NORTHWEST
MISSOURI STATE UNIVERSITY

Institutional Rejoinder to the National Council for Accreditation
of Teacher Education Board of Examiners' Report.

Continuous Improvement
Focus Visit Rejoinder
May, 2016

This rejoinder is in response to the NCATE Board of Examiner's (BOE) findings from the continuous improvement focus visit to Northwest Missouri State University on March 13-15, 2016. The report outlined four areas of concern: two related to candidates' interactions with diverse faculty and peers and two related specifically to the curriculum and field experiences associated with the educational leadership advanced programs. This rejoinder will address each of these areas beginning with the educational leadership advanced programs.

Curriculum and Field Experiences – advanced educational leadership programs

The BOE report emphasized the initial programs (ITP) provided multiple sources of evidence demonstrating commitment to diversity and inclusion. However, it questioned whether these proficiencies have also been incorporated into the advanced programs – specifically the educational leadership programs. Two of the AFI's listed questioned whether advanced candidates are exposed to a "well-grounded framework for understanding ethnic/racial diversity, including English-language learners" and indicate "limited data demonstrating advanced candidates' diverse field experience opportunities".

The unit does not ensure that all candidates have curriculum and field experiences that provide a well-grounded framework for understanding ethnic/racial diversity, including English-language learners. (ADV)	Limited data were presented to ensure that advanced candidates have curriculum and field experiences that provide a well-grounded framework for understanding ethnic/racial diversity, including English-language learners.
The unit does not ensure field experience with students from diverse ethnic and racial groups. (ADV)	Limited data were presented to demonstrate advanced candidates' diverse field experience opportunities.

This rejoinder addresses the concerns of the visiting team. Evidence will demonstrate the Unit has met the requirements for diversity outlined in this standard. The diversity proficiencies are embedded and assessed throughout the education leadership programs. At the advanced level, the Unit presents evidence of alignment of curricular standards and diversity proficiencies in coursework, field experience placements, and assessments.

The evidence is presented in three areas for clarity and attention to the specific concerns identified: 1) evidence of curricular objectives and experiences supporting candidate learning outcomes designed to embrace and promote diversity competencies; 2) evidence of field experiences in diverse settings with a standardized set of criteria for obtaining an understanding of education in diverse communities; and 3) evidence of the assessment pieces already in place to analyze and evaluate advanced candidates' understanding of diversity in school settings.

In response to the BOE report in 2014, the Diversity Committee developed a set of diversity proficiencies and submitted a unanimously-accepted proposal to the Unit's governance body, the Council on Teacher Education (COTE), outlining the diversity proficiencies supported in the curriculum and the requirements for diverse field experiences at both the initial and advanced program levels. Below is a snapshot of the COTE approved proposal. The entire proposal can be found at https://www.nwmissouri.edu/education/peu/tess/diversity.htm (Ex. R.4.5.1 COTE proposal).

Diversity Proficiencies

The Northwest PEU recognizes the importance of defining the idea of diversity. We strive to instill our students with an understanding of diversity and how it interconnects within education practice. We have developed the following proficiencies to be acquired by our education students.

Northwest PEU Diversity Proficiencies:

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:
- Exploring one's own socio-historical background and its role in identify formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

Diversity Hour Experience (30 Undergraduate & 12 Graduate)

Description: Degree seeking undergraduate/graduate students and post baccalaureate students seeking educator certification are required to complete hours in a diverse settings. Undergraduate students must complete 30 diversity hours. Fifteen will be completed in (62-371) Introduction to Special Education. Ten hours will be completed in experiences specific to racial, ethnic and linguistic diversity in (51-569) Multiculturalism in Education. Five other hours will be completed from a designated list of activities approved by the COTE Diversity Team.

All education graduate programs will require that each candidate complete 12 clinical hours in a diverse setting. Six of these hours will be completed during (61-649) Issues in Education or (61-695) Philosophy of Education course. The remaining six hours will be completed during an embedded course experience tailored to the graduate content area and must occur with populations that are racially, ethnically and linguistically diverse. These will culminate in a meaningful internship experience through which the candidate will interact with diverse populations, evaluate assumptions about teaching/administrating/counseling in diverse settings and reflect on how the experience may alter those assumptions and impact professional practice. The overall goal is to enable the student to observe/interact within and reflect on effective educational practice in diverse settings. Approved types of diversity experiences can be found online under approved diversity events on the TESS website. A list of approved diversity events will be determined each semester by the COTE Diversity Team.

Curriculum and field experiences for the educational leadership programs are aligned to the Missouri Leader Standards. Two of the Missouri Leader Standards (two and four) are focused on leadership in diverse communities (Ex R.4.5.2 Missouri Leader Standards):

Standard #2 Teaching and Learning
Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning and designing comprehensive professional growth plans for staff.
Quality Indicator 1: Promote Positive School Culture
Quality Indicator 2: Provide an Effective Instructional Program
Quality Indicator 3: Ensure Continuous Professional Learning

**Standard #4 Collaboration with Families and Stakeholders**
Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
Quality Indicator 1: Collaborate with Families and Other Community Members
Quality Indicator 2: Respond to Community Interests and Needs
Quality Indicator 3: Mobilize Community Resources

Curriculum in the educational leadership advanced programs also address the ten frameworks assessed by the Building Level Leader and the Superintendency Content Assessments (Ex R.4.5.3 Building Level Leader Frameworks and R.4.5.4 Superintendency Frameworks).

MISSOURI SCHOOL LEADERS CONTENT ASSESSMENTS TEST FRAMEWORK June 2014		
Content Domain	Range of Competencies	Approximate % of Test Score
I. Visionary Leadership, School Culture, and the Instructional Program	0001 – 0004	42%
II. Organizational Management and Collaboration with Stakeholders	0005 – 0008	28%
III. Planning for Improved Student Success	0009	15%
IV. School Data Assignment	0010	15%

The content frameworks, diversity proficiencies, and Missouri Leader Standards guide the advanced programs' curriculum, assessments, and field experiences.
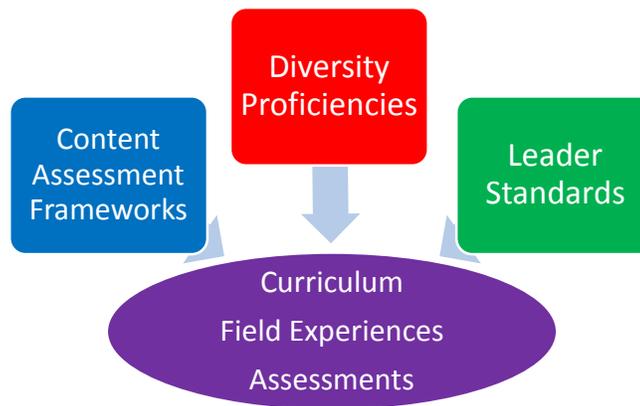
Additional activities and assessments aligned to the diversity proficiencies and tasks associated with the Missouri School Leader Performance Assessment (MoSLPA) were embedded in four courses common to all the advanced educational leadership programs: Orientation to Program and Assessment (61-610), Curriculum Design (61-633), School Law (61-665), Improvement of Teaching Through Action Research (61-682/3) (Ex R.4.5.5 Program Requirements). All advanced-level candidates are required to have a minimum of 12 hours (COTE-adopted) of field experience promoting diversity. Completion of six of the required diverse field experience hours is embedded in Issues in Education (61-649), a course required of advanced program candidates (Ex R.4.5.6 Issues In Education Syllabus).

Diversity Credit Required
6 hours of Diversity Credit

Work with an ELL Program, non-white students, students from various ethnicities
"Work with" means Tutoring, Supervising, Instructing; it does not mean observing
Assignment: Please keep a log of your six hours of diversity experiences. Please have your log signed by the supervising teacher or administrator. Scan the log and submit it along with a one-page summary of your experiences to the designated Dropbox. Include in your summary any observations, revelations, insights, and/or new ideas that you observed.

Completion of the remaining six diverse field experience hours is embedded in the Practicum (61-693/4) or Internship (61-738) courses, one of which is required of all educational leadership advanced candidates:

1. **Practicum and Internship Hours:**
   - On-site Supervisor - someone who will make you better (exemplary) – pages 9-10
   - NW University Supervisor – assigned by NW – page 10 (two visits per semester)
   - Required log hours – 40 hours per graduate credit hours (3 credit hours X 40 log hours = 120 hours or 4 credit hours X 40 log hours = 160 hours)
   - Approved Clinical Activities
     a. Federal Programs (SPED) – 20 hours for 3 hour practicum (10/10 – for 2 hour practicum)
     b. Limited to 20 hours of supervision (10/10 – for 2 hour practicum)
     c. Log – (on-line) email periodically throughout the practicum/internship
     d. Examples of Activities
     e. Project(s) Optional
     f. Previous Semester – 30 hours acceptable Diversity –
     g. Log 6 hours impacting diverse students/faculty (Ethnicity/ELL/Race) – effective spring 2015 **All** candidates in field experiences are ensured interactions with students from diverse ethnic and racial groups. **All** candidates in initial and advanced programs are ensured a curriculum and field experiences that provide a well-grounded framework for understanding ethnic/racial diversity including English-language learners.

