

**Progress - EPP Goals  
Initial Programs**

<b>Professional Knowledge, Skills, and Dispositions (CAEP Standard 1 and 4)</b>			
<b>Goal</b>	<b>Steps Taken</b>	<b>Status</b>	<b>Next Steps to Meet Goal</b>
The UCM EPP will integrate experiences into coursework that prepare educator candidates to:			
Apply current technology to engage and improve learning for all students.	<ul style="list-style-type: none"> <li>Survey of district partners to determine the technology in use.</li> <li>Creation and implementation of technology modules to be completed the semester prior to student teaching.</li> <li>Faculty aligning SLOs to ISTE standards.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>Technology modules will be revised to reflect the results of the district surveys.</li> <li>A crosswalk of ISTE standards and SLOs across programs will be created to identify gaps.</li> </ul>
Develop and apply the knowledge, skills, and dispositions of effective collaborative practices for educating students with special needs.	<ul style="list-style-type: none"> <li>Optional professional development provided for spring 2022 student teachers</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>Seminar days will be added to the student teaching semester. Working with students with special needs will be one of the topics of professional development during these seminars.</li> <li>The Trauma Informed Care workgroup will address the need for curricular change in this area as part of their work.</li> <li>Student teaching exit survey and first year teacher data will be monitored to determine the impact of these additions.</li> </ul>
Develop and apply the knowledge, skills, and dispositions for enacting classroom and behavior management practices for all students.	<ul style="list-style-type: none"> <li>A workgroup has been formed to look at trauma informed practices, social emotional learning, and behavior management. The group will make recommendations for curricular change and professional development.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>The Trauma Informed Care workgroup will address the need for curricular change and professional development in this area as part of their work.</li> </ul>

Develop and apply trauma informed practices for all students.	<ul style="list-style-type: none"> <li>• A workgroup has been formed to look at trauma informed practices, social emotional learning, and behavior management. The group will make recommendations for curricular change and professional development.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>• The Trauma Informed Care workgroup will address the need for curricular change and professional development in this area as part of their work.</li> </ul>
<b>Student Recruitment, Retention, and Success (CAEP Standards 2 and 3)</b>			
Goal	Steps Taken	Status	Next Steps to Meet Goal
The UCM EPP will:			
Align recruitment initiatives with the demographics of the regions served by EPP.	<ul style="list-style-type: none"> <li>• Completed survey of partner districts to learn of shortage areas.</li> <li>• Recruitment efforts will include an emphasis on rural and urban schools as they are the areas experiencing the greatest shortages.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>• Survey partner districts in January to learn of needs.</li> <li>• Host a Rural Schools Summit to learn of the needs specific to rural partners.</li> </ul>
Increase the number of candidates from diverse backgrounds entering and completing EPP.	<ul style="list-style-type: none"> <li>• Recruitment plan includes specific goals to recruit males and students of color to the EPP.</li> <li>• Established partnership with Kansas City Public Schools to offer paths to certification</li> <li>• Paraprofessional to certified teacher track - first cohort graduated, second and third cohorts in progress</li> <li>• Early childhood certificate program - first cohort completing final certificate</li> <li>• Secured two grants to provide support for paraprofessionals and early childhood workers</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>• As plan Future Teacher Academy and Teach It Forward, a focus will be placed on inviting males and teachers of color to speak.</li> <li>• Continue to recruit paraprofessionals and early childhood educators into certification programs.</li> <li>• Continue to actively seek funding opportunities to support candidates from diverse backgrounds.</li> </ul>

