

**College of Education  
Dean's Report  
September 28, 2007**

**A. How are your stated learning outcomes appropriate to  
your mission, programs, degrees, and students?**

The faculty continues to create the 21st Century College of Education with an understanding that today's institutions face complex challenges that no one individual or institution can resolve. To meet those challenges, the College practices inclusive, collective leadership whereby all stakeholders continue to help shape its future. "The College of Education embraces our obligations to prepare educators who will practice & model the finest qualities of our society."

Our Futures Process best exemplifies the collective approach that has served to align ourselves, chart our direction, and gain shared commitment to our vision and principles. The yearlong process of reflection and discussion represents our dedication and collective allegiance to the big ideas and action steps that will guide us to excellence in our work. Not only do we commit to these ideas, tasks, and principles, we aspire to become the premier College of Education in the mid-western United States - a recognized leader in preparing educators who excel in their field.

The College will align our organization, marshal resources and direct our efforts to demonstrate leadership in the profession and advance good practice through innovation, research, collaboration, and the exchange of knowledge and innovation with internal and external communities. By focusing on these principles, our College will be a trendsetter.

Our goal is to produce nothing but the highest quality graduates, fortified with the knowledge, skills and confidence to become top educators in their schools and communities. To ensure that our efforts to research, inform, and influence and reach the widest possible constituency, the College will broaden our capacity to recruit and retain students who reflect the diversity of the St. Louis Metropolitan area. The College of Education serves our students and widens the education community with a sophisticated telecommunications and multimedia technology network connecting to schools, business and industry, other colleges and universities, community agencies, and others. We are committed to promoting and expanding the cross fertilization of knowledge and innovation among the colleges and universities in the St. Louis Metropolitan area. Attracting the finest American and international experts, the College will grow as a leader in educator

preparation that offers students profound insight through a full range of education opportunities. Our faculty will focus on collaborating with students, schools, other university divisions and institutions of higher education and community organizations to produce new research that holds promise for revolutionary change that can result in improving student learning along with enhancing the quality of living in our society.

A hallmark of the UM-St. Louis College of Education is our vitality. Characterized by an indefatigable pursuit of excellence, our faculty creates an academic environment that promotes best practices in teaching and learning. The College continually remains at the forefront of education with discoveries that add to the knowledge base, collaborations that nurture the community, and learning technologies that expand the global interchange of information and knowledge. Already widely available in the world's finest professional publications, our faculty's books, articles and research stand paramount to benefit our students.

As a leading 21st Century Educator Preparation program, we will reach even wider audiences, including policy makers, to promote understanding of our work. The path we have charted for our College commits us to taking an official position on critical issues that impact PreK-16 education. Public understanding of the importance of well-prepared and knowledgeable educators is critical to the success not only of our College, but the success of the educational system we serve, and our success as a free and democratic society.

Because these statements reflect the values of the College of Education, the following principles form its vision for the 21st Century College of Education:

- Education is necessary and valuable for enhancing the lives of individuals and for improving society by examining, creating, and sharing knowledge.
- Effective educators understand, embrace, and celebrate diversity.
- Effective educators recognize inequities and act in ways that bring about social justice.
- Effective educators use diverse, culturally responsive strategies to provide for the individual needs of all learners.
- Effective educators practice and model ethical behavior.
- Effective educators practice and model active research and seek external support for that research.

- Effective educators use technology to increase student engagement and expand learning opportunities for all learners.
- Reflective educators make decisions about best practice informed by existing and emerging research.
- Successful learners and effective educators engage in self-reflection, critical inquiry, and creative endeavors.
- Active engagement is vital to learning.
- Continuing research is essential to inform practice, enhance the community, and advance the professions and the mission of the university.
- Partnership and collaboration among educators, other professionals, parents, students, and the community at large are essential to the learning process.
- Lifelong learning and professional development are critical to the efficacy of educators and the community in a constantly changing world.

An organization's structure must be consistent with and supportive of its vision.

**B. What evidence do you have that students achieve your stated learning outcomes?**

**Teacher Education Candidate Transition Point Assessment**

Candidate assessment occurs throughout the teacher education program with progress being measured at each of three Levels. For each level the teacher candidate assessment system addresses four dimensions: (1) program/certification requirements, (2) dispositions assessment, and (3) performance assessments, and (4) impact on student learning (under development; informed by Renaissance Group guidelines).

Throughout a candidate's program, evidence of his or her ongoing acquisition of knowledge, skills, and dispositions is gathered in an electronic portfolio which is assessed at each level. The electronic portfolio system (presently LiveText™) offers candidates opportunities to develop artifacts of various types and in various media, align these to various state and national standards, and pull from their collection a representative sample to showcase in their assessment portfolio. Candidates then submit the portfolios for review on-line.

The elementary and early childhood students working in the St. Louis Enhancement Partnership (STEP) program develop a Teacher Work Sample that follows a plan for curriculum development, student assessment, and teacher reflection that cover all of the Missouri standards required for teacher certification. Teacher Work Samples are reviewed by faculty to help with future course planning and are available for review.

All teacher education students participate in a one-semester internship, the semester prior to student teaching. During that semester, preservice teachers are required to engage students in a project and document student learning. At the end of the semester preservice teachers prepare documentation panels to demonstrate what students have learned and what they have learned. Panels are on display at both the school, for families and school personnel to see, and at the university. Grades for internship reflect the documentation that preservice teachers make for what they have learned during the semester.

### **K-12 Leadership Transition Point Assessment**

The faculty of the K-12 Leadership program have an ongoing system for ensuring the quality of its candidates. Students entering the program must meet the admission requirements of the graduate school. They must also submit letters of reference and complete an interview with program faculty members.

