

Overview

I.1 Summarize the institution's mission, historical context, and unique characteristics (e.g., land grant, HBCU or religious) [4,000 characters]

Northwest Missouri State University (Northwest) is a coeducational, primarily residential four-year public, not-for-profit university located in Maryville, MO, a town of approximately 12,000. The University serves a 19 county region covering 9,621 square miles, an area slightly larger than the state of Vermont. Total population for the 19-county region is 583,108 and is 90% is white, 4.2% African American, 4.2% Hispanic and 5.6% “other” or multiracial (exhibit I.5.a.1 19 Co. Area Map/Data). Census data from Oct. 2012 show Northwest enrolled 6014 undergraduate and 815 graduate students; 1344 undergraduate and 373 graduate candidates were officially admitted to the Professional Education Program (PEP) (St. 1 exhibit 1.4.b.8 PEDS Reports 2013).

Founded in 1905, as Missouri’s Fifth District Normal School, Northwest’s primary mission was the preparation of teachers. In the beginning, many students that enrolled were already teaching in rural schools, enrolling to acquire certification and ensure the standardization of education within Missouri. Today, teacher preparation remains an integral part of Northwest’s mission and is a university-wide responsibility. Northwest offers 38 initial certification programs, 7 programs for other school professionals, 5 endorsement tracks, and 11 advanced non-licensure programs (St. 1 exhibit 1.4.b.16 Title II Report 2011-12) dispersed among the three colleges. Twenty-seven education programs reside in the College of Education and Human Services, 27 in the College of Arts and Sciences, and 7 reside in the Melvin D. and Valorie G. Booth College of Business and Professional Studies. A Graduate Internship in Secondary Teaching (GIST) allows post-baccalaureate students to achieve initial certification in conjunction with the completion of an M.S.Ed. in Teaching degree. Northwest also offers select graduate degree programs and courses at the Northwest Kansas City Center in Liberty (MO) and the Northwest St. Joseph Center in St. Joseph (MO), and the University participates in a statewide cooperative doctoral program with the University of Missouri.

The main residential campus – located in Maryville – is designated the Missouri State Arboretum and near campus lies the 500+ acre University Farm and 315-acre Mazingo Outdoor Education and Recreation Area (MOERA). The Missouri Academy of Science, Mathematics and Computing was founded at Northwest in 2000, and serves as a rigorous, accelerated two-year residential program for academically talented high school juniors and seniors in science, mathematics or technology. Students who complete the program earn both a high school diploma and associate of science degree. Northwest serves the community and region economically through the state-of-the-art Center for Innovation and Entrepreneurship – a mixed-use business incubator and an academic facility that fuels high-tech enterprise and job creation. The Training School, now called Horace Mann Laboratory School, began in 1905 and continues to provide opportunities for students to teach Pk-6 grade-school children and gain practical experience in teaching.

The vision statements of both the University and the Professional Education Unit (PEU) discuss comprehensive experiences for all students. According to our Vision, *Northwest will be THE*

university of choice for a comprehensive, exceptional student experience. The University values: Student Success; Scholarship and life-long learning; Intercultural experience; Collaboration; Respect and integrity; Strategic thinking; and Excellence. The institution's Professional Education Unit (PEU) prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

I.2 Summarize the professional education unit at your institution, its mission, and its relationship to other units at the institution that are involved in the preparation of professional educators [2,000 characters]

The mission statements of both Northwest Missouri State University and the Professional Education Unit reflect the NCATE principles of fairness and a belief that all students can learn as borne out by Northwest's Mission: *Focusing on student success – every student, every day.*

The Professional Education Unit (PEU) is comprised of faculty from each of the colleges of Arts and Science, Business and Professional Studies, and Education and Human Services that teach professional education courses. The PEU offers 38 initial certification programs, 7 programs for other school professionals, 5 endorsement tracks, and 11 advanced no-licensure programs. The unit offers an alternate certification route in the areas of secondary, elementary/secondary, middle school, and cross categorical special education. A doctoral program in educational leadership is provided in cooperation with the University of Missouri-Columbia and three other Missouri institutions. Nearly half of the coursework for this degree is offered on the Northwest campus. The degree, however, is awarded through UM-C.

