could be skewed if we try to produce precise data for some of the areas mentioned. Total cost of the program and student credit hours produced by the program could be valuable information.

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

The overall strength of the program is evidenced by the fact that 70% of the indicators received an "Exemplary" rating from the outside evaluator.

A key strength is that 100% of the students are meeting the program assessment objectives. These objectives were revised 3 years ago when we began our curriculum revision process, and they are tied directly to aspects that impact teaching and learning. This means that students in our program are mastering key aspects and demonstrate the ability to translate coursework into practice within their classrooms. Thus, they are more effective in their careers.

The program capstone was noted as part of the overall strength of the program. The capstone is the creation of an eBook that allows the student to clearly demonstrate their mastery of program objectives. The outside reviewer noted that this activity, along with the ability to secure Google Educator Level 1 and Level 2 certification directly relates to educational technology and is very applicable to student's real-world settings. The main focus of our curriculum revision was to make the program more focused and create exactly this type of opportunity for students. The outside review provides evidence that we were successful in this aspect.

The small class size and low program costs were also identified as strengths. While small class sizes are not always economically efficient from a fiscal standpoint, as long as the program can remain fiscally viable the small class size benefits the student and allows more direct interaction with faculty and more personalized focus on student needs. This has a direct impact on improving student learning within the program.

Faculty are a key to the success of any program and the external reviewer noted this as a strength of our program. Our program is small, so we have only a few faculty that regularly teach our courses. These faculty are almost exclusively adjuncts. This means they are currently engaged with educational technology in their day-to-day work. This is a key strength that allows our program to remain current and on the cutting edge. Our faculty are able to constantly keep up with changes in educational technology and often make suggestions for modifications in our course work to be more current and applicable within the K-12 and training environments. This impacts student learning because the students are always participating in a robust and current curriculum along with specific relevant coursework shared by the faculty. The external reviewer noted that "students consistently mentioned various faculty who played a major role in their professional ... development."

The external reviewer also noted that while there are other well-designed programs from other Universities, one of the key distinguishing factors in our program is that students are exposed to a variety of other certifications and that the inclusion of the eBook as part of the Capstone makes this program distinct from similar competing programs.

In summary the external reviewer states that "This is a solid program with many strengths." The reviewer continues by stating that the program has had a significant impact on student learning, particularly as related to the Coronavirus pandemic and the need for teachers to have access to expert knowledge related to the integration of technology into instruction. As a final statement the reviewer indicated "The Masters in Teaching and Technology program is needed and provides valuable content now and in the future."

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

One program challenge identified by the external reviewer relates to graduate follow-up. The reviewer believes it is critical to do more complete and aggressive graduate follow up in order to ensure that the curriculum remains relevant, and students are receiving long term benefit that relates to improvements in their careers. Securing this information has been a challenge and the best solution would be to implement a consistent post-graduate follow up across all master's programs within the school of education. As previously mentioned, a process could be developed in which the program manager conducts the follow up, but the program manager would need access to additional resources to easily locate graduates and conduct the follow up.

Lack of diversity within the faculty was mentioned as a concern. Our program is currently fairly small. On average, we only have 4 or 5 courses offered each term. Hence our active faculty pool is relatively limited. We do have a good mix of male and female instructors involved within the program, but there is little diversity otherwise. Due to the small number of faculty utilized, this will continue to be a problem, at least in the short term. As the program grows and we have more demand for faculty, diversity could be made a priority.

Marketing was mentioned as a challenge. This is likely in part due to a lack of understanding as to what differentiates this program from other educational master's programs in the school of education. The outside reviewer indicated that in order to increase enrollment, a strategic plan for marketing is needed. One option suggested was to focus more clearly on presenting this program at conferences. Since few full-time faculty are involved directly in this program, it is possible that they need expanded information as to how this program fits into the overall scheme of degrees offered through the College of Education. A starting place would be to meet with appropriate individuals and discuss the program, how it is differentiated from other programs, and the type of individuals best suited for this program.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

The external review supports the validity and effectiveness of the program and suggests taking steps to increase enrollment.

1-our most recent curriculum revision was completed 1.5 years ago. So, there is a need to review all courses in the program and consider any minor updates to keep the curriculum current. This will be completed over the next six months.

2-the original plan was to complete the initial revision with a focus on Google Educator Certification Levels 1 and 2 with a later focus on adding a second track within the appropriate courses to offer students an opportunity to seek Microsoft Educator certification. It is not time to review the curriculum and determine if it is feasible to add this second track. This would make the program even more appealing to a larger audience of potential students. This will be completed over the next six months.

3-recruitment and marketing were identified as an issue. We need to develop additional informational content that can help other faculty, directors, and marketing understand more clearly what differentiates this program from other programs and what students would benefit the most from this program as opposed to other master's programs targeting educators. This could result in the development of additional materials to support marketing efforts and provide better exposure at conferences where William Woods University is represented. They may also be the need to meet with marketing to discuss the program and help everyone better understand program aspects. This process will begin immediately and will be developed in stages over the next 12 months.

4-there is a need for more effective graduate follow-up. Currently we only indicate if the student is working "in field" or not. Based on the recommendations of the external reviewer, there is a need to develop a more effective and robust system. We will investigate options and attempt to design a better process. This will require discussions with various other individuals. This will be initiated within 6 months in terms of discussion and developing possible options. Implementation will follow the development and selection of options.

5-more diversity in faculty. This was previously mentioned. We currently have mix of male and female instructors with about 70% of the courses being taught by females and 30% being taught by males. Currently it is not feasible to expand faculty due to the size of the program and other constraints. But diversity will be considered with any new hires. This is a challenge due to the fact that the program almost exclusively uses practicing educators in an adjunct capacity. Most of our adjunct instructors currently work in rural areas of Missouri and is probably representative of the area. But diversity can be a consideration with any expansion of faculty in the future.