Many activities and assessments related to diversity are incorporated in the various courses completed by advanced candidates in the education-related programs. This ensures all candidates are required to explore issues related to diversity many times throughout their program; the activities embedded in the four required courses listed above ensure all candidates also gain diversity proficiencies as they proceed through the curriculum. Details of course activities and assessments aligned with the Unit's diversity proficiencies and the MoSLPA assessment are outlined in the matrix below:

Course Based Assessments Aligned with Diversity Proficiencies	Exploring one's own socio-historical background and its role in identity formation;	Analyzing one's own biases and assumptions;	Examining how their identity impacts their interactions with others;	Synthesizing the above competencies to understand a larger system of inequities.
Orientation to Program and Assessment (61-610)	Missouri Educator Profile (MEP); Professional Growth Plan	Missouri Educator Profile (MEP)	Missouri Educator Profile (MEP)	
Curriculum Design (61-633)				Designing a Sequence of Experiences for Professional Dev. Leading to a Culturally Responsive Curriculum
School Law (61-665)		Interviewing District Representatives		Writing a Reflection Piece on How School Law Impacts Student Rights
Foundations of Administration (61-630)	Writing the contextual Info from (MoSLPA); Task 1 of MoSLPA; Culture survey of schools			Introduction to inequity model
School Supervision (61-631)			Practicing walk through obs. providing teacher feedback to inst.; Watching videos of classroom teaching to identify diversification of inst. to meet needs of all students	
The Principalship (61-686)			MoSLPA Task 2	Reflection on Impact of Structural Factors on Student Achievement
Issues in Education (61-649)			Panel Discussion Investigating Gaps in Achievement Data	Panel Discussion Investigating Gaps in Achievement Data
Action Research (61-682/3) and Writing & Interpreting Educational Literature &Statistics (61-723)				Candidates Investigate Data Sets Related to Ethnicity and Student Populations
School and Community Relations (61-681)				Evaluation of Public Relations Plans
Practicum (61-693/4)/Internship (61-738)				108 Hour Practicum Capstone Experience, Evaluated by On-Site Supervisor
Total Proficiencies Assessed by Course	5	2	5	8

Additionally, details of course activities and assessments aligned with the content assessment frameworks are outlined in the matrix below:

Diversity Frameworks from MEGA Content Assessment 058: Building Level Administrator Addressed by Course Curriculum	EDUC 61630 Foundations	EDUC 61610 Orientation	EDUC 61683 Action Research	EDUC 61633 Curriculum Class	EDUC 61649 Issues in Education	EDUC 61631 School Supervision	EDUC 61631 School Supervision	EDUC 61686 The Principalship	EDUC 61740 The Superintendency
1.2 Apply knowledge of how to engage diverse stakeholder groups in developing and implementing a school vision, incorporate diverse perspectives into the vision, and build a shared sense of commitment to and ownership of the vision.	x	x		x			x		
2.1 Demonstrate knowledge of context-appropriate strategies for nurturing and sustaining a school culture of collaboration and achievement in which all stakeholders share a commitment to high expectations for all students, closing achievement gaps, and pursuing academic and behavioral excellence.	x	x		x	x				
2.3 Apply knowledge of how to create a personalized, motivating, safe, supportive, and equitable learning environment that is responsive to and respectful of **student diversity** and that supports achievement for every student.	x			x					x
2.4 Identify procedures for evaluating aspects of the school culture and learning environment and for using results to guide continuous improvement.	x						x		x
3.3 Apply knowledge of effective instructional practices, including data driven differentiation and intervention, and curricular materials to meet student needs, close achievement gaps, and promote success for every student.		x		x	x			x	
3.4 Identify research-supported practices for promoting achievement for students with diverse characteristics and needs (e.g., **English language learners;** students with exceptionalities; students with **diverse cultural, language, and socioeconomic backgrounds**; students with varied reading and achievement levels).			x		x	x		x	
3.7 Apply knowledge of how to use relevant quantitative and qualitative data to identify instructional strengths and needs, define gaps between current outcomes and goals, formulate new action steps, and					x				

Standard	1	2	3	4	5	6	7	8	9
design school programs to improve learning for every student.									
3.10 Analyze the impact of structural factors (e.g., staffing patterns, schedules, student grouping practices) on student achievement and ways to adjust these factors to achieve goals for learning.				x			x		
4.3 Demonstrate knowledge of skills and strategies for guiding teachers' use of achievement data to evaluate student performance, **analyze differences between individuals and groups of students,** and inform planning for improved teaching and learning.		x		x			x		
5.1 Apply knowledge of skills and strategies for managing the organization in ways that promote collaborative processes and relationships, foster collective commitment to the vision and goals, and ensure equity and continuous improvement.		x						x	
6.3 Analyze issues related to equity, **diversity**, and fairness in human resource management.		x					x		
7.1 Analyze the role of high visibility and active involvement across the school community in **accommodating diverse school and community conditions** and supporting achievement of the school vision and goals.	x	x						x	x
7.4 Demonstrate knowledge of how to promote understanding, appreciation, and use of the community's **diverse cultural, social, and intellectual resources** and how to mobilize community resources to support student achievement, solve school problems, and achieve school goals.	x						x		x
8.4 Apply knowledge of legal requirements for educating students with disabilities (e.g., IDEA, Section 504) and students who are **English language learners.**		x	x		x			x	
8.6 Apply knowledge of personal priorities and behaviors expected of principals/directors in Missouri (e.g., demonstrating respect for others; ensuring accountability for the success of every student; modeling principles of reflective practice, transparency, and ethical behavior; safeguarding the values of democracy, equity, and **diversity;** considering potential moral and legal consequences of decision making; ensuring that individual student needs inform all aspects of schooling).							x	x	

1. Evidence of curricular objectives and experiences supporting candidate learning outcomes designed to embrace and promote diversity competencies

Working to address concerns from the BOE report in 2014, the Unit developed and implemented a systematic structure ensuring candidates' progression through the diversity proficiencies at the advanced program level. It was most beneficial to the advanced candidates to incorporate these proficiencies across several courses rather than one stand-alone course.

In order to embed the diversity proficiencies at the advanced level, the Unit aligned the Missouri Leader Standards related to diversity with the frameworks for diversity on the content key assessments (Building Level Administrator and Superintendency), and the diversity components from the performance assessment tasks (Missouri School Leader Performance Assessment – MOSLPA) across the courses in its program design. The following paragraphs include course descriptions providing evidence of how these standards, frameworks, and proficiencies are embedded throughout advanced programs for all candidates.

Orientation to Program and Assessment (61-610)

The Unit synthesized multiple sources of feedback, including a scan of the new Missouri standards, candidate feedback on program quality, and the BOE report from spring, 2014, and implemented a revised course required for advanced candidates in educational leadership programs. This course outlines the requirements for becoming certified as a building leader or superintendent in the state of Missouri. Instruction in this course introduces and investigates the frameworks (including those related to diversity) for the content assessment required by the State of Missouri for licensure.

Candidates in 61-610 are required to unpack, synthesize and present all ten frameworks of the content assessment. Within these ten frameworks, fifteen indicators are directly related to diversity. Candidates present their summaries (see snapshot of candidate work below and Ex R.4.5.7 Framework Analysis).

COMPETENCY 0002–
UNDERSTAND HOW TO CREATE AND SUSTAIN A POSITIVE SCHOOL CULTURE AND LEARNING ENVIRONMENT THAT PROMOTE EXCELLENCE AND EQUITY FOR ALL STUDENTS.

1) STRATEGIES FOR NURTURING AND SUSTAINING A SCHOOL CULTURE OF COLLABORATION AND ACHIEVEMENT WITH HIGH EXPECTATIONS FOR ALL STUDENTS.

FOR EXAMPLE:

STATE CLEAR EXPECTATIONS OF THE SCHOOL AND IN THE CLASSROOM

SET A GOOD EXAMPLE OF BEHAVIOR; BE A GOOD ROLE MODEL

SCHOOL CULTURE IS ESTABLISHED OVER TIME—IT INVOLVES EVERYONE

2) Strategies for establishing rigorous academic goals and priorities. Teachers set high academic and behavior expectations for every student, with high engagement.

