

5.3.e.i Direct and Periodic Involvement by Professional Education Unit

| Faculty member name: | Time Period covered: | Describe the public school activities involving the teacher education faculty member | Identify public school/district with which faculty member will work/has worked | Identify the specific objectives of the teacher education faculty members involvement in the public school | Proposed time line or amount of time required | Outcomes, expected or realized, of faculty member's involvement |
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| Terrence Barmann | | Attending school district convocations Visits to Superintendents Northwest Teaching Grants | Liberty, North Kansas City, Park Hill Liberty, North Kansas City, Park Hill, Kearney, Excelsior Springs, Platte County, Independence Park Hill, Kearney, Excelsior Springs, West Platte, Platte County, Orrick | Market Northwest graduate programs and solicit input from K-12 faculty regarding educational needs. Develop relationships and foster partnerships Promote K-12 student achievement. | 1 day at each school district. Ongoing, yearly. Yearly | Enrollment in Northwest graduate programs. Ideas for possible new programs. Create relationship bridge between Northwest and school districts. Enabling increased student achievement as a result of up to \$500.00 teaching grant. |
| Rodney Barr | Annually | Northwest Missouri State University Fall Career Development Events Area 1 Ag Education Planning Meeting Area 1 Agricultural Education Planning meeting Area 1 Agricultural Educators/Administrators Meeting Northwest District Ag Teachers Meeting Iowa Agricultural Educators Summer Conference Missouri Vocational Agriculture Educators Annual Conference Missouri FFA Parliamentary Procedure Leadership Event Superintendent Missouri Joint Staff on Agricultural Education Northwest District Career Development Superintendent Area 1 FFA Leadership Chapter Officer Leadership Development Nursery/Landscape Workshop Northwest District CDE Committee Chairman | Schools in Missouri and Iowa Schools in Area 1 of Northwest Missouri Schools in Area 1 on Northwest Missouri Schools in Area 1 on Northwest District Schools in Northwest Missouri Statewide meeting Statewide meeting 16 schools participating Statewide meeting including DESE staff, community colleges, secondary teachers, and other pre-service institutions Schools in Northwest District of Missouri Schools in Area 1 of Northwest Missouri Iowa teachers 4 teachers on Northwest District CDE Committee | serve as coordinator for student participants Professional development activity for agricultural educators Planning for annual area activities Planning for annual events Coordinate statewide event 3 times annually Coordinate 15 events attendance 3 - 1 hours workshops identifying teaching resources for nursery landscape planning for annual CDE events | Day 4 hours 6 hours 7 hours 6 hours 4 days 4 days 8 hours 2 days 2 days 3 hours 3 hours | More than 1200 student participants 24 agricultural educators and 15 pre-service teachers in attendance 26 agricultural educators in attendance 40 agricultural educators in attendance More than 1300 participants Presented to more than 75 teachers in attendance oversee committee meeting |
| Christine Benson | Fall 2012 - Spring 2013 | Talking with elementary teachers about the new Elementary Mathematics Specialist add-on certification program Talking with 10-12 mathematics teachers during the NWMSU Mathematics Olympiad March 2013 Talking with 9-10 mathematics teachers who were hosting practicum students | St. Joseph School District, North Kansas City School District, Maryville, Savannah, other small districts in the Northwest Missouri Region Districts from all around the NW MO area, Southwest IA, and Kansas City area Central HS, St. Joseph, MO | Talking about ways to use the certification. Getting to know the teachers, finding out what needs/questions they have, professional development. Talking with the teachers about curricula and ways they use technology to teach mathematics. Build trust so that practicum students were more likely to be trusted to teach during practicum. | 4 hours 3 hours 3 hours | Applications for the EMS program at NW. Connections were made for help with CCSSM and MO DESE issues. Practicum students were able to teach, rather than just observe; teachers provided feedback that helps inform my instruction in my math methods course. |
| Barbara Crossland | Summer 2012 -- May and June | supervision of practicum students supervision of practicum students supervision of practicum students | North Kansas City School district - Northview Elementary Maryville School District - Eugene Field elementary Maryville School District - Eugene Field elementary | supervised NW students as they taught reading & language arts supervision of reading & language arts practicum supervise content practicum | 60 hours per student 60 hours per student 60 hours per student | successful teaching experience for NW students successful teaching experience for NW students successful experience for NW students |
| Karen Detrixhe | March 27, 2012 | judge project night presentations | Maryville High/R-II | judge oral Spanish student presentations | 2 hours | Using a rubric the judges evaluated student oral presentations |