Dr. Joyce Pival, Dean of the College of Education and Human Services serves as the leader of the PEU. Governance authority is vested in the Council on Teacher Education (COTE) (exhibit I.5.a.6 PEU Organizational Chart) which is comprised of PEU faculty from each of institution's colleges, Pk-12 and teacher candidate representatives. COTE has responsibility for standardizing instruction in all initial and advanced teacher education programs, including approval of curriculum, compliance with teacher certification requirements, admission to and retention in teacher education and approval of teacher education student organizations. Proposals passed by COTE are reported – for challenge only – to the Faculty Senate and the Graduate Council and are then forwarded to the chief academic officer for submission to the President for Board of Regent consideration.

I.3 Summarize programs offered at initial and advanced preparation levels (including off-campus, distance learning, and alternate route programs), status of state approval, national recognition, and if applicable, findings of other national accreditation associations related to the preparation of education professionals [2,000 characters]

Undergraduate programs are delivered at Northwest's main campus in Maryville, MO; many include on-line components through our eCollege course management system. Coursework for advanced programs is delivered in Maryville, Liberty and St. Joseph (MO) and follow a blended in-person and online format with two graduate level courses scheduled on the same night, each meeting five nights during the semester. Field experiences are incorporated into each course. The

Alt. Cert. Program is designed for those who have accepted a teaching position but are not certified; candidates in this program complete special classes designed to meet one night per week for the first year.

Northwest has long been lauded in the field of education, having been a four-time recipient of the Missouri Quality Award recognizing performance excellence, and being honored with the prestigious Christa McAuliffe Award for Excellence in Teacher Education in 2006 (exhibit I.5.d.4 Christa McAuliffe Award). Northwest alumni have been also recognized for excellence – like Darryl Johnson as 2006-07 MO Teacher of the Year; Dwight Pierson as 2007 IA Superintendent of the Year; Christy Compton, 2006 American Star Teacher and Crystal Combs as 2012 new Business Teacher of the Year (exhibit I.5.d.3 Award Winners and 2012 Business Teacher of the Year).

Teacher education programs for initial or other school professional licensure at Northwest are approved by Missouri’s Department of Elementary and Secondary Education, however program reports are not available at this time as Missouri is in the process of implementing an entirely new program review system. Northwest is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has been an Academic Quality Improvement Program institution since 2005 (exhibit I.5.d.2 AQIP Report). Northwest’s programs are accredited by the Missouri State Board of Education and the National Council for Accreditation of Teacher Education.

Overview/Conceptual Framework

The conceptual framework³ establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

I.4 Summarize the basic tenets of the conceptual framework, institutional standards, and candidate proficiencies related to expected knowledge, skills, and professional dispositions [6,000 characters].

The Professional Education Unit (PEU) of Northwest Missouri State University (Northwest) is dedicated to ensuring educator candidates demonstrate essential knowledge, skills and dispositions of “competent, caring, and qualified” professionals as called for by the National Commission on Teaching and America’s Future (1996). The PEU subscribes to Standards set by the National Council for Accreditation of Teacher Education, the Interstate New Teacher Assessment and Support Consortium, the International Society for Technology in Education and other professional societies that provide frameworks for establishing program-specific outcomes for the teacher candidate.

The PEU developed its original Conceptual Framework as part of a self-study in preparation for NCATE review in 1994, establishing a theme that views “The Teacher as Facilitator of Life-Long Learning in a World of Change”. In 1997, developing competencies in diversity-based issues became a framework priority. In the fall of 2003, the PEU faculty reorganized the conceptual framework in a single document (where previously there had been two—one for PK-

6 and another for 7-12). Faculty from Northwest's College of Arts and Sciences suggested that explicit language be used in the conceptual framework ensuring that all program areas referred to educational components in a common language. The product of these activities was the construction of a conceptual framework built upon foundational concepts anchored in Missouri's performance standards exhibit I.5.c.2 Conceptual Framework LOGO).

Educator candidates must acquire both depth and breadth of content knowledge and the ability to communicate this knowledge to students. Candidates must also develop pedagogical skills to meet the varied learning needs of students. Northwest's teacher education program develops educators who make good decisions about developmentally appropriate content and the most effective processes leading to successful learning outcomes for all students.