For Example:

Follow & discuss the Course Standards

It is the standard; This is what we do or how we do it in Our School

Discuss or explain expectations. Students are expected to complete assignments well and continuing to work until the bell.

Have Fun and Engaging student involved lessons in class.

The indicators include: 1) creating a vision incorporating diverse perspectives; 2) promoting an equitable learning environment that is responsive to and respectful of student diversity and that supports achievement for every student; 3) creating an instructional environment working on achievement for students with diverse characteristics and needs (English language learners); 4) students with exceptionalities; 5) students with diverse cultural, language, and socioeconomic backgrounds; 6) students with varied reading and achievement levels; 7) guiding staff to analyze differences between individuals and groups of students while informing plans for improved teaching and learning; 8) organizing collaborative processes and relationships to foster collective commitment

to the vision and goals, and ensure equity and continuous improvement; 9) analyzing issues related to equity, diversity, and fairness in human resource management; 10) promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources; 11) and safeguarding the values of democracy, equity, and diversity considering potential moral and legal consequences of decision making.

In addition to the presentation over the content assessment frameworks, all candidates in 61-610 take the Missouri Educator Profile (MEP). The MEP is an assessment of work style preferences used to support the development of effective educator work habits, measuring work-relevant attitudes and behaviors that contribute to or impede job performance in a school setting. This activity is aligned with the Unit's diversity proficiency - *examining how one's profile attributes and identity impact our interactions with others*. Two aspects of the MEP associated with a candidate's self-awareness are self-adjustment and interpersonal effectiveness. Candidates examine the feedback and complete a worksheet analyzing the results of the survey. Candidates review the results with their program advisor to reflect on their characteristics compared to effective school leaders (Ex R.4.5.8 Missouri Educator Profile Example).

Candidates in the 61-610 course are provided information about the Missouri School Leader Performance Assessment (MoSLPA) and diversity requirements to be completed during their field experiences. This course affords candidates time and space to unpack curriculum related to promoting diversity as a school leader while also providing an understanding of how their performance and growth will be assessed throughout the advanced program. Tasks one, two and three of the MoSLPA are aligned with standard 2 in the Missouri Leader and Superintendent Standards. Standard 2 of the Missouri Leader Standards states "Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff." MoSLPA Task 1 is also aligned with Leader Standard Four, "Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources."

The course agenda identifies how candidates present information about the frameworks.
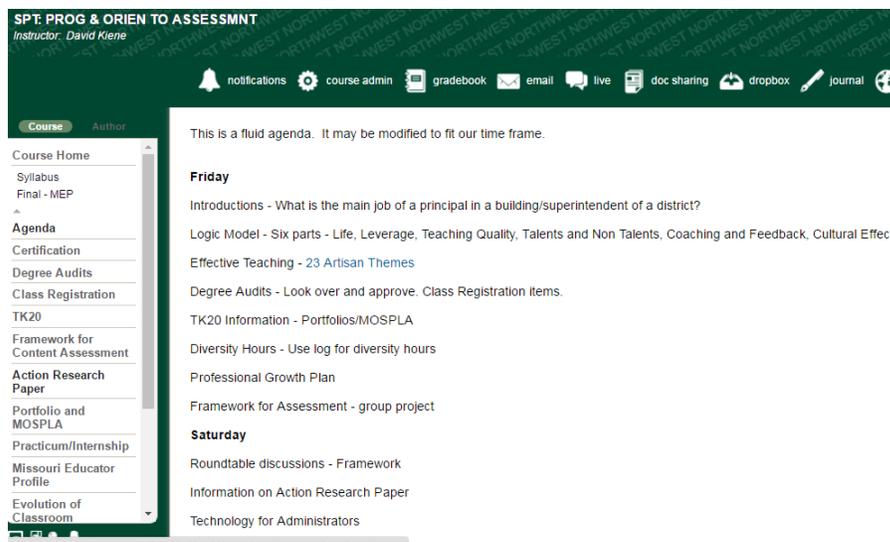
Students in the 61-610 class are introduced to these tasks and the diversity component of the field experiences. Practice in these tasks (which draw attention to diversity standards and the Unit's diversity proficiencies) are built upon concrete, sequential introduction and exploration. This process provides a strong foundation for advanced candidates to develop proficiencies in promoting diversity and inclusion that is built upon in subsequent courses and field experiences.

Curriculum Design (61-633)

In this course candidates revisit the first three frameworks of the content assessment, this time with a focus on how the curriculum impacts all students. In the first framework each candidate reviews their school district's comprehensive school improvement plan and analyzes the achievement of diverse populations to determine if efforts are in place to ensure achievement gaps are being closed. An example of the organizer used for this assignment is shown below:

Graphic Organizer for Analysis of MSIP

The purpose of this assignment is for you to analyze the current MSIP data from your District to determine how effectively you are meeting the needs of the students in your school. Take a look at your achievement data and the goals that have been developed by your CSIP team. What professional development/curricular change do you believe you should make to accomplish these goals? In groups of two, analyze the data from each of your Districts. Collaboration often yields results that are more insightful than working alone. In the future, as the instructional leader in your building you will work closely with teachers to establish and implement the recommendations you propose.

MSIP Component	Current Achievement Status	Goal as Developed By the CSIP Team	Recommendation for Professional Development/Curricular Changes to Achieve the Goal
Academic Achievement			
All Students			
African American			
Hispanic			
ELL			
Students with Disabilities			
Free/Reduced Lunch			
Graduation Rate			
All Students			
African American			
Hispanic			
ELL			
Students with Disabilities			
Free/Reduced Lunch			
High School Readiness			
All Students			
African American			
Hispanic			
ELL			
Students with Disabilities			
Free/Reduced Lunch			
Attendance			
All Students			
African American			
Hispanic			
ELL			
Students with Disabilities			
Free/Reduced Lunch			

After studying culturally responsive teaching/leading, each candidate develops a unit of study in which they differentiate instruction to meet the needs of the diverse learners in the class. In

Framework 2 students become familiar with strategies, such as project-based and personalized learning, to engage all students. After studying culturally responsive teaching, candidates develop a unit of study in which they differentiate instruction to meet the needs of diverse learners. Within Framework 3 of the content assessment, candidates conduct research to create curriculum free of bias and marginalization of oppressed populations.

Candidates in this course also work extensively in Framework 4 of the content assessment which is related to data-driven differentiation and intervention, curricular materials to meet student needs, and strategies to close achievement gaps while promoting success for all students. Candidates assume the leader's role, designing quality professional development within an established building team. After reviewing building data, candidates identify which students are not consistently being challenged with a student-centered curriculum that respects diversity and includes conceptual teaching, higher-order questioning, and performance based assessments. Advanced candidates design a sequence of professional development experiences that will lead faculty to the implementation of a culturally responsive curriculum. This assignment reinforces the professional development plan created in task two of the MoSLPA performance assessment. It aligns to the fourth Unit-wide diversity proficiency, an understanding of a larger system of inequities found in school curriculums and within the culture.

School Law (61-665)

While school law in the area of compliance with IDEA is explored, the School Law course examines in detail the impact of school law and policy on diverse populations. This course is aligned to a number of the frameworks for the content assessment (shown in matrix above). To address framework 1 related to engaging diverse stakeholders in the development of a vision statement, candidates must complete an ethics assignment addressing what it means to lead in an ethical, moral way, reflecting on how the candidate's beliefs impact one's leadership as a future administrator. Candidates address why the values of diverse constituencies (students, parents, community members) must be considered in developing policies and making decisions. Candidates examine issues of diversity and equity in a democratic society and consider developing a system of ethical decision-making. To this end, candidates create a personal and professional code of ethics.

For framework 2 of the content assessment, candidates interview district representatives to evaluate aspects of the school culture and learning environment and how the results guide continuous improvement as it relates to school law. They reflect on how school law impacts the rights of students, discrimination of employment, desegregation of public schools, and amendments to the Constitution regarding the First and Fifth Amendment rights of students.

For framework 6 of the content assessment, candidates investigate at least one current event that deals directly with diversity (student or adult) in the school setting such as issues related to equity, diversity and fairness. This current event is accompanied by a brief summary detailing its impact on education.

In addition to common courses in educational leadership programs, advanced candidates complete a variety of experiences that reinforce the diversity proficiencies, state standards, and frameworks for the content assessment. Following are descriptions of additional activities/assessments associated with diversity embedded in coursework. Several of the following courses are also required of candidates in educator and leader preparation programs.

