

## **Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

*Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

### **1.1 What do candidate assessment data tell the unit about candidates' meeting professional, state, and institutional standards and their impact on P-12 student learning? For programs not nationally/state reviewed, summarize data from key assessments and discuss these results. [10,000 characters]**

Northwest offers 38 initial certification programs, 7 programs for other school professionals, 5 endorsement tracks, and 11 advanced non-licensure programs (ex. 1.4.b Title II Reports). Census data from October 2012 show Northwest enrolled 6014 undergraduate and 815 graduate students, of which 1344 undergraduate and 373 graduate candidates were admitted to the Professional Education Program (PEP) (ex. 1.4.b PEDS Report). Programs are aligned with the Missouri Standards for the Preparation of Educators. Coursework and activities are aligned to seven principles set forth in the Conceptual Framework “*Learning to Teach – Teaching to Learn*” (Overview ex. I.5.c.8 NW Conceptual Framework). Sample program narratives, program-specific key assessment rubrics, and data tables are available as exhibits (ex. 1.4.a Prog. Narratives). All program narratives are available at the Northwest Accreditation website (url: [www.nwmissouri.edu/accreditation/NCATE](http://www.nwmissouri.edu/accreditation/NCATE)).

Missouri is in the process of implementing an annual program review system where data will be collected annually in the areas of academics, field and clinical experiences, tracking candidates through their first year of teaching, and university operations and resources. Pilot reports created from preliminary data revealed needed revisions to the data collection and analysis process. As these revisions are on-going, program reports are not available at this time. All professional education programs for initial or other school professional licensure at Northwest have been approved by the Missouri Department of Elementary and Secondary Education (DESE).

**Admission to Program:** All education majors must meet statewide criteria for admittance to a professional education program. Candidates must successfully pass all sections of the College Basic Academic Subjects Examination (C-BASE), and have a minimum GPA of 2.5 cumulatively and in the content area. While data for the 2012-2013 academic year, (including summer sessions) is not yet available, analysis of data for the 2011-2012 academic year indicates that 52% of prospective candidates passed all sections of the C-BASE exam on their first attempt; 63% passed all sections on retries and are admitted to the program (ex. 1.4.d.3 C-BASE Data). Prospective candidates that have not passed all sections of the C-BASE exam are blocked from enrolling in upper-level education coursework and are advised to consider non-education majors. Once admitted to the professional education program, candidates must maintain a 2.5 GPA to be eligible for student teaching placement and recommendation for certification. Candidates must also earn a “C” or better in all professional education coursework to gain certification.

**Content/Pedagogical Knowledge:** Multiple measures are used to determine if candidates know the content they plan to teach and can explain the principles and concepts outlined in the standards. These measures include student GPA, program-specific key assessments, a performance assessment - the Teacher Work Sample (TWS), and the appropriate PRAXIS II examination. All evaluate a candidate's knowledge of content and content-specific pedagogy.

Candidates for initial and other school professional licensures complete coursework aligned with subject-specific competencies developed by DESE ([www.dese.mo.gov/eq/ep/competencies](http://www.dese.mo.gov/eq/ep/competencies) and ex. 1.4.a Prog. Narratives). All initial certification candidates must maintain a minimum cumulative GPA of 2.5 in the content coursework aligned to subject-specific competencies, and in the professional education requirements. Beginning in the fall of 2013, candidates will be required to maintain a cumulative GPA of 2.75 and a GPA of 3.0 in both content and professional education. Candidates for other school professional licensures must maintain a 3.0 GPA overall in their programs. All candidates recommended for initial certification meet these basic requirements; on average initial certification candidates graduate with a 3.14 GPA; other school professional candidates graduate with an average 3.76 GPA (ex. 1.4.d.4 GPA data).

Northwest educator candidates' pass rates on the required PRAXIS II examinations for initial /other school professional licensure exceed the nationally-required 80% pass rate. Aggregate pass rates at Northwest for the years 2006-2013 is 89.7%. At the building level, candidates for principal certification have a pass rate of 91% and at the district level candidates for superintendent certification have a pass rate of 83%. The pass rate for the School Guidance and Counseling candidates is 92% (ex. 1.4.d.6 PRAXIS Pass Rate by Prog.).

**Professional Knowledge/Skills:** Elements in our performance-based TWS assessments evaluate candidates' abilities to apply content and pedagogical knowledge to enhance student learning. Developmental instruction on each element is embedded throughout the coursework (ex. 1.4.c.3 Elementary and ex. 1.4.c.10 Secondary Prof. Ed. Alignment), thereby allowing candidates multiple opportunities to practice each element prior to creating a final product during student teaching. Successful completion of a full TWS is required to achieve a passing grade in student teaching.

