

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 oppinnionaires), 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.

5.2.b Continuous Improvement [10,000 characters]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in this standard.
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In Fall 2011, the PEU Leadership Team refined conceptual frameworks by operationalizing proficiencies to initiate dialogs about dispositions and skills sought to develop teacher candidates. This provides educators a common language to facilitate communication between candidates, faculty, clinical faculty and other stakeholders. The PEU leadership team felt this would help candidates understand the developing nature of these expectations. Seven proficiencies outlined in the conceptual framework, "*Learning to Teach – Teaching to Learn*", include students' abilities to: exhibit content knowledge; increase pedagogical knowledge; use assessment to improve learning outcomes; demonstrate professional behaviors; cultivate dispositions; embrace diversity; and enhance learning through effective use of technology. Ongoing explorations of proficiencies throughout a candidate's preparation program provide a deepening awareness of knowledge, skills, and dispositions associated with teaching and learning. We will continue to review conceptual frameworks annually to ensure consistency and alignment with professional knowledge and practice.

Professional education faculty have in-depth understandings of their fields and are teacher scholars – specialists who integrate what is known about content fields and teaching and learning in instructional practices. One example is the newly appointed (2012-13) Coordinator of the Early Childhood Program and advisor to the Leet Early Childhood Center. As the Coordinator of Early Childhood she directed many program changes and oversaw the construction of a new early childhood center re-modeled to reflect constructivist philosophies about ways child-centered, interest-based, hands-on curriculums encourage each child's growing independence. The Leet Center provides an educational setting for community children, and a teaching and research laboratory for university students. Another faculty member who serves as the

Coordinator of the Teacher Leader Program holds National Board Certification and has a thorough understanding of the certification process and graduate coursework needed to assist candidates completing portfolio entries that meet NBPTS and NCATE standards. We will continue to sustain and enhance programs like these by employing faculty with expertise in such specialized fields and focus on current research and inquiry-based activities.

Professional education faculty instruction reflects proficiencies outlined in professional, state and institutional standards, promote appropriate performance assessments, integrate diversity, and use technology throughout coursework, field experiences, and clinical practices. Educator candidates are inducted into the profession by learning about local, state and national standards embedded in our Conceptual Framework, in education courses, in the TWS and exit assessments. Faculty continually review course matrices and syllabi, making certain that course content matches program standards at all times. The alignment process occurs departmentally, in Secondary Education Coordination Council meetings and in advanced program reviews. For example, special education faculty regularly review course content including the effectiveness of assignments and artifacts in demonstrating knowledge and skills that reflect understanding of standards. As a result, all special education candidates meet the new extended proficiencies as measured by the: 1) realignment of portfolio requirements to meet the new standards; 2) evaluation of artifacts from specific courses; and 3) revision of project rubrics including specific reflection on standards. Meaningful technology integration into course content has been a significant focus of the university and PEU throughout the accreditation cycle, ensuring that all campus facilities and efforts provide candidates with foundations of state and national standards as they prepare for the profession.

With regard to technology, professional development offerings specifically address uses of technology in classrooms by faculty and students (ex. 5.4.g.1 Professional Development Available to and by the PEU). Pre-professional candidates who observe/teach in the Horace Mann Laboratory School (Horace Mann) and Leet Center for Family and Early Childhood, and in other technology-rich classrooms, are exposed to multiple teaching and learning strategies that use full technological integration. A collaboration project designed by three instructors of elementary and special education methods courses provide undergraduate students an authentic collaboration experience by simulating school conditions where face-to-face meetings are often not possible due to geographic and time constraints. Candidates in two methods courses collaborated via online via threaded discussions to identify elementary school students needing further assistance in the classroom. At present Horace Mann and the Department of Professional Education (DPE) share more than 30 iPads for use in classrooms by undergraduate/graduate students, thereby allowing teacher candidates to develop skills in integrating this technology into instruction. In the future, technology will continue to be a focus as we provide candidates with multiple ways to support current teaching best practices.

Northwest's faculty value candidate learning and adjust instruction appropriately to enhance educational opportunities. Multiple assessments are provided to ensure candidates meet learning objectives based upon state standards and competencies. Faculty are well-versed and employ reflection techniques to adjust instruction and ensure learning and application beyond the classroom. Faculty also use clinical assessments and candidate performance reviews to adjust instruction or to coach candidates. Recently the PEU began training faculty and clinical faculty on ways to implement a co-teaching model which we piloted in the Kansas City area with a clinical supervisor who trained and implemented it with P-12 faculty. Feedback from candidates about these experiences is utilized by faculty to improve instruction and professional practice. Student satisfaction is a driver for our university and NSSE survey data indicates that our students are well satisfied. Hence, findings suggest that this experience was worth repeating – and replicating. We continue to focus on “student success” as we value learning and adjust instruction for future candidates.

Faculty continually look to new systems for delivery and meeting candidate's needs, are actively engaged in designing and delivering instructional programs in both professional education and P-12 schools, and make concerted efforts to integrate multiple teaching, learning, and assessment strategies in support of undergraduate and graduate candidates. A needs assessment completed by PEU faculty in 2009 assisted in determining topics faculty perceived as needs for further development. Survey results identified: a need to improve ITV/distant learning delivery and course management systems and to learn about Quality Matters, a review process of online instructional components and online courses. Several faculty from DPE participated in university-wide training on AVID learning strategies designed to engage students at all levels in more interactive learning.

Professional education faculty collaborate regularly and systematically with P-12 practitioners and faculty throughout the university. For example, the PEU's Middle School Program Advisor, Ms. Pat Thompson, supervises candidates, serves on middle school teams, and meets multiple times a month with grade level teams or entire staffs to plan curricular and instructional initiatives. Institutionally, the PEU retreats are held once a trimester to deliver professional development, investigate and implement new practices, craft or support conceptual framework development, and inform and train faculty involved from departments across campus. Collaboratively, the DPE chair instituted learning cohorts known as Teaching Circles through which presentations are made to help meet specific faculty teaching and learning needs. Topics covered in the 2012-13 program included: collaborative learning across courses; teaching engagement strategies through cooperative learning; and teaching using technology for student-created artifacts.

The Teaching & Learning Center, opening in fall 2013, has been established to provide programs and services that enhance professional development opportunities for faculty in order to promote student success and retention. Simultaneously a new freshman experience is being implemented

Fall 2013 as the results of a 2-year self-study and professional development sessions led by the Gardner Institute. Such ongoing continued collaborations across campus, between colleges and departments, and with our P-12 partners will continue to enhance human performance.

The PEU has policies and practices encouraging all faculty to be continuous learners. Our Conceptual Framework statement – “*Learning to Teach – Teaching to Learn*” – is operationalized by both candidates and faculty. Collaborative action is exemplified by the presentations of projects, at state and regional conferences, with faculty and pre-professional candidates as full-blown collaborators. Engaging candidates in synthesis and application of research in the classroom also occurs significantly at the graduate level. Graduate candidates are required to complete action research projects during their courses of study as part of a class devoted to the design of research questions; here they also gain experience collecting and analyzing data, and writing results. A single research course is required in all DPE graduate programs.