Foundations of Administration (61-630)

The Foundations course is designed around three of the frameworks for the content assessment and task one of the MoSLPA performance assessment. Candidates in this class compile the contextual information from their own school districts; this is a required activity for MoSPLA. In this assignment candidates answer prompts related to demographic information including relevant information about the ethnic, social, economic, cultural, and geographic factors affecting the district and school.

Task one of the performance assessment asks candidates to identify a problem, research and develop a plan of action to solve the problem, and then analyze and reflect on the implementation of the plan. One prompt askes: What school/community/cultural influences affect the development of the plan? Candidates consider and incorporate knowledge of their district and school to explain the cultural influences impacting the plan. Following is an example of candidate work:

<u>Problem Identification</u>

Reading comprehension at the 5th/6th grade level is an area that students are struggling with in my school. Looking at the pattern of scores over the past five years that I've been in this district, it seems evident that more focus needs to be on providing instructional strategies that promote critical thinking. I believe there are several factors contributing to this problem. First, teachers are resistant to implementing new strategies for change. Second, many students are in single-parent homes where the parent is working for longer periods of time and can't offer the individual reading that is so important to have outside of school. Finally, I believe that while the departmentalization of our students at 5th/6th grade is beneficial in many ways, it leaves a small amount of time for focused reading activities that would help students grow in the area of reading comprehension. This year, our professional development strategy has been to implement critical thinking strategies that teachers are using with their students. These strategies are research-based, and should help students become better readers while also showing growth in our reading assessment scores.

The longitudinal data (MAP scores, DRA, running records) collected from my school show that students are making very little, if any, growth in reading comprehension scores. As a result, I decided to address this problem by implementing specific strategies that I think will address the problem in positive ways. These strategies include more individualized instruction through the research-based program, Reader's Workshop. I will implement instructional strategies (professional development) that develop critical thinking skills. Finally, I will offer after-school reading opportunities for students to read in small groups and assess their comprehension through the Accelerated Reading (AR) program. This program identifies accuracy, fluency, and comprehension of what students are reading. It is also a way for me to provide motivation for the student and parent in the area of reading by helping the student find success at their individual reading level. I also provide prizes and incentives to keep them on track.

By delivering research-based instructional strategies to students, and by keeping them engaged in lessons, as well as offering fun after-school activities with reading programs that also involve parents, I believe this problem can be rectified and we can begin to see more growth and higher reading comprehension assessment scores. Areas of instructional weakness can be addressed, student/parent involvement can improve, and student learning can be achieved.

In order to assist candidates in answering this part of the task, they complete a culture survey of their building. This survey gathers data on how well the mission statement reflects the values of the community and how well the teachers support that mission statement. Candidates reflect on the results of the survey and use this in the completion of the contextual information assignment. This assignment also requires candidates to give attention to ensuring success among all students through a positive school culture. The following reflection is an example of one candidate's interpretation of the survey given to the staff.

<u>School Culture Survey Results</u>

Evaluating a school's culture is something that every principal should do to get a sense of what their teachers/staff believe to be the current conditions. Knowing how your teachers are feeling and responding to specific situations can be very informative and help a principal understand why there may be certain beliefs or existing problems within a school.

To get a sense of what is currently happening at my school, I spent time reflecting on my results. I looked at the five highest results and the five lowest results. I found the results to be very reflective of the current conditions at my school.

The results of the survey showed that the area of teacher appreciation was the lowest. For instance, teachers do not feel valued for their implementation of new ideas. They do not think that parents value their professional judgments concerning the education of their children. Also, teachers at my school, according to the survey, do not feel that they have a voice in the decision making policies. This tells me that the morale at my school is low. When teachers have low morale and don't feel valued for their input, they begin to feel that their efforts are meaningless.

In contrast, the teachers at my school feel that they willingly help out when problems arise, they support the mission of the school, and they value school improvement. This tells me that even though the teachers at my school aren't feeling appreciated, they are still willing to go the distance to help their students and their school make improvements. I see this as a sign of dedication.

Reflecting on these results as a future aspiring administrator, I would address the problem of low morale by forming a committee to determine how the district could effectively celebrate the successes of teachers. I would try to have focused conversations to determine ways that teachers could provide anonymous feedback about what they think they could be improved. I would also remind my teachers that the students are our number one priority and that they are very receptive to the attitudes that their teachers reflect.

Principals have many daunting tasks. I hope to be the kind of principal that celebrates the successes of my teachers and students, while also being a positive role model to all that are in my care.

The school culture survey reflects on the mission statement; candidates are also introduced to effective vision statements. Standard 1 of the Missouri Leader Standards attributes a successful vision statement as one that promotes a vision of learning supported by the school community. By analyzing their mission and vision statements and comparing them to successful districts – including very diverse districts – candidates create and articulate a clear vision for a school that includes cultural diversity.

Framework 7 from the content assessment relates to concepts demonstrating knowledge of how to promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources and how to mobilize community resources to support student achievement, solve school problems, and achieve school goals. Candidates investigate these constructs by writing a needs assessment for their school. Models of needs assessments are provided showing the involvement of all stakeholders in the evaluation of the district and school's needs. Based upon this, candidates understand the foundation for the creation of a continuous school improvement plan. An example of the needs assessment model used in the course is shown below:

Needs assessment – Middle school

The Middle School gathered a group of stakeholders with the purpose of determining the causes for the school not meeting AYP in communication arts and math. The group included the principal, teachers, and parents of students in the school, the counselor, 504 coordinator, and director of special education. It was the goal of the group to help develop an improvement plan after reviewing data from a number of resources. The group reviewed attendance rates, percent proficient and not proficient on content areas from the state assessment in the areas of communication arts and math, grade reports, and trend data from past state assessments. After reviewing the data and looking for root causes, the group set performance targets to be met over the next three years.

The Middle School did not meet AYP during the 2010-2011 school year for all students in the areas of communication arts and math. This marks the third year in a row the school has not met AYP targets in communication arts. This is the first year the school did not meet the AYP target in math. Recent results on state assessments indicate a need for improvement in both communication arts and math. Trend data revealed a need for more attention to the literary elements of poetry, fiction and drama, text structures of non-fiction reading, and conventions of standardized English. Trend data in the area of math pointed to a need for improvement in concepts of visual representations, graphs, and

tables, concepts of constant and variable rates of change, conversion of units, ratios, and use of proportions, and recognition of mathematical properties.

Based on their findings, the group hypothesized the root factors in student test scores corresponded with the goals of the school district identified in the Comprehensive School Improvement Plan. One area of concern included attention to instructional techniques centered on formative assessments, hands on student activities, data analysis, and reinforcement of academic vocabulary. The group also noted the need for interventions with students who are at risk of not being proficient on the state assessments. Parent involvement and communication was also identified as a factor in determining student achievement. The other area of concern dealt with staff development of teachers to ensure all staff was highly qualified, aware of the areas of need by being able to understand the formal/informal assessment data, and effective in the classroom.

In order to address these needs a strategic plan has been developed based on the identification of factors leading to the school not making AYP in the previous years. These factors include preparation for taking tests online, identification of weakest performance on specific indicators from the state assessments, targeted classroom instruction, intervention with students who are at risk of not being proficient on the state assessment, building academic vocabulary related to state indicators, lack of resources related to tested indicators, and staff development related to improvement of classroom performance and data analysis.

The group designed action steps to start the implementation of strategies to address these causes for students achieving below the targeted levels. These action steps are outlined in the school improvement plan.

Framework 7 is also addressed with the aforementioned vision/mission statement activity focusing on analyzing the role of high visibility and active involvement across the school community in accommodating diverse school and community conditions and supporting achievement of the school vision and goals.

Lastly candidates in the Foundations class are introduced to the inequity model explaining how bias, both internal and external, creates a framework describing systems of inequities for marginalized populations.

Source: World Trust Educational Services, Inc.
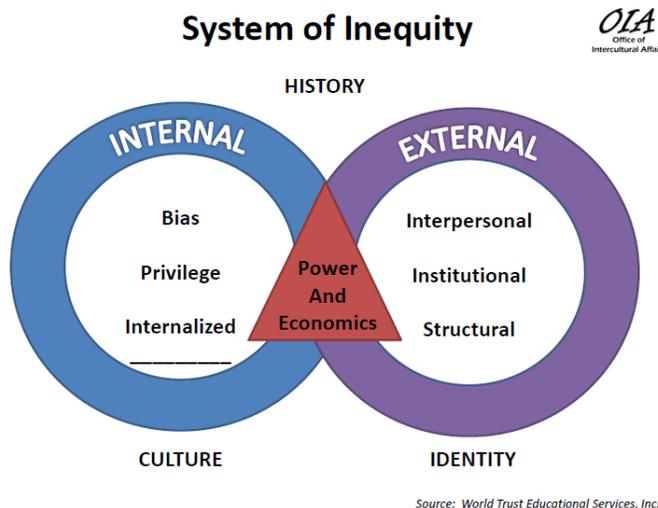
 School leaders, both past and present, explain to candidates how they worked to become more culturally responsive and avoid the system of inequity outlined in the model. This directly relates to the diversity proficiencies adopted by the unit.

