

AAQEP Quality Assurance Report
Northwest Missouri State University
Professional Education Unit
Spring 2020

AAQEP Quality Assurance Report

Table of Contents

Welcome and Introduction	8
1. Northwest Pride	8
2. Description & list of Northwest programs under review for AAQEP accreditation	10
3. The Communities We Serve	19
4. Our Leadership	20
5. Our Mission and Vision	22
Fundamental Tables	23
1. Table 1: Northwest Teacher, Leader, & Counselor Preparation Programs Summary	23
2. Table 2: Northwest B-12 District Partnerships	23
3. Table 3: Northwest State and National Educator Prep Standards Alignment	23
4. Table 4: Northwest Teacher Candidate Clinical Experiences Crosswalk	24
5. Table 5: Northwest Professional Education Unit (PEU) Faculty	24
Standard 1: Completer Performance	25
1.1 Content, pedagogical, and/or professional knowledge relevant to the credential or degree for which they are prepared	25
1. Rigorous coursework in content knowledge, pedagogical skills, and professional knowledge	25
2. GPA requirements, MoGEA, and MoCA assessments	26
3. Applying content knowledge in student teaching: MEES standard #1	27
4. First-year teacher survey (FYTS) results regarding content knowledge	29
1.2 Learners, learning theory including social, emotional, and academic dimensions, and the application of learning theory in their work	33
1. Introducing student learning in 62-111: Ecology of Teaching and 62-112: Developmental Foundations	33
2. Reinforcing concepts in phase two coursework and required psychology courses	35
3. Applying concepts of student learning and learning theory in student teaching: MEES standard #2	35
4. First-year teacher survey (FYTS) results regarding student learning, growth, and development	37
1.3 Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisitions and literacy development on learning	40
1. Northwest institutional learning outcomes: communicating and diversity	40
2. Diversity hours in the old undergraduate program (2020 completers)	41
3. Introducing community-based and culturally responsive teaching in phase one coursework	41
4. Reinforcing and applying culturally responsive practice in 61-569: Multiculturalism in Education and other phase two coursework	42
5. Reinforcing culturally responsive practice through co-curricular emphasis	43

6. Applying culturally responsive practice in student teaching: MEES Standard #6	43
7. Culturally responsive practice and Northwest's advanced/graduate programs	45
1.4 Assessment of and for student learning, assessment and data literacy, and the use of data to inform practice	46
1. Northwest institutional learning outcome: managing information	46
2. Introducing assessment and data literacy in the newly redesigned undergraduate programs	46
3. Reinforcing assessment and data literacy in the newly redesigned undergraduate programs	47
4. Applying assessment and data literacy in student teaching: MEES standard #7	48
5. First-year teacher survey results	50
6. Advanced/graduate programs and assessment/data literacy	52
1.5 Creation and development of positive learning and work environments	55
1. Northwest institutional learning outcomes: critical thinking and diversity, equity, and inclusion	55
2. Introducing positive learning and work environments in 62-117: Inclusive Classrooms and Positive Learning Environments	56
3. Applying the creation and development of positive learning and work environments in student teaching: MEES standards #3-5	56
1.6 Dispositions and behaviors required for successful professional practice	58
1. Assessing candidate dispositions prior to 2019	59
2. Revised undergraduate candidate disposition assessment beginning 2019-2020	60
3. Revised advanced/graduate candidate disposition assessment beginning 2019-2020	62
Standard 2: Completer Professional Competence and Growth	64
2.1 Completers understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities	
1. First-year teacher survey (FYTS) results regarding MEES standard #6 and effective communication	64
2.2 Completers engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts	
1. First-year teacher survey (FYTS) results regarding MEES standard #6 and effective communication	64
2.3 Completers create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts	
1. First-year teacher survey (FYTS) results regarding student learning, growth, and development	67
2.4 Completers support students' growth in international and global Perspectives	
1. International and global perspectives in 61-569: Multiculturalism in Education	73
	74

2. Reggio Emilia Study Abroad Opportunity	78
2.5 Completers establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice	
2.6 Completers collaborate with colleagues to support professional learning	82
1. Northwest institutional learning outcomes: leadership and teamwork	82
2. Introducing and reinforcing professionalism and professional collaboration: PLC 1-6: Northwest's suite of professional learning community (PLC) courses	83
3. Applying professionalism and professional collaboration in student teaching: MEES standards #8 and #9	85
4. First-year teacher survey results	87
5. First-year principal and counselor survey results	92
Standard 3: Quality Program Practices	94
3.1 Coherent curricula with clear expectations that are aligned with state and national standards	94
1. Missouri standards for the preparation of educators (MoSPE)	94
2. Missouri educator evaluation system (MEES)	94
3. Northwest artifact assessment for MEES standards 7, 8, and 9	95
4. Program-specific accreditation	95
5. Interstate teacher assessment and support consortium (InTASC)	95
3.2 Quality clinical experiences, in the context of documented and effective partnerships with P12 school districts	96
1. Early-level clinical experiences in old undergraduate programs (2020 completers)	96
2. Mid-level clinical experiences in old undergraduate programs (2020 completers)	97
3. Early-level clinical experiences in new undergraduate programs (2021 completers and beyond)	98
4. Mid-level clinical experiences in new undergraduate programs (2021 completers and beyond)	99
5. Culminating clinical experiences	100
6. Clinical experiences in advanced programs	101
3.3 The program engages multiple stakeholders, including completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation	102
3.4 Admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards	104
1. Quality assurance and undergraduate admission	104
2. Quality assurance and undergraduate advising	105
3. Monitoring processes: admission to the Professional Education Program	107
4. Monitoring processes: Teacher Education Admission Committee (TEAC)	109
5. Monitoring processes: student teaching application	110
6. Monitoring processes: Council on Teacher Education (COTE)	111

7. Monitoring processes: Teacher Education Guidance Committee (TEGC)	111
8. Monitoring processes: State Teacher Certification Support	112
9. Admission to advanced/graduate programs and monitoring	112
3.5 Continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system	113
1. Continuous Improvement Processes and Systems	113
2. 2016 AACTE data systems case study and national recognition	116
3. Program component continuous improvement	117
4. Investigates opportunities for innovation through quality assurance	118
5. Recipient of the 2018 AASCU Christa McAuliffe award	120
3.6 Capacity for quality reflected in staffing, resources, operational processes, and institutional commitment	120
1. Quality faculty and staffing support	120
2. Resources and institutional commitment	121
3. Operational processes-evidence and examples of quality processes	123
4. Conclusion	
Standard 4: Program Engagement in System Improvement	126
4.1 Engages with local partners and stakeholders to support high-needs schools and participates in efforts to reduce disparities in educational outcomes	
4.2 Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support	
1. Partnerships between Northwest and Independence and broad connection to AAQEP standards and aspects	126
2. Description of the Independence, Missouri school district	127
3. (4.1, 4.2) Description of the innovative Northwest-Independence Fellows Program	127
4. (4.2) Innovation meets diversification: Northwest-Independence Fellows Program and Northwest education requirements policy analysis	129
4.3 Supports completer entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned	130
4.4 Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the professional and uses that information to improve programs	132
1. Overview of investigation and use of available and trustworthy evidence to support continuous improvement	132
2. The role of the professional advisory board for continuous improvement	132
3. Unit retreats: An example of data analysis and continuous improvement	133
4. Technical analysis of first-year teacher survey instrument	134
5. Employment, placements, in careers of further education and retention	134
6. Drawbacks and limitations to tracking candidates into the field	135
7. Conclusion	137
4.5 Meets obligations and mandates established by the state, states, or jurisdiction within which it operates	137

1. (4.5) Program commitment to state mandates and jurisdictional Considerations	137
2. (4.5) Northwest-Kansas City completion program to support educator diversity and workforce needs	139
3. (4.5) Northwest alternative certification programs and educator workforce	140
4.6 Investigates effectiveness relative to its stated institutional and/or programmatic mission and commitments	140
Conclusion: Findings, Recommendations, & Plans for Improvement	
Based on our Self-Study	142
1. Action Item #1: Finish old program strong	142
2. Action Item #2: Qualitative student-teacher survey	142
3. Action Item #3: Supporting faculty research at Horace Mann and Leet Center	143
4. Action Item #4: Revision of PEU standards and program outcomes	143
5. Action Item #5: Involvement of professional advisory board in data analysis	144
6. Action Item #6: Revision data dashboard and predictive analytics	144
7. Action Item #7: Continue emphasis on rich clinical practice in diverse settings	144
Appendices	146
Appendix A: Candidate recruitment, selection and monitoring	146
Appendix B: Completer support and follow-up	146
Appendix C: Program capacity and institutional commitment	146
Appendix D: Internal audit	147
1. Outline	147
2. Internal Audit—Sample of Selected Programs & Pathways	149
3. Diversity of Placements	150
4. Candidate 1	150
5. Candidate 2	151
6. Candidate 3	152
7. Candidate 4	153
8. Candidate 5	155
9. Candidate 6	156
10. Candidate 7	156
11. Candidate 8	157
12. Candidate 9	157
13. Candidate 10	158
14. Conclusion	158
Appendix E: Jurisdictional obligations—State & National Accreditation	159
Appendix F: Missional commitments	159
Appendix G: Data quality: reliability, validity, fairness and trustworthiness	160
1. Reliability	160
2. Validity	161
3. MEES Content Validity	162
4. MEES Artifact Content Validity	162
5. Quality Assurance Team	162

6. Program Learning Outcomes	164
7. Program Review	165
8. Program Key Assessments	166
9. Fairness	166
10. Trustworthiness	170
11. Conclusion	171
Artifact and Evidence Library	173

Welcome and Introduction

Message from the Dean and Assistant Director of Teacher Education:

Dr. Tim Wall, Dean and School Director, School of Education

Dr. Joseph P. Haughey, Assistant Director of Teacher Education

Welcome to Northwest Missouri State University! The Northwest Professional Education Unit (PEU), a team of faculty and staff who prepare teacher, counselor and leader candidates, is pleased to welcome the visiting team members from the Association for Advancing Quality in Educator Preparation (AAQEP) and the Missouri Department of Elementary and Secondary Education (DESE) to our campus for a site visit with review of our self-study.