Course objectives are aligned to knowledge base and state standards. Measures used to assess that candidates are meeting expectations are case studies, simulations, research projects, term papers and exams. When exams are given, the candidates have an opportunity to demonstrate, in depth, their knowledge and understanding of professional, state and institution standards. Candidates are required to critique case studies and articles that allow them an opportunity to speak to the ISLLC standards within the context of practical applications. Candidate performance is monitored throughout the program, and they must meet minimum grade and GPA expectations to make adequate progress through the program.

Tests are given over resource materials from the National School Boards Association, the Missouri School Boards Association, the American Association of School Administrators, the Missouri Association of School

Administrators, the American Education Research Association, and MPEA. In addition, case studies and simulations are built around these materials. Dispositions are shown through the work of candidates in the form of philosophies of education, mission statements, and oral presentations. The ISLLC exam reflects knowledge in this area. Candidates are asked to analyze the functions of boards of education and state legislatures, as well as the U.S. Congress for the impact that their policies have had on educational process and share this analysis in class. Special attention to court cases such as Plessy v. Ferguson, Brown v. Board of Education, and Liddell v. St. Louis Board of Education is given. Students are required to know the impact of these court cases and must demonstrate that knowledge either orally or in writing. Candidates are required to use the IDEA components in case studies.

On-going evaluation is continued via the professional internship. Throughout the semester-long clinical experience, interns reflect upon their unique experiences through discussion with supervisors and completion of reflective written activities that result in a portfolio notebook. The ISLLC Standards are included in each activity. Seminar sessions are held throughout the semester to provide opportunities for group reflection allowing Interns to learn from the experiences of other Interns. The site supervisor provides an evaluation of the Intern activities, and the portfolio notebook is submitted at the end of the course for the review of the University supervisor.

The discussions in class and the written work submitted by candidates are judged against the Division Knowledge Base. Strong emphasis is placed on candidates becoming grounded in the theory of organizational change while being able to relate these theories to the practical situations in which these theories must be exercised. Many of the class discussions involve candidates exchanging experiences and demonstrating the relationship between what is learned in class and what is the reality of daily life in a school setting. Written feedback is provided to candidates that is intended to keep them focused on the ISLLC standards and the Knowledge Base of the K-12 faculty.

## School Counselor Candidate Transition Point Assessment

The faculty of the School Counselor program has a focused and on-going system for ensuring the quality of its candidates. To start, faculty interview all applicants to the M.Ed/Ed.D./Ph.D. degree program. All candidates' files are screened to ensure that they meet the entrance standards. Candidate's files are rated and those that meet the division's standards are interviewed. The faculty rate the applicants at the time of the interview. Candidates are then notified with regard to their acceptance into the doctoral program.

All faculty members are involved in rating applicants for the program. The Coordinator for the Community Counseling Program and the Coordinator for the School Counseling Program review the faculty ratings for all applications. Admissions decisions are then made for the M.Ed. in School and Community Counseling. Special consideration is given to students of color who meet the admissions criteria.

All individuals who are accepted into the M.Ed. program are "provisionally accepted" until they have satisfactorily completed CNS 6000, Personal and Professional Development in Counseling. During and especially at the end of CNS ED 6000, faculty teaching sections of the course identify students who are having difficulty and academic or personal recommendations are made. Faculty complete a referral form to the Counseling Review Board (CRB) which is composed of faculty who do not teach CNS ED 6000. The CRB reviews the recommendation and written materials from the faculty member, interview the student, and decide on a recommended course of action. Any special recommendations for personal counseling or other personal development prior to admission to candidacy are made at this time.

Students may appeal any of these processes or grades using the Graduate School policies outlined in the University Bulletin. Any decisions are provided in writing at each step of the appeal process. The process of developing program objectives for the Division of Counseling and Family Therapy (DCFT) has included receiving input from the American Counseling Association and its Divisions on competencies and standards; from the National Board for Certified Counselors on certification standards; from the Missouri Committee for Professional Counselors on licensing standards; from the Department of Elementary and Secondary Education (DESE) for school counseling

certification; and from site supervisors, professional counselors who are graduates of our program, professional counselors who are not graduates of our program, parents, and lay people invited to participate in focus groups in each of the program areas to develop specific program objectives. These focus groups were representative of the St. Louis metropolitan area which is a particularly diverse and rich urban environment.

The DCFT faculty members require research papers in most courses and at the doctoral level require research and affiliated manuscripts to be regularly developed and submitted for professional journal publication. All program objectives are written in specific behavioral terms so that they can be assessed by faculty as well as objective evaluation through successful completion of individual courses and by satisfactory achievement measured by the comprehensive examination.

The DCFT Chair, Dr. Mark Pope, is designated the Coordinator of Admissions and reviews all applications for the M.Ed. in School or Community Counseling. He recommends to the entire faculty of the DCFT individuals who meet the basic requirements for admission. All individuals who are accepted into the M.Ed. program are expected to show aptitude and ability toward counseling skills, progressive development of skills, writing and exam skills, and openness towards supervision and self-awareness as part of their initial evaluation process in the entry to our program. Students have the opportunity to show this in the initial courses of CNS ED 6000, Personal and Professional Development in Counseling and other core courses, such as, Practicum, Field Experiences, and Foundations of Community Counseling. If the student is not satisfactory in beginning ability, developing ability, openness to supervision and self-awareness, and written and exam skills, as determined by the course instructor and objective grades, the student is referred to the Counseling Faculty Review Board. This process is described in depth in the student handbooks and in the *2006-2007 University of Missouri - St. Louis Bulletin*.