School Supervision (61-631)

Instruction and activities related to diversity, ethnicity and ELL instruction are requirements of this course. Instruction focuses upon the principal's role in observing and providing feedback to teachers as they implement the Missouri Educator Evaluation System (MEES). Candidates explore giving feedback on specific indicators such as using diverse cultural and social perspectives to engage students in the content, differentiate lesson designs for diverse populations, and incorporate instructional strategies to enhance the performance of diverse learners. The course also explores Framework 3 of the content assessment: understanding how to provide an effective instructional program using research supported best practices in instruction and assessment that promote academic success for all students. Three activities/assignments develop candidates in these areas.

First, candidates are introduced to ideas of diversification of instruction for diverse populations by observing, reflecting on, and analyzing evidence of teachers effectively instructing populations of diverse students. Candidates evaluate effectiveness of teachers in meeting the needs of diverse students by engaging them in the content using the life experiences and cultural backgrounds of the students. Next, the candidates create "lookfors." These are general statements describing items relating to diversity of instruction that may be observed in the classroom. Once the "lookfors" are created, candidates implement them during observations of teachers in practice.

Standard 2: Student Learning, Growth and Development

2.4 Differentiated lesson design

2C4) The baseline teacher candidate recognizes diversity and the impact it has on education.	2E4) The emerging teacher candidate designs and implements instruction that considers the needs of students.		2D4) The developing teacher candidate also designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.
Evidence Is knowledgeable about the significance of student differences and how varying lessons and activities can address those differences	**Evidence of Commitment** Designs lessons and activities based on the unique needs of students **Evidence of Practice** Can articulate important characteristics and needs of students as they apply to learning **Evidence of Impact** Students appear to exhibit positive rapport with the teacher and are generally motivated to learn		**Evidence of Commitment** Lesson design and plans for instruction demonstrate respect and value for each student **Evidence of Practice** Highlights unique attributes of individual students as a part of classroom instruction and learning **Evidence of Impact** Students perceive they are respected, valued and are encouraged to learn
Possible Observable Data -Can characterize various types of student differences and their potential impact on student learning -Understands the role that assessment plays in identifying student differences -Is knowledgeable about possible ways to adjust instruction based on student differences	**Possible Observable Data** -Lessons and activities include the occasional use of informal and formal assessment to determine student needs -Can describe particular learning characteristics of some students -Some adjustments made to instruction to address variations in student learning -Student confusion and struggling is sometimes resolved -Students respond mostly to teachers' instruction and appear motivated	**Possible Observable Data** - Lessons and activities include the frequent use of informal and formal assessment to determine student needs - Can describe particular learning characteristics of most students -Adjustments routinely made to instruction to address variations in student learning -Student confusion and struggling is resolved -Students visibly respond to teachers' instruction and appear motivated	**Possible Observable Data** -Lesson design and activities communicate respect and value for each student by addressing their unique needs -Instructional strategies link to the different needs and attributes of students in the class to address variations in student learning -Student perception reflects a feeling that the teacher cares and respects them -Students actively respond to the encouragement to learn -Evidence that students learn at higher levels based on the teacher addressing particular learning needs
○ Baseline - 0	○ Inconsistent - 1	○ Consistent – 2	○ Developing – 3

These walkthrough observations are a class requirement and relate to the type of work candidates will do in the second task of the MoSLPA performance assessment. Task two asks the candidates to reflect on how a professional development plan influences instructional practices of individual teachers and its impact on all students' learning. These assignments focus on the skills aligned with the fourth diversity proficiency of synthesizing the candidates' understanding of their own biases and assumptions to avoid perpetuating a system of inequities in the classroom.

Issues in Education (61-649)

During this course candidates lead panel discussions aligned with the content assessment frameworks. Addressing framework 2 of the content assessment, candidates examine strategies for nurturing and sustaining a school culture of collaboration and achievement in which all stakeholders share a commitment to high expectations for all students, closing achievement gaps, and pursuing academic and behavioral excellence through discussion on state legislation and diverse points of view indicating political, socio-economic and ethnicity influences.

For framework 3, discussions focus on explaining contributing factors to school district failure, identifying similar characteristics of failing school districts, focusing on data, determining what actions will help a failing school district succeed, and analyzing student achievement data to determine the contributing factors, both positive and negative, which impact performance trends. Another panel discussion explores inclusive classrooms and the meaning of inclusion as it pertains to education, recognizing and defining inclusive classrooms, and investigating models for inclusive classrooms. The final panel discussion investigates gaps in achievement data where candidates research teaching strategies or programs to identify and support students from subgroups to close learning gaps. Following these panel discussions candidates respond to a threaded discussion entitled, "What I can do to close the *Gaps in Data"* (Ex. R.4.5.19 Threaded Discussion from Issues in Education). Candidates list specific subgroups, the strategies or programs researched, summaries of the strategies/programs, references that indicate successes or failures, and opinions of the effectiveness of strategies to address specified gaps in student achievement.

Finally, in the Issues class, candidates from all graduate programs examine legal issues behind the education of students protected under IDEA, including ELL students. Similar to the initial programs' efforts, candidates in this class complete an ELL module designed to reinforce the rights of ELL students as protected under the law and how to best meet the needs of students with limited English proficiency.

Improvement of Instruction through Action Research and Research Paper (61-682/3)

Master's-level advanced candidates are required to complete the Improvement of Instruction through Action Research course. This class requires candidates to complete an action research project based on the evaluation of existing data. The class culminates in a final report on the candidate's investigation of a research question that either shows a significant relationship or difference between two or more variables defined in data collected in schools in the state of Missouri. As a requirement, candidates must investigate at least one set of data that disaggregates information on ethnicity in student populations (Ex R.4.5.9 Action Research Paper). Candidates report out to the class using a data wall summarizing the research and findings of their project.

This assignment is aligned with framework 3 of the content assessment which asks candidates to apply knowledge of how to use relevant quantitative and qualitative data to identify instructional strengths and needs, define gaps between current outcomes and goals, formulate new action steps, and design school programs to improve learning for every student.

2. Evidence of field experiences in diverse settings with a standardized set of criteria for obtaining an understanding of education in diverse communities

In response to the BOE report from the spring of 2014, the unit embedded an additional six hours of diverse field experience for all advanced candidates in the educational leadership programs into their practicum/internship experience. The 12 hour diverse field experience requirement has been in place since passage of the COTE proposal in the spring of 2015 with implementation in fall 2015.

Field Experience in Issues of Education

As outlined in the syllabus for Issues in Education: "Six hours of Diversity Credit are required. 'Work with' includes an ELL program, non-white students, students from various ethnicities. 'Work with' means tutoring, supervising, and instructing: it does not mean observing." This class is required of advanced candidates. Advanced candidates are required to keep a log of the six hours, have the onsite supervisor sign the log, and submit the log with a one page reflection of the experiences. A sample candidate reflection is given below:

Diversity Credit - Summary of Diverse Experience

I would be remiss to isolate my findings to a one-day experience when I have spent the last 11 years as an ESOL teacher. I have been tremendously taught and refined in the global nature of our world by my interactions with students, parents/guardians, and educators who work with my ESOL students as well as colleague in the field of ESOL.

I have learned about culture in a variety of ways – from how the life-style of immigrants from Chuuk and Central America impact our grocers to the dynamics of shared child rearing. For example, the country of Micronesia really follows the principle, "It takes a village to raise a child." At first it was alarming to learn that children were moving so rapidly through our school system in living with different family members. When I finally researched Micronesia, I learned about this family dynamic and a great deal about the influence of the Japanese culture in establishing the first schools in Chuuk, and learned that Chuuk is now U.S. Territory.

As an educator, I have found English language learners might display symptoms of a disability from learned silence at home. Not every culture speaks directly to their children for the purpose of teaching. That is an incredibly difficult concept for American teachers to follow.