Northwest has a rich tradition (since 1905) of preparing teachers and leaders for the region and America's schools. We take pride in our legacy of preparing outstanding educators to support students and the needs of our P-12 school partners while embracing opportunities to continue our evolution. We value improvement. We also value the accreditation process, which provides our students, school partners, program leaders, and the public with evidence that Northwest's educator, leader, and counselor education programs collect and use data, systematically to analyze and share information to create opportunities to improve our programs and practices. We embrace the continuous improvement cycle and look forward to insights and suggestions from accreditation team members regarding our programs and processes. Our goal is always to help our candidates and completers improve. Northwest is deeply engaged in enhancing the learning environment for the P-12 classrooms and district partners we serve.

Northwest faculty and leaders are proud to be early adopters and key contributors to the development and implementation of the AAQEP frameworks and standards, and are thrilled to work with peer reviewers who can give us insight on strengths and opportunities for potential improvement.

Thank you for this opportunity to interact, collaborate and benefit from your observations and recommendations. Thank you for your service and volunteering your time.

Northwest Pride

Founded in 1905 as [**Missouri's Fifth District Normal School**](#), Northwest Missouri State University's primary mission has long been the preparation of teachers. Over a century ago, our earliest mission was preparing teachers for the schools of our nineteen-county region -- which covers almost 10,000 square miles, an area slightly larger than the state of Vermont, and then home then to nearly 6,000. Today, that area is home to more than 580,000, and we prepare teachers that teach far beyond those early boundaries; many of our candidates go on to work in Iowa and Nebraska as well, in and around Omaha, Lincoln, and Des Moines, as well as into other parts of Missouri,

particularly Kansas City and St. Joseph. Northwest has long been lauded in the field of education; amongst numerous other awards, Northwest has twice been honored with the prestigious [**Christa McAuliffe Award for Excellence in Teacher Education**](#), first in 2006 and then again in 2018, just the third institution in the nation to earn the award two times. Here at Northwest, we take pride in our long heritage, the quality of our programs and teachers and school leaders that graduate from our programs, and their reach in the region and beyond.

Our main residential campus – located in [**Maryville, Missouri**](#), a city of 12,972, which has been [**ranked the past three years**](#) as one of the safest college towns in the United States – is designated the [**Missouri State Arboretum**](#) (and recently ranked as [**one of the finest in the nation**](#)) and near campus lies the 448-acre University Farm and 315-acre [**Mozingo Outdoor Education and Recreation Area \(MOERA\)**](#). Northwest serves the community and region economically through the state-of-the-art [**Center for Innovation**](#) – a mixed-use business incubator and an academic facility that fuels high-tech enterprise and job creation. We are also proud of our most recent addition to campus, the [**Hughes Fieldhouse**](#), a 137,000-square-foot recreation and multipurpose facility which opened in 2018. We also proudly opened our [**award-winning Northwest Kansas City**](#) campus in Gladstone in 2016; the campus supports students enrolled in completion programs in business management, marketing, communication, psychology, as well as [**elementary education**](#).

Northwest is a co-educational, primarily residential four-year state university which [**enrolls 6,857 students**](#) from 44 states: 5,654 undergraduate and 1,197 graduate/specialist (as of Fall 2018). Of these, approximately 1,500 are enrolled in our education programs. The University touts achievements that include a graduation rate in the 89th percentile of its national peer group. Northwest also owns state-leading career placement rates of 97.4 percent for undergraduates and 99.8 percent for graduate students. As part of the University's retention strategy focused on affordability, Northwest [**includes textbooks and a laptop in its tuition**](#), which saves students an estimated \$7,300 over four years. Northwest also offers 1,200 student employment positions, allowing students to build professional skills through its internationally benchmarked student employment program.

Though the rural nineteen-county Northwest Missouri area lacks significant racial and ethnic diversity, the university prides itself, nonetheless, fostering [**an increasingly racially and ethnic diverse student body**](#): 1,316 students, or 19 percent of the student population, identify with underrepresented groups or hail from countries outside the United States. The university established its Office of Diversity, Equity and Inclusion in spring 2016 to promote racial harmony, campus diversity, and physical and educational accessibility to give all students opportunities for success. Northwest's 219 underrepresented domestic first-time students in the fall of 2018 represented the third-largest total in the University's history and a fourteen percent increase from the previous fall. Northwest's total minority enrollment in the fall of 2018 was 879 students, which was up more than six percent from the previous fall and represents almost thirteen percent of the student body. The university's enrollment includes 437 international

students, who represent six percent of Northwest's student body. They hail from 37 different countries, the majority from India, Nepal, South Korea and Nigeria. Northwest also pride itself on being an LGBT-ally campus where students of all sexual orientations and gender identities feel at home.

Northwest further prides itself on our two laboratory schools and the opportunities they afford our teacher candidates. Our [**Horace Mann Laboratory School**](#) opened in 1906, just a year after the university, and today serves approximately 85 children in four K-6 classrooms. The [**Phyllis and Richard Leet Center**](#) serves approximately 70 additional children from three to five years of age in three classrooms. Horace Mann proudly offers tuition assistance for families demonstrating need; currently, eighteen children benefit from the tuition assistance program. All children benefit from ninety minutes of instruction each week in physical education, art, and music. Band instruction begins in fifth grade and all K-6 children have the opportunity to participate in after-school programming. The Horace Mann Laboratory School employs twelve master-level instructors, a resource teacher, two associate teachers, one part-time nurse, one full-time office manager, ten assistant teachers (formerly graduate assistants), and 36 student workers. Faculty members visit classrooms to teach, observe, conduct research and work with children and instructors. Northwest early childhood and elementary teacher candidates gain hands-on experience in these classrooms, completing field experience and coursework requirements through observation, internships, and practicum courses.

An important component of the laboratory approach is commitment to quality, research and the dissemination of information. The Leet Center has earned the [**distinction of accreditation from the National Association for the Education of Young Children**](#).

The Horace Mann Laboratory School actively seeks the opportunity to present at professional conferences, such as, International Association of Laboratory Schools, National Association for the Education of Young Children, and the annual Conference on the Young Years. Additionally, the Horace Mann Laboratory School and Leet center host visiting schools interested in learning about hands-on learning in carefully cultivated spaces designed to invite learning through inquiry.

Description & List of Northwest Programs under Review for AAQEP Accreditation

Northwest offers several undergraduate certification programs in early childhood (B-3), elementary (1-6), middle (5-9), secondary (9-12), and K-12. Middle and secondary programs cover a diverse range of content areas, which support area school districts' needs for high-quality teachers: agriculture, art, biology, business, chemistry, English, health, math, music (vocal and instrumental), science, social studies, Spanish, and speech and theatre. Undergraduate programs are delivered at Northwest's main campus in Maryville, MO; many include online components through the Canvas course management system.

Northwest additionally offers numerous graduate-level certification programs; these include programs in educational leadership, school counseling, reading, elementary

mathematics specialist, special education, and initial, post-baccalaureate certification programs in middle, secondary & K-12 content areas. The same academic content areas are available for post-baccalaureate certification. Coursework for some graduate programs is delivered in Maryville and Gladstone and follow a combination of blended, in-person, web conferencing and online formats. Four graduate programs (Educational Leadership, Reading, Curriculum and Instruction, and Special Education) utilize an asynchronous online delivery model using our Canvas course management system. Every graduate program requires a comprehensive assessment and a research component to measure students' competencies at graduation and program level effectiveness. Below, please see the number of enrolled students and completers by degree type and program, followed by a **comprehensive list of Northwest Educator Preparation Programs under consideration by AAQEP for national accreditation**.

Certificate or non-certificate	Degree Level(s)- Bachelor's, Master's, Certification-Only	Number of candidates currently enrolled (ID Year)
Certificate	B.S.Ed	2018- 2019- 1051
Certificate or non-certificate	M.S.Ed. (Graduate)	2018-2019- 633
Certificate	(Educational Specialist (Ed.S.))	2018-2019- 28
Certificate	Bachelor's of Music Education (B.M.E.)	2018-2019- 78

B.S.Ed.		
2018-2019 B.S.Ed (Grade Level)	Enrollment	Completers
Special Education (K-12)	113	33
Early Childhood (B-3)	78	40
Elementary Education (1-6)	517	105
Ag. Education comp major (9-12)	67	10
Ag. Education (5-12)	0	0
Art Education (K-12)	35	3
Business Ed (9-12)	10	0
Business Ed Concentration (5-9)	0	0
English Education (9-12)	0	9
English Education Comp Major (9-12)	11	0
English Language Arts (5-9)	11	5
Physical Education (K-12)	78	16
Math Education (9-12)	30	1
Biology Education (9-12)	8	1
Unified Science: Biology (9-12)	2	1
Chemistry Education (9-12)	4	1
Unified Science: Chemistry (9-12)	3	0
Unified Science: Earth Science (9-12)	4	0
Social Science Education (9-12)	57	3
Spanish Education (K-12)	9	3
Speech/Theatre Ed. comp major (9-12)	14	1
Speech/Theatre Education (9-12)	0	0
Speech/Theatre Ed. Endorsement (5-9)	0	0
Total	1051	232

