

**EPP Decisions/Changes Made Based on Data/Feedback  
Advanced Programs**

Data Source	Feedback Given	Change Made or Planned	Results of Changes
NCATE Legacy Report (2016)	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).	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)	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	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>meetings held each semester and are also shared with the 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)	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.

<p>NCATE Legacy Report (2016)</p>	<p>Evidence not provided that all candidates have an opportunity to work with ELL students and students from at least two racial/ethnic groups.</p>	<p>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 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>At the advanced level, internships are structured to ensure candidates work with diverse groups of students.</p>
<p>NCATE Legacy Report (2016)</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</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</p>

		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.	limited new hiring opportunities for programs.
Missouri Building Leader Performance Assessment	Evidence was not clearly articulated with MLDS standards. There was confusion among students of the assessment organization.	Faculty participated with the Missouri Professors of Educational Administration (MPEA) which includes faculty from 17 Missouri universities' EPP programs. In the spring of 2018, these university faculty collaboratively developed the first version of the performance assessment. The performance assessment was approved by the educator certification unit at DESE. The first performance assessment (1.0) was administered in the fall of 2018. Since its inception, the performance assessment has been revised two times. These revisions were driven by stakeholder feedback and the need to better assess MLDS components.	Performance assessment quality assurance is maintained by yearly collaboration training conducted by MPEA. Each university is required to have faculty attend the training sessions. Feedback is collected and returned to the university for faculty to review.
Superintendent Internship Activities	Superintendent Advisory Board provided important feedback on potential topics/tasks to be included in internship courses. The Board was presented with a list of the potential topics/tasks (see <a href="#">RA2.1.4Internship Essentials</a> ) and were asked to review the list and indicate those that are essential to be addressed by assigning a rating of "1". Those	Responses were gathered and analyzed (See <a href="#">RA2.1.4Feedback on Internship</a> ).	The candidate, district mentor, and EPP faculty use this prioritized list to plan internship tasks to be completed.

	less essential were rated as “2” and members were asked to add any essential topics/tasks that were missing.		
MOCA data, First Year Administrator survey, feedback from Advisory Board	Data from the MOCA and First Year Principal Survey as well as feedback from the Advisory Board indicated candidates were not confident in their preparation to work with community members.	Require EDAD 6160: School and Community Relations in the Educational Leadership, K-12 School Leader program	This is a recent change. Faculty will monitor data on the MOCA and First Year Principal surveys to determine impact of the change.