In the fall of 2011, the PEU Leadership Team met to further refine the conceptual framework around the theme "Learning to Teach–Teaching to Learn". To illustrate expectations for candidate performance the proficiencies were operationalized to initiate dialogues about the dispositions and skills we seek to develop in teacher candidates. This provides a common language to facilitate communication between teacher candidates, faculty, cooperating teachers, and other stakeholders interested in the education of children. Operationalizing the proficiencies helps candidates understand expectations and ongoing explorations of these proficiencies throughout the preparation program provide opportunities to develop the knowledge, skills, and dispositions associated with teaching and to instill the competencies required for continued development throughout a teacher's career. See exhibit I.5.c.8 Northwest Conceptual Framework for the full document.

The seven proficiencies included in the PEU Conceptual Framework and the alignment with the Missouri Standards for Educator Preparation (MoSPE) is outlined below:

Missouri Teacher Standards Continuum Alignment

Proficiency #1: Exhibit Content Knowledge

- ST1: Content knowledge aligned with appropriate instruction

Proficiency #2: Increase Pedagogical Knowledge

- ST2: Student, Learning Growth and Development
- ST3: Curriculum Implementation
- ST4: Critical Thinking

Proficiency #3: Use Assessment to improve Learning Outcomes

- ST7: Use of Student Assessment Data to Analyze and Modify Instruction

Proficiency #4: Demonstrate Professional Behaviors

- ST2: Student, Learning Growth and Development

- ST3: Curriculum Implementation
- ST5: Positive Classroom Environment
- ST7: Student Assessment and Data Analysis
- ST8: Professionalism
- ST9: Professional Collaboration

Proficiency #5: Enhance Learning through Effective Use of Technology

- ST6: Effective Communication

Proficiency #6: Cultivate Dispositions

- ST2: Student, Learning Growth and Development
- ST3: Curriculum Implementation
- ST9: Professional Collaboration

Proficiency #7: Embrace Diversity

- ST1: Content knowledge aligned with appropriate instruction
- ST2: Student, Learning Growth and Development
- ST5: Positive Classroom Environment
- ST6: Effective Communication

Missouri Leader/*Superintendent* Standards Continuum Alignment

Proficiency #1: Exhibit content Knowledge

- ST1: Vision, Mission, and Goals
- ST3: Management of Organizational Systems
- ST4: Collaboration with Families and Stakeholders
- ST6: The Educational System

Proficiency #2: Increase Pedagogical Knowledge

- ST1: Vision, Mission, and Goals
- ST2: Teaching and Learning
- ST7: Professional Development

Proficiency #3: Use Assessment to improve Learning Outcomes

- ST2: Teaching and Learning

Proficiency #4: Demonstrate Professional Behaviors

- ST3: Management of Organizational Systems

- ST4: Collaboration with Families and Stakeholders
- ST5: Ethics and Integrity
- ST6: The Educational System

Proficiency #6: Cultivate Dispositions

- ST2: Teaching and Learning

Proficiency #7: Embrace Diversity

- ST4: Collaboration with Families and Stakeholders
- ST6: The Educational System

School Counselor Standards Continuum Alignment

Proficiency #1: Exhibit content Knowledge

- ST1: Student Development
- ST2: Program Implementation

Proficiency #2: Increase Pedagogical Knowledge

- ST1: Student Development
- ST2: Program Implementation

Proficiency #3: Use Assessment to improve Learning Outcomes

- ST1: Student Development
- ST2: Program Implementation

Proficiency #4: Demonstrate Professional Behaviors

- ST1: Student Development
- ST2: Program Implementation
- ST3: Professional Relationships
- ST4; Leadership and Advocacy
- ST5: Ethical and Professional Conduct

Proficiency #5: Enhance Learning through Effective Use of Technology

- ST2: Program Implementation

Proficiency #6: Cultivate Dispositions

- ST3: Professional Relationships
- ST5: Ethical and Professional Conduct

Proficiency #7: Embrace Diversity

- ST1: Student Development
- ST4: Leadership and Advocacy