M.S.Ed.		
2018-2019 M.S. ED (Grade Level)	Enrollment	Completers
Ed Leadership (k-8) or (7-12)	224	118
Reading (k-12)	16	9
Special education (n/a)	51	30
School Counseling (k-8) or (7-12)	28	9
Teaching :Early Childhood (n/a)	4	1
Curriculum and Instruction (n/a)	277	100
Teaching: Sec. Ag. Ed (5-9) or (9-12)	2	2
Teaching: English (5-9) or (9-12)	0	0
Health and Physical Ed (k-12)	13	5
Elementary Math (k-6)	10	0
Teaching: Mathematics (9-12)	1	0
Teaching: Science (9-12)	3	2
Teaching: History (9-12)	4	2
Total	633	278

Ed.S.		
2018-2019 Ed.S (Grade Level)	Enrollment	Completers
Elementary Principal Specialist (k-8)	14	6
Secondary Principal Specialist (7-12)	9	
Superintendent Specialist (n/a)	5	9
Total	28	15

B.M.E		
2018-2019 Music Ed (Grade Level)	Enrollment	Completers
Instrumental Music Ed (k-12)	47	7
Vocal Music Ed (k-12)	31	3
Total	78	10

Minor		
2018-2019 Minor (Grade Level)	Enrollment	Completers
Business Education (9-12)	11	4
English Education (9-12)	3	9
Health Education (k-12)	8	0
Mathematics Education (5-9)	23	5
Science Education (5-9)	4	2
Chemistry Education (9-12)	0	0
Physics Education (9-12)	1	0
Social Science Education (5-9)	9	3
Speech/Theatre Education (9-12)	2	1
Total	61	24

Certification		
2018-2019 Certification (Grade Level)	Enrollment	Certification
Sped Administrator (k-12)	0	0
Early Childhood Sped (B-3)	40	13
Total	40	13

Undergraduate Program Title for Initial Certification	Undergraduate "old program"	Undergraduate "new program"
AGRICULTURE EDUCATION, GRADES 9-12	x	
ART, GRADES K-12	x	x
BIOLOGY, GRADES 9-12	x	x
BUSINESS EDUCATION, GRADES 9-12	x	x
CHEMISTRY, GRADES 9-12	x	x
MILD/MODERATE CROSS-CATEGORICAL DISABILITIES GRADES K-12	x	
EARLY CHILDHOOD EDUCATION BIRTH-GRADE 3	x	
EARLY CHILDHOOD SPECIAL EDUCATION, GRADES BIRTH-3	x	
ELEMENTARY EDUCATION, GRADES 1-6	x	
ENGLISH, GRADES 9-12	x	x
HEALTH, GRADES K-12	x	
MARKETING, GRADES 9-12	x	x
MATHEMATICS, GRADES 9-12	x	x
MIDDLE SCHOOL EDUCATION AGRICULTURE, GRADES 5-9	x	x
MIDDLE SCHOOL EDUCATION BUSINESS, GRADES 5-9	x	x
MIDDLE SCHOOL EDUCATION LANGUAGE ARTS, GRADES 5-9	x	x
MIDDLE SCHOOL EDUCATION MATHEMATICS, GRADES 5-9	x	x
MIDDLE SCHOOL EDUCATION SCIENCE, GRADES 5-9	x	x
MIDDLE SCHOOL EDUCATION SOCIAL SCIENCE, GRADES 5-9	x	x
MIDDLE SCHOOL EDUCATION SPEECH AND THEATRE, GRADES 5-9	x	x
INSTRUMENTAL MUSIC, GRADES K-12	x	
VOCAL MUSIC, GRADES K-12	x	
PHYSICAL EDUCATION, GRADES K-12	x	
PHYSICS, GRADES 9-12	x	x
SOCIAL SCIENCE, GRADES 9-12	x	x
SPANISH, GRADES K-12	x	x
SPEECH AND THEATRE, GRADES 9-12	x	x

Alternative Certification Program for Initial Certification
AGRICULTURE EDUCATION, GRADES 9-12 - ALTERNATIVE
ART, GRADES K-12 - ALTERNATIVE
BIOLOGY, GRADES 9-12 - ALTERNATIVE
BUSINESS EDUCATION, GRADES 9-12 - ALTERNATIVE
CHEMISTRY, GRADES 9-12 - ALTERNATIVE
MILD/MODERATE CROSS-CATEGORICAL DISABILITIES, GRADES K-12 – ALTERNATIVE/POST-BACCALAUREATE
ENGLISH, GRADES 9-12 - Alternative
MARKETING, GRADES 9-12 - ALTERNATIVE
MATHEMATICS, GRADES 9-12 - Alternative
MIDDLE SCHOOL EDUCATION AGRICULTURE, GRADES 5-9 - ALTERNATIVE
MIDDLE SCHOOL EDUCATION BUSINESS, GRADES 5-9 - ALTERNATIVE
MIDDLE SCHOOL EDUCATION LANGUAGE ARTS, GRADES 5-9 - ALTERNATIVE
MIDDLE SCHOOL EDUCATION MATHEMATICS, GRADES 5-9 ALTERNATIVE
MIDDLE SCHOOL EDUCATION SCIENCE, GRADES 5-9 - ALTERNATIVE
MIDDLE SCHOOL EDUCATION SOCIAL SCIENCE, GRADES 5-9 - ALTERNATIVE
MIDDLE SCHOOL EDUCATION SPEECH AND THEATRE, GRADES 5-9 - ALTERNATIVE
INSTRUMENTAL MUSIC, GRADES K-12 Alternative
VOCAL MUSIC, GRADES K-12 - ALTERNATIVE
PHYSICAL EDUCATION, GRADES K-12 ALTERNATIVE
PHYSICS, GRADES 9-12 - Alternative
SOCIAL SCIENCE, GRADES 9-12 ALTERNATIVE
SPANISH, GRADES K-12 - ALTERNATIVE
SPEECH AND THEATRE, GRADES 9-12 - ALTERNATIVE
UNIFIED SCIENCE: BIOLOGY, GRADES 9-12 Alternative Certification
UNIFIED SCIENCE: CHEMISTRY, GRADES 9-12 Alternative Certification
UNIFIED SCIENCE: EARTH SCIENCE, GRADES 9-12 Alternative Certification

Post-Baccalaureate Programs for Initial Certification
MIDDLE SCHOOL EDUCATION AGRICULTURE, GRADES 5-9 – POST-BACCALAUREATE
AGRICULTURE EDUCATION, GRADES 9-12 – POST-BACCALAUREATE
ART, GRADES K-12 – POST-BACCALAUREATE
BIOLOGY, GRADES 9-12 – POST-BACCALAUREATE
MIDDLE SCHOOL EDUCATION BUSINESS, GRADES 5-9 – POST-BACCALAUREATE
BUSINESS EDUCATION, GRADES 9-12 – POST-BACCALAUREATE
CHEMISTRY, GRADES 9-12 – POST-BACCALAUREATE
ENGLISH, GRADES 9-12 – POST-BACCALAUREATE
MIDDLE SCHOOL EDUCATION LANGUAGE ARTS, GRADES 5-9 – POST-BACCALAUREATE
MARKETING, GRADES 9-12 – POST-BACCALAUREATE
MIDDLE SCHOOL EDUCATION MATHEMATICS, GRADES 5-9 – POST-BACCALAUREATE
MATHEMATICS, GRADES 9-12 – POST-BACCALAUREATE
INSTRUMENTAL MUSIC, GRADES K-12 – POST-BACCALAUREATE
VOCAL MUSIC, GRADES K-12 – POST-BACCALAUREATE
PHYSICAL EDUCATION, GRADES K-12 – POST-BACCALAUREATE
PHYSICS, GRADES 9-12 - POST-BACCALAUREATE
MIDDLE SCHOOL EDUCATION SCIENCE, GRADES 5-9 – POST-BACCALAUREATE
SOCIAL SCIENCE, GRADES 9-12 – POST-BACCALAUREATE
SPANISH, GRADES K-12 – POST-BACCALAUREATE
MIDDLE SCHOOL EDUCATION SPEECH AND THEATRE, GRADES 5-9 POST-BACCALAUREATE
SPEECH AND THEATRE, GRADES 9-12 – POST-BACCALAUREATE

Graduate Programs (M.S.Ed or Ed.S.) including those leading to State Certification
M.S.Ed., GUIDANCE AND COUNSELING (SECONDARY COUNSELOR, GRADES 7-12)
M.S.Ed., GUIDANCE AND COUNSELING, (ELEMENTARY COUNSELOR, GRADES K-8)
M.S.Ed., ELEMENTARY MATHEMATICS, (ELEMENTARY MATH SPECIALIST, GRADES 1-6)
M.S.Ed., EDUCATIONAL LEADERSHIP: K-12 (SECONDARY PRINCIPAL), GRADES 7-12
M.S.Ed., EDUCATIONAL LEADERSHIP: K-12 (ELEMENTARY PRINCIPAL), GRADES K-8
*M.S.Ed., HEALTH AND PHYSICAL EDUCATION: K-12
Ed.S, SECONDARY PRINCIPAL, GRADES 7-12 (Specialist level)
Ed.S ELEMENTARY PRINCIPAL, GRADES K-8 (Specialist level)
M.S.Ed., READING: SPECIAL READING, GRADES K-12
SPECIAL EDUCATION DIRECTOR, GRADES K-12
SUPERINTENDENT, GRADES K-12 (with Doctorate coursework)
SUPERINTENDENT, GRADES K-12
*CURRICULUM AND INSTRUCTION
*SPECIAL EDUCATION
*EARLY CHILDHOOD EDUCATION
*M.S.Ed. in TEACHING: SECONDARY (Agriculture; English; Social Science; Mathematics; Science)
*Higher Education Leadership (not currently accepting applicants)
*Graduate Programs NOT leading to state Certification

For a more in-depth quality assurance data and program information for both initial and advanced teacher, leader, and counselor preparation programs at Northwest, [see Table 1: Northwest Teacher & Leader Preparation Programs Summary.](#)

A Graduate Internship in Secondary Teaching (GIST) allows post-baccalaureate students to achieve initial certification in conjunction with the completion of an M.S.Ed. in Teaching degree. Post-baccalaureate students are not required to pursue the M.S.Ed. in order to gain initial licensure. The [Alternate Certification Program](#) is designed for those who have accepted a teaching position but are not certified; candidates in this program complete special classes that are delivered in an online format.