| Margaret Drew | Fall, 2012 through Spring, 2013 | Reading and Language Arts Practicum supervision | Horace Mann Laboratory School | Supervising and coaching pre-service teachers for two hours daily over a seven-week period as they planned and delivered instruction in reading and language arts. | Two hours per day for seven weeks, plus on hour each week for seminar and several hours for office meetings to view videos and set goals for instructional delivery. | Successful completion of the practicum prior to student teaching to support development of best practices in literacy assessment and instruction. |

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| Carole Edmonds | | University Supervisor for Graduate Practicum/Interns in Educational Leadership Missouri Statewide/Northwest Missouri Facilitator of Leadership Academy. | Throughout the entire 19 county Northwest Missouri State University catchment area. All districts throughout the entire 19 county catchment area serviced by Northwest Missouri State University as well as the state-wide meetings which include all of Missouri's leaders. | Graduate practicum/intern supervisor facilitating experiences with the on-site supervisor (Principal) to ensure successful completion of aspiring leader activities. Liason between higher education and P-12 districts throughout the state. | For each practicum/intern a minimum of three visits is required varying from 1-2 hours per visit. Correspondence is also required electronically throughout the placement. Monthly all day meetings as well as two 4 day meetings at the state level. | Outcome should be an outstanding portfolio of artifacts accumulating through this experience and coursework that provide evidence of aspiring leadership. Foster relationships between P-12 leaders, DESE, and higher education. |
| Nancy Foley | School Years: 2010-11; 2011-12; 2012-13 | Fall 2011: Meeting with Maryville High School Principal & special education teachers Fall 2011; Spring 2012, Fall 2012, Spring 2013: Communication with special educators & related services personnel Fall 2011; Spring 2012, Fall 2012, Spring 2013 Spring 2012, Spring 2013 Spring 2012, Spring 2013 Spring 2012, Spring 2013 | Maryville School District Maryville School District Maryville School District; Nodaway County Head Start ACES; Maryville School District St Joseph School District Helen Davis State School for Children with Severe Disabilities; DESE Division of Special Education | To develop opportunities for students in Introduction to Special Education to interact with students with disabilities To arrange Professional Development panel presentations for students in Introduction to Special Education To develop opportunities for students in Introduction to Special Education to interact with students with disabilities To arrange opportunities for students in Methods of Teaching Cross Categorical Special Ed to observe at ACES (alternative school) communication with lead teacher of The Community Program, a functional skills program for students with moderate to severe disabilities communication with director of Helen Davis State School | Meeting time approximately 1 hour Email and phone communications over the semester email & phone communication each term to arrange Service Hour Options for students in Introduction to Special Education Email & phone communication with ACES Director; ACES Director class visits email communication & day visit to program email communication & day visit to the school | Students in Introduction to Special Education complete service hours with students receiving special education services during the school day Two panel presentations of educators To maintain a range of opportunities for students in Introduction to Special Ed to interact with students receiving special ed services Students in the special ed methods course observe for 3 hours in the alternative school setting. Preservice special education teachers have the opportunity to visit programs for students with moderate to severe disabilities that are not available in Maryville. Preservice special education teachers have the opportunity to visit programs for students with moderate to severe disabilities that are not available in Maryville |
| Virgil Freeman | | dealing with administration who are working with interns. | St. Joseph, North Kansas City, Liberty | To make sure each intern is doing the required hours and reflections on the education of their students as an administrator | 1 year | Able to recommend interns for positions in school districts. |
| Max Fridell | 2012-2013 Academic Year | Professional Development Carnival Night | Woodlawn Elementary, Lawrence USD, Kansas Woodlawn Elementary, Lawrence USD | To enhance differentiated instruction through use of the Color Personality Profile To provide fun night for families; enhance outreach and school climate | Occurred during PD days and spot-checks throughout the year One night in April, 2013 | Increased creative instruction to provide for students of four predominate personality types Increase opportunities to work with parents |
| William Gordon | | Collaborated with secondary principals to provide the Secondary Practicum II Week Out experience. | This involved collaboration with principals at St. Joseph Central High, Benton High and Lafayette High. St. Joseph Middle Schools involved were Truman, Bode, Robidoux, and Spring Garden. | To provide students with at least 40 hours of experience observing and teaching mini-lessons in secondary school settings. | At least 40 hours. | Approximately 70 secondary students gained their practicum experience through this activity. |
