

## **Standard 6. Unit Governance and Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

### **6.1 Unit Governance and Resources**

How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards? [maximum of three pages—10,000 characters]

The Dean of the College of Education and Human Services (Director of Teacher Education) and Assistant Director of Teacher Education (ADTE) are responsible for providing leadership to the Professional Education Unit (PEU) in preparation of candidates to meet professional, state and institutional standards. The Dean and ADTE oversee activities aimed at guaranteeing continuous improvement by identifying and articulating objectives with standards and program assessments. The unit and education faculty collaborate with P-12 practitioners in program design, delivery, and evaluation; covering service on committees; participating in advisory groups; overseeing curriculum redesign work; supervising teacher and administrator candidates; and participating in various professional development activities.

Colleagues involved in preparation of professional educators, school personnel, and other stakeholders recognize the University as a leader in the mission of educator preparation. The PEU's leadership is enhanced by its central role, providing professional development through activities and semi-annual retreats. The ADTE, a member of the Department of Mathematics, Computer Science and Information Systems residing in the College of Arts and Sciences provides a link between stakeholders and units. The ADTE assists in implementing changes and carrying out plans put forth by the PEU to prepare high quality candidates by bringing critical information from state and national meetings. For example, the ADTE recently attended a training program with five colleagues so that she could help implement Co-teaching models among other faculty, teacher candidates, cooperating teachers, and University supervisors. The ADTE is also leading this NCATE Continuous Improvement (CI) accreditation effort and meets weekly with CILT (Continuous Improvement Leadership Team) to ensure faculty, staff, teacher candidates and stakeholders are informed about state and federal policy changes and best practices.

In 2012, major changes in Northwest's academic structure strengthened programming, governance, and resources of professional education. Nineteen academic departments were combined into eleven and the Family and Consumer Sciences department was eliminated. Within the College of Education and Human Services, the departments of Curriculum and Instruction and Educational Leadership were combined into Professional Education. Health, Physical Education, Recreation and Dance became the Department of Health and Human Services and the Department of Behavioral Sciences houses school counseling. All secondary content majors reside in departments throughout the College of Arts and Sciences and the Booth College of Business and Professional Studies. Such consolidation has benefitted the PEU by, for example, combining content areas like Geography into the Department of Humanities and Social Sciences,

thereby making it more efficient to coordinate Social Science Education. Reorganized departments are led by Chairs whose responsibilities ensure program standards, the development of faculty, and communication with the PEU. Chairs are primarily responsible for overseeing departmental allocations of financial and human resources to ensure quality candidate preparation. While individual Chairs speak on behalf of faculty directly to the Deans and other administrators, the Chairs Council also serves with PEU leadership to communicate holistically and shape program success. Coordinators of large programs are provided release load time to assist in program direction and data reviews. Chairs and/or program coordinators are charged with reviewing data that relates to course outcomes, standardized exams and other assessments - formal and informal. The Chair and/or program coordinators also lead in reviewing, discussing, and making recommended changes based upon local, state and national standards to curriculum, course offerings, instruction, and assessments.

The Dean and ADTE rely on the expertise of additional leaders within the unit, including the Chairs, faculty, Assessment Coordinator (AC), Coordinator of Teacher Education Student Services (TESS), Directors of Field Experiences, Academic and Library Services, Northwest Regional Professional Development and Outreach, Center for Information Technology in Education, and the Certification Officer. This governance system allows continuous evaluation and improvement of processes and services in preparing candidates to meet professional, state and institution standards.

Regarding resource, Northwest's strategic plan emphasizes the importance of educator preparation and programs within the unit are given access to a wide variety of resources (ex. 6.4.a.12 Strategic Plan Document). For example, even in the days of constrained University resources, the PEU has maintained and even grown the Phyllis and Richard Leet Family and Children Center and Horace Mann Laboratory School. Here the University ensures that teacher candidates gain experiences in newly remodeled areas, thereby providing candidates exposure to state-of-the-art classrooms and trainings throughout their program. Other resource commitments include the creation of the new AC position, the dedication of funding for the purchase of the Tk20 server and programming, and the addition of a new staff person hired to work in Kansas City Outreach Center as a Co-teaching Coordinator.