In summary, the day in a life of an ESOL teacher, my own, is very exciting and rewarding. Students teach me as much as I teach them. Through this understanding and concern for one another we have the ability to speak directly and work together to solve their educational problems. I have learned that while parents don't always have the capacity to complete homework with their children, they can supervise that completion and ask questions. They want to see their children as successful as any American born native English speaker. That is why they are here - to have a better life!

The assignment is designed to meet the diversity proficiencies adopted by the Unit. An example candidate log documenting diverse experiences is shown below:

The candidates reflect and discuss diverse field experiences in their portfolio defense, and the Unit aggregates and assesses diverse field experiences through our Unit Assessment System.

Practicum (61-693/4)/Internship (61-738)

Specific to the Education Leadership programs, candidates are required to complete a 180 hour practicum experience as a capstone experience. The practicum/internship provides the opportunity to begin work on the MoSLPA performance assessment. Six of the mandated 12 hours in diverse field experience are required as a part of this course (Ex R.4.5.18 Practicum/Internship Information Meeting Agenda). These six hours must be completed in a highly diverse school district or building. Determination of whether a school setting qualifies as a diverse placement is based upon publicly-available data from the Missouri Department of Elementary and Secondary Education (DESE). Candidates are given a list of activities that would be appropriate to meet this requirement; the university supervisor assigned advises candidates on experiences that meet this requirement as well. For this experience, candidates are required to choose one school or district in which they shadow the principal or superintendent. Candidates upload a log of the practicum/internship hours to the TK-20 portfolio assessed during the candidate's comprehensive exam. A sample log from an advanced candidate follows:

INTERN / PRACTICUM LOG

Intern/Practicum students are required to maintain a log of activities during their experience. Briefly describe the specific activity giving times and dates. Then circle the number that corresponds to the numbered activity as described in the Handbook for Graduate Practicums/Internships in School Administration. (1-Leadership, 2-Instruction, 3-Management, 4-Personnel, 5-Finance, 6- Law, 7-Communications, 8-Change Agent, 9-Facilitator, 10-Plant Management, 11-Technology, 12-Data Analysis, 13-Professional Development, 14-Federal Programs), 15-Diversity Hours

The onsite supervisor fills out an evaluation form that specifically designates the candidate's participation in the diverse environment (Ex R.4.5.10 Supervisor Evaluation Form). Three of the indicators in the evaluation form relate directly to diversity: #9, #13, and #19.

When coupled with the Issues course, the Practicum/Internship log and reflection completes the minimum of twelve hours required of diverse field experiences. The twelve hours are aligned with the diversity proficiencies outlining the need to apply the concepts of being a culturally responsive educational leader by evaluating the candidate's own biases and influences and how they may impact a larger system of inequities surrounding schools. The Unit collects and analyzes data on advanced candidates' growth related to the diversity proficiencies.

3. Evidence of the assessment pieces already in place to analyze and evaluate advanced candidates' understanding of diversity in school settings

The BOE noted a lack of evidence on how advanced candidates are assessed over the diversity proficiencies adopted by the Unit. This portion of the rejoinder shows that candidates are assessed with multiple measures addressing the diversity proficiencies outlined above in the coursework descriptions. The advanced programs assess the candidates at the beginning, middle, and end of the program using: 1) department admission exam; 2) Missouri Educator Profile; 3) advanced candidate dispositions; 4) supervisor evaluations of candidates; 5) Missouri Content Assessments; 6) Missouri School Leaders Performance Assessment (MoSLPA); 7) and portfolio defense.

Department Admission Examination (DAE)

As part of the application process for acceptance to the advanced programs, candidates are required to complete a department admission exam (DAE). This exam presents five vignettes designed to assess a candidate's potential to perform effectively as school leaders. The results are evaluated by the program coordinator to assess the candidate's ability to effectively communicate about school issues, including diversity. A sample vignette from the DAE presents this scenario:

> "During the previous five years, the number of learners at Harmon School who are members of minority groups has increased. After examining all available data, the principal wonders if the needs of all learners are being adequately addressed. After her concern is stated in the site-based decision committee meeting, team members suggest that, given the limited budget, spending more on responding to learner diversity and finding practical ways to foster a strong sense of community among learners might be an effective plan of action.

> An article in the local paper about the school's intention to improve education for minority learners leads to public disagreement and animosity among constituents who tend to have widely differing views about problems on campus and how to address them."

Candidates are asked to outline potential strategies to elicit more productive dialogue and positive attitude toward the school's improvement plan. This response gives insight into the existing attitudes and biases of candidates as they enter the program. The exam is assessed on a 26-point scale that evaluates the candidate's ability to analyze the issue, provide solutions to the problem, and support their solution with concrete evidence and examples (Ex R.4.5.11 Department Admission Exam Rubric). Such vignettes provide a baseline for candidates' attitudes and aptitude related to diversity. Additionally, the vignettes pre-assess initial diversity proficiencies, including analyzing one's own cultural biases and assumptions and how they may impact decision making.

DAE data related to education leadership candidates enrolled in the 2014-2015 academic year indicate strong performance across this assessment. The average score on the DAE for these students (n=49) was 21.94 on a scale of 1-26, indicating entering candidates have strong aptitude for becoming effective school leaders.

Missouri Educator Profile (MEP)

During the Orientation class, candidates are required to take the Missouri Educator Profile, a survey assessing work style preferences (Ex. R.4.5.8 Missouri Educator Profile example). It is used to support the development of effective educator work habits. Two areas of the survey are specifically related to the diversity proficiencies: self-adjustment and social-influence. This instrument evaluates the candidate's self-awareness of their own personal biases and their impact on social awareness. Results from the MEP are designed to be used by program coordinators when advising candidates. This allows candidates to

reflect on their attitudes and beliefs about diversity from the very start of the program. Results from the MEP are compiled to create a data baseline related to the candidates' initial attitudes.
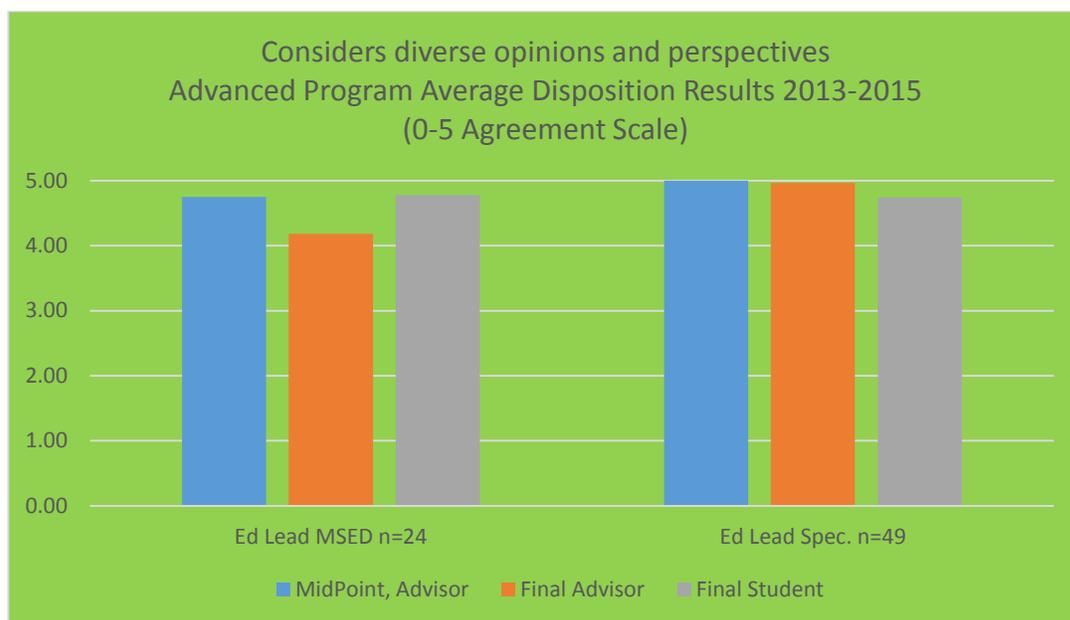
Two scales on the MEP are related to diversity. These are social-influence and self-adjustment. Social-influence is a scale that includes candidate comfort in leadership and social-interaction roles. This includes leading and interacting with diverse colleagues and students. The self-adjustment scale measures advanced candidate's ability to adjust to new situations, including working with diverse colleagues and students. These items include the ability to empathize with individuals from different backgrounds. Data from advanced educational leadership candidates who took the MEP are listed below. These candidates on average scored near the ideal score of "5" on a scale of 1-10, indicating they likely possess the attitudes and temperament of effective educators.
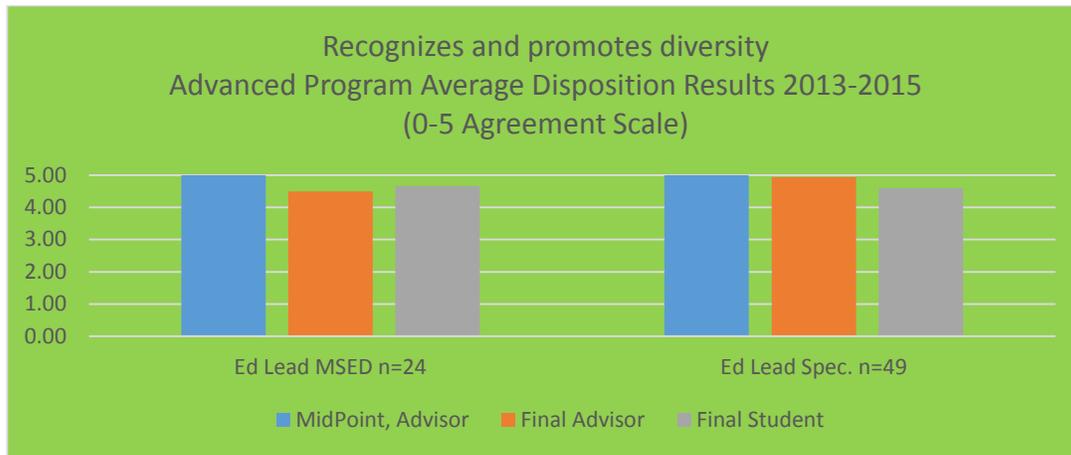
MEP Data Average on Items Related to Diversity, 2014-2015 (Scale 0-10, Score of 5 is preferable)	Social Influence	Self-Adjustment
N=46 for Education Leadership Candidates	6.22	6.61