As part of our retention policy, we try to identify students with low effectiveness potential as early as possible and to initiate the necessary procedures for dealing with such students. This policy is outlined in the *2006-2007 Bulletin*. We have developed this policy whereby students who have a grade less than a B in any of the core counseling courses will automatically trigger a referral to the Counseling Faculty Review Board (CFRB) for possible

remediation or termination. During and especially at the end of CNS ED 6000 and core courses (listed above) faculty teaching the sections of those courses will identify students who are experiencing personal or academic difficulty and recommendations are made by the CFRB. When a student is experiencing difficulty, relevant faculty member(s) complete a referral form to the CFRB. The CFRB will review the recommendation and relevant materials (writing samples, video tapes of training) from the faculty member and will decide on a recommended course of action after interviewing the student. On occasion, a student interview is not necessary and a letter is sent to the student delineating required action to remain in the Program.

Flexibility is provided within the program's curriculum to accommodate individual differences in student knowledge and competencies. Each specialty within the M.Ed. degree requires a core of entry level courses as specified by national standards. During these core courses, students conduct research and write term papers that are consistent with the populations or settings of interest to them. All faculty members strive to offer various ways of learning in all courses, e.g., written papers, research projects, class presentations, exams, group and or class participation, and experiential dyad work to provide variable opportunities for all students to learn. Differentiation in learning modes is delineated on all syllabi. For example, in CNS ED 6000, students participate in weekly journal writing, development of a literature review using APA publication guidelines, dyad skills practice with tape partner, eight sessions with a counselor outside of the course, self-analysis papers, skills practice with small group, and weekly class group participation; in CNS ED 6400, students complete a critical review of a recent career publication, a final exam, development of a professional resume and cover letter, a critical analysis of the career field as their personal choice for career, and group work; in CNS ED 6030, students participate in cross cultural interviews (in which they interview non-acquaintances who are culturally different), cultural immersion project (in which they participate in a cultural experience that is foreign to them), maintain self-awareness journals, and develop a paper and presentation in a small group format.

**C. In what ways do you analyze and use evidence of student learning?**



Degree programs in the College of Education culminate with a practicum (student teaching, internship), a special project (scholarly paper, teacher action research project, dissertation), or an examination (Praxis Series Test, School Leader and Licensure Test, written and oral comprehensive examination), or a combination of these. Assessments are either administered by faculty, such as assessment at the end of a practicum experience or the comprehensive examination, or the results are available to the faculty in the program, such as in the case of the standardized Educational Testing Service examinations or the teacher action research project. Faculty members consider the specific results of these assessments to identify which learning outcomes are being met at a high level and which at a moderate level. They initiate changes in courses, programs, or both to address any learning outcomes not being met at a high level. Course changes might involve the bulletin description of a course but are more likely to involve changes to course syllabi, including learning activities. Division chairs review course syllabi as they are submitted to the division office every semester.

Most programs in the College of Education survey graduates of the program and some survey employers of graduates. This allows graduates and their supervisors to tell faculty which learning outcomes they can see they have achieved as they begin to apply their learning in their chosen careers. It also allows them to identify for faculty areas where they feel they should have had more preparation. Faculty members take this information into account in making the course and program changes described above.

Test scores from the various Educational Testing Services (ETS) standardized examinations, as provided in the Institutional Report, and other standardized test results are summarized for faculty and distributed with the scores from previous years. Faculty members can examine the scores in their area and identify trends in the sub areas tested by the assessment. Areas with scores that have dropped compared to previous years, are below national averages, or are below state averages can be addressed through changes to required courses or changes to the curriculum.

Assessments conducted at the conclusion of student teaching, internship, or practicum experiences in the field are summarized and discussed at faculty meetings so that trends can be identified and addressed if so warranted. A

number of programs have a series of practicum experiences so that students can be advised on their progress as they proceed through the curriculum.

The teacher education program uses various sources of information to adjust, improve, and meet the needs of the school districts that hire our graduates. Formal meetings are held with districts each year to determine what their needs are for the number of teachers they anticipate hiring, the content areas needed, and the specific skills needed in their individual schools. Advisory boards provide the faculty in the College of Education information on a regular basis. Panels of school district personnel address the faculty annually to inform them about trends and needs. Informally, the faculty spend time in the schools gathering information in authentic settings through discussion with and observation of classroom teachers, principals, and families. Specifically, partnerships have been established between faculty and schools for the purpose of providing field experiences for preservice teachers. An example of a strong partnership to prepare teachers for urban schools is the St. Louis Enhancement Partnership (STEP). The STEP program provides elementary and early childhood preservice teachers with field experiences in one of seven partner schools. Teachers and administrators from those schools regularly meet and plan activities for both classroom and preservice teachers to utilize best practices in education. They also share ideas and resources. Through the STEP program, the COE sponsors two out-of-school activities, one in an after school math tutoring program and a Saturday School with its partners. Preservice teachers not only benefit from authentic experiences at the schools but they also have a choice of when they complete their field experience hours.

Teacher action research projects completed at the conclusion of Master's degree programs are presented in a public forum and the session is attended by faculty who teach in the program. By reviewing the presentations, faculty members can analyze student learning and adjust courses and programs as described above. Programs that culminate with a special project, scholarly paper, or the doctoral dissertation typically have faculty involved in the assessment of these special projects report to colleagues on the level of student learning demonstrated in the final product. Faculty, then, can discuss whether changes are warranted.

## Counseling Programs

Program mission, objectives, and student learning outcomes are developed and revised when necessary through self-study on a regular schedule. This evaluation process is based on input from program faculty, current and former students, and personnel in cooperating agencies. At each of two semi-annual faculty retreats, the DCFT faculty members discuss, review, and revise program objectives; the three-year course schedule is also updated annually. For the review process, Dr. Mark Pope, Chair of the DCFT, collects information from the following sources: 1) evaluative surveys administered to all current students at the end of each course for comments on curriculum; 2) evaluative surveys administered to all graduates of the program 6-18 months after graduation for comments on; 3) comments from students' evaluations of their practica/field experiences; and 4) pertinent professional organization positions, perspectives, competencies, and standards based on various faculty members attendance at conferences.