| Rebecca Hendrix | August 2012-May 2013 | Interact with teachers regarding elementary students Attend literacy events Student engagement activities | Nodaway Holt RVII Nodaway Holt RVII Nodaway Holt RVII | Discussion of developmentally appropriate expectations for student learning. Promote student reading Supporting professional staff as they work to finish semester grading. | 15-30 minutes each occasion 1.5 hours 2 times per year 4 hours, two times per year | Better understanding of teacher expectations/goals for various age levels. Improved scores on Reading Counts Quizzes, Student enjoyment of reading Observation of school-aged children to provide real-world college class examples. |
| Rochelle Hiatt | Spring 2013 (January-May) | Practicum Supervision Practicum Supervision Practicum Supervision Practicum Supervision Practicum Supervision | Marville School District Stanberry School District Bedford School District West Nodaway School District North Andrew School District Spring Garden Middle School; St. Joseph School District | Support graduate student development Support graduate student development Support graduate student development Support graduate student development Support graduate student development | Spring Trimester Spring Trimester Spring Trimester Spring Trimester Spring Trimester | Practicum success; communication with P-12 personnel Practicum success; communication with P-12 personnel Practicum success; communication with P-12 personnel Practicum success; communication with P-12 personnel Practicum success; communication with P-12 personnel |
| Nissa Ingraham | academic year 2012-2013 | West Nodaway School District, rural school high SES Horace Mann, private school Maryville School, public rural | West Nodaway Horace Mann Maryville High School and Middle School | teach elementary students basic Spanish lexicon surrounding Christmas and cultural context around Christmas in Mexico both orally and in written form. To work with a high need, novice ELL elementary student. Increase English knowledge as measured by the Woodcock Munoz Assist the ELL coordinator in securing ELL tutors for the high need ELL students in the schools. | 2 hours 1 hour weekly, fall and spring term 3 hours over the fall/spring term | yes yes yes |

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| Matthew Johnson | August 2012-June 2013 | Co-Teaching and Observation Co-Teaching and Observation Observation | Maryville Middle School Maryville High School Lafayette High School | Observation and teaching Observation and Teaching Observation | 32 hours 20 hours 7 hours | Lesson Development, classroom management, Feedback and modifications Lesson Development, classroom management, Feedback and modifications Observation and interaction with educators |
| Joseph Kreizinger | Fall 2012 | Attended Regional School Superintendent's Meeting Attended Area Administrator's Meeting Attended Area Principal's meeting Observed Student Teacher in classroom situation Attended high school play production directed by student teacher. Hosted school drama class groups at University productions | Northwest Missouri (regional) Northwest Missouri (regional) Northwest Missouri (regional) Liberty Public Schools Liberty Public Schools Northwest Missouri (regional) | Updated current regional administrators on issues pertaining to teacher education, listened to administrators share concerns and suggestions about teacher education and education in general. Provided input to local school administrators in development of Race to the Top Grant application Updated current regional administrators on issues pertaining to teacher education, listened to administrators share concerns and suggestions about teacher education and education in general. Provide and receive input to/from student teacher and cooperating teacher relative to student teaching experience Provide and receive input to/from student director and cooperating director, supported high school theatre program Promote collaboration with secondary school directing colleagues | half-day meeting half-day meeting half-day meeting half-day one evening three evenings | Partnerships with regional school districts reinforced, allowing for joint efforts on educational issues. Partnerships with regional school districts reinforced, allowing for joint efforts on educational funding. Partnerships with regional school districts reinforced, allowing for joint efforts on educational issues. Able to assess efforts of student teacher in the field and the speech-theatre ed program through student teacher outcomes. Able to assess efforts of student teacher in the field and the speech-theatre ed program through student teacher outcomes. Partnerships with public schools strengthened. |
| Brian Lanier | | Vocal Clinic with high school students | St. Joseph School District - Lafayette High School | To listen, evaluate, and instruct students on selected choral repertoire and vocal technique | 6 hours | The students will realize an enhanced understanding of the music, its performance practice, and improvement in vocal technique |