<p>Increase systematic support for monitoring student persistence and success in educator preparation programs.</p>	<ul style="list-style-type: none"> <li>• Created EDFL 1400 and 1500 for incoming freshmen to connect them with faculty early in their programs.</li> <li>• Faculty mentoring program provides connections with faculty throughout the program.</li> <li>• Certification flow and diagrams of steps towards certification are shared in syllabi and posted in building.</li> <li>• Frequent contact with students facilitates sharing of information about scholarships and other support available.</li> </ul>	<p><b>Partially met</b></p>	<ul style="list-style-type: none"> <li>• Strengthen relationships with the advising center to provide increased support for candidates.</li> <li>• Create a Blackboard site to share support opportunities widely and efficiently with candidates.</li> </ul>
<p>Increase the number of non-traditional students pursuing educator certification through alternative pathways to certification.</p>	<ul style="list-style-type: none"> <li>• Established partnership with Mid America Regional Council Early Learning (which includes Kansas City Public Schools and area community centers) to develop certificate program; and support student success through certificate course completion then, on to teaching certification attainment</li> </ul>	<p><b>Partially met</b></p>	<ul style="list-style-type: none"> <li>• Explore marketing ideas to inform working professionals of the opportunity to pursue teaching certification.</li> <li>• Examine existing course offerings to determine accessibility to working adults.</li> </ul>
<p><b>Diversity, Equity, Equality, and Inclusion (CAEP Standard 1)</b></p>			
<p><b>Goal</b></p>	<p><b>Steps Taken</b></p>	<p><b>Status</b></p>	<p><b>Next Steps to Meet Goal</b></p>
<p>The UCM EPP will:</p>			
<p>Embed the central concepts of diversity into existing coursework to increase diverse, equitable, and inclusive pedagogical knowledge</p>	<ul style="list-style-type: none"> <li>• A Diversity Workgroup was formed with representatives from across programs. The workgroup submitted a set of recommendations.</li> <li>• Program coordinators and program faculty submitted information that resulted in a crosswalk showing where</li> </ul>	<p><b>Partially met</b></p>	<ul style="list-style-type: none"> <li>• Implement transition plan to adopt a diversity survey as a unit assessment.</li> <li>• Provide professional development for both teacher candidates and faculty.</li> </ul>

across learning environments.	<p>concepts related to diversity are introduced, developed, and assessed.</p> <ul style="list-style-type: none"> <li>• A unit definition/description of diversity has been adopted.</li> </ul>		
Integrate knowledge of contextual factors, resources, and supports to increase differentiated instruction across learning environments.	<ul style="list-style-type: none"> <li>• Diversity concepts crosswalk includes items related to differentiation.</li> <li>• Attention to differentiation included on student teacher work sample lesson plan requirements.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>• Seminar days will be added to the student teaching semester. Differentiating instruction will be one of the topics of professional development during these seminars. The need for differentiation becomes much less abstract when candidates are in classrooms full time.</li> </ul>

### Collaborative Partnerships (CAEP Standard 2)

Goal	Steps Taken	Status	Next Steps to Meet Goal
The UCM EPP will:			
Develop and sustain meaningful reciprocal relationships to increase candidate effectiveness.	<ul style="list-style-type: none"> <li>• The College of Education Advisory Board has been re-established and meets regularly.</li> <li>• Program advisory boards meet regularly.</li> <li>• Clinical Services Advisory Board has been established.</li> <li>• Flexibility in placements has been increased to help address teacher shortages.</li> <li>• Partner feedback integrated into CQI processes and products (i.e., summaries to the PEF)</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>• Ensuring that partnerships are mutually beneficial continues to be of importance.</li> <li>• Solicit feedback from partners to gain insight into additional ways the EPP can be of benefit to partners.</li> </ul>
Provide mentor training to clinical educators.	<ul style="list-style-type: none"> <li>• Training is provided consistently for clinical educators at the student teaching level.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>• Explore the possibility of creating a badge or certificate for mentor teachers.</li> <li>• Increase training provided to clinical educators working with candidates prior to student teaching.</li> </ul>

## Continuous Improvement (CAEP Standards 1, 2, 3, 4, and 5)

Goal	Steps Taken	Status	Next Steps to Meet Goal
The UCM EPP will:			
Develop and maintain a culture of assessment, defined as evidence-based decision-making to improve and sustain educator candidate learning outcomes.	<ul style="list-style-type: none"> <li>● Quality Assurance Workgroup has been established and is providing oversight of unit operations and assessment.</li> <li>● The College of Education Assessment Committee implemented a Culture of Assessment survey.</li> <li>● Coordinators hired to assist with tasks associated with maintaining a culture of assessment.</li> <li>● Data cycle plans for the unit and for program review developed and graphics created to clearly communicate the plans.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>● This goal will never be fully met as improvement must be ongoing and always a priority.</li> <li>● Results of the Culture of Assessment survey were used to guide planning. A cycle (every two years) will be established to employ the Culture of Assessment survey to elicit faculty perceptions in a systematic, cyclical manner.</li> <li>● Ensure the data cycle plans are followed.</li> <li>● Ensure systematic documentation of the data cycle.</li> </ul>
Collaborate with stakeholders to collect and use data to continuously review the impact of educator candidates and completers.	<ul style="list-style-type: none"> <li>● Advisory boards are in place and meeting regularly.</li> <li>● Stakeholders are asked to provide feedback on our data to support needed changes.</li> </ul>	<b>Partially met</b>	<ul style="list-style-type: none"> <li>● Continue to value the important role stakeholders play in helping us improve.</li> <li>● Seek additional ways to collaborate.</li> <li>● Increase opportunities to support EPP continuous quality improvement.</li> </ul>