All individuals who are accepted into the M.Ed. program are "provisionally accepted" until they have satisfactorily completed CNS 6000, Personal and Professional Development in Counseling. During and especially at the end of CNS ED 6000, faculty teaching sections of the course identify students who are having difficulty and academic or personal recommendations are made. Faculty complete a referral form to the Counseling Review Board (CRB) which is composed of faculty who do not teach CNS ED 6000. The CRB reviews the recommendation and written materials from the faculty member, interview the student, and decide on a recommended course of action. Any special recommendations for personal counseling or other personal development prior to admission to candidacy are made at this time.

Further, as part of our retention policy, students with low effectiveness potential are identified as early as possible and to initiate the necessary procedures for dealing with such students. This policy is outlined in the University Bulletin. We have a division policy which states that students who have a grade less than a "B" in any of the "core" counseling courses will automatically trigger a referral to the Counseling Review Board for possible remediation or termination.

Similarly, although there are required core courses for doctoral students, doctoral student programs are developed individually by the student's advisory committee. Students with different levels of knowledge and experience would, therefore, start in different places with regard to coursework. For example, a student who was lacking some of the master's level work would begin with that work, while a student who had completed all of the master's level coursework and training would begin with the doctoral core. Additionally, students select cognate and elective courses that appeal to their individual interests and career aspirations.

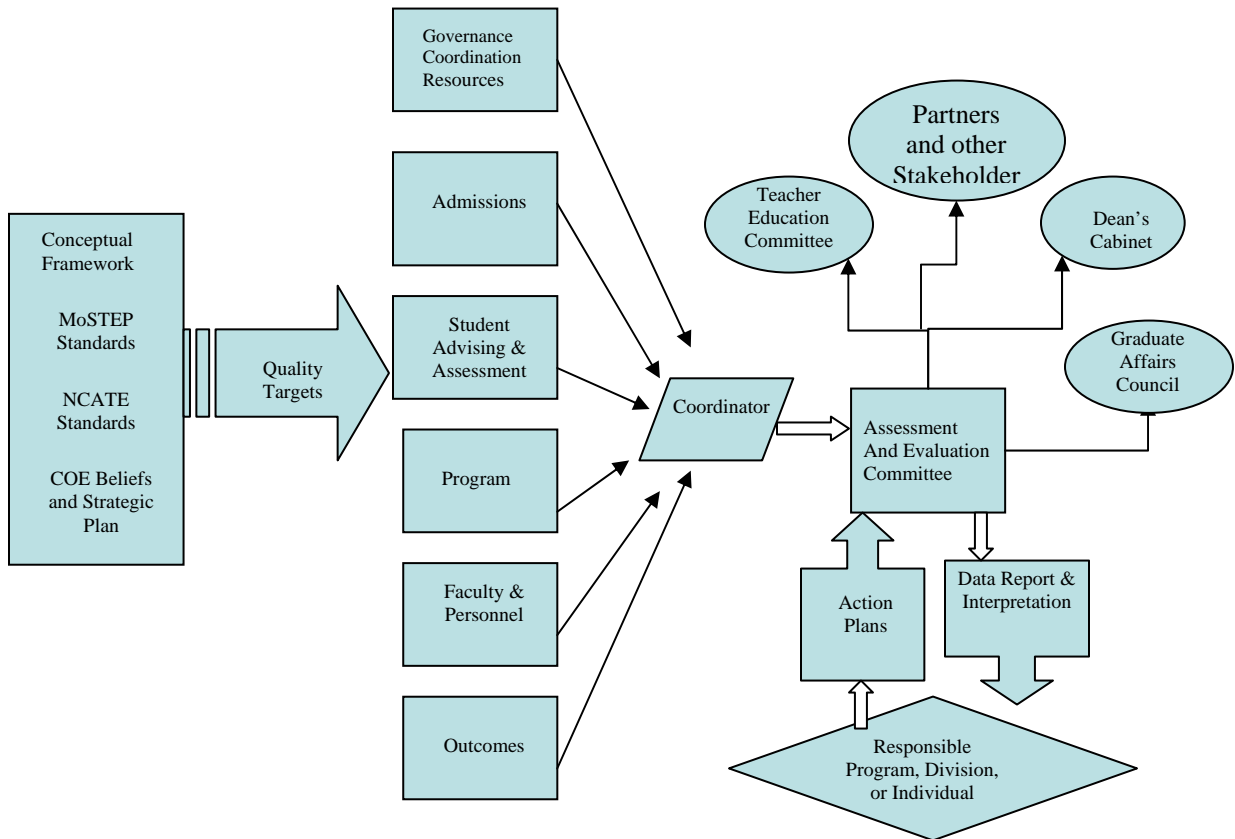
**D. How do you ensure shared responsibility for student learning and assessment of student learning?**

Shared responsibility is provided by employing the Ongoing Program Improvement Plan in which the College Assessment and Evaluation Committee works with faculty and divisions on status reports that contain

- a summary of evidence and data related to each quality target.
- an interpretation of the data.
- decisions and actions plans, to be implemented by program faculty based on the evidence, that are likely to bring the program closer to the quality target or ensure that the achieved quality is maintained.

The following chart illustrates the responsibilities of those sharing the responsibility in providing opportunities for and assessing student learning.

