

**Progress - EPP Goals
Advanced Programs**

Professional Knowledge, Skills, and Dispositions (CAEP Standard 1)			
Goal	Steps Taken	Status	Next Steps to Meet Goal
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"> ● Integrated technology into coursework as appropriate, including database searching, presentation technology, office applications, state department data web searches, etc. ● Faculty align to ISTE standards 	Partially Met	<ul style="list-style-type: none"> ● Develop a technology survey for school administrators regarding student information systems, financial packages, curriculum systems, LMS, etc. and determine if coursework needs to be aligned.
Develop and apply the knowledge, skills, and dispositions of effective collaborative practices for educating students with special needs.	<ul style="list-style-type: none"> ● Advanced candidates consider special needs specifically through school facilities, legal issues/laws, and curriculum. ● Special education panel experts are brought in for discussions on school practices. ● Data analyses include by special population groups for action planning. ● Internship experiences include observing and working with special needs populations as applicable. 	Met	<ul style="list-style-type: none"> ● Continue to monitor legal practices, facility update requirements, and curricular modifications to remain current.
Develop and apply the knowledge, skills, and dispositions for enacting classroom and behavior management practices for all students.	<ul style="list-style-type: none"> ● Laws and legal issues related to classroom and behavior management are taught. ● School supervision includes supporting teachers in classroom and behavior management approaches. ● Internships include observation and 	Met	<ul style="list-style-type: none"> ● Continue to monitor legal practices to remain current.

	support of teachers in classroom and lab environments.		
Develop and apply trauma informed practices for all students.	<ul style="list-style-type: none"> External training offered 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. 	Not met	<ul style="list-style-type: none"> Consulting with Trauma Informed specialist to integrate trauma informed practices into advanced coursework. The Trauma Informed workgroup will make curricular update suggestions and address the need for professional development as part of their work.
Student Recruitment, Retention, and Success (CAEP Standards 2 and 3)			
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"> Teacher demographics are reflected in advanced studies students. Recruitment efforts focus on regional and statewide administrator needs. 	Met	<ul style="list-style-type: none"> Continue current recruitment efforts.
Increase the number of candidates from diverse backgrounds entering and completing EPP.	<ul style="list-style-type: none"> Recruitment plan includes specific goals to recruit males (principal/superintendent)/females (CTE administrators). Recruitment plan includes specific goals to recruit students of color. 	Partially Met	<ul style="list-style-type: none"> Engage with Missouri Professors of Educational Administration for statewide diversity and equity planning Explore additional organizations for professional development and recruitment opportunities Continue to actively seek funding opportunities to support candidates from diverse backgrounds.
Increase systematic support for monitoring student persistence and success in educator preparation programs.	<ul style="list-style-type: none"> Ensure academic readiness at admission, entry to internship, and program completion. Frequent contact with students to support and share information. 	Met	<ul style="list-style-type: none"> Continue to communicate regularly with students. Continue to monitor student progress throughout the program.

Increase the number of non-traditional students pursuing educator certification through alternative pathways to certification.	<ul style="list-style-type: none"> Not applicable. Candidates must have been teachers previously. 	N/A	
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Diversity, Equity, Equality, and Inclusion (CAEP Standard 1)

Goal	Steps Taken	Status	Next Steps to Meet Goal
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The UCM EPP will:

Embed the central concepts of diversity into existing coursework to increase diverse, equitable, and inclusive pedagogical knowledge across learning environments.	<ul style="list-style-type: none"> A Diversity Workgroup was formed with representatives from across programs. The workgroup submitted a set of recommendations. Program faculty ensure that LMS materials are accessible for students with disabilities. A unit definition/description of diversity has been adopted. MLDS diversity statement embedded into internship experiences for documentation of diverse experiences. 	Partially Met	<ul style="list-style-type: none"> Implement a diversity survey as a unit assessment. Provide professional development for advanced candidates and faculty. Faculty review unit definition/description of diversity for alignment with MLDS diversity standards.
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Integrate knowledge of contextual factors, resources, and supports to increase differentiated instruction across learning environments.	<ul style="list-style-type: none"> Advanced candidates specifically address differentiated instruction through curriculum and school supervision courses. Internship experiences include addressing MLDS diversity statement, including supporting teachers in differentiating instruction. 	Met	<ul style="list-style-type: none"> Continue to review coursework to best support differentiation across learning environments.
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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"> ● The College of Education Advisory Board has been re-established and meets regularly. ● Program advisory boards meet regularly. ● Partner feedback integrated into processes and products. ● Statewide partnership with DESE, MCCTA, and UCM for CTE Administrators. 	Partially Met	<ul style="list-style-type: none"> ● Ensuring partnerships are mutually beneficial continues to be of importance. ● Solicit feedback from partners regularly to gain insight into additional ways the EPP can be of benefit to partners.
Provide mentor training to clinical educators.	<ul style="list-style-type: none"> ● Training is provided consistently for mentors in all advanced programs. 	Met	<ul style="list-style-type: none"> ● Continue to provide and update training for advanced program mentors.
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"> ● Quality Assurance Workgroup has been established and is providing oversight of unit operations and assessment. ● The College of Education Assessment Committee implemented a Culture of Assessment survey. ● Coordinators hired to assist with tasks associated with maintaining a culture of assessment. ● Data cycle plans for the unit and for program review developed and 	Partially Met	<ul style="list-style-type: none"> ● This goal will never be fully met as improvement must be ongoing and always a priority. ● 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. ● Ensure the data cycle plans are followed. ● Ensure systematic documentation of the data cycle.

	graphics created to clearly communicate the plans.		
Collaborate with stakeholders to collect and use data to continuously review the impact of educator candidates and completers.	<ul style="list-style-type: none"> • Advisory boards are in place and meeting regularly. • Stakeholders are asked to provide feedback on our data to support needed changes. 	Partially Met	<ul style="list-style-type: none"> • Continue to value the important role stakeholders play in helping us improve. • Seek additional ways to collaborate. • Increase opportunities to support EPP continuous quality improvement.