To ensure candidates meet professional, state and institutional standards they are given access to a variety of technologies and resources. Every undergraduate student receives a laptop computer during academic enrollment; thereby allowing students develop and store evidence of meeting standards through the Tk20 electronic assessment management system. Technology also assists students and faculty in creating/scoring the TWS. Advanced programs are aligned to standards and competencies and candidates demonstrate proficiencies through elements/standards displayed and scored in the Tk20 system. Additional resources may be accessed through Owens Library where students can find extensive database services, teaching materials, student aids, testing preparation, textbooks and resources. Children's literature is available in the Horace Mann Library. To inform candidates and faculty of research-based practices, education tools, and technologies, Northwest provides training and professional development opportunities through book studies, trained experts, and RPDC offerings (Standard 5 ex. 5.4.g.3 RPDC Trainings Calendar). In 2013, the institution will inaugurate a university-wide Teaching and Learning Center where training sessions will be offered and attended by faculty and students; one recent

training session, for example, provided stakeholders instruction into the methods employed as part of the Cornell Note Taking system.

### **University, Unit Governance and Strategic Planning**

Northwest is an institution committed to continuous improvement as evidenced by our regular review through internal and external processes based on the Malcolm Baldrige National Quality Award, Excellence in Missouri Foundation's Missouri Quality Award, and Academic Quality Improvement Program. The PEU, from leadership to organizational structure (ex. 6.4.b.1 PEU Organizational Chart), provides evidence of strengths in training future educators and the quality of our faculty, staff and programs.

A new leadership team examines practices and processes related to the University and the Professional Education Unit. In 2009, Dr. John Jansinski became president. In 2010 Provost Dr. Doug Dunham was appointed, after serving five months as interim, and Dr. Joyce Pivaler became Dean of the College of Education and Human Services. During these leadership changes the institution focused on listening and learning, analyzing systems and processes already in place, and assessing overall performance (ex. 6.4.b.3 Univ. Ad. And Governance Structure). The 2009-10 academic year included repositioning and preparing a key leadership team constructed to guide the institution—the Northwest Leadership and Strategic Planning Leadership Team (NLSPLT). Moreover, throughout this time the institution undertook proactive responses to statewide budgetary constraints.

During 2010-11 academic year, Northwest responded to information gathered during the previous year's listening and learning focus by revising the institutions Vision, Mission and values statements. These were approved by University's Board of Regents. Missouri's Governor hosted a higher education summit during which he articulated four key goals, including: Student attainment, Academic program review, Collaborative efforts among postsecondary institutions, and Multiyear funding. This necessitated that the University conduct a comprehensive academic program review at the conclusion of which Northwest discontinued four baccalaureate degrees and one Master of Science program.

Required efforts to reduce budgets continued and the NLSPLT evolved into the Organizational Success Task Force (OSTF) in 2010. This team set the stage for addressing multiyear challenges (compensation mechanisms and maintenance and repair needs) as Northwest moved toward a systematic implementation of analytical emphases. University efforts to transform key systems included a campus-wide workshop for enhancing strategic finance measures, provided by the Association of Governing Boards (ex. 6.4.g.3 Univ. Financial Acad Analysis).

Northwest introduced a strategic map-*2011-14: A Plan to Execute and Succeed in the 2011-12 academic year* (ex. 6.4.a.1 Strategic Plan Document) which continued activities emphasizing ongoing budget analyses both short- and long-term. We identified six key performance indicators to report to the Board of Regents including enrollment numbers; rates of freshman success, graduation, and placement; private support; and our placement with the HLC's Composite Financial Index. During this same time we also experienced a reduction in force in response to the pressure of challenging times.

### **6.2.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.

As a result of the last NCATE report, Northwest developed a comprehensive assessment system with intermediate transition points for both initial and advanced programs. (ex. 2.4.a.2 Undergraduate and ex. 2.4.a.3 Graduate Assessment Flowchart by Transition Point). Central to our action on these transition points are the Teacher Work Sample (Standard 1 ex. 1.4.c.14 TWS Guidelines) and the Tk20 data management system. The Continuous Improvement Leadership Team (CILT) examined and revised the transition points and the scoring rubrics connected to the TWS in alignment with state and national standards. Then a formative process of using the TWS to assess candidate instruction and learning was identified and refined. After changes at the university administrative level in 2009, the CILT with other university leaders began investigating and evaluating assessment systems. The PEU purchased the Tk20 system and server, allowing candidates to invest through a one-time fee with access to the system for a 7-year subscription. Tk20 enables the PEU to monitor candidate assessment data at each transition point, and to view data in a variety of aggregated or disaggregated forms by individual candidate, by program, and in comparison between or within programs. Key assessments have been identified and included in Tk20 for all programs, thereby allowing the PEU to integrate student profile and assessment data from Northwest's Banner System. In-person and online training materials were provided to all potential subscribers and users of the system and beginning in fall 2012, the PEU required all undergraduate and graduate candidates in education programs to purchase and use Tk20. All assignments identified as key assessments are loaded, sent to students and scored by faculty using a variety of rubrics. Currently all student teachers upload their summative TWS to Tk20 for evaluation and University supervisors and cooperating teachers use the system to access the field observation assessment instruments.