**Figure 1: OPI Procedures for Communicating Data and Decisions**



1. Each report requires the recipient to present the data to his or her faculty and/or staff, analyze the results and recommendations of the A&E Committee, and develop an action plan (with responsible parties and timelines) to be submitted to the Coordinator within 45 days of receiving the report.
2. These same reports are forwarded to the Teacher Education Committee or Graduate Affairs Committee, as appropriate, as well as to the Dean's Cabinet and various stakeholder groups. The Coordinator presents the reports to the Dean's cabinet as they are developed. The Coordinator

also presents assessment and evaluation updates to the full faculty twice during the academic year.

3. The Coordinator tracks progress on action plans, ensuring they are being implemented.
4. Status Reports are also shared with program faculty at regularly scheduled program faculty meetings for discussion. If program faculty do not have regular meetings, a specific meeting is scheduled to review and discuss data and make decisions within 3 weeks of the status report due date.

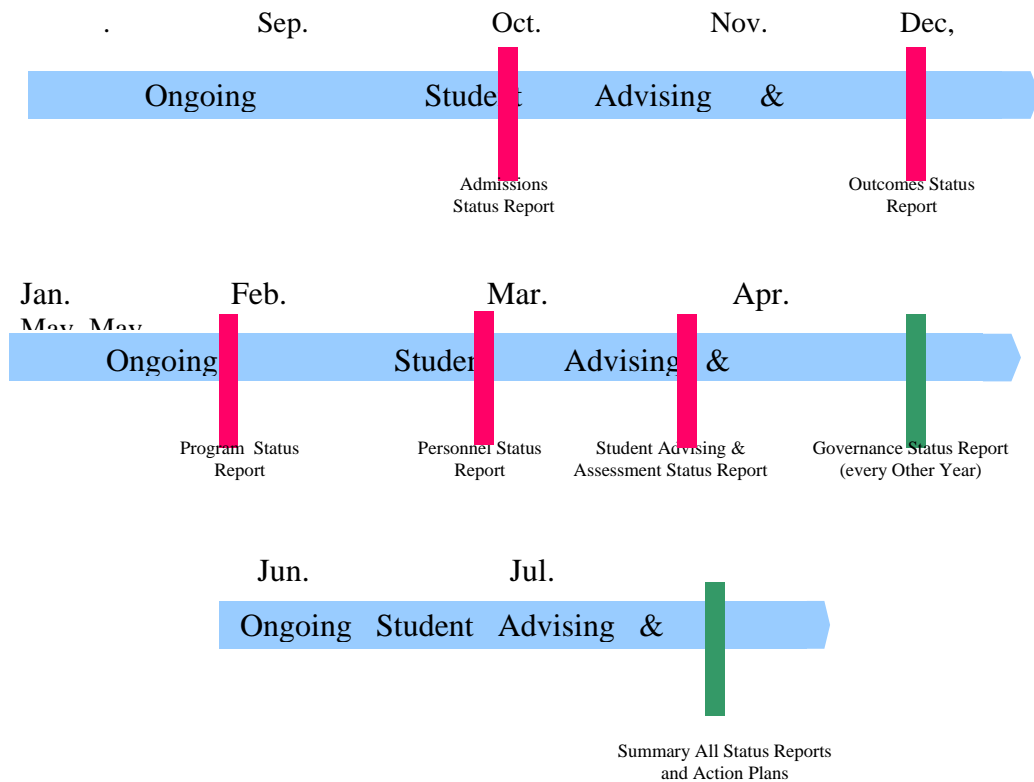
**E. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?**

**Ongoing Program Improvement System Procedures**

The program evaluation process employs a one-year cycle and is embedded within the naturally occurring events of program operation during the academic year. Figure 2 depicts the annual calendar for reviewing information related to each of the Areas of Review. During each cycle, the Assessment and Evaluation Committee reviews appropriate data and completes status reports at their appointed times. Each report is shared with program faculty, staff and administration during regularly scheduled meetings for discussion. These reports include:

- A summary of evidence and data related to each quality target
- An interpretation of the data
- Decisions and actions plans, to be implemented by program faculty based on the evidence, that are likely to bring the program closer to the quality target or ensure that the achieved quality is maintained

**Figure 2: OPI Annual Calendar**



Procedures for communicating data and decisions within and across programs are described in the OPI Procedures for Communicating Data and Decisions flowchart (Figure 2, below). The procedures are described below and reflect modifications, including the addition of the Coordinator of Assessment and Evaluation and the elevate status of the Assessment and Evaluation Committee.

1. Responsible parties forward assessment data and other documentation for which they are responsible to the Coordinator of Assessment and Evaluation relative to the quality targets in the areas of review as scheduled.
2. The Coordinator of Assessment and Evaluation prepares required reports and additional study data on the Quality Targets for the Assessment and Evaluation Committee. Status reports are prepared according to the annual calendar schedule.
3. The Committee reviews and analyzes the data to determine its significance. The committee then asks the Coordinator to prepare a report for each appropriate division, program or administrative area.

Advanced Preparation: Graduate Programs

Virtually all advanced candidates are active professionals who hold current licenses and certifications and are currently teaching. As a result, they complete the program part-time or (rarely) take a leave of absence to complete the advanced program. Advanced candidate performance is assessed on the program level by assessments employed at transition points within the program. They enter an advanced program at graduate level via application to the Graduate Program; their ability to continue is assessed and communicated to them each semester of their program by monitoring course grades, progress towards degree and GPA; finally, a degree is award upon successful completion of all requirements, including a capstone experience/product. Follow-up surveys of candidates and their employers is conducted by the Associate Dean for Graduate Programs.