| Terry Lovelace | Academic year 2012-2013 | September 2012: Worked with first-grade faculty members to schedule shared reading field experience for NW students enrolled in 62-356-01 Teaching Reading/Language Arts in the Elementary School September 2012: Supervised NW students as they taught first-grade students shared reading lesson Took thank you notes to Eugene Field Elementary School first-grade teachers and students, took chocolate chip cookies to the teachers October 2012: Repeated previous activity with fifth-grade students who participated in guided reading (readers theater) activity November 2012: Repeated the about activities with sixth-grade students during a two-session writing process lesson January 2013: Worked with first-grade faculty members to schedule shared reading field experience for NW students enrolled in 62-356-01 Teaching Reading/Language Arts in the Elementary School January 2013: Supervised NW students as they taught first-grade students shared reading lesson Took thank you notes to Eugene Field Elementary School first-grade | Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District Eugene Field Elementary School, Maryville R-II District | Arranged one-hour shared reading field experience for undergraduate students Support and encourage NW students as they taught shared reading lesson Provided an authentic audience for NW students for thank you notes; cookies were a personal thank you to the teachers Repeated previous three objectives Repeated previous three objectives Arranged one-hour shared reading field experience for undergraduate students Support and encourage NW students as they taught shared reading lesson Provided an authentic audience for NW students for thank you notes; cookies were a personal thank you to the teachers Repeated previous three objectives Repeated previous three objectives | 20 minutes 60 minutes 20 minutes 100 minutes total 160 minutes total 20 minutes 60 minutes 20 minutes 100 minutes total 160 minutes total | Scheduled field experience All NW students were present, professionally dressed, taught shared reading lesson, presented classroom teachers with a token of appreciation Stronger ties between the Eugene Field Elementary School first-grade teachers and NW faculty member; strengthened ties with community since first-grade students took their thank you notes home See above Scheduled field experience All NW students were present, professionally dressed, taught shared reading lesson, presented classroom teachers with a token of appreciation Stronger ties between the Eugene Field Elementary School first-grade teachers and NW faculty member; strengthened ties with community since first-grade students took their thank you notes home See above See above |

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| Cheryl Malm | | Team member (collaborative group): area district administrators working to implement the MO Educator Evaluation System Consultant to 21-District Rural Consortium writing Race to the Top Gran Co-Teaching Training Workshop for University Supervisors, Cooperating Teachers, and Teacher Candidates Co-Teaching Training Workshop for University Supervisors, Cooperating Teachers, and Teacher Candidates | regional districts associated with Northwest RPDC 21 district contortium in northwest Missouri Collaborative Workshop with University of Central Missouri Collaborative Workshop with University of Central Missouri | consultant consultant and external reader workshop presentation workshop presentation | spring 2013 and on fall 2012 Dec. 2012 Nov. 2012 | provide technical assistance as requested expected involvement with districts if grant awarded cooperating teacher/teacher candidate training cooperating teacher/teacher candidate training |
| Barbara Martin | 2012-2013 | Observation of early childhood special education program Early Childhood Practicum | St.Joseph, MO School District Liberty, MO School District | To provide students with the opportunity to observe classroom activities in a public school district and discuss questions with the staff To supervise students participating in the early childhood practicum in this inclusive preschool program (Liberty Early Childhood Center) | 6 hours 40 hours | Information about current practices in ECSE Gained information about current practices in ECE/ECSE in this school district, as well as supervising students in their ECE practicum |
| Barbara Martin | May 2012-May 2013 | Early childhood practicum students Field trip to area early childhood programs Early childhood practicum | Liberty school district - Liberty Early Childhood Center St. Joseph school district - Webster Center Liberty school district - Liberty Early Childhood Center | To enhance partnerships with faculty & administrators & to observe current practices To maintain relationship with faculty & administration & observe up-to-date practices in a public school Develop relationship with new administrator to continue this placement observe current practices | 60 hours 4 hours 60 hours | Enhanced relationships with faculty and administration & maintaining current knowledge of the early childhood center in a public school Relationships were enhanced, students & I gained new knowledge of practices in this district Development of relationship with new faculty member & observing practices in a quality ece program |