A doctoral program in educational leadership and policy analysis is provided in cooperation with the University of Missouri-Columbia and three other Missouri institutions. Nearly half of the coursework for this degree is offered on the Northwest campus; the degree, however, is awarded through University of Missouri-Columbia.

This program is delivered through a combination of online, web conferencing, and face-to-face instruction.

Both undergraduate and graduate programs have defined admission requirements specific to qualifications ensuring all students accepted to the programs are capable of success. Each program has specific program outcomes tied to national standards as well as the university's **institutional learning outcomes**. These **program outcomes** are evaluated through identified assessments tied to specific assignments in coursework. This evaluation of program outcomes guide intentional instructional and program level changes to benefit every student. To match a strategic university outcome for professional based learning, a wide diversity of field experiences are incorporated at the initial, developing, and culminating stages of every program (to be described briefly in the following section and in more detail later in the report).

Teacher education programs at Northwest are approved by Missouri's Department of Elementary and Secondary Education (DESE). All Northwest programs are accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and has been an Academic Quality Improvement Program (AQIP) institution since 2005. Northwest's programs are further accredited by the Missouri State Board of Education. The Professional Education Unit at Northwest Missouri State University is accredited by the Council for the Accreditation of Educator Preparation (CAEP), www.caepnet.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the Maryville campus and outreach center, Northwest-Kansas City. However, the accreditation does not include individual education **courses** that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Communities We Serve

Northwest prides itself on having formed more than fifty mutually-beneficial partnerships with school districts in four states ([see Table 2: Northwest B-12 District Partnerships](#) for a complete list of our school partnerships). The Northwest campus is situated in Maryville, the county seat of Nodaway County, and home of the [Maryville R-II School District](#) and its three public schools: Eugene Field Elementary, Maryville Middle School, and Maryville High School. St. Gregory's Barbarigo Catholic Church supports an P-8 parochial school in Maryville. The university also has a footprint in the rural communities of Nodaway County, and Northwest's Professional Education Unit (PEU) actively partners with the six school districts that call the county home: [North Nodaway, West Nodaway, NE Nodaway, Nodaway Holt, South Nodaway](#), and [Jefferson](#). Northwest educator preparation programs strive to meet state and jurisdictional needs through our clinical partnerships, aligning with AAQEP standard 4.5.

In addition to these, Northwest also maintains partnerships with more than fourteen additional rural school districts in Missouri and Iowa. Further, Northwest also has developed partnerships in urban and suburban districts in St. Joseph, MO; Kansas City, MO; Omaha, NE; Lincoln, NE and Des Moines, IA. We pride ourselves on both the work

that our faculty and teacher candidates complete in serving these districts as well as the environments our partners foster that permit Northwest teacher candidates a space in which to grow and mature as professional educators.

All teacher candidates complete multiple field experiences in multiple districts and in a variety of settings. These experiences begin in their first semester in the program, in 62-111 Ecology of Teaching, continue in each semester of their coursework, and culminate in a semester-long (middle and secondary) or year-long student teaching experience (elementary). (See [**Table 4: Northwest Teacher Candidate Field Experiences**](#)

[**Crosswalk**](#) for a full list of field experiences). All teacher candidates observe and teach in both rural and urban settings, with diverse student populations, and in a number of grade and content settings, both within and outside their discipline area, as outlined in the [**Northwest Student Teaching Handbook**](#). Though we recognize that teacher candidates sometimes return to teach in districts that demographically represent those they graduated from, Northwest prides itself nonetheless in preparing all teacher candidates with the skills and dispositions necessary for success in a variety of different districts and with the many diverse learners that make up Missouri, Nebraska, Iowa, and the many other schools Northwest teacher candidates eventually begin their careers.

The Northwest Professional Education Unit actively seeks to partner our candidates with teachers of remarkable skill and deep content knowledge. Our quality assurance system utilizes survey data to gauge the effectiveness and impact of practicum and clinical experience supervisors and cooperating teachers on our candidates' learning. We annually review our candidates' perceptions of their partnered teachers and our director of clinical experience works with teachers and administrators to ensure the best possible clinical practice setting for our candidates. This helps us maintain quality.

Our Leadership

[**Dr. Tim Wall**](#), Dean of the School of Education, serves as the leader of the Professional Education Unit (PEU). [**Dr. Sue Wood**](#) serves as Assistant Dean of the School of Education, and [**Dr. Joseph Haughey**](#) as the Assistant Director of Teacher Education. Clinical experiences are staffed and supervised by [**Dr. Greg Rich**](#), with assistance from Mrs. Cathy Barr who serves as Assistant Coordinator of Field and Clinical Experience. Assessment and analysis of the quality assurance system is led by Dr. Michael McBride, Associate Director of Accreditation and Assessment, who formerly served as the Director of Assessment of the PEU from 2012-2018 before his promotion to a university-wide institutional research position. A small group of faculty make up the School of Education Leadership Team, with roles in state accreditation ([**Dr. Nissa Ingraham**](#)), curriculum (Dr. Sue Wood), communications and day-to-day operations ([**Dr. Sandy Seipel**](#)), and coordination of undergraduate and graduate program approval ([**Dr. David Kiene**](#)), along with Ms. Emily Mattson, office manager. Certification services, including licensure and credentialing, state-to-state certification, and compliance/reporting for Title II are provided by Ms. Kim Hullinger, our education compliance specialist and certification officer. Ms. Amy Wilson serves as the Coordinator of Teacher Education Student Services (TESS) office which supports

admission to professional education, quality assurance, data warehousing and criminal background checks processing and reporting for initial clinical practice. The Horace Mann Laboratory School Principal is [Mrs. Laura King](#). The Phyllis and Richard Leet Center for Children and Families is led by [Mrs. Cindy Rouner](#), with office managerial support from LaTessa Ruehter. This set of leaders and support staff provide oversight of the programs and clinical experiences that enable our candidates to be successful, and earn licensure. This robust team helps maintain capacity for quality, resources, and operational processes. This reflects a strong institutional commitment commensurate with AAQEP standard 3.6.

In addition to the faculty of the School of Education, the PEU is comprised of faculty from all of the academic units on campus. These include: the [College of Arts and Sciences](#), the [School of Agricultural Sciences](#), the [Melvin D & Valorie G Booth School of Business](#), the [School of Communication and Mass Media](#), the [School of Computer Science and Information Systems](#), and the [School of Health Science and Wellness](#).

Governance and curricular oversight & authority is vested in the Council on Teacher Education ([COTE](#)). This policymaking body is comprised of four faculty from the School of Education, one faculty from Career and Technical Professional Education (Agriculture and Business), one faculty from School of Health Science and Wellness, four faculty from the College of Arts and Sciences, a representative from the Horace Mann Laboratory School, the director and assistant director of teacher education, the unit assessment leader, the certification officer, Teacher Education Student Services coordinator, an undergraduate and graduate education student, a partner elementary teacher representative, a partner middle or high school teacher representative, and a partner school administrator or counselor.

COTE has responsibility for standardizing instruction in all initial and advanced teacher education programs including approval of curriculum, compliance with teacher certification requirements, admission to and retention in teacher education, and approval of teacher education student organizations. Proposals passed by COTE are reported to the Faculty Senate and the Graduate Council and are then forwarded to the chief academic officer for submission to the President for consideration by the Northwest Board of Regents.

Further, three standing COTE committees provide additional leadership to the PEU. The Teacher Education Admission Committee (TEAC) hears petitions regarding program admission; teacher candidates can petition in special circumstances either to enroll in blocked classes or for alternative program admission. TEAC ensures that the admissions process to the Professional Education Program is managed carefully and fairly. The primary focus of this team is to assure talented students have the support necessary to qualify for entry into the Professional Education Program and to hear cases of students who have not yet met these expectations. The Teacher Education Guidance Committee (TEGC) is responsible for issues affecting teacher candidates after admission to the School of Education, these may include curricular issues,

dispositional issues and/or have deficiencies that are potentially so serious that the candidate's success in the field of teaching would be in jeopardy and has the authority to remove candidates from their program. The Quality Assurance Team (QAT) consists of faculty and staff who meet twice per month during the fall and spring semesters and ensure that student and program assessment data is valid, reliable and used to make continuous improvement decisions.

Program policies are further outlined in the [**Northwest Professional Education Handbook**](#).

Our Mission and Vision

According to [**our university mission and vision**](#), Northwest will be THE university of choice for a comprehensive, exceptional student experience. The University values student success, scholarship and life-long learning, intercultural experience, collaboration, respect and integrity, strategic thinking, and excellence. The mission statements of both Northwest Missouri State University and its PEU reflect the AAQEP principles of fairness and a belief that all students can learn as borne out by Northwest's Mission: focusing on student success – every student, every day.

The [**PEU mission and vision**](#) expands upon the university mission, situating the university within the broader context of the schools we serve: "The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing P-12 professional educators who apply best practices to positively impact learning." The PEU prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society. Northwest broadly and its PEU specifically are committed to diversity, equity, and inclusion: to creating a dynamic climate that fosters intellectual development, meaningful relationships, and cross-cultural understanding among students. Our goal is to cultivate and draw on the contributions and experiences of a variety of local, regional, and national entities to enhance student learning. This fosters creative inquiry, learning, and service, thereby producing professional educators who are caring, capable, and qualified to service schools and the community.