Other key improvements made by the University include having:

- Added AC to provide data analysis and sharing
- Added a unit data management system (Tk20)
- 2006—Banner added student records
- 2009—Banner financial added
- 2010—DegreeWorks for advising was implemented
- Both initial and advanced dispositions instruments were revised and adopted
- Candidate analysis of P-12 learning was integrated into content methods courses
- Classroom management class was added to secondary programs
- The special education course expanded from 2 to 3 credit hours
- Review of GPA-by-major data resulted in a university-wide policy to supersede Cs
- New Professional Education admissions requirements were adopted for fall 2013
- In-field pilot program for beginning secondary practicum in fall 2013
- Co-teaching model pilot in spring 2013
- Technology, tools and access were improved
- Educator support increased at library

- CILT attended NCATE, AACTE and MACTE conferences
- All assessments were identified and a timeline was developed for review of data
- Renovation of LEET and Horace Mann Lab Centers (ex. 6.4.i.1 Unit Facilities)
- Liberty and St. Joseph Centers-expanded services
- Secondary Education Coordinating Committee synchronized improvements
- Educational Leadership and Curriculum and Instruction merged
- 19 university departments merged into 11

Despite decreasing state allocations, our expenditures in preparing educators has increased (ex. 6.4.f.1 Unit Budget). Moreover during a period in which educator preparation has come under scrutiny and criticism nationally, Northwest has thrived in its commitment to produce effective educators and to enhance performance through a continuous improvement cycle. The PEU has crafted the Conceptual Framework (Overview ex. I.5.c.8 NW Conceptual Framework) which it offers as evidence for quality regarding the: a) preparation of our candidates; b) commitment to preparing candidates to meet the needs of P-12 students; and c) dedication of faculty and staff to preparing highly qualified educators. Additionally, the unit's governance system (ex. 6.4.a.1 By-Laws and Rules of Order COTE) and commitment of resources are continuously sustained by the context of: 1) an historical institutional commitment to preparing teachers; 2) a tradition of effective governance and financial support; 3) a structure that ensures teachers are instructed and supervised by education faculty and in-field professionals with expert levels of content and pedagogical knowledge; and 4) a reputation of excellence in educator preparation.

Plans for continuous improvement are rooted in a history of commitment to excellence in teacher preparation. Northwest began in 1905 as Missouri's Fifth District Normal School to provide teachers for the schools throughout a 19-county region. The University still fulfills this mission, but is now a comprehensive state university with more than 130 undergraduate programs, 34 master's degrees, three collaborative graduate programs, three specialist degrees, a cooperative doctoral program and five certification programs. Northwest is a vibrant and diverse learning community with an enrollment of more than 7200 students from 47 states and 30 countries. About 750 faculty and staff are employed by the University, which offers classes at its main campus in Maryville, on two satellite campuses—one in Liberty, and the other in St. Joseph—and online.

The current administration consistently supports the PEU's commitment to excellence and dedicates the resources necessary to ensure quality educator preparation. The current Dean has roots in preparing educators as a past Chair of the Educational Leadership Department, NCATE coordinator, and Assistant Director for Teacher Education. The PEU's governance complements the university leadership providing guidance to the dean on all elements of educator preparation and curriculum oversight (ex. 6.4.a.11 Policies for unit governance and operation). In July 2011, the university President presented to the Board of Regents "*Northwest 2011-2014: Executing and Succeeding*" a strategic plan that highlighted teacher education as one of six institutional priorities (ex. 6.4.a.12 Strategic Plan Document). University leaders are committed to implementing and reviewing improvement plans that resulted from a recent university-wide AQIP review and Foundations of Excellence self-study and survey recommendations related to the first year experience for a student success model focused on college completion. Additional

university-wide planning includes the opening of a Teaching and Learning Center and engagement of work teams in strategic enrollment and retention study.