| Vickie Miller | Fall 2011 through Spring 2013 | Northwest Missouri Association of School Administrators Rural Advocate Superintendents Professional Development School Student teachers Practicum II program Practicum il program Middle School Practicum II program Leadership Academy Missouri School Business Officials | All Northwest Missouri schools 12 Northwest Missouri districts Maryville Middle School Maryville School District North Kansas City School District St. Joseph school Dsitrict Maryville Middle School several NW Missouri schools Missouri school business leaders | maintain positive connections and communication with districts in Northwest Missouri maintain positive contact and communication strengthen relationship with PD school clarify responsibilities develop relationship and communication strengthen relationship and communication strengthen relationship and communication professional development with school leadesr maintain positive relationships with school leaders | 2.5 hour meetings 4 times a year 2 hour meetings 4 times a year 1 hour 5 hours 5 hours each year 15 hours - Fall 12 3 hours each Spring 10 hours Spring 13 10 hours Fall 12 | communication of NWMSU initiatives and programs available communication of NWMSU programs and initiatives. Support of grant efforts. review agreement for PD school continued close involvement with district Continued positive relationship with NKC high schools continued strong relationship with St. Joseph high schools continued strong relationship with MMS Postive contacts with school leaders strength relationships with school leaders |

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| Susanne Nuttall | Fall 2012-Spring 2013 | 1st Grade Shared Writing Experience 1st Grade Shared Writing Experience 2nd Grade Guided Reading Experien 2nd Grade Guided Reading Experience 4th Grade Writing Experience 4th Grade Writing Experience Hale Faculty Inservice 1st Grade Shared Reading Experience 2nd Grade Guided 4th Grade Guided Reading Experience Hale Faculty Inservice | Eugene Field/Maryville Pleasant View/Trenton Eugene Field/Maryville Pleasant View/Maryville Eugene Field/Maryville Pleasant View/Maryville Hale Elementary Eugene Field/Maryville Eugene Field/Maryville Hale Elementary | The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. I desired to present emerging theories and methodology in teaching reading comprehension and open professional examinations of their current practices. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. The learning theory discussed in our class to become grounded in practice as found in the individual classrooms. I desired to present | 1 hour and 50 minutes 1 hour and 50 minutes 1 hour and 50 minutes 1 hour and 50 minutes 1 hour and 50 minutes 3 Hours 1 hour and 50 minutes 1 hour and 50 minutes 1 hour and 50 minutes 3 hours | The students learned that in educational practice that one desires a balanced approached between theory and practice. The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice Faculty members developed an awareness to current research regarding effective teaching practices in reading comprehension and brainstormed implementation of these strategies. The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced approached between theory and practice The students learned that in educational practice that one desires a balanced |
| Erin Oehler | | Common Core Workshop attendance On-line list serve with other Missouri art teachers | Several art teachers in Kansas City area Missouri art teachers who are members of Missouri Art Education Association | Utilitizing common core in art classroom Continuous question/answer via online list serve | 8-hour workshop On-going | ways that art can reinforce common core teaching Day-to-day connections with other art teachers concerning all aspects of teaching, curriculum desing, advocacy, etc. |
| Victoria Seeger | | 62-356 teaching literacy lessons 62-410 teaching social studies lessons 62-410/456 teaching literacy lessons 62-420 teaching math, science, social studies lessons Research with 2nd grade students Research with 1st grade students Co-teaching with 3rd grade teacher | Maryville Public Schools Maryville Public Schools Horace Mann School North Kansas City Public Schools Sidney Iowa Public Schools Seaman USD 345 Public Schools, Topeka KS Horace Mann School | Supervision of preservice teachers Supevision of preservice teachers Supervision of preservice teachers Supervision of preservice teachers Facilitate and conduct research Facilitate and conduct research Teaching quilting to 3rd grade students | 12 hours 4 hours 90 hours 120 hours 10 hours 10 hours 15 hours | Improvement of teaching skills for preservice teachers Improvement of teaching skills for preservice teachers Improvement of teaching skills for preservice teachers Improvement of teaching skills for preservice teachers Case study research for implementation of electronic Family Message Journals Case study research for implementation of electronic Family Message Journals Integration of family heritage with quilts; building relationships with laboratory school faculty |
| Susan Smith | Spring 2013 | Observation of student teachers | Eagleville, West Nodaway, Kearney, Liberty, and Kirksville | Evaluate and mentor the student teachers | Each semester | formative feedback forms, student signature after conference was completed |