Advanced Students Dispositions

All advanced education candidates are assessed multiple times in their academic careers with the Education Professional Candidate Disposition Inventory developed at Niagara University (Ex R.4.5.12 Advanced Ed. Candidate Disposition Inventory). The assessment is implemented four times during the candidate's academic career: 1) as reference on entry into the program in lieu of a letter of recommendation; 2) at the midpoint of a candidate's program by the candidate's advisor or another faculty member familiar with the candidate; 3) at the completion of a candidate's program by the candidate's advisor or another faculty member familiar with the candidate; 4) at the completion of a candidate's program by the candidate.

Some of the data collected from dispositional assessments regard the candidate's views on diversity. Averaged data for advanced educational leadership candidates are shown below.

Considers diverse opinions and perspectives
Advanced Program Average Disposition Results 2013-2015
(0-5 Agreement Scale)

Recognizes and promotes diversity
Advanced Program Average Disposition Results 2013-2015
(0-5 Agreement Scale)

For both educational leadership programs, the scores seem to decrease from the midpoint to final versions, with the candidate self-assessment typically being the lowest score. This may indicate more of a personal revelation than a regression of diversity proficiencies. Through program curriculum and field experiences, advanced candidates appear to be discovering and reacting to their own biases.

Onsite Supervisor Evaluations

At the end of each candidate's practicum/internship experience, the onsite supervisor assigned to each advanced program candidate evaluates the candidate's performance. The Unit selected two specific performance indicators to assess a candidate's progression through the diversity proficiencies:

a) Makes decisions that promote and protect the welfare and safety of students and staff
b) Demonstrates an ability to analyze the complex causes of poverty and other disadvantages and their effects on children and learning.

Results from these evaluations are aggregated and used to evaluate the program's effectiveness at developing the fourth competency related to understanding how development of self-awareness impacts a larger system of inequities.

The scoring scale used for the supervisor evaluation is shown below, followed by data for the specific diversity items:

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
4	3	2	1	n/o

Average Field Experience Supervisor Evaluation Results Educational Leadership Candidates Diversity Items January 2014-December 2015	MSED N=84	Specialist N=28
9. Makes decisions that promote and protect the welfare and safety of students and staff.	3.86	3.96
13. Demonstrates an ability to analyze the complex causes of poverty and other disadvantages and their effects on children and learning.	3.63	3.59

As the data illustrate, these candidates score an average of "strongly agree" in these items related to diversity.

Missouri Content Assessment

To receive advanced certification, candidates must successfully complete the Missouri Content Assessment, a state-required criterion-referenced examination in their field of study. Candidates receive an overall scaled score. The test frameworks include fifteen indicators pertaining to diversity. The Unit aggregates and analyzes the scores to evaluate the successfulness of the program in the area of diversity. On the Missouri Content Assessment, Northwest candidates outperform the state average on each framework indicator related to diversity. The following chart outlines the advanced candidates' performance on the first two domains which include fifteen indicators related to diversity.

MEGA Content Assessment Framework Data Related to Diversity Fall 14-Summer 15, Highest Attempts, Domain Average Scores Scale 1-4	Average Score by Domain
Domain 1: Visionary Leadership, School Culture, and the Instructional Program Includes: 1.2 Apply knowledge of how to engage diverse stakeholder groups… 2.1 Demonstrate knowledge of context-appropriate strategies… 2.3 Apply knowledge of how to create a personalized, motivating, safe, supportive, and equitable learning environment… 2.4 Identify procedures for evaluating aspects of the school culture… 3.3 Apply knowledge of effective instructional practices, to meet student needs, close achievement gaps, and promote success for every student…. 3.4 Identify research-supported practices for promoting achievement for students with diverse characteristics and needs (e.g., English language learners; students with diverse cultural, language, and socioeconomic backgrounds)…. 3.7 Apply knowledge of how to use relevant quantitative and qualitative data to... design school programs to improve learning for every student… 3.10 Analyze the impact of structural factors (e.g., staffing patterns, schedules, student grouping practices) on student achievement… 4.3 Demonstrate knowledge of skills and strategies for guiding teachers' use of achievement data to evaluate student performance…	3.3
Domain 2: Organizational Management and Collaboration with Stakeholders includes: 5.1 Apply knowledge of skills and strategies for managing the organization in ways that... ensure equity and continuous improvement. 6.3 Analyze issues related to equity, diversity, and fairness in human resource management. 7.1 Analyze the role of high visibility and active involvement across the school community in accommodating diverse school and community conditions… 7.4 Demonstrate knowledge of how to promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources… 8.4 Apply knowledge of legal requirements for educating students with disabilities (e.g., IDEA, Section 504) and students who are English language learners. 8.6 Apply knowledge of personal priorities and behaviors expected of principals/directors in Missouri (e.g., safeguarding the values of democracy, equity, and diversity...)	3.1

Missouri School Leader Performance Assessment (MoSLPA)

The state of Missouri also requires a new performance assessment for advanced candidates seeking certification as educational leaders. The Missouri School Leader Performance Assessment (MoSLPA) evaluates candidates on three performance tasks grounded in the Missouri Leader Standards. The results from each task are examined to evaluate program strengths and limitations. The first task evaluates the candidate's ability to identify an issue in the building, design a plan of action to address the issue, and analyze and reflect on the plan after implementation. The second task requires the candidate to create a professional development plan after looking at a needs assessment of the building. The candidate is asked to evaluate and reflect on this professional development plan and its impact on student learning. Finally, the third task requires a candidate to create and lead a team of educators and stakeholders to address

student learning in the building. Each task requires the candidate to assess needs of diverse students, ensuring equal access and learning support for all students. This performance assessment evaluates the effectiveness of the candidate's ability to positively impact the diverse needs of students. Since each step of each task receives a separate score, the Unit evaluates candidates' performance related to each section of MoSLPA.

The beginning of each task includes a required section on contextual school demographic information. Candidates must describe their school district, building and faculty based on ethnic, social, economic, cultural and geographic factors. The tasks in MoSLPA are aligned with the Missouri Leader Standards, two of which are tied to diversity. The chart below shows how the diversity-related Missouri Leader Standards are aligned with the MoSLPA: Standard 2 (promoting positive school culture) and Standard 4 (collaborating with families and other community members, responding to diverse community interests and needs). Both of these standards are evaluated in separate tasks of the MoSLPA.