The CILT of the PEU (ex. 6.4.b.1 PEU Organizational Chart) consists of Dean and Director of Professional Education, Dr. Joyce Piveral, Assistant Director of Professional Education, Dr. Cheryl Malm, Chair of the Professional Education Department, Dr. Joe Kreizinger, Director of our program self-review, Dr. Nissa Ingraham, Assessment Coordinator, Michael McBride, TESS Coordinator, Amy Wilson, and Alternative Certification Coordinator, Dr. Jan Glenn. Dr. Malm attends the Missouri Department of Elementary and Secondary Education reform meetings. Revisions to the Missouri standards and educator preparation requirements have been discussed and implemented by the CILT. Processes, practices and planning have been examined not only to address the latest changes in state and federal standards and reporting requirements, but also to ensure that our educators are meeting the needs of the schools we serve.

Unit, department, and program planning meetings occur on a regular basis. The CILT meets weekly, the Council on Teacher Education once a month (ex. 6.4.a.3-8 COTE Minutes). Department faculty, staff and program coordinators meet twice monthly and address topics such as changes to standards and requirements, updates to programs and curriculum, and review of data for program improvements. Plans addressed by these teams focus on TWS assessment, student performance, and positioning teacher education within university initiatives.

In addition to the unit and university meetings, P-12 advisory groups inform teacher training programs and professional development. Faculty attend monthly area P-12 administrator meetings and teacher meetings by invitation. The Missouri Association of Secondary School Principals, Missouri Association of Elementary School Principals, Missouri Association of School Administrators and Missouri School Counselors Associations hold yearly meetings and faculty attend to stay current in addressing program changes. Many faculty attend local, state and national association meetings in content areas and serve as leaders for local, state and national organizations.

The reputation for excellence in teacher education warranted a continued focus on teacher education as critical to academic programming in the 2011-2014 strategic plan. Since the last NCATE visit, Northwest received the prestigious Christa McAuliffe Award for Excellence in Teacher Education and many graduates of Northwest have been recognized as leaders in their field including:

- Darryl Johnson who was awarded Missouri Teacher of the Year recognition and is being inducted into the National Teachers Hall of Fame in 2013;
- Christy Compton who was named American Star Teacher;
- Dwight Pierson of Iowa who was named Superintendent of the Year; and
- Former Dean, Max Ruhl received the Robert C. Howe Service to Secondary Education Award and Northland Chamber Excellence in Education in Kansas City (ex/ 6.4.e.18 P-12 Award Winners).

Faculty have been identified as leaders in their field; Matt Symonds received the Presidential Award for contributions to the field from the Missouri Association of Health, Physical Education, Recreation and Dance in 2011; and Rochelle Hiatt received the Guidance Director/Supervisor of the Year from the Missouri School Counselor Association in 2011.

### **6.3 Areas for Improvement Cited in the Action Report from the Previous Accreditation Review**

Summarize activities, processes, and outcomes in addressing each of the AFIs cited for the initial and/or advanced program levels under this standard. [12,000 characters]

#### **Areas for Improvement related to Standard 6 cited as a result of the last NCATE review:**

1. Heavy workloads of unit faculty impact time to meet the university's scholarly productivity expectations for promotion and tenure in both initial and advanced programs.

Resources have been constrained since 2010, causing the University's three college deans to carefully review and shift (in some cases) faculty workloads to maximize efficiencies. Initiatives to lighten workloads include explorations of course redesign models and the incorporation of technology to minimize time required for course management. Blended course models have shifted some of the required face-to-face time to infield project study and online learning support. This has lessened the load in some ways for faculty as they serve students in newly formulated quality learning experiences.

Policies permit and encourage faculty to participate in professional activities, including teaching, scholarship, and service. Online class instruction is included in teaching load as with any class. The unit's use of part-time (adjunct) faculty is purposeful and used to strengthen programs. Practitioner faculty members are included in the unit as valued colleagues in preparing educators. (ex. 6.4.e.17 Practitioner Faculty Member Handbook).

Faculty workload at Northwest is guided institutionally by the policy detailed in the Northwest *Faculty Handbook* (Chapter Two, page seven, ex. 6.4.h.2 Faculty Workload Policies) which identifies a full load annually as "24 to 26 hours." In practice, a full load is typically 12 hours each trimester, with 24 spread out, across the academic year. Faculty members are provided release time for program coordination responsibilities, leadership of new efforts requiring significant time and effort, and service as department chair, curriculum director, program director, etc. (ex. 6.4.h.4 Faculty Workload Summary). The workload for teaching distance learning courses is guided by these same policies. As a result, faculty release time in the unit equated to 52 hours in the fall of 2012 and an average of 57 across the three-year period.

