

## **Policies, procedures, and practices for governance and operations of the unit**

The Unit has responsibility for planning, delivering and operating all educator preparation programs through the governance authority vested in the Council on Teacher Education (COTE), composed of 16 representatives [recently reorganized due to condensing departments from 19 to 11]:

- Six faculty from the College of Education and Human Services,
- Four faculty from the College of Arts and Sciences,
- One faculty from Agriculture Education or Business Education,
- One undergraduate education student,
- One graduate education student, and
- Three members elected from among PDS or other P-12 schools.
- Non-voting members include the Graduate Dean, a representative from Career Education, the Library Director, the TESS Coordinator and the Assistant Director of Teacher Education.

In addition to adding faculty and P-12 representatives, P-12 members were accorded voting rights on policy matters as a means to further involve and empower these representatives. These individuals have brought diverse talents and experiences to the COTE including extensive experience in classroom teaching, supervision of student teachers, school administration and varied cooperative efforts with university faculty.

Collaboration with colleges and departments across campus has been strengthened by including people across the colleges to serve in key leadership positions. Dr. Cheryl Malm while serving as the Assistant Director of Teacher Education is a faculty member in the College of Arts and Sciences and is a key faculty member in preparing math educators. The elected chair of COTE often is a member of one of the other colleges. Additionally the Faculty Senate Constitution added the COTE chair as an *ex officio* member of the Senate, which includes participation in the Executive Committee of the Faculty Senate. The COTE operates independently from the faculty senate but in cooperation and alignment of established functions within the faculty shared governance model.

The COTE meets monthly during the academic school year. Agendas are provided to members a minimum of three days in advance of all scheduled meetings, and minutes are promptly published throughout the Unit and the University administration, as well as provided on the Professional Education Unit website.

The Unit, through COTE, has ensured that the university as a whole embraces Professional Education as its responsibility. This has been enhanced by the addition of many Unit faculty from Arts and Sciences and the Booth College of Business and Professional Studies on important teams of the Unit, such as the Assessment System and Evaluation Team (ASET) formally the TESS Advisory Group (TAG), Teacher Education Admissions Committee (TEAC), and on the Secondary Education Coordinating Council (SECC). The current as well as the most recent past chair of the COTE are from the Arts and Sciences faculty providing a model of shared leadership across colleges within the Unit.

Under the leadership of the Director and Assistant Director of Professional Education a number of important reviews/revisions of programs, policies and curriculum provide evidence of the shared unit leadership and collaboration throughout the university and the education community, including the following: Adding a credit hour to Special Education (2 hr) to ensure all general education teachers are equipped to meet the needs of diverse

learners and another example would be origination in the COTE of a policy to allow students to supersede a C to improve their GPA and in order to meet new state educator licensing requirements.

#### *Secondary Education Coordinating Council (SECC)*

Approved in the fall of 2004, the reinvention of the secondary education program brings what PEU members believe to be the most far-reaching enhancement to the secondary program in the history of Northwest teacher education. These changes resulted in:

- A full trimester (16 weeks) in the field during the secondary student teaching experience,
- a more structured and focused experience in Secondary Teaching Practicum II, adding authentic experiences in instructional planning and implementation, assessment and reflection for improvement of teaching
- a separate course in classroom management

These revisions culminate in an expanded capstone experience for all secondary education majors, requiring that all candidates (both elementary and secondary) return to campus for three days during their student teaching experience, to pursue classroom-based instruction related to issues in classroom management, diverse teaching methods, assessment of student learning gains and reflection on professionalism.

#### *M.S.Ed. and Ed. S. Educational Leadership: K-12 Program*

The review and revisions of the Masters and Specialist Program in Educational Leadership K-12 will improve the program's delivery system and add significant elements in areas of assessment, curriculum development, team processes, curricular leadership and strategic planning for future administrators. This will also enhance and articulate knowledge and skills from one administrator level to another.

#### *Graduate English as Language Learning Certificate*

An ELL certificate program at the graduate level is making some ELL electives available to all undergraduate majors. The ELL graduate certificate program will assist teachers who are already in the field to more successfully engage all students in active learning in multi-language classrooms. This program was developed in response to the burgeoning multi-language populations in urban Kansas City (where schools often have students of some 40 languages and dialects studying together), and the multiple languages in schools of rural northwest Missouri and southern Iowa. A position was re-allocated in the former Curriculum and Instruction Department and the faculty member hired has brought leadership, skills and knowledge to share with others throughout the unit. Modules have been developed and deployed during the general education program to ensure that all teacher candidates have exposure and skills to enhance the education of the Limited English Proficient (LEP) students in their class.

In addition to the programs discussed above that are directed by PEU leaders, the CILT is collaborating with units throughout the university in improvement through:

- Study and proposal of new programs, classes or practices
- Major curriculum revisions discussed above,
- Study and proposal of new dispositions assessment both graduate and undergraduate,
- Revisions to admissions standards,
- Establishment of data points and reports in our new Tk20 assessment system
- Establishment of key assessments by program and class
- Development of consistent rubrics across many key assessments
- Training and incorporation of co-teaching model

- Increased field experience opportunities
- Exploration of increased opportunities for diverse experience

Communication is a key part of the mechanism that ensures that PEU programs meet all applicable standards. Monthly meetings of COTE and scheduled meetings of the PEU and SECC council in addition to coordinator meetings and department meetings provide multiple ways to share information across the University. In 2009 a COTE report was shared with key stakeholder groups in preparation of reviewing data, scanning the environment both internally and externally and examining practices and policies. During 2010-2011 unit leaders examined data systems. In summer of 2011, funding was secured and dedicated to a data system (Tk20) and the hiring of an Assessment Director. The Assessment director began to identify key assessments and started working programming of the system in 2011. The system is based upon the Missouri Standards for Educator Preparation (MoSPE) and competencies and aligned to our TWS and other national standards. In spring 2012, the first students purchased the system and training of both students and faculty began. Reports from the system are sent to our ASET group to examine data trends and make recommendations for improvement.

The reporting system at Northwest is fully aligned to result in a compilation of trend data. A process improvement has been the identification of applicable state and national standards in the syllabi of program courses. The syllabi contain the Conceptual Frameworks and standards link to the Concept and Standards Matrix.

Process improvement has also ensured comprehensive, clear and accurate communication among all stakeholders in the PEU, particularly students. Members of the PEU constantly strive to improve communications through catalogs, handbooks, conceptual frameworks brochures and publications, policy manuals, newsletters and reports. Many new processes and media have been utilized over the five-year period to ensure better communication, including revised formats of the Conceptual Frameworks, new public a section of the professional education handbook addressing the Teacher Work Sample, scoring guides and the TK20 system.

A key communication strategy for students, faculty, advisors, university supervisors and cooperating teachers has been placing documents online. Informing students and faculty of changes in programs, policies and standards has also been facilitated by establishing advisement workshops offered during Unit Retreats by the Director of Education Assessment and the Director of Certification. Additionally, the format for the Professional Education Handbook has been revised, expanding content. The handbook is published in hardcopy and presented to students during their first practicum course with a discussion of content contained. The handbook includes a section addressing the programming for post-baccalaureate students, including those in the Graduate Internship in Secondary Teaching (GIST) and alternative certification programs. The Professional Education Handbook is also placed on line and updated by trimester to contain the most current information for students and faculty.