Individual elements in the TWS address various aspects of teaching, for example:

1. Considering student, school, family, and community characteristics (Element 1: Learning Context);
2. Developing meaningful learning experiences (Elements 2: Learning Objectives and Element 4: Instructional Plans);
3. Creating appropriate assessments and analyzing the results (Element 3: Assessment Plan and Element 6: Analysis of Student Learning); and
4. Reflecting on their teaching practices (Element 5: Instructional Decision Making and Element 7: Reflection) (ex. 1.4.c.14 TWS Guidelines and 1.4.c.15 TWS Rubric).

Each of these elements is aligned with the principles contained in our conceptual framework "*Learning to Teach – Teaching to Learn*" (Overview ex. I.5.c.8 NW Conceptual Framework). Northwest's TWS rubric underwent revisions to reflect the new standards implemented by the state in 2012, and to change the scoring system from a 0-2 to a 0-4 point range. Analyzing data from previous years, as well as from 2012-2013, reveals strong evidence that teacher candidates

at Northwest develop the knowledge, skills, and disposition needed to become high-quality educators who positively impact Pk-12 student learning (ex. 1.4.d.8 TWS Data and ex. 1.4.d.9 TWS Graphic).

Coursework in programs for other school professionals is aligned with the Missouri Leader and Superintendent Standards (ex. 1.4.c.7 Leader and ex. 1.4.c.12 Superintendent Standards Continuum) and prepares school leaders who can create positive educational environments. Candidates in programs for other school professionals document an in-depth understanding of content and pedagogy that promote student learning in a graduate portfolio (ex. 1.4.c.5 Graduate Portfolio Scoring Guide). Example portfolios are available in the Tk-20 data system.

**Student Learning:** During student teaching candidates select a particular group of students (one class period for middle/secondary candidates) and a unit of study around which to develop their TWS. Two elements of the TWS, Element 3: Assessment Plan, and Element 6: Analysis of Student Learning, require that candidates: 1) design assessments aligned with the learning objectives; 2) develop appropriate assessment instruments; 3) collect pre/post-test data; and 4) analyze data to determine growth in student learning and next steps in instruction. Candidates are also required to analyze data for the whole class and identified sub-groups within the class and discuss their findings (ex. 1.4.g Samples of TWS Analysis of Student Learning). Information gathered from these evaluations indicate that our candidates make strong impacts on Pk-12 student learning and are able to use the results of their assessments to inform their instruction (ex. 1.4.d.8 TWS Data and ex. 1.4.d.9 TWS Graphic).

Teacher candidates are evaluated on 11 indicators during student teacher placements, assessing developing knowledge, perfecting skills, and acquiring professional disposition (ex. 1.4.c.11 Summative Student Teaching Evaluation form). These indicators are aligned with Missouri's Educator Evaluation System Teacher Standards (ex. 1.4.c.13 Teacher Standard Continuum). Analysis of data from summative student teaching evaluations indicate that most teacher candidates from Northwest are at or nearing proficiency on all eleven indicators (ex. 1.4.d.7 Summative Student Teaching Evaluation data).

Graduate portfolio evaluations require candidates for other school professional licensures to demonstrate their ability to promote student learning and success (see 1.4.c.5 Graduate Portfolio Scoring Guide). Data from portfolio evaluations may be found in the Advanced Program Narratives (ex. 1.4.a Advanced Prog. Narratives)

**Professional Dispositions:** Data on professional dispositions are collected from faculty, supervisors, cooperating teachers and candidates themselves at multiple transition points throughout all initial and other school professional programs of study. For initial certification candidates, disposition data are collected in practicums and at student teaching. In advanced programs data are collected at 3 transition points (ex. 1.4.c.4 Graduate and ex. 1.4.c.16 Undergraduate Assess. Flowchart by Transition Pt.).

Analyses of disposition data indicates that supervisors and candidates believe they demonstrate professional behaviors that are consistent with the ideals of fairness and the belief that all students can learn (ex. 1.4.f.1 Advanced and 1.4.f.2 Initial Certification Disposition data).

Information gathered through the Beginning Teacher Assistance Program survey of first and second-year teachers also indicate the majority of our candidates believe they were well prepared or very well prepared for the profession (ex. 1.4.i NWMSU 1<sup>st</sup> year teacher surveys).