Loads for those faculty members assigned as university supervisors for clinical experiences is calculated at a load ratio of 18 student teachers for a 12-hour load, or at the rate of 1.5 student teachers per hour of load credit.

Northwest has dedicated additional resources to help lighten workloads and to lessen some additional responsibilities that significantly impact faculty time. The university is currently at record enrollment overall and in the numbers of students engaged in our elementary education

programs (700+ students). To meet the needs of students and lessen the load for faculty who advise these students we hired two adjuncts for a total of a 0.5 FTE; they work as advisors to students not admitted into the professional education program. These two adjunct faculty meet in large groups for advising purposes and utilize social learning theories to support the students in this advisement function. In 2013-2014, we will hire one adjunct to cover this 0.5 FTE position and continue this advisement model although we will not be serving the same high numbers of students at this time as enrollments have dipped somewhat. We are spreading advisement duties throughout the Professional Education Department and all department members will be engaged working with elementary majors. Spreading the advisement load over an increased number of faculty will help alleviate some time commitment issues during advisement periods (ex 6.4.h.1 Personnel).

Northwest also takes pride in providing university faculty as the instructor in the classroom, Graduate assistants work under the direct supervision of a qualified faculty member. With that in mind, the PEU has been particularly conscientious about maintaining coherence in programs where adjuncts (practitioner faculty) are employed as classroom instructors. A fulltime faculty member on campus is identified as the lead instructor for each such course; the lead works with the adjunct, either individually or at scheduled meetings, to ensure that class direction is solid and that guidance is provided for developing and instructing the course. Many adjunct faculty teach the same course over multiple trimesters, thereby creating a “learning community” that links them to full-time faculty members in preparation seminars. Their connections to the department are strengthened even further through regular materials provided on the eCompanion website and in continued interactions with the faculty mentors.

The PEU provides support personnel to assist faculty in the completion of their work with provision of a departmental secretary in all offices of the unit and graduate assistants providing additional support. Work-study students are also provided in many departments and a 0.5 FTE secretary is provided for NCATE and the Cooperative Doctoral Program. Additionally, in the past year, a full time Assessment Coordinator for the PEU has been hired and he has two student workers and a graduate assistant.

The Outreach centers, (St. Joseph and Kansas City) are well staffed and able to carry out quality programs consistent with those that are offered and supported on Northwest’s main campus in Maryville. Each Center had a director and one full time secretary; additionally, a 0.75 FTE educational specialist is located at the Kansas City for educator advisement and coordination. A dual credit coordinator is located at the Kansas City Center and supports work of the dual credit programs. In spring of 2013, a review of Outreach Center positions was conducted, leading to some positions and responsibilities being revised. Now one Director oversees both Outreach Centers and a marketing position serve both centers (ex 6.4.a.9 Outreach Organizational Chart). Other positions at the centers also include technology assistants to assist professors in ITVing classes to other sites and/or being available as technology support for trouble shooting. The Northwest Regional Professional Development Center (NWRPDC) had a full time director, a professional staff position, two part time and seven full time staff members in 2012-2013; in 2013-2014, these positions will be shifted to include the director and her secretary, while the staff will consist of one part time person and eight full time staff members (ex. 6.4.j.7 Outreach Centers Website).

Given the financial constraints of the institution and the prescription for work load within the Board of Regents-approved Faculty Handbook, the PEU has also addressed pressures by strengthening strategies through faculty development. Expert guidance, peer mentoring, and annual consultations with department chairs all provide assistance to faculty in identifying means by which they may work both effectively and efficiently. The unit has made significant and focused efforts to deliver high-quality faculty development programs that meet the identified needs of faculty members and address the goals of the PEU and the departments within the College of Education and Human Services. This is in addition to the strong support provided to faculty members throughout the university and monies provided for attendance at professional association meetings at the state and national levels.

Other avenues for professional development provided through university and PEU efforts include programs through:

- The Center for Information Technology in Education (CITE) office including individual and collective faculty development around eCompanion, eCourse and other forms of technology;
- The Northwest Regional Professional Development Center;
- conferences and workshops provided through shared expertise;
- The University's new Teaching and Learning Center (opening in Fall, 2013); and
- Northwest's endowment-funded Ploghoft Lectureship Series (Standard 5 5.4.g.1 Professional Development Available to and by the PEU).