

EPP Decisions/Changes Made Based on Data/Feedback

Data Source	Feedback Given	Change Made or Planned	Results of Changes
NCATE Legacy Report (2016) AFI	Dispositions not assessed at Advanced level.	Adopted the Educational Leadership Dispositional Assessment developed at the University of Tampa. Advanced programs determined the points at which dispositions would be assessed. This is used with the Educational Leadership and Career Education Director programs, the two graduate programs falling under CAEP review.	Dispositions for each candidate are now assessed at three points. Data is used to inform candidates and programs.
NCATE Legacy Report (2016) AFI	Three years(cycles) of data not found for all programs.	Programs are required to submit annual reports that include data. UCM has purchased software (Tk-20 and Nuventive) to provide a system for the collection of data. The Assessment Committee of the College of Education monitors this and provides feedback to programs.	Each program in the EPP reports data each year. This means we have data for multiple years for each program.
NCATE Legacy Report (2016) AFI	Evidence not provided for how unit-wide data are used to improve unit operations.	The College of Education has strengthened processes used for using unit wide data to improve unit operations. A college level Quality Assurance Workgroup has been established with representation from both initial and advanced programs. This group's purpose is to monitor the processes of data collection and analysis in order to guide unit improvement. Unit wide data for initial certification candidates are examined at several levels with input being provided to the Quality Assurance Workgroup. At the initial certification level, unit wide data includes data from the Missouri Educator Evaluation System, the Missouri Content Assessment, the Student Teacher Work Sample, the Student Teacher Exit Survey, and the Educator Disposition Assessment. Unit wide data are presented (along with program specific data) to program coordinators for analysis. Program coordinators share these data with program faculty and program advisory boards. Unit-wide data are shared with the Professional Education Faculty during meetings held each semester and are also shared with the	The unit and its stakeholders routinely examine data and make decisions based on this review. The unit follows the data cycle plan included in the CAEP self-study.

		<p>college level advisory board for input and recommendations. Following review by and input from each of these groups, the Quality Assurance Workgroup creates an executive summary to be presented to the Teacher Education Council. The Teacher Education Council uses the executive summary to provide recommendations to the Dean and unit.</p> <p>Since our two advanced programs are closely related, the two programs use three common assessments and analyze data together. The two programs have begun meeting on a regular basis to discuss assessments and curriculum.</p>	
NCATE Legacy Report (2016) AFI	School partners are not involved in the design, delivery, and evaluation of clinical experiences at the advanced level.	Advisory Boards have been established at the advanced level to provide opportunities for feedback. Plans for the internship experiences are created collaboratively with faculty, candidates, and field supervisors providing input. This ensures each candidate's internship plan is unique and meets the needs of the candidate as well as the district hosting the internship.	Advanced program stakeholders provide input in the design, delivery, and evaluation of clinical experiences. Clinical experiences in both advanced programs are created and documented through collaboration with the candidate, mentor, and EPP faculty.
NCATE Legacy Report (2016) AFI	Evidence not provided that all candidates have an opportunity to work with ELL students and students from at least two racial/ethnic groups.	UCM's Office of Clinical Services and Certification continues to systematically track all initial certification candidates in traditional programs to ensure that they obtain experience in the following settings and with these populations of students: 1) school building with multiple age students; 2) school building with males and females; 3) public school setting; 4) rural school setting; 5) urban school setting; 6) suburban school setting; 7) second language acquisition students in a regular classroom; 8) school building with a varied racial make-up; 9) school building with a high free/reduced lunch rate and 10) students with special abilities/disabilities in regular classrooms. In addition, all candidates for initial	Participation in these field experiences is tracked using our Banner platform. The unit provides oversight as programs plan field experiences to ensure all students have these experiences prior to the student teaching semester. Short-term placements and virtual observations are being explored as means to ensure our candidates have diverse field

