Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Faculty Qualifications, Performance and Development

How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance? [maximum of three pages]

Faculty Qualifications: There are 47 faculty in the Professional Education Unit (PEU). Of those, 21 are in the Department of Professional Education (DPE), 1 is the Dean of the College of Education and Human Services, and 25 are within a variety of content areas on campus including: English and Modern Languages, Health and Physical Education, Fine and Performing Arts, Humanities and Social Science, Biology, Chemistry, Agriculture, Mathematics, and Behavioral Sciences. 51% percent are tenured; 30% are in a tenure-track position; and 19% are in non-tenure track positions. Additionally, 1 member—the Dean—holds an administrative position and is not part of the tenure track system. Currently 77% of the PEU members hold terminal degrees; the remaining 38% is comprised of faculty at Master’s level and Specialist’s. One faculty member is currently a doctoral candidate. Forty-three (91%) faculty members currently hold or have held certifications, teaching licenses in content areas, leadership certifications, or certifications in their professional fields. Several hold additional certificates in specialized areas like eMINTS Training and 2 faculty hold National Board Certifications.

Northwest’s PEU prides itself on collaborating with clinical faculty, including supervising teachers and cooperating teachers. P-12 school personnel who provide on-site instruction, supervision, and mentoring for candidates during field-based assignments are highly qualified. Data from spring 2013, reflects that, of those individuals in public and private school settings providing supervision for student teaching experiences, 66% hold Master’s degrees in the content area for which they are supervising, and many hold additional certifications. Field experience supervisors engaged during the same period have teaching or administrative experiences ranging from 12 to 43 years in public or private school settings. 87% have over 25 years of experience in teaching, and 25% of the supervisors hold doctorates in educational leadership (ex. 5.4.b.1 Clinical Faculty Qualifications).

Department of Professional Education: The Department of Professional Education (DPE) is the largest department in the PEU with 21 faculty members, 19 programs, and an alternative certification program. Two faculty are full professor, 8 are associate professors, 9 are assistant professors, and 2 are instructors. Of the 21 faculty members, 10 are tenured, 9 hold tenure-track positions, and 2 are employed in non-tenure track positions. Many faculty members have been at Northwest for a number of years, offering the unit an depth and breadth of historical perspectives
and knowledge. Recently, as faculty retired, the DPE has made a concerted effort to hire highly qualified faculty members with terminal degrees in these tenure track positions. This affords the department opportunities to share sound research derived strategies and practices with our candidates and, through collaborative efforts, throughout the University as a whole.

Our educational efforts have been successful as evidenced by the faculty who have won the annual Missouri state Governor’s Teacher Award (ex. 5.4.d.3 List of Governor’s Award Winners). Moreover, Northwest was awarded the nationally prestigious Christa McAuliffe Award for Excellence in Teacher Education (Overview ex. I.5.d.4 Christa McAuliffe Award). To accomplish this level of achievement, our faculty thrive on collaboration, for example the inclusion of ELL modules in all undergraduate programs and the use of parallel lesson planning to ensure accommodations and modifications are pre-planned by teacher candidates, and sharing important experiences through diversity exploration (ex. 5.4.a.1 PEU Faculty Qualifications and Experiences).

**Content Specific Education Faculty:** Northwest educator candidates are well-trained to meet the needs of future K-12 students due to the highly qualified content specific teacher preparation faculty working within the PEU. These faculty are not only members of our PEU team, but are also full-time members of their own departments. They serve as content specific experts, as education specialists within their areas of teaching, and hold or have held teaching licenses within the K-12 arena. Content experts incorporate the knowledge they hold about teaching with the current trends in education (ELL strategies, Special Education strategies, etc.) within content-specific methods courses (Overview ex. I.5.b.36 Methods in Secondary School Social Sciences).