| Shirley Steffens | 2012-2013 | none that are not related to classes | | | | |
| Michael Steiner | | Facilitator of Holocaust Project Presentation to Students on the Discipline of Political Science Moderators at Academic Team Meet Presentation on Discipline of History Maryville High School campus visit King City High School campus visit | Maryville High School St Joseph Central High School Maryville High School St Joseph Lafayette High School Maryville High School King City High School | Provide expertise and support for Ms. Catrina Pelton in her world history course's large project on the holocaust Develop interest in citizenship responsibility and also the field of Political Science Provide support to area school districts with college faculty serving as moderators in the academic team competition Develop awareness of the discipline of history and the role of history in our lives Host students on campus for library orientation, experience in a college classroom, and presentation from faculty on college academic experience Host students on campus for library research orientation | Two evenings/March One day/March Two Saturdays/March-April One day/April One day/October One day/October | Engagement of secondary students with college faculty in a dynamic project Engagement of secondary students with college faculty. Generation of interest in civic life. Create understanding of the field of Political Science Support secondary school efforts to promote competition in academic skills. Create awareness of the importance of history as well as some distinctions between college and high school learning strategies Provided opportunities for local high schools students to experience work in a university library, experience a college lecture course, and receive insights from college faculty on preparedness for college learning Provide opportunities for high school students to experience research work in a college library facility |

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| Matthew Symonds | 2011-2012 2010-2012 | 22-537 Students, Assist with Fitness Assessment | Horace Mann Elementary | Expose students to fitness assessment in the elementary school | 1 to 5 hours 2 times per year | Students exposed to assessment in authentic environment |
| Patricia Thompson | | Book Study Meeting with 6th grade LA teacher and ass't principal to discuss a research project Dr. Lovelace and I were proposing. Facilitate NW/MMS Advisory Team Meeting | Horace Mann Lab School Maryville Middle School Maryville Middle School | Participate in grand conversations with educators about engaging students in learners Conduct research with 6th grade students to determine if the dictation software, Dragon Naturally Speaking, will improve students' writing scores. Meet in an advisory capacity with MMS to determine what is going well and what could be improved in NW/MMS relationship. | 5 weeks One month Once per year | During the 5 week period as we discussed the book, we found we might have different experiences and beliefs about teaching but everyone's primary focus was the success of students. Student will improve writing scores. Share joys and concerns of NW/MMS relationship |
| Michele Veasey | Fall 2012-Spring 2013 | I have been the supervisor for Field Practicum in Elementary School Guidance 68-629 and Field Practicum in Secondary School Guidance 68-630. This involves communication with the site supervisor and observations at the school site and through video | Maryville R-II, South Holt R-1, Humbolt Elementary and Webster Learning Center St. Joseph School District, North Andrew R-VI, North Nodaway, South Nodaway, South Harrison R-II, Jefferson C-123 | oversee the practicum students field experience | 1-3 hours per week per school | The expected outcome is to support the students and site supervisors with successful completion of requirements |
| Rheba Vetter | | The teacher education faculty observed and assessed NWMSU PE major students teaching dance to MMS & MHS students. | Maryville Middle and High Schools | NWMSU PE majors will teach two dances to two consecutive classes at MMS & MHS | One week | NWMSU PE students successfully taught the assigned dances to MMS & MHS students. |
| Jennifer Wall | Fall 2012 | Helped plan a lesson with classroom teacher and 3 practicum teachers. Observed the practicum teachers while teaching the lesson. Followed up with interviews with practicum teachers. | Horace Mann | Implement iPad into Exploration portion of Learning Cycle lesson plan to increase students ability to create knowledge about area and perimeter. | 2 weeks | Classroom students understood what area was without the teacher having to directly explain it to them (created their own knowledge). Practicum teachers saw that it is possible to help lead students to constructing knowledge. PTs saw iPad as more than game |