Academic Council Review

3=Exemplary

2=Adequate

1=Needs Improvement

0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
<i>Comments: Overall – well explained – commented related to Google certification which can be accomplished independent of the program.</i>		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
<i>Comments: Overall relates to the university mission</i>		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
<i>Comments: More context on retention and graduation would be helpful, and the certifications are nice additions to the program, and could be emphasized as retention opportunities instead of marketing opportunities.</i>		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
<i>Comments: Not clear what the strategy is for retention and graduation rates. Is primarily focused on bringing in new students, not retaining current students.</i>		
1.5	Program advising loads are appropriately delegated throughout the program	1
<i>Comments: Even with centralized advising, it would be helpful to discuss the +/- of the advising model. It is a weakness that faculty are not involved in any advising of the program.</i>		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	0
<i>Comments: There is one graduate advisor for all graduate programs, it is challenging for one individual to keep up with the needs of so many students. Would be good to articulate the process of advising even if the program faculty are not the adviser. How does the adviser work with students, what is the timeline? What are the needs?</i>		
1.7	Comprehensive accounting of graduates in internship placements	NA
<i>Comments: The program does not include an internship, so this question does not apply to this program.</i>		
1.8	Provides detailed description of possible employment positions for graduated students.	2
<i>Comments: Provided data here makes sense due to the student population, and many students are already in the field, with this coursework expanding their opportunities.</i>		

1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
<i>Comments: Content is not detailed, but this is a weakness of the university and not program specific.</i>		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	3
<i>Comments: Due to declining enrollment, rotations have been updated. The report explained the reason and intention behind rotations and any changes.</i>		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	3
<i>Comments: EDU 590 is also a shared course with MED Educational Leadership</i>		
2.3	Course offerings appear appropriate for the needs of the program.	3
<i>Comments: The recent revisions seem to improve on the appropriateness of course offerings for the needs of a tech-based program but could benefit from the addition of a formal thesis. Additional attention to enrollment to meet the needs until numbers increase.</i>		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	3
<i>Comments:</i>		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	3
<i>Comments:</i>		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
<i>Comments: While the data is based on student feedback, it would be beneficial to continue to look at ways to build on the positive feedback. This is only one data piece and additional input could be valuable. The data does show positive feedback from students as to the effectiveness of the program.</i>		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	NA
<i>Comments: The program is online only and does not take up physical classroom or office space.</i>		
3.2	Summarizes the physical space available to the program	NA
<i>Comments:</i>		

3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
<i>Comments: Basic explanation related to the switch to Brightspace.</i>		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
<i>Comments:</i>		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
<i>Comments:</i>		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
<i>Comments: provides enough data to support adequate staffing</i>		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
<i>Comments: No recommendations made, but earlier content stated that there were no immediate deficiencies at this time. This was in the transitions to Brightspace</i>		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
<i>Comments: The university does not provide Cost per major for graduate programs so this is a weakness overall. The report did cover the general funding for the program.</i>		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
<i>Comments:</i>		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2
<i>Comments:</i>		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
<i>Comments: Might want to consider the implication of 100% achievement by all students on all assessment assignments.</i>		
4.4	The student learning objectives are appropriate for the specific discipline.	2

Comments: Included the assessment matrix that included the listing and benchmarks of each activity for assessment in the program.

4.5 Includes a longitudinal view of assessment for each program learning outcome

2

Comments:

4.6 Discussion on the assessment process over the 5-year span.

2

Comments: The report provided as much data as possible with a narrative to support the 5-year trend in student learning

External Review

5.1 Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.

2

Comments:

5.2 Response to the external review is complete and detailed

2

Comments:

Conclusion

6.1 Strengths of the program are discussed

Comments:

- *The identified faculty teaching the courses and their knowledge*
- *Curriculum redesign was strategically completed to the benefit of students*
- *The Google Educator Certification is a bonus for students in the program.*
- *Name recognition of the program and a number of alumni that can speak to the strengths of the program.*
- *The program meets a definite need for education.*

6.2 Challenges of the program are discussed.

Comments:

- *Recruitment of new students and marketing the program effectively*
- *The evolutionary nature of the field means that the program is in constant need of revision to keep up with the changes in technology.*
- *Faculty and program managers need additional training as well to stay on top of the technology used in the field.*
- *Graduate surveys to track next steps of students.*
- *The number of MED programs hides this one as unique.*
- *Recovering enrollment post COVID*
- *Advising was noted by the external reviewer as a weakness due to the lack of information in how students are advised.*
- *Challenge to integrate some of the new technology into the curriculum*

6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.
<p>Comments:</p> <ul style="list-style-type: none">• <i>The program has made great strides on improvement but stops short of identifying areas of need. Working on assessment models to ensure that the data is accurate and authentic is needed. Continued success at 100% is challenging to believe – review benchmarks or how the assessments are being evaluated so that a more valuable picture is provided of student success.</i>• <i>For teaching effectiveness look to see if there are additional avenues for measurement beyond the end of course survey.</i>• <i>Work with the Associate Provost for Graduate Programs and with Institutional Effectiveness to work on a plan to work enrollment, marketing, and survey struggles.</i>• <i>See if there are any outside partnership opportunities with other educational institutions to potentially recruit additional students into the program.</i>• <i>Investigate the possibility of building out concentrations in the curriculum</i>• <i>Coordination between faculty and the advising staff on advising protocols and needs, checkpoints needed in the process, and what we are doing to ensure faculty and advisors are on the same page.</i>	

Academic Council approved 10/27/22

Appendix