MO Leader Standards Evaluated in MoSLPA Tasks	Standard 2	Standard 4
Task 1: Problem Solving in the Field	X	X
Task 2: Supporting Continuous Professional Development	X	
Task 3: Creating a Collaborative Team	X	

MoSLPA data from summer 2015 are listed below. As this was a new test, the passing score for this summer semester was set by the state to be a score of at least 1on each rubric item on a 1-4 scale.
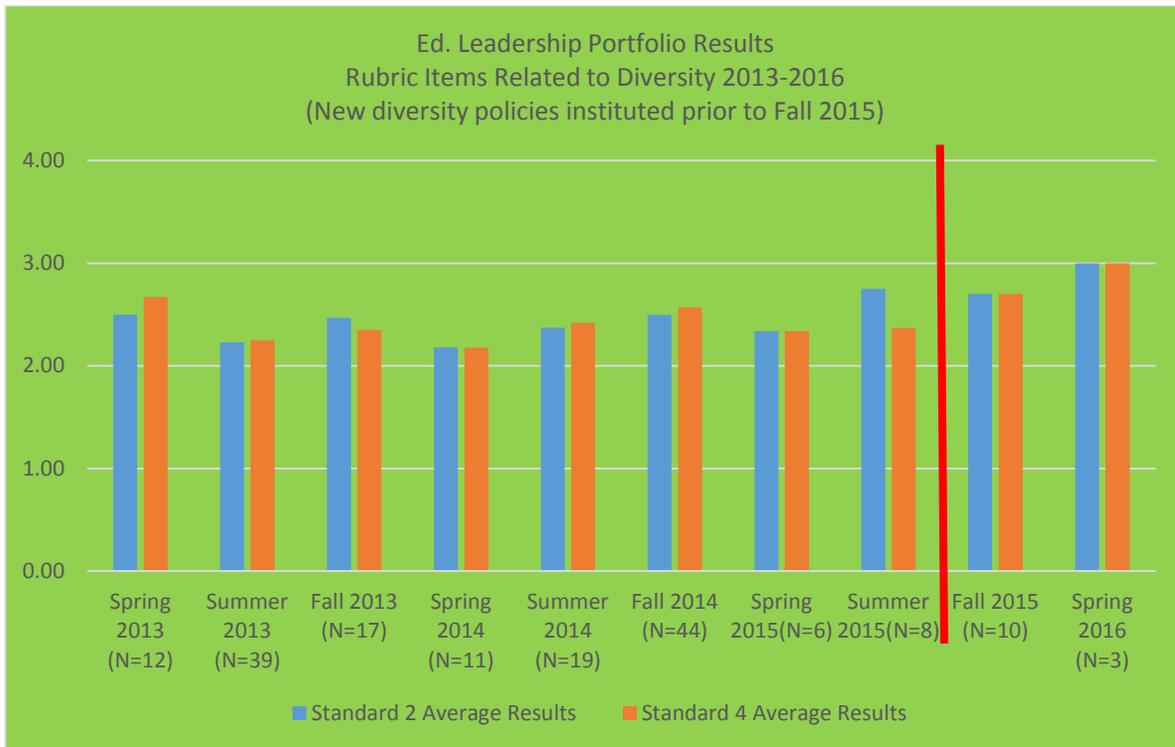
MoSLPA by Northwest Students (Summer 2015, n=15)	Average Score	Potential Score
Task 1 Average Score	2.88	4
Task 2 Average Score	2.73	4
Task 3 Average Score	2.46	4
Total Points	32.29	48
Passage Rate	86.70%	

Portfolio Defenses

Advanced candidates are required to complete a portfolio as the capstone assessment. This portfolio is aligned to the Missouri Leader Standards. A rubric is used to assess the portfolio, allowing the Unit to gauge candidates' competence and understanding of the Missouri Leader Standards. The scoring scale in the rubric illustrates the school leader developmental continuum adopted by the State of Missouri:

Does not meet Expectations	Candidate	New Leader	Developing Leader	Proficient Leader
0	1	2	3	4

Data from portfolios are shown below. Results related to Missouri Leader Standards 2 and 4 improved substantially after the implementation of the COTE diversity policy proposal (delineated by red line between summer and fall 2015).

Ed. Leadership Portfolio Results
Rubric Items Related to Diversity 2013-2016
(New diversity policies instituted prior to Fall 2015)

Interactions with diverse faculty and peers

Two areas of concern relate to opportunities for candidates to work with diverse faculty and peers. While the Unit has focused on and implemented initiatives to increase diversity in faculty and peers, we recognize the value of diversity and we agree with the BOE suggestions to augment diversity in faculty and student representativeness:

Candidates have limited interactions with faculty members from diverse ethnic and racial groups. (ITP, ADV)	Based on the unit faculty data, candidates have limited opportunities to interact with diverse faculty.
Candidates in initial programs have limited opportunities for interactions with peers from diverse racial and ethnic groups. (ITP)	Limited evidence was provided to demonstrate candidates' opportunities to interact with candidates from diverse racial and ethnic groups.

We realize the level of diversity within our teacher education programs offer limited opportunities for candidates to engage in professional experiences with diverse faculty and peers. We appreciate the BOE team's acknowledgement of the on-going good faith efforts to address these concerns such as the Unit's work with the TRIO programs to help retain candidates from diverse socioeconomic and ethnic groups, the opportunities to work with the international students as English language learners, and the efforts between the Unit and Harris-Stowe (HBCU) to establish collaborative activities between our candidates via Skype. The report also recognizes the university-wide key strategic objective "diversity and Inclusion" which strives to formalize an emphasis on diversity and social justice across Northwest Missouri State University. We acknowledge that the university initiative may not be fully operationalized until 2017. However, activities related to recruitment and support of diverse faculty and candidates have already been put in place.

This key University-wide strategic objective provides the Unit new access to resources for recruiting diverse faculty and students. Regarding recruiting diverse faculty, The Northwest Human Resources office assisted Unit leadership and recruitment teams by expanding the scope of our search efforts. Examples include: publicizing open positions in the Diversity Network of the Chronicle of Higher Education and the National Association of Multicultural Education (NAME) Job Bank (Ex R.4.5.13 NAME Job Posting). Faculty members also contacted the AACTE Holmes Scholars Program, a top network for bringing more diversity to the academy with emerging scholars. Unit leaders have engaged in targeted networking at professional meetings and conferences to recruit more diverse faculty. In interviewing candidates, search committee members look for evidence of candidate experiences promoting diversity (Ex R.4.5.14 Faculty Position Information). Position openings are posted on list-serves sponsored by the Missouri Association of Colleges of Teacher Education (MACTE). Two Missouri historically black colleges and universities are MACTE members. The Office of Multicultural Student Success has also been working with the Human Resources office on recruiting and retaining diverse employees and students. These good-faith efforts to increase faculty diversity affirm that Northwest Missouri State values diversity, equity and inclusion.

The university admissions office provides targeted recruitment opportunities aimed at recruiting diverse student populations. The Unit has worked with the Northwest Missouri State University Admissions Office to target recruitment efforts specifically for teacher education. Monai Douglass, Assistant Director for Multicultural Recruitment, visits diverse high schools in the St. Joseph, Kansas City, St. Louis, and throughout the Illinois area to actively recruit students from diverse populations (ex: 4.3.h.5 Planning for College Recruitment PPT). Mattias McCurren, Assistant Director for Hispanic/Latino Recruitment, focuses on the recruitment of students from a Latino background. The Unit has asked to make the Department of Professional Education a stop on the campus tours when groups from diverse districts attend site visits. Diverse groups from the Kansas City area are bussed to campus to interact with current candidates regarding a major in teacher education. The Unit partnered with the highly-diverse Independence School district to bring fifth graders to campus. Candidates spend time showing the fifth graders around campus, attending classes together, touring dorm rooms, eating lunch with the young students, and taking part in panel discussions about what college life is like and what degrees are offered at Northwest. This program allows a diverse group of students to experience college life and to promote the idea of coming to campus to pursue a career in teaching (Ex R.4.5.15 Fairmount School PPT; Ex R.4.5.16 Fairmount School Demo).

Additionally, the Unit has initiated new efforts to increase and maintain candidate diversity. The Unit is intentionally seeking out connections with schools and programs in urban areas to communicate the opportunities to become teachers. Partnerships with Metropolitan Community Colleges (MCC) in the Kansas City area provide an opportunity for diverse candidates to earn degrees leading to teaching through innovative completion programs in Elementary Education, Early Childhood, and Special Education. Activities include identifying promising students who have an interest in becoming teachers, meeting with them at their schools, and having them tour the campus to meet with faculty and candidates from diverse racial, ethnic, and language backgrounds. The Unit collaborated with the Kansas City, Missouri, school district through the interim superintendent, Al Tunis, the Alta Vista Charter School in Kansas City, Mo., under the direction of Dr. Al Dimmitt, and the Gateway to College Program in Kansas City, Kansas, under the direction of Juan Rangel. In each of these ways, the Unit continues to increase opportunities for all candidates to work with diverse faculty and peers, signifying a strong commitment to diversity, equity, and inclusion.