Fundamental Tables

The five tables below reflect extensive information and data related to Northwest's programs, partnerships, standards alignments, candidate clinical experiences, and faculty; they have been designed to provide at-a-glance information, with links to deeper information available for items for which you'd like more information. In this, they serve as both an introduction to the quality assurance report and also as reference material for the narratives that follow. It is recommended that you begin by orientating yourself with these tables before reading and then come back to them again later as a reference resource while reading the narratives for each standard that follow.

Table 1: Northwest Teacher, Leader, & Counselor Preparation Programs Summary

Table 1: Northwest Teacher, Leader, & Counselor Preparation Programs Summary

Summary lists all of Northwest's teacher, leader, and counselor programs. For each Northwest program, it provides basic information about the program (i.e. grade level, whether the program is initial or advanced, program hours, content hours, and enrollment). Further, if you'd like to learn more about the program, it also links to contact information for the program coordinator(s), its program narrative, its HLC five-year review, its catalog description, and its program-of-study information. Further, Table 1 provides the previous year's annual performance review (APR) information from that state. It is an excellent place to begin your reading of the quality assurance report to get a sense of the programs that Northwest offers.

Table 2: Northwest B-12 District Partnerships

Table 2: Northwest Birth-12 District Partnerships lists all of Northwest's district partnerships. It states location and enrollment information; as well as its distance from Northwest; whether it is a rural, suburban, or urban district; school liaison information; as well as its information about the diversity of its students. To get a sense of the relationship, it also states whether candidates complete mid-level practicum experiences in the district as well as how many student teachers have taught there since the fall 2014 trimester.

Table 3: Northwest State and National Educator Prep Standards Alignment

Table 3: Northwest State and National Educator Prep Standards

Alignment provides a standard alignment for each of Northwest's programs. Use the tabs at the bottom of the spreadsheet to look at different programs. For each program, it aligns state-level standards to School of Education outcomes, InTASC standards, and the AAQEP standards, through to program-specific standards and outcomes, and then lists classes and key assessments in each program aligned to those standards. Syllabi

providing further detail on classes and key assessments are available in the [**Northwest AAQEP Canvas site**](#).

Table 4: Northwest Teacher Candidate Clinical Experiences Crosswalk

[**Table 4: Northwest Teacher Candidate Clinical Experiences Crosswalk**](#) lists all Northwest Professional Education (PEU) classes that include clinical experience hours. There are three tabs: one for old programs' clinical experiences, one for redesigned programs' clinical experiences, and one for advanced/graduate programs. Each tab begins at the top with classes that all candidates take and as it works down, lists classes that only students in specific programs take. Each entry provides the class number and name, the title of the experience, a brief description, and the hours and location for each field experience. Some select course syllabi are available via links in the spreadsheet; all other course syllabi are available in the [**Northwest AAQEP Canvas site**](#).

Table 5: Northwest Professional Education Unit (PEU) Faculty

[**Table 5: Northwest Professional Education Unit \(PEU\) Faculty**](#) lists Northwest's Professional Education Unit (PEU) faculty in alphabetical order. For each, it provides the school/department in which they teach, their position, their highest degree, and a summary of their role in the PEU. Each of the names is also a link that takes you to the corresponding faculty biography page on the Northwest website, which provides additional information. Faculty vitas are **not** available through the table but can be accessed through the Faculty Curriculum Vitas link in the [**Northwest AAQEP Canvas site**](#). The CV's provide valuable evidence of scholarly qualifications and achievement.

Standard 1: Completer Performance

1.1 Content, pedagogical, and/or professional knowledge relevant to the credential or degree for which they are prepared

All Northwest teacher, leader, and counselor candidates upon completion demonstrate relevant **content knowledge, pedagogical skills, and professional knowledge** relevant to the degree for which they have been prepared. Northwest programs emphasize a balance between deep content knowledge and broad pedagogical skills.

This section of the QAR is divided into **four subsections**: the **first** addresses the rigorous coursework required in content knowledge, pedagogical skills, and professional knowledge; the **second** overviews GPA and MoGEA and MoCA test requirements; the **third** analyzes data collected on the summative MEES assessment for Standard 1; and the **last** analyzes First-Year Teacher Survey (FYTS) results regarding content knowledge.

Rigorous Coursework in Content Knowledge, Pedagogical Skills, and Professional Knowledge

All Northwest candidates are required to complete coursework in their content area(s). Generally, content-area courses are taken with the specific Northwest department or school in which the discipline is housed (e.g. candidates take math content courses in **Northwest's Department of Mathematics and Statistics**). Further, all Northwest candidates take courses specific to pedagogical skill and professional knowledge; these courses are generally taken in the **School of Education**. Teacher preparation at Northwest is thus a collaborative effort across our schools and departments. More information about specific programs, the departments and schools that teach content, and the lists of content courses students take can be found in **Table 1: Northwest Teacher & Leader Preparation Programs Summary**. In addition, four-year plans and program of student information for all of Northwest's undergraduate programs can be found on **the Four-Year Plans page of the Student Success Center website**.

Northwest takes great pride in the emphasis on content knowledge, pedagogical inquiry and practice, and professional knowledge relevant to the student's degree program, which emerges through Northwest's conceptual frameworks. These ideas, concepts, and frameworks are emphasized and evaluated through multiple courses, assessments, and initiatives. The diligent work with these concepts begins with the development and continual refinement of curriculum across the Professional Education Unit (PEU). Additionally, as these curricular decisions are vetted through our shared on-campus governance, they are also examined and approved by the Missouri **Department of Elementary and Secondary Education (DESE)** through a review of **the state-approved DESE matrices**.

GPA Requirements, MoGEA, and MoCA Assessments

As required by the [**Rules of Department of Elementary and Secondary Education \(DESE\)**](#), all candidates seeking certification are required to meet minimum GPA requirements: they must have a 2.75 overall GPA, a 3.00 content GPA, and a 3.00 professional education GPA. Northwest's [**Teacher Education Student Services \(TESS\)**](#) office monitors individual candidates' GPAs and requires they meet these minimum requirements prior to [**admission to the professional education program**](#). Northwest's Field Placement Coordinator checks individual candidates' GPAs again prior to student teaching to assure they meet the minimum requirements. Northwest also has processes in place that monitor GPA collectively as part of its overall continuous improvement plan. Teacher candidates within the School of Education in Spring 2019, for example, collectively averaged a 3.67 GPA in their major and a 3.82 in their professional education coursework.

In addition to these minimum state requirements, Northwest also requires, as does Missouri's department of Elementary and Secondary Education (DESE), that teacher candidates must obtain a "C" or higher in all professional education courses. This helps to ensure that all teacher candidates have pedagogical and professional knowledge relevant to the degree or credential for which they are being prepared. These courses include theory study and practical application opportunities; by having both in most education courses, faculty ensure that in addition to content knowledge, teacher candidates have a solid understanding of fundamental pedagogical and professional knowledge and the capacity to apply that knowledge in their work with students.

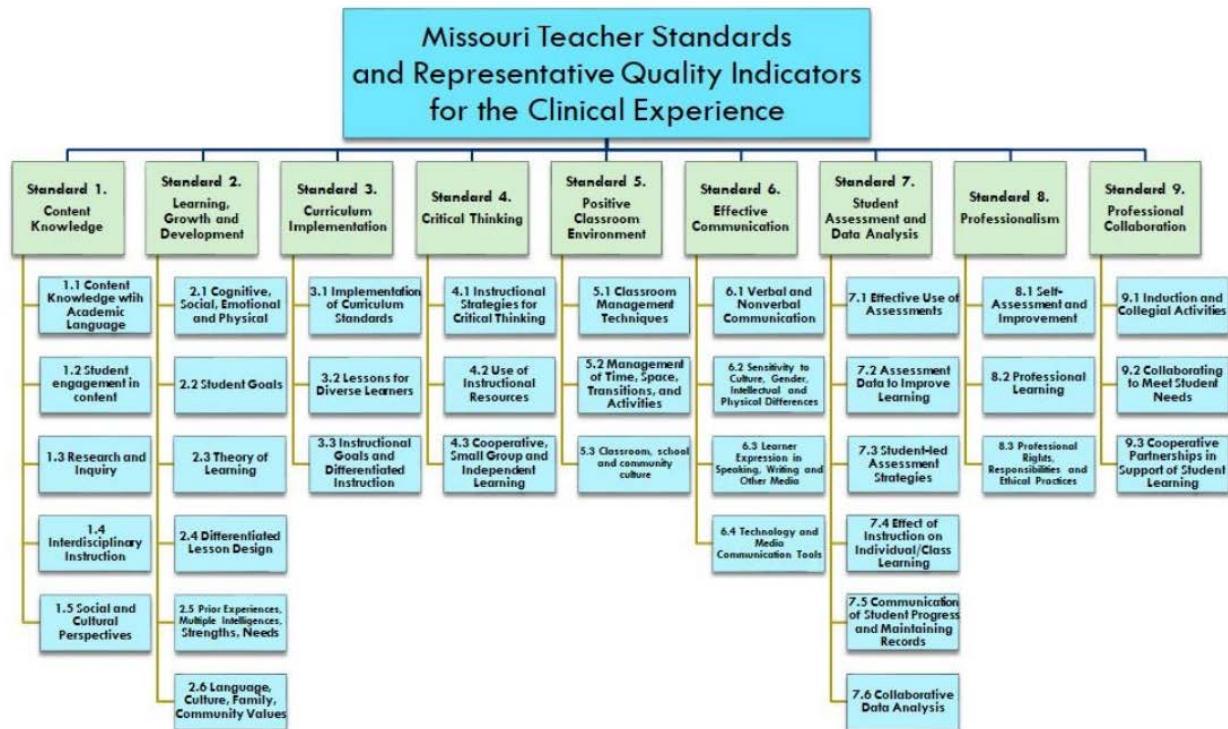
As also required by DESE, all candidates seeking certification are further required to either pass [**the Missouri General Education Assessment \(MoGEA\)**](#) or score a composite score of twenty on the [**American College Test \(ACT\)**](#) prior to admission to the professional education program. In addition, candidates are also required prior to certification to pass [**the appropriate discipline-specific MoCA assessment**](#) relevant to the credential or degree for which they are prepared. Further, in addition to these minimum requirements, Northwest also requires that teacher candidates attempt the MoCA assessment prior to student teaching; most pass on this first attempt, but those that do not are then provided additional support from their advisor prior to student teaching. Northwest uses this rule to identify and provide additional supports to candidates who do not pass the MoCA on their first attempt while they are still on campus. These state assessments are one measure that ensure all Northwest candidates have the minimum content knowledge required for the degree or credential for which they have been prepared.