Figure 3 describes how assessments common to all M.Ed. programs are used to monitor M.Ed. candidate performance. To demonstrate acceptable knowledge, skills and dispositions to continue in the program and ultimately be recommended for graduation, the candidate must also meet the requirements of the specific program. These requirements differ from program to program because advanced degree work is often program specific. Figure 8 presents program-specific assessments.

**Figure 3: M.ED Candidate Assessment Plan–All Programs**

<b>Unit Assessment Point for All M.Ed. Program Candidates</b>	<b>Data Collected</b>
Unit Admission to M.Ed. Candidacy and Program of Study - United Assessment Point	Candidates seeking admission to the Master of Education (M.Ed.) program must apply by the date specified. The Associate Dean for Graduate Education evaluates the credentials of each prospective advanced program candidate except that a faculty committee evaluates candidates for the M.Ed. in Counseling. To demonstrate they are prepared to begin our graduate program, candidates must provide the following evidence:



	<ol style="list-style-type: none"> <li>1. An application for admission to the Graduate School.</li> <li>2. An undergraduate degree from an accredited institution.</li> <li>3. A 2.75 GPA or better in the undergraduate work overall, the major specifically, and in education if applicable.</li> </ol>
Policies for applicants not meeting expectations	Candidates who have an undergraduate GPA of 2.50 to 2.74 can be admitted on restricted status. Candidates who have an undergraduate GPA below 2.50 can submit supportive evidence consisting of writing samples and letters of recommendation. If admitted, it is on restricted status.
Program Continuance	The Graduate School monitors progress in that the cumulative graduate GPA must be maintained at 3.0. Restricted students are specifically checked at 12 graduate credit hours.
Policies for candidates not meeting expectations	Restricted students not attaining a 3.0 GPA at 12 hours are dismissed from Graduate School. Students who fall below a 3.0 GPA once they have completed --- hours are placed on academic probation and can be dismissed as outlined in the UM-St. Louis Bulletin.
Recommendation for Degree	A completed Program of Study must be approved by the academic adviser, the Associate Dean for Graduate Education, and the Dean of the Graduate School and must be placed on file before the student has completed 2/3 of the program. All course work must be completed within 6 years.
Policies for candidates not meeting expectations	Candidates are given one additional opportunity to file their Program of Study. If the Program of Study is still not submitted and approved the candidate is removed from the graduation list.
Follow-up Unit Assessment Point	Follow-up surveys (graduate and employer) are mailed to all graduates and their employers on issues tied to the MoSTEP Quality Indicators for their particular programs.

**Figure 4: Assessment Points for Individual Graduate Programs**

Individual M.Ed. Program Area	Unit Assessment Point Continuation in the program	Unit Assessment Point Recommendation for degree - Capstone activities
Elementary	Completion of TCH ED 6010, 6020, 6030, 6040 plus a course in curriculum Maintain at least a 3.0 GPA	Candidates identify and conduct a teacher action research project. Candidates are evaluated on the quality of the project and the presentation to colleagues and faculty.
Elementary & Secondary - Reading	Completion of TCH ED 6010, 6020, 6030, 6040 plus a course in curriculum Maintain at least a 3.0 GPA	Candidates identify and conduct a teacher action research project. Candidates are evaluated on the quality of the project and the presentation to colleagues and faculty.
Secondary	Completion of TCH ED 6010, 6020, 6030, 6040 plus a course in curriculum Maintain at least a 3.0 GPA	Candidates identify and conduct a teacher action research project. Candidates are evaluated on the quality of the project and the presentation to colleagues and faculty.
Special	Completion of TCH ED 6010, 6020, 6030, 6040 plus a course in curriculum Maintain at least a 3.0 GPA	Candidates identify and conduct a teacher action research project. Candidates are evaluated on the quality of the project and the presentation to colleagues and faculty.

Counseling	<p>Completion of CNS ED 6000 and An evaluation by the Counseling Faculty Review Board, including: (a) indication the student has the professional skills and capabilities of effective counselors; (b) evidence of academic skill and integrity; (c) evidence of interpersonal communication skills for counseling. The outcome of the evaluation is admission to the counseling program; continued provisional admission to the counseling program or admission denied.</p> <p>Students receiving a grade below B in any of 15 core counseling courses are automatically reviewed for continuation in the program</p>	Capstone: Degree candidates must complete School Counseling Field Experience I, School Counseling Field Experience II, a portfolio, and the appropriate ETS PRAXIS examination. Candidate must also pass the National Counselor Comprehensive Exam.
Ed Administration	Admission to Graduate School Interviews and Letters of Reference GPA 3.0	Students must successfully complete all coursework with a 3.0 or above, an internship and a professional portfolio.
Adult & Higher Education	Students must successfully complete a course focusing on the learner; a course in historical foundations, and a course on the	Capstone: Students must successfully complete HIR ED 6490, Internship or Thesis in Higher Education, or ADU ED 6990, Internship in Adult Education

	improvement of instruction early in their program. A program of studies must be approved and filed before two-thirds of the program is completed	
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Prior to the inception of the new M.Ed. programs, however, the COE gathered and analyzed a number of pieces of assessment data on candidates and graduates of the programs. These included PRAXIS II and the Counselor Preparation Comprehensive Examination data for Counseling candidates, School Leader Licensure Assessment (SLLA) data for School Leadership Candidates, and follow-up survey data for all M.ED., Ed. D. and Ph.D. graduates. These data were not disaggregated by program, but were reported regularly to faculty and the community. Within the OPI system, transition point data for each program and domain is reported each December.