		<p>certification are required to complete a course on culturally responsive pedagogy and instruction for English language learners. At the advanced level, the K-12 School Leader option requires candidates to spend a minimum of four hours working in a district different from the one in which the candidate is completing the internship. For the Superintendent option, candidates have a specific set of requirements to consult with administrators from a wide variety of district types. Candidates in the Career Education Director program complete internships in career centers that bring together students from many surrounding districts and this exposes candidates to experiences with diversity. For example, one career center located in a rural school district works with students from seven rural school districts, two suburban school districts, and one urban school district.</p>	<p>experiences. At the advanced level, each internship requires candidates to complete some of the internship hours in settings different from the one in which the internship occurs.</p>
<p>NCATE Legacy Report (2016) AFI</p>	<p>Evidence not provided that the EPP makes good faith efforts to recruit professional education faculty members from diverse racial/ethnic groups.</p>	<p>Hiring practices have been enhanced to encourage diversification of faculty. All search committee members are required to complete bias training and all jobs are posted to 13 media outlets geared specifically to diverse populations (i.e., Women for Hire, Hispanic Today, Disabled Person, etc.) and a statement has been added to all job postings encouraging women, minorities, and people with disabilities to apply. We have begun tracking the cooperating teachers assigned to students for all levels of field placements to determine the extent to which they have opportunities to work with diverse cooperating teachers.</p>	<p>While we continue to utilize revised hiring practices, creating a diverse group of faculty remains a challenge we continue to work to address. Fiscal challenges at the university have limited new hiring opportunities for programs.</p>
<p>Student Teacher Exit Survey, Educator Disposition Assessment</p>	<p>Evidence indicates that candidates feel fairly well prepared, comfortable, and confident in understanding many aspects of diversity and effectively working with some</p>	<p>A Diversity and Inclusion Workgroup was formed to provide guidance to the unit. The group created a statement on diversity and inclusion that was adopted by the Teacher Education Council. With program coordinator input, a scope and sequence of concepts related to diversity was created to help the unit identify gaps. The group also recommended</p>	<p>The impact of these changes is not yet known.</p>

	subgroups - but not equally confident across all subgroups of P-12 learners.	professional development be offered to faculty and students.	
Feedback from undergraduate program coordinators, PEF, university supervisors - survey and feedback provided during meetings	Dispositions data should be collected throughout candidates' programs and these data should be available for review.	The unit adopted the Educator Disposition Assessment developed at the University of Tampa for use at multiple points in the program. Advisory board members provided input on the dispositions appropriate for assessment at varying points in the program. A Google form is used to collect dispositions data at the entry, mid, and exit points in the program and the use of this form has made it possible for program faculty to review a candidate's dispositions throughout the program.	Dispositions data is now collected at multiple points and is accessible to programs.
Feedback from University Supervisors, feedback from program coordinators, feedback from advisory boards - survey and feedback provided during meetings	Revision to the Student Teacher Work Sample is needed.	New sections were added to the Student Teacher Work Sample to provide additional information to teacher candidates, supervisors, and the EPP. New sections ask student teachers to provide examples of professional collaboration, professional development, and use of technology in instruction. Student teachers are also asked to include a lesson plan to provide evidence of the ability to plan effective, developmentally-appropriate instruction aligned with standards.	We have one semester of pilot data and one semester of full implementation data using the revised STWS. Feedback from university supervisors indicate the changes made provide a more comprehensive picture of what our teacher candidates know and are able to do.
Feedback from University Supervisors, Surveys of Cooperating Teachers, feedback from program coordinators - survey and feedback provided during	Training is needed to ensure assessment during student teaching [Educator Disposition Assessment (EDA), Student Teacher Work Sample (STWS) and Missouri Educator Evaluation System (MEES)] is consistent.	To facilitate consistent assessment, rater reliability training has been implemented during meetings with student teacher university supervisors (USups). Training for the (MEES) is conducted each semester, training for the EDA is conducted each spring semester, and training for the STWS is conducted each semester. These trainings provide the opportunity for USups to examine videos of teaching, work samples, and scenarios. The USups individually and collaboratively assess and assign scores. Suggested scores are shared followed by	Consistency of scores across assessments is increasing. We will continue to work to ensure increased consistency.