These metrics - GPA, MoGEA, ACT, MEES, and MoCA - are also shared with the [**Department of Elementary and Secondary Education \(DESE\)**](#), which serves as a secondary review for our continual growth purposes. The primary review is conducted annually by our program faculty and institutionally on a five-year rotation. Specific to DESE metrics (overall GPA, content specific GPA, Missouri Content Assessment Exam,

and Missouri Educator Evaluation System data), these are reviewed by program leaders to verify the content specific relevance of what is being taught in the professional education courses and the content-specific courses. Once this data is pulled by our Assessment Director, it is shared with DESE and with the program coordinators. If there are problem areas that are isolated, the Assessment Director meets with the program coordinator to determine if changes need to be pursued in content and/or education-specific coursework. Additionally, the Dean of Education is alerted of the issues so he can work with the program's leaders to brainstorm and implement solutions to challenges.

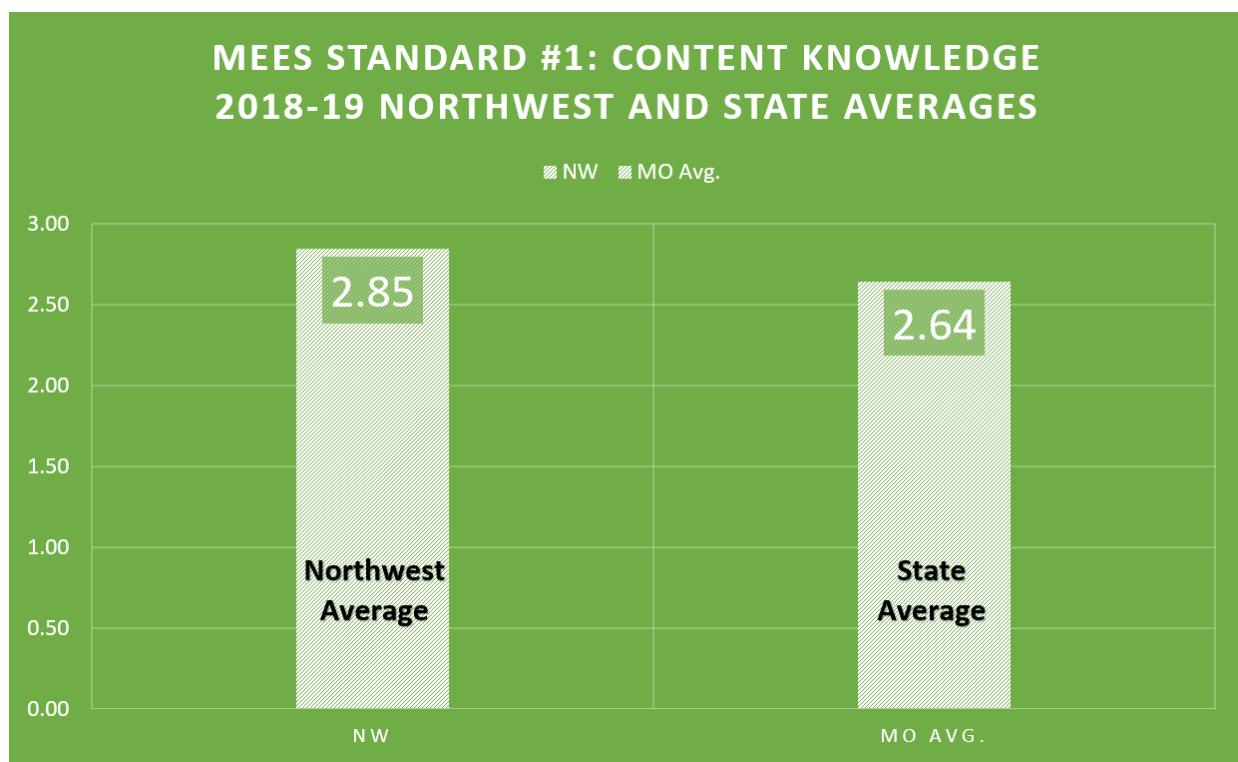
Applying Content Knowledge in Student Teaching: MEES Standard #1

The **Missouri Department of Secondary and Elementary Education (DESE)** has developed the **Missouri Educator Evaluation System (MEES)**; composed of 36 quality indicators across nine standards, the system serves as both a formative and summative assessment tool for both teacher candidates in their clinical experiences as well as for practicing teachers in their schools. Northwest candidates are introduced to the tool in their phase one and phase two coursework. Northwest university supervisors and cooperating teachers then use the tool during student teaching, assigning each of the nine standards one score using a **Teacher Candidate Assessment Rubric (TCAR)**. These two scores are then averaged and reported for each of the nine MEES standards to Northwest and DESE.



Northwest university supervisors and cooperating teachers use individual candidates' data to help them focus on areas where they can improve their teaching. University supervisors use the tool formatively on at least five observations before assigning a summative score. Northwest also uses collective candidate data to determine where programs can make improvements to better prepare future candidates. MEES data is disseminated by program to individual program coordinators, at School of Education unit meetings, and at PEU retreats. MEES Standard #1 explicitly addresses candidates' content knowledge and provides data on candidates' preparation regarding content knowledge. MEES Standard #1 (as well as the other eight MEES standards) have all been crosswalked throughout all of the university's education programs, as outlined in **Table 3: Northwest State and National Educator Prep Standards Alignment**.

As shown in the data below, Northwest candidates' performance on MEES Standard #1 compares favorably with the state average for 2018-19.



Please note: trend data from previous cycles is not shown because of recent changes to the MEES scoring system, which makes it difficult to compare visually; however it is worth noting that in 2017-18, Northwest performed favorably on MEES Standard #1 (content knowledge), with **the third-highest ranking of 37 Missouri providers** reporting APR data. Also, please note that 2019-20 data was not yet available when this report was composed, but Northwest looks forward to sharing that data with the site visit team in March. All MEES data in the quality assurance report comes from **the state education agency, DESE**.

Further information regarding Northwest candidates' performance on summative MEES assessments is available in later sections in this report:

- MEES Standard 2 data (student learning, growth, and development) are included later in this report in [the next section which details AAQEP Standard 1.2](#).
- MEES Standards 3, 4, and 5 data (curriculum development, critical thinking, and positive classroom environment) are included later in this report in [the section detailing AAQEP Standard 1.5](#).
- MEES Standard 6 data (effective communication) are included later in this report in [the section detailing AAQEP Standards 2.1 and 2.2](#).
- MEES Standard 7 data (assessment and data literacy) are included later in this report in [the section detailing AAQEP Standard 1.4](#).
- MEES Standards 8 and 9 data (professionalism and professional collaboration) are included later in this report in [the section detailing AAQEP Standards 2.5 and 2.6](#).

First-Year Teacher Survey (FYTS) Results Regarding Content Knowledge

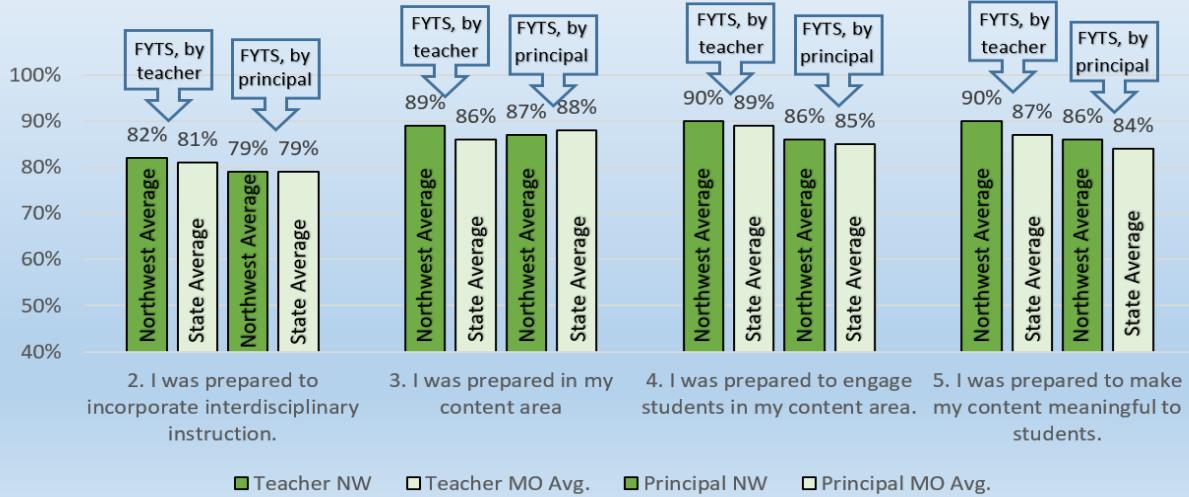
The [Missouri Department of Secondary and Elementary Education \(DESE\)](#) has developed [a suite of six surveys](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. These surveys were designed to evaluate the quality of program impact on the field and provide data to providers to support continuous improvement. The [First-Year Teacher Survey \(FYTS\), taken by teacher](#), in alignment with MEES Standard #1, asks completers four questions after their first year of teaching to assess their preparation in content knowledge (FYTS questions 2-5). In addition, [the First-Year Teacher Survey by principals \(FYTS\), taken by principal](#), which is completed by principals assessing Northwest teachers following their first year on the job, likewise has four similar questions regarding content knowledge (questions 1-4). In the first of these, as shown in the table below, 89% of completers in their first year and 87% of their principals "agreed" or "strongly agreed" that in their first year they were "prepared in [their] content area." In both cases, Northwest-prepared candidates perceived themselves and were also perceived by their administrators to be comparatively better prepared than first-year teachers at peer institutions.