**DISPOSITIONS FOR ALL CANDIDATES**

The College of Education bases its programs on the MoSTEP Quality Indicators, which are significantly rooted in the INTASC Standards. For School Counselors, we have based our program objectives on the MoSTEP Quality Indicators for Beginning School Counselors and CACREP Standards. For school leader programs, we have designed our programs around the MoSTEP Quality Indicators for Beginning School Leaders, which are identical to the ISLLC Standards. Within each of these sets of standards are nested important dispositions for professional educators, consistent with their roles in educational settings. In addition to these dispositions, the College adopted in 2003 an additional set of dispositions as expressed in our Futures II Vision. We are infusing into our assessment plan and more fully into our programs and initiatives the following commitments and dispositions for educators (somewhat modified for each program to address its particular needs and emphases):

*The Professional Educator . . .*

1. Understands his or her content and seek ways to make that content meaningful and useful for all students.

2. Understands, embraces, & celebrates diversity, recognizes inequities and acts in ways that bring about social justice.
3. Partners and collaborates with other professionals, parents, students and the community to support the learning process.
4. Provides opportunities for learners to actively engage in complex learning by democratic classrooms which support autonomous learning.
5. Models intellectual curiosity & autonomous learning in a global society and is intrinsically motivated.
6. Engages in self-reflection, critical inquiry & creative endeavors.
7. Informs decisions about practice with existing and emerging research.
8. Continually assesses and reflects on student work in order to inform practice and enhance the learning of all students.
9. Consistently practices and models ethical behavior and intellectual integrity.
10. Uses technology to increase student engagement and expand learning opportunities for all learners.
11. Engages in lifelong learning and professional development.
12. Behaves professionally, acts responsibly and is punctual.
13. Communicates well in writing, speech and interpersonal interactions.

Faculty are sensitive to the need to not have dispositions assessments viewed as and undertaken as "thought policing." As a result, they are making every effort to create assessment tools and protocols, based on piloting and stakeholder feedback, that are easy to use, fair, consistent, unbiased and not unnecessarily intrusive.

### Teacher Education Candidate Dispositions

The Teacher Education Program assesses its students using a disposition instrument congruent with the learning objectives and outcomes for each level of coursework. The instrument is completed with instructors and students at the end of each semester. Results are analyzed by faculty and the Associate Dean of Undergraduate Education. A faculty committee reviews results for all students as they progress through the programs.

### School Counselor Candidate Dispositions

The Division of Counseling adopted in 1999 the following dispositions for the School Counseling program, which form the basis for the program's assessment system:

1. Communicates a genuine interest in others;
2. Able to be emotionally affected by experiences of others;
3. Is open-minded;
4. Is accepting of human differences;
5. Is open to feedback from others;
6. Demonstrates self acceptance;
7. Demonstrates emotional stability and confidence;
8. Demonstrates awareness of personal issues and actively works to resolve them;
9. Maintains objectivity;
10. Expresses a sense of humor;
11. Demonstrates awareness of personal needs, values, strengths, and weaknesses;
12. Demonstrates a willingness to learn and grow psychologically;
13. Demonstrates core conditions;
14. Employs effective written and verbal skills.

### School Leadership Dispositions Assessment

The Division of Education Leadership and Policy Studies holds the following list of dispositions for its candidates. These dispositions are based on the *MoSTEP Quality Indicators for School Leaders* and the *Interstate School Leaders Licensure Consortium Standards*:

A school administrator is an educational leader. . .

1. who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. who promotes the success of all students by collaborating with families and community members,

- responding to diverse community interests and needs, and mobilizing community resources.
5. promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
  6. who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

These dispositions form the basis for the School Leader Transition Point Assessment Plan.

Dispositions assessment begins with the application, with which the candidate must submit letters of reference and complete an interview with program faculty members.

Candidates are required to critique case studies and articles that allow them an opportunity to speak to the standards and dispositions within the context of practical applications. Candidate performance is monitored throughout the program. Dispositions are shown through the work of candidates in the form of philosophies of education, mission statements, and oral presentations. The ISLLC exam also reflects knowledge in this area. On-going evaluation is continued via the professional internship. Throughout the semester-long clinical experience, interns reflect upon their unique experiences through discussion with supervisors and completion of reflective written activities that result in a portfolio notebook. The ISLLC Standards are included in each activity. Seminar sessions are held throughout the semester to provide opportunities for group reflection allowing Interns to learn from the experiences of other Interns. The site supervisor provides an evaluation of the Intern activities, and the portfolio notebook is submitted at the end of the course for the review of the University supervisor.

The discussions in class and the written work submitted by candidates are judged against the Division Knowledge Base and Dispositions. Strong emphasis is placed on candidates becoming grounded in the theory of organizational change while being able to relate these theories to the practical situations in which these theories must be exercised. Many of the class discussions involve candidates exchanging experiences and demonstrating the relationship between what is learned in class and what is the reality of daily life in a school setting. Written feedback is provided to candidates that is intended to keep them focused on the ISLLC standards and the Knowledge Base of the K-12 faculty.

## M.Ed. Dispositions Assessment

The program core was designed based on the 2003 Conceptual Framework Themes and the Futures II Vision and Beliefs, M.Ed. Candidates within programs (other than school counseling and education leadership) are judged against the same disposition expectations (drawn directly from the College of Education Beliefs Statements) as initial teacher education candidates. These dispositions are stated in the first paragraph of this section.

## Assessing Dispositions Via External Assessments

The College of Education each year surveys employers of our graduates to gather data on their performance once they have left the programs. Surveys of employers of College of Education graduates from all initial and advanced programs include issues that correlate with professional dispositions. Each program, as part of its OPI reporting responsibility, must report its candidate's performance related to their program's dispositions. Some programs will be required to develop a more formalized approach to dispositions assessment, including the development of more structured assessments and evaluation rubrics.