**Scholarship:** In addition to teaching undergraduate and graduate level courses, faculty members in the PEU are engaged in scholarship activities; 96% of faculty having published and presented in a variety conference venues. A sample of the publications documented by faculty over the past four years can be found in exhibit 5.4.d.4 Scholarly Products and Presentations. Thirty-one articles have been published in professional journals; 5 faculty have contributed book chapters; 4 books have been written; 1 case study was included in a text; 1 faculty wrote an introduction to a textbook; 1 abstract was included in a text; and 1 faculty member contributed to a teacher’s guide published by the Smithsonian Institution. The exhibit also provides a sample of the presentations reported by faculty at international, national, regional, and state conferences. Two faculty presented at international conferences; 16 presented at national conferences; 4 presented at regional conferences; 14 presented at state conferences; and 3 presented locally. Within the presentations noted, faculty in performing and visual arts showed twice in galleries and directed two performances. An additional type of scholarly activity is the acquisition of grant funding. Sixteen PEU faculty reported receiving grant funding for varied projects, some of which were joint efforts. Total grant monies received totaled $170,160 (ex. 5.4.d.1 Grants).

**Service:** Information about faculty service, involvement in P-12 settings, involvement in professional associations, and related service at all levels is provided in exhibit 5.4.e.3 Faculty
Qualifications and Grants. Faculty advise students, serve on university committees, hold offices in state and national associations, and sponsor student organizations. Seventy-two percent of the faculty report having direct involvement in K-12 school systems relating to services provided to the district. This may include working with current or potential field experience placements for our educator candidates (ex. 5.4.e.1 Direct and Periodic Involvement by PEU Faculty).

Faculty Performance Evaluation: A campus-wide initiative to standardize annual evaluation procedures was implemented during the 2012-13 year. Faculty develop their own goals in the area of teaching (student opinionnaires), scholarship (peer reviewed publications and conferences), and service (department, university, and community). Peer evaluations of teaching are also included in assessments. At the end of each year, faculty members are evaluated by the department chair on their ability to meet identified goals. The work of all tenure track faculty is reviewed at three, five, and seven year intervals. During the seventh year of employment at Northwest, faculty members submit tenure application materials for review and vote; the Dean reviews recommendations and supports or declines to support those requests. In cases where tenure is recommended, the Provost reviews materials and carries recommendations to the Board of Regents. All tenured faculty can be evaluated for promotion every seven years, the process includes the review of promotion materials (scholarship, service, and teaching) by the Faculty Senate Promotion Committee (ex. 5.4.f.4 Faculty Evaluation and ex. 5.4.f.5 Faculty Promotion and Tenure).

TK20 trainings: As a way to keep current on our data management system, multiple professional development opportunities have been offered to PEU faculty and cooperating teachers. These trainings are especially important for helping users identify ways assessment data can help educators make evidenced-based decisions.

Co-teacher trainings: Co-teacher trainings are offered to supervising- and cooperating-teachers each trimester, including teacher candidates when available. During trainings faculty, cooperating teachers, and teacher candidates learn the intricacies of co-teaching and how it benefits P-12 students.

Ploghoft lectures: The Ploghoft Lecture Series at Northwest is a semiannual, endowment-sponsored event that brings to campus a lecturer with current trends in multiculturalism in education to share. The lectures have afforded opportunities to learn from a range of authors, researchers, and multicultural specialists.

Teachings Circles: Monthly professional development opportunities offered to all PEU faculty by the DPE provides opportunities for faculty to offer specialized training to colleagues; topics have included trainings in subjects like Animoto, Scratch programming, and Response to Intervention (RTI).

RPDC trainings: The Northwest Missouri Regional Professional Development Center, housed on Northwest’s main campus, offers multiple state department of education trainings each
month, including (but not limited to): New teacher and administrative evaluation systems, technology trainings, and accommodations trainings.

**CITE Luncheons:** Northwest’s nationally recognized Center for Information and Technology Education provides multiple opportunities for faculty to learn to work with college students. Trainings include information on how to create electronic assessments, creative formats for sharing via Tweeting (etc.), and the creation of online teaching platforms (www.nwmissouri.edu/cite/index.htm).

**Professional Development Days:** University-wide professional development days are spearheaded every trimester by the PEU’s department chair; faculty meet to review initiatives and pedagogical issues.