MEES Standard #1: Content Knowledge

First-Year Teacher Survey (FYTS)

2018-19 Northwest and State Averages

(percent who agree/strongly agree)



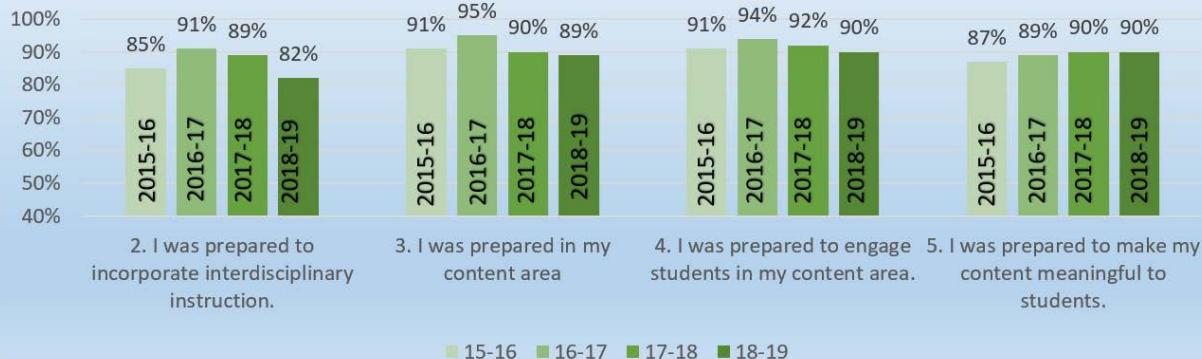
Trends in these data over the past four years, as shown in the two charts that follow, have remained relatively consistent overall for the four years in which Missouri has been administering the FYTS. Northwest's most recent data for the past year compares favorably to data from four years ago, 2015-16. However, though the data in 2019-20 remains strong when compared with state numbers, these data also show a slight overall downward trend from 2016-17 and 2017-18 data, and this slight downward trend is consistent with other questions from the FYTS survey questions evaluated and analyzed in later sections of this report.

These trends are not alarming, but they reveal some of the difficulties inherent in transitioning to the new programs: as we transition, some resources (including faculty) have been devoted to both programs simultaneously. This may have limited the effectiveness of the program, as faculty split between two programs have more to do and many have been able to provide the support needed to provide a remarkable experience; it was "only" strong and impactful, not optimal. Further, because these surveys are based on completers' perceptions of the program, these slight downward trends may suggest a slight morale dip in completers from the old programs as Northwest works to finish their programs. Because of this data (and the accreditation self-study process), Northwest is taking steps, to be discussed in more detail in [**"Conclusion: Findings and Recommendations" section**](#) of this report, in the 2019-20 academic year to provide a stronger finish to the old programs. In 2021-22, the first completers from the newly redesigned undergraduate programs and their principals will take the FYTS surveys and Northwest looks forward to comparing their data to these current completers' data.

MEES Standard #1: Content Knowledge

First-Year Teacher Survey (FYTS), taken by teacher

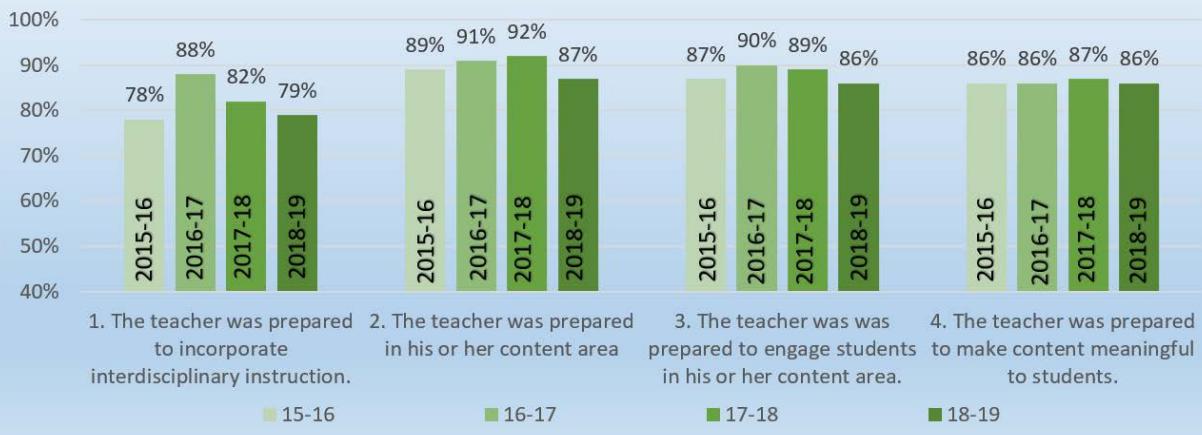
(percent who agree/strongly agree, 2015-19)



MEES Standard #1: Content Knowledge

First-Year Teacher Survey (FYTS), taken by principal

(percent who agree/strongly agree, 2015-19)



FYTS data regarding MEES 2-9 are included in later sections in this report:

- MEES Standard 2 FYTS data (student learning, growth, and development) are included later in this report in [the next section which details AAQEP Standard 1.2.](#)
- MEES Standards 3, 4, and 5 FYTS data (curriculum development, critical thinking, and positive classroom environment) are included later in this report in [the section detailing AAQEP Standard 2.3.](#)

- MEES Standard 6 FYTS data (effective communication) are included later in this report in [the section detailing AAQEP Standards 2.1 and 2.2](#).
- MEES Standard 7 FYTS data (assessment and data literacy) are included later in this report in [the section detailing AAQEP Standard 1.4](#).
- MEES Standards 8 and 9 data (professionalism and professional collaboration) are included later in this report in [the section detailing AAQEP Standards 2.5 and 2.6](#).

A note about these sources of data and their impact on quality assurance at Northwest" FYTS data are one of several points of information used systemically to guide continuous improvement. Several routine analyses take place to inform the collective understanding of the impact of the program on candidate and P-12 learning. These include, but are not limited to: 1) student evaluation of teaching-including class surveys on each course to evaluate professors' impact in the classroom; 2) annual performance reporting from DESE; 3) [feedback from Advisory Board members](#); 4) [faculty and staff receive and analyze data at Unit Retreats](#); 5) conversations with area principal and superintendent groups at monthly meetings and [Professional Advisory Board meetings](#); and, 6) feedback from district human resources professionals at Mock Interview Day, teacher placement events, and recruitment fairs on campus.

Additionally, Northwest uses evidence and data to arrive at an understanding of the impact of our programs in several consistent ways. First, the Dean of the School of Education meets [weekly with the School of Education Leadership Team](#) and regularly discusses qualitative and quantitative data to spur improvement. Additionally, the Unit has regularly-scheduled meetings of the department, as well as the Professional Education Unit [Quality Assurance Team \(QAT\)](#), Council on Teacher Education (COTE), and Professional Development at Planning and Development Days each fall and spring for the School of Education. We use data and information at the semi-annual [Professional Education Unit Retreat](#), which is co-led by our Assessment Director and Assistant Director of Accreditation and Assessment and the Dean of the School of Education to provide time and space to make sense of qualitative and quantitative data for the purpose of making strategic decisions to advance the well-being of the students, staff, and faculty who work on programs preparing teachers and leaders. Finally, the Dean, Assistant Director of Teacher Education, and Associate Director of Accreditation and Assessment meet weekly to plan strategy and professional development using available data to drive continuous conversation, gauge opportunities to learn and grow, and seek quality assurance processes to benefit students, faculty, staff, the university, and school partners.

1.2 Learners, learning theory including social, emotional, and academic dimensions, and the application of learning theory in their work