Further evidence of ongoing efforts to evaluate and improve the effectiveness of efforts to assess and improve student learning include the following:

- Recognition of the issue of grade inflation within the COE resulting in the development of a Grade Inflation Sub-committee within the Division of Teaching and Learning to study the issue and report to the Division with recommendations for action;
- Recognition of the need to scrutinize and refine the various Divisions' portfolio assessment systems to evaluate their effectiveness, fairness, and consistency, as well as their ability to meet the regulatory requirements of DESE (see Reports from Assessment and Evaluation Committee);
- Distilling from EBI graduate follow-up survey data several issues for focus with the College, for example students' dissatisfaction with their classroom management preparation, and the development of a sub-committee in the Division of Teaching and Learning to study the issue and return with recommendations for action; these actions



resulted in the development and approval of a classroom management course for all candidate;

- Review of the M.Ed. Programs in light of the new Conceptual Framework revealed inconsistencies and lead to the development and implementation of a new M.Ed. program core aligned with the conceptual framework (2004)
- Recognition (via review and evaluation of the COE traditional assessment and data management procedures) of the need for a more organized and robust data management system to inform the OPI system, which lead to the purchase of the STEP Alignment Tool for gathering, aligning, arraying and analyzing curriculum and student performance data for use in the OPI reporting system;
- Recognition (via portfolio data and curriculum audits) that the Educational Leadership program needed a greater emphasis in its curriculum and coursework on ethics and the enacting of measures to correct this gap in preparation.

**F. How are you ensuring and promoting life-long learning for your students?**

The College of Education addresses life-long learning through two avenues, conceptually and practically. Conceptually, life-long learning is emphasized in educational psychology courses as one of many developmental lifespan processes. It is also emphasized as a biological function in content relating to how the brain learns. Finally, it is emphasized in both counseling and Educational Leadership and Policy Studies as requirements for engaged professionals to remain current in their fields and is required for licensure renewal of teachers, counselors, and administrators.

On a practical level, the College of Education has, within its structure, an active Continuing Education Division, which is also part of a larger campus Continuing Education Division. This unit is charged with doing market research in this region and developing appropriate Continuing Education and lifelong learning opportunities that keep alums and other educational professionals current on state of the art knowledge and skills. These activities are promoted through a wide range of marketing efforts, as well as community linkages through partnerships, grants, and other initiatives which take College of Education personnel into the schools to do personal assessments of professional development needs.

The scope of the College's lifelong and continuing education initiatives are wide-ranging and comprehensive to the academic sub-units of the College. While a current listing of Continuing Education offerings are listed at [www.umsl.edu/teachers](http://www.umsl.edu/teachers), some especially pertinent examples of professional development and lifelong learning activities include:

- A Beginning Teachers Assistance Program (BTAP) that provides needed skills training for novice teachers, most directly applied to real-life circumstances, beyond what was covered in the traditional teacher preparation program.
- A Crucial Early Years Conference for early childhood educators, currently in its 40<sup>th</sup> year. This conference attracts over 1,500 early childhood educators from throughout the Midwest to sessions covering state-of-the-art practice in early childhood education.
- An annual program for young women called Empowering Young Women that not only serves to instill confidence and self-efficacy among young women, but serves as an enrichment development tool for their teachers and school counselors.
- We routinely sponsor summer workshops for practicing teachers in the areas of math, science, and conservation through many state, local, and nonprofit agencies. We actively participate in the planning and marketing of such programs to serve as a continuing resource for teachers in helping them hone important teaching skills in these curricular areas.
- We sponsor a bi-annual conference for gifted educators as well as for the parents, counselors, and administrators of gifted students. By bringing in noted national keynote speakers, and experts in the area of giftedness, we serve as a source of renewal for gifted educators themselves, as well as a primer and beginning resource for the education of regular classroom teachers, administrators and parents on the unique needs of this population.
- Faculty and staff of the College of Education serve on many community boards and committees whose function it is to assess, identify, and plan lifelong learning opportunities for those members of our profession. Out of these meetings are formed partnerships in which ideas are continually generated for conferences and workshops that satisfy current needs of the profession.

Lastly, by faculty and staff setting examples, themselves, of continual renewal, professional development, remaining current in their fields, and encouraging their students to engage with them in research and the sharing of that research at professional conferences, students have examples set for them, through their faculty mentors, of the importance of lifelong learning. It is through the active engagement of the faculty in research and their professional organizations, that instills in students the critical nature of lifelong learning and the risk of becoming obsolete should that engagement not occur.

#### Division of Counseling and Family Therapy: Evidence

Continuing education is mandatory for licensed counselors. Therefore, the DCFT encourages students to participate in appropriate national and international professional organizations for continued professional growth and development. Organizations including the American Counseling Association (ACA); American School Counselor Association (ASCA); Association of Counselor Educators and Supervisors (ACES); National Career and Development Association (NCDA); and other ACA divisions, are all included. Students receive additional information about professional involvement in state organizations and appropriate activities in their course work and by means of the counseling programs bulletin boards. The DCFT also encourages students to take leadership roles in professional organizations. As an example, our students volunteer for Association for Multicultural Counseling and Development, the Association for Counselor Education and Supervision, and Association for Spiritual, Ethical and Religious Values in Counseling. Students are also active and some are employed at the Center for International Studies, the GLBT and Allies Resource Center, and the Child Advocacy Center.

Another avenue for continued education includes involvement on campus in committees and honor societies. The DCFT operates an active chapter of Chi Sigma Iota. All chapter officers are students in the graduate body. They promote professional growth and development among staff and students by offering half day and all day seminars.

Additionally, our School and Family Counseling Center will provide supervision for licensure to graduating

students and local community professionals. Licensure is a two to four year process for masters level graduates. It provides benefits that new counselors need to receive financial reimbursement and protects counselors from ethical and legal professional hazards by a standard way of practicing.