

## Roles of the PEU Teams

While policy approval responsibility is assigned to the Council on Teacher Education (COTE), due to the diversity and volume of work coming before this team, additional teams have been established to accomplish the staff work necessary to the sound and data based/customer focused decision making, which can contribute to sustained continuous improvement. It is recommended that teams be comprised of persons that will not only ensure continuity across the unit, but also share the responsibility of unit leadership and service.

In addition to standing teams, the COTE may periodically appoint teams to function for a specified period of time, under a charge to study and make recommendations about issues of importance to the COTE's functioning, from decision making, to the creation or the evaluation of a process. In the interest of good time management and maintenance of balanced faculty loads, as well as good governance procedures, the team is then disbanded.

Similarly, each standing team, under the direction of the team's chair(s), may also form ad hoc teams to address a particular issue, make a recommendation, study or evaluate a process, or for other work deemed necessary by the team.

It is recommended that each team make a report to the COTE at the end of each academic year.

Finally, it is recommended that, rather than approving team membership at the beginning of the academic year the COTE recognize the contributions and service of the teams at the end of the academic year.

These teams/functions include the:

### **PEU Leadership Team:**

Functions – the PEU Leadership Team is composed of individuals from across the PEU's Organizational Chart. Functions: the primary role of this team is to ensure effective administration of all of the policies and goals approved by COTE for the PEU.

PEU Leadership Team:

- Conduct annual reviews of Unit mission, vision, core values and conceptual framework.
- Conducts regular retreats each trimester to plan for smooth implementation of policies and change processes
- Development of policy proposals for forwarding to and action by COTE
- Information sharing regarding progress on projects
- Manage all processes and preparations necessary to success in the PEU's accreditation processes
- Conduct a review of and recommend changes to the PEU's Strategic Plan (draft update prepared and submitted by April 1, annually)
- Review of progress toward
  - o Key performance targets
  - o Implementation of new policies approved by COTE
  - o Development of proposals for COTE consideration
  - o Staff development necessary to superior PEU performance
  - o Diversity and Technology plan goals
  - o Review of the progress of other PEU teams such as:
    - CAEP Steering Team
    - TEAC
    - TAG
    - SECC
  - o Support for all other leadership processes necessary to the smooth operation of the PEU

### **Continuous Quality Improvement Team (CQI):**

Functions – this team meets at least monthly to achieve the following:

- Review annual reports prepared for submission to CAEP and DESE for accuracy and completeness
- Discuss/explore learning from attendance at the national conferences of the American Association of Colleges for Teacher Education (AACTE), Association of Teacher Education (ATE), The Renaissance Group (TRG), etc., and information from state conferences and organizations such as Missouri Association of Colleges for Teacher Education (MACTE) and Missouri Advisory Council of Certification for Educators (MACCE)
- Monitor and propose efforts/approaches to ameliorate weaknesses identified by visiting teams and in other evaluations, both internal and external (such as five-year reviews)
- Manage all preparations for visiting teams relating to accreditation

**Candidate Knowledge, Skills, and Dispositions Team** – Ensures that candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Assessment System and Unity Evaluation Team (Formerly TAG Team)** – The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs. This is a cross-functional team which carefully monitors the performance of the assessment and admissions processes by conducting research studies in order to evaluate the efficacy of current and potential policies and to recommend policy direction for the PEU and COTE.

**Field Experiences and Clinical Practice Team** – Ensures that the unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Diversity Team** – Ensures that the unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools. This team includes working groups designated for Ploghoft lectures and an external diversity advisory group.

**Faculty Qualifications, Performance, and Development Team** – Ensures that 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. This team includes designing and implementing Best Practices workshops, the oversight of direct and periodic involvement of faculty, and other unit-wide professional development activities.

**Unit Governance and Resources Team** – Ensures that 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. Secondary Education Coordinating Committee functions as part of this team.

**Student Services Team** – This team includes those individuals and working groups that implement the policies of the Teacher Education Program. This team includes the TESS Office, Teacher Education Admissions Committee, Criminal Background checks, and the unit certification officer.

- **Prescribed composition of TEAC** – Teacher Education Admissions Committee was established many years ago as a means to ensure the admissions process is managed carefully and fairly, to ensure that students entering Northwest as teacher education majors have early feedback on any and all expectations and deficiencies and that the Assessment System empowers students to utilizing multiple measures demonstrate their capability to be a teacher. The primary focus of this team is to assure talented students have the support necessary to qualify for entry into the PEU, although the team must also hear cases of students who have not yet met these expectations. Membership includes:
  - Assistant Director of Teacher Education
  - Director of TESS
  - Director of Educational Field Experiences
  - Chair of Professional Education
  - Coordinator of Secondary Education
  - Coordinator of Middle School Education
  - Director of Academic/Library Services
  - Coordinator of Elementary Education
  - Coordinator of Special Education
  - 5 Additional Faculty from Teacher Education