meetings		discussion to ensure consistency.	
Clinical Services Advisory Board	Placing students in the same classroom for senior level practicums and student teaching would be beneficial. This will allow candidates to see the same classroom for an entire school year and learn how relationships develop across the year.	The Office of Clinical Services and Certification requests full-year placements whenever possible. This happens consistently with early childhood and elementary candidates. The request will now be made for all candidates for which a full-year placement is appropriate and acceptable to the district.	Anecdotal data suggests this is a positive change for candidates and their district placements. We will continue to monitor this as more placements become full-year.
Developmental Continuum for Clinical Experiences	Program coordinator completion of this continuum indicated that FLDX 3000 and FLDX 4970 (secondary and P-12 programs) were not distinct in expectations for teacher candidates.	The Secondary/K12 workgroup began work on this concern in spring 2022. A subgroup is working on modifying expectations and assignments to ensure candidates are experiencing increasingly complex and developmentally appropriate clinical experiences.	This revision is still in progress.
Student Teacher Exit Survey, MEES, First Year Teacher Survey, feedback from advisory boards	Candidates consistently mention behavior management, trauma informed practices, communication with parents, and working with special education students as areas in which they feel less-prepared. These needs are echoed by the principals of first year teachers and by our advisory boards.	Based on a recommendation from the Teacher Education Council, a task force has been formed to plan for incorporating these areas into existing coursework as is possible. This task force includes representation of all programs in the EPP. In 2021-2022, we added professional development seminars to the orientation and mid-semester meetings of our student teachers. In these sessions, we addressed behavior management, trauma informed practices, and working with special education students. In the coming year, we will continue this practice and add the topics of parent communication and ethical/legal issues. While our candidates are introduced to these topics early in their programs, we	These changes are recent so we do not have enough data to determine the impact of them. We will collect data and use them to make revisions to our practices.

		have learned that some of these topics become less abstract when our candidates are in full-time student teaching placements.	
Review of existing processes	School-based clinical educators for experiences prior to student teaching do not receive consistent training.	School-based clinical educators working with student teachers received training at the beginning of each semester. The training includes information about the MEES, expectations for student teachers, mentoring, etc. Some program areas do provide training but this is not consistent across programs. The OCSC is working to provide consistent training for those clinical educators working with pre-student teaching experiences.	This change is currently in the planning stages.
Student Teacher Exit Survey, feedback from cooperating teachers	Candidates need increased expertise in the use of technology for instruction and in virtual teaching.	We have implemented a requirement that our students complete a series of three modules that provide information about the use of technology and virtual teaching. These modules must be completed prior to enrollment in student teaching. Our goal is to ensure all our candidates have a baseline knowledge of the use of educational technology. We also implemented a new section in the Student Teacher Work Sample that asks student teachers to document their use of technology in their teaching, share a rationale for their choice of a particular technology, and reflect on the impact of the use of the technology. We believe this will provide additional evidence of our candidates' proficiency with technology as an integral part of their instruction.	These changes are recent so the full impact is not known. We will collect data and use them to make revisions to our practices.
Review of Standard 4, Case Study process	The group tasked with implementing the case study have experienced a great deal of difficulty in securing an adequate number of participants.	We are currently using a case study approach to provide evidence for the impact of our completers - CAEP standard 4. We believe this is likely due to the additional stress educators have faced due to the pandemic. We conducted a pilot of the use of focus groups in spring 2022 as a means to supplement what is learned through the case study. While the focus group pilot also attracted few participants, we plan to revise the	This change is in progress.

		focus group approach (recruitment, questions, etc.) and move forward with a simultaneous use of case study and focus groups to gather important information about the impact of our completers.	
Retention data	Candidates would benefit from earlier connection with program faculty.	UCM encourages all freshmen to enroll in an orientation seminar during their first semester and offers a university-wide experience for this. Our EPP faculty have created an education specific series of two one-credit hour seminars for our freshmen to take and these are led by EPP faculty. These are being piloted by a few programs now with the intention of expanding to all EPP programs.	As this is a pilot, we do not have sufficient data to determine the full impact.