| Nancy Zeliff | Fall 2012-Spring 2013 | Coordinate campus facilities, select and coordinate keynote speaker, and arrange for 60+ judges for Future Business Leaders of America (FBLA) District 1 Conference Judge FBLA events for District 4 Future Business Leaders of America Conference Advisory Committee for Business Education program at Northwest Technical School, Maryville, MO Supervise student teachers and first-year Alternative Certification candidates | Osborn, St. Joseph Lafayette, Northeast Nodaway, and 30 others that have FBLA Chapters Platte County, Smithville, Lee's Summit High Schools, North Kansas City High Schools, Liberty High Schools and other Northland high school FBLA Chapters Terri Welch and John DeWeese, Northwest Technical School, Maryville, MO Benton and Central-St. Joseph; Bueker Middle School-Marshall; Grand River Technical School-Chillicothe; Rock Port High School; North Andrew School; Platte County High School; Meadville High School; North Daviess High School-Jameson; Van-Far High School | Organize facilities and judges for a successful conference for student organization in career education Provide pre-service business teachers with FBLA event experience and provide FBLA chapters with consistent and objective evaluation of their projects and events Provide advisory support to business education program at NTS Provide support to and evaluation of student teachers and first-year teachers and network with students and cooperating teachers | December 2012-February 2013 January-February 2013 November 2012 September 2012-April 2013 | Successful and meaningful conference for career education student organization Successful and meaningful conference for career education student organization Stay abreast of curriculum in secondary business education programs and use that information in teaching business education courses at Northwest; help NTS improve their business education program Provided support to and evaluation of student teachers and first-year teachers and networked with students and cooperating teachers |

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| Nancy Zeliff | Fall 2010-Spring 2012 | Coordinate campus facilities, select and coordinate keynote speaker, and arrange for 60+ judges for Future Business Leaders of America (FBLA) District 1 Conference Judge FBLA events for District 4 Future Business Leaders of America Conference Advisory Committee for Business Education program at Northwest Technical School, Maryville, MO Supervise student teachers and first-year Alternative Certification candidates Event - Coordinate campus facilities, select and coordinate keynote speaker, and arrange for 60+ judges for Future Business Leaders of America (FBLA) District 1 Conference Judge FBLA events for District 4 Future Business Leaders of America Conference Advisory Committee for Business Education program at Northwest Technical School, Maryville, MO Supervise student teachers and first-year Alternative Certification candidates | Osborn, St. Joseph Lafayette, Northeast Nodaway, and 30 others that have FBLA Chapters Platte County, Smithville, Lee's Summit High Schools, North Kansas City High Schools, Liberty High Schools and other Northland high school FBLA Chapters Terri Welch and John DeWeese, Northwest Technical School, Maryville, MO Benton and Maryville and Craig and North Nodaway Osborn, St. Joseph Lafayette, Northeast Nodaway, and 30 others that have FBLA Chapters Platte County, Smithville, Lee's Summit High Schools, North Kansas City High Schools, Liberty High Schools and other Northland high school FBLA Chapters Terri Welch and John DeWeese, Northwest Technical School, Maryville, MO Hermann and South Harrison and Fairfax and Millard/Omaha NE | Organize facilities and judges for a successful conference for student organization in career education Provide pre-service business teachers with FBLA event experience and provide FBLA chapters with consistent and objective evaluation of their projects and events Provide advisory support to business education program at NTS Provide support to and evaluation of student teachers and first-year teachers and network with students and cooperating teachers Organize facilities and judges for a successful conference for student organization in career education Provide pre-service business teachers with FBLA event experience and provide FBLA chapters with consistent and objective evaluation of their projects and events Provide advisory support to business education program at NTS Provide support to and evaluation of student teachers and first-year teachers and network with students and cooperating teachers | December 2011-February 2012 January-February 2012 November 2011 September 2011-March 2012 December 2010-February 2011 January 2011-February 2011 November 2010 September 2010-April 2011 | Successful and meaningful conference for career education student organization Successful and meaningful conference for career education student organization Stay abreast of curriculum in secondary business education programs and use that information in teaching business education courses at Northwest; help NTS improve their business education program Provided support to and evaluation of student teachers and first-year teachers and networked with students and cooperating teachers Successful and meaningful conference for career education student organization Successful and meaningful conference for career education student organization Stay abreast of curriculum in secondary business education programs and use that information in teaching business education courses at Northwest; help NTS improve their business education program Provided support to and evaluation of student teachers and first-year teachers and networked with students and cooperating teachers |