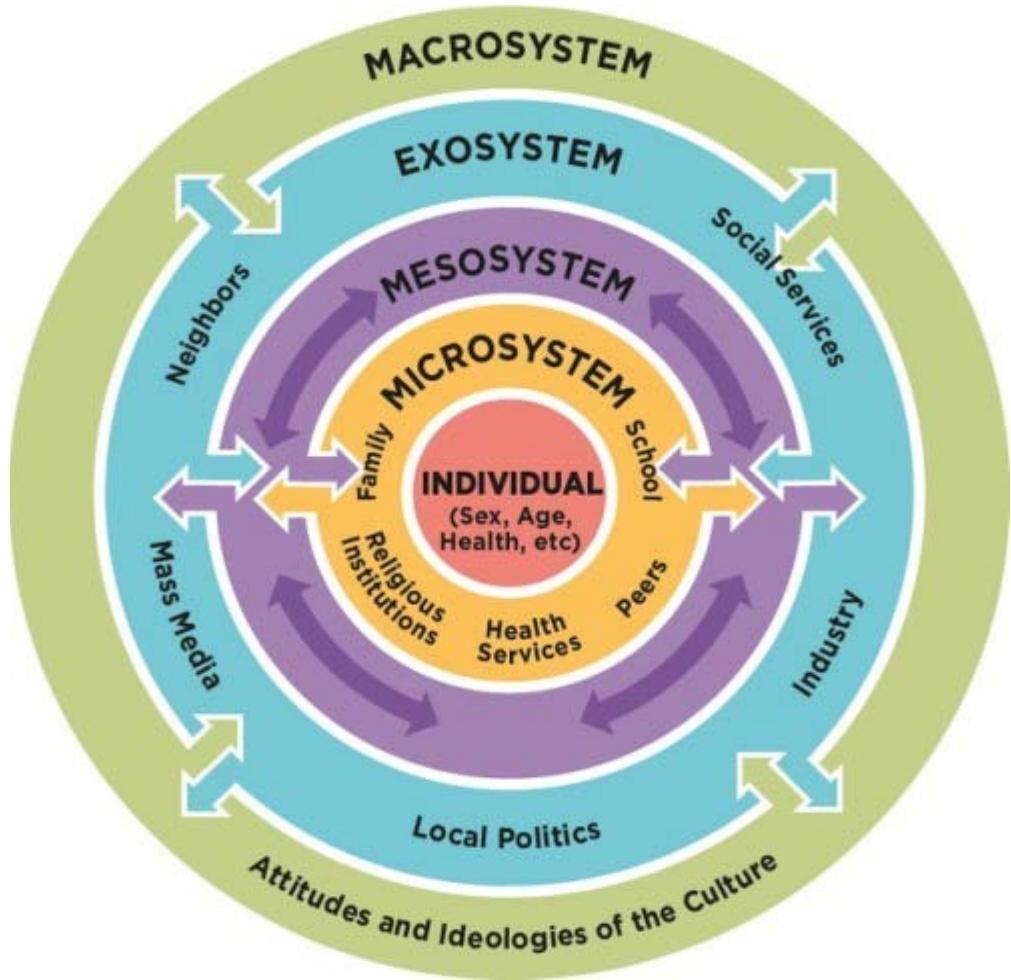
All Northwest teacher, leader, and counselor candidates upon completion demonstrate **knowledge of learners and learning theory** including **social, emotional, and academic dimensions** and have applied **this knowledge in clinical field experiences and student teaching**. Beginning in their first semester on campus, they are introduced to learning theory in [**62-111: Ecology of Teaching**](#) and [**62-112: Developmental Foundations**](#), reinforce those concepts through later coursework, and then apply them in student teaching, which is assessed with the [**Missouri Educator Evaluation System \(MEES\)**](#) assessment tool, through MEES Standard #2.

This section of the QAR is divided into **four subsections**: the **first** addresses the phase one coursework in which Northwest introduces learning theory; the **second** addresses the reinforcement of these concepts in phase two coursework; the **third** analyzes MEES data from the application of these concepts in student teaching, and the **fourth** analyzes First-Year Teacher Survey (FYTS) results from completers' first year of teaching, counseling, or building/district leadership.

Introducing Student Learning in 62-111: Ecology of Teaching and 62-112: Developmental Foundations

Northwest teacher preparation programs are founded upon a rich understanding of learners and learning theory beginning in a teacher candidates' first semester on campus and continuing through their coursework and field placements through student teaching. At the beginning of their instructional sequence, initial candidates complete the seven-week course [**62-111: Ecology of Teaching**](#) (1 credit), in which they are introduced to Urie Bronfenbrenner and his theory of human development. In each of the seven weeks, students explore a new level of the theory, moving from microsystem, mesosystem, exosystem, macrosystem, and finally chronosystem (as diagrammed below). In each week, course readings are aligned to field experiences. In the second week, students interview an influential member of their own microsystem, a former teacher, for example, and analyze how that relationship informed their own development. As the module progresses, though, students increasingly experience human developmental contexts that vary from their own; in the fourth week, for example, students participate in a [**poverty simulation**](#). This engaging activity allows deeper and analysis and exploration of poverty from a larger macrosystem lens. The Poverty Simulation is a simulated activity where our candidates go through a live action role play, with unexpected twists and turns reflective of those experiences that define day-to-day existence for those below the poverty line. This simulation transforms a few hours' time into four weeks living as a community member struggling through poverty. Our candidates and faculty find this to be a defining and enriching, and quite honestly a heart-breaking activity that enables the development of empathy and reinforces the need to build strong relationships with P-12 learners, teachers, and leaders to provide and support learning.

Bronfenbrenner's theories serve thus as a cornerstone for all Northwest education programs, founding a teacher candidates' preparation on a rich contextualization of the complex influences on student development, which are often very different than their own.



Teacher candidates' continue their introduction to the student of learners and learning theory in their first semester on campus in their second seven-week course 62-112: Developmental Foundations (1 credit). This field experience-based course introduces students to methods of observation and 'noticing' of developmental constructs in educational settings. Through intentionally designed fieldwork and guided discussion, students will learn to interpret their observations and 'noticings' from the lens of developmental and learning theories. Emphasis is placed on facilitating professional growth by acknowledging and reinforcing the importance of developmental foundations in educational goal-setting, developing an awareness of bias and assumptions in interpreting data, and the need to engage in culturally responsive practice. Together, these curricular enhancements provide support for the case that candidates engage in culturally responsive practices with diverse learners to understand and engage in communities and cultural contexts, as expressed in AAQEP standard 2.1 and 2.2.

Reinforcing Concepts in Phase Two Coursework and Required Psychology Courses

All candidates reinforce concepts regarding student learning and learning theory; they take two courses (5-6 credits) in Psychology. All teacher candidates take the foundational 08-299 Educational Psychology (3 credits) and an additional psychology course relevant to their future students: elementary teacher candidates take 08-333 Developmental Psychology (3 credits) or 08-312 Child Psychology (3 credits), middle school teacher candidates take 08-317 Psychology of Early Adolescence (2 credits), and secondary teacher candidates take 08-322 Adolescent Psychology (2 credits). Syllabi for these courses (and all other PEU courses) are available in [the Northwest AAQEP Canvas site](#).

Applying Concepts of Student Learning and Learning Theory in Student Teaching: MEES Standard #2

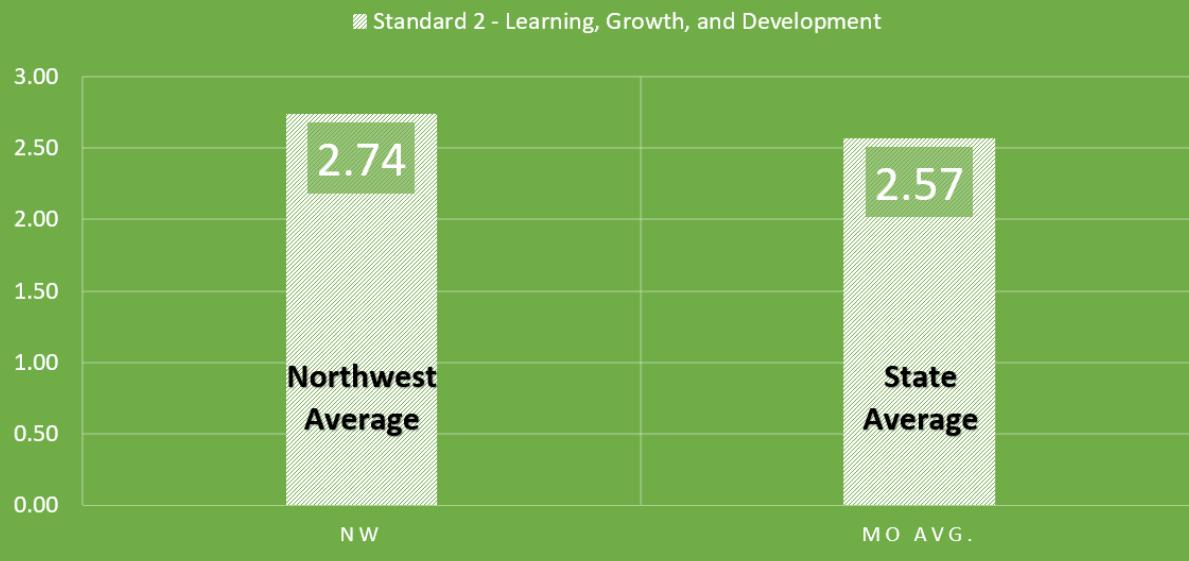
Please note: [**Missouri Educator Evaluation System \(MEES\)**](#) is introduced in the previous section of this report. If you have not already read that subsection, it is recommended that you go back to [the previous section which details AAQEP Standard 1.1](#). This section will only address the MEES assessment as it applies to MEES Standard #2.

MEES Standard #2 explicitly addresses candidates' understanding of and application of knowledge of student learning, growth, and development. Thus, MEES Standard #2 provides data on candidates' preparation regarding student learning, growth, and development. MEES Standard #2 (as well as the other eight MEES standards) have all been cross-walked throughout all of the university's education programs, as outlined in [Table 3: Northwest State and National Educator Prep Standards Alignment](#).

As shown in the data below, Northwest candidates' performance on MEES Standard #2 compares favorably with the state average for 2018-19.

MEES STANDARD #2: LEARNING, GROWTH AND DEVELOPMENT

2018-19 NORTHWEST AND STATE AVERAGES



Northwest performed favorably on MEES Standard #2 (learning, growth, and development), with [the seventh-highest ranking of 37 Missouri providers](#) reporting APR data. Northwest looks forward to sharing new state completer performance data with the site visit team in March. All MEES data in the quality assurance report comes from our state education agency, [DESE](#).

Further information regarding Northwest candidates' performance on summative MEES assessments is available in later sections in this report:

- MEES Standard 1 data (content knowledge) are included earlier in this report in [the previous section which details AAQEP Standard 1.1](#).
- MEES Standards 3, 4, and 5 data (curriculum development, critical thinking, and positive classroom environment) are included later in this report in [the section detailing AAQEP Standard 1.5](#).
- MEES Standard 6 data (effective communication) are included later in this report in [the section detailing AAQEP Standards 2.1 and 2.2](#).
- MEES Standard 7 data (assessment and data literacy) are included later in this report in [the section detailing AAQEP Standard 1.4](#).

- MEES Standards 8 and 9 data (professionalism and professional collaboration) are included later in this report in [the section detailing AAQEP Standards 2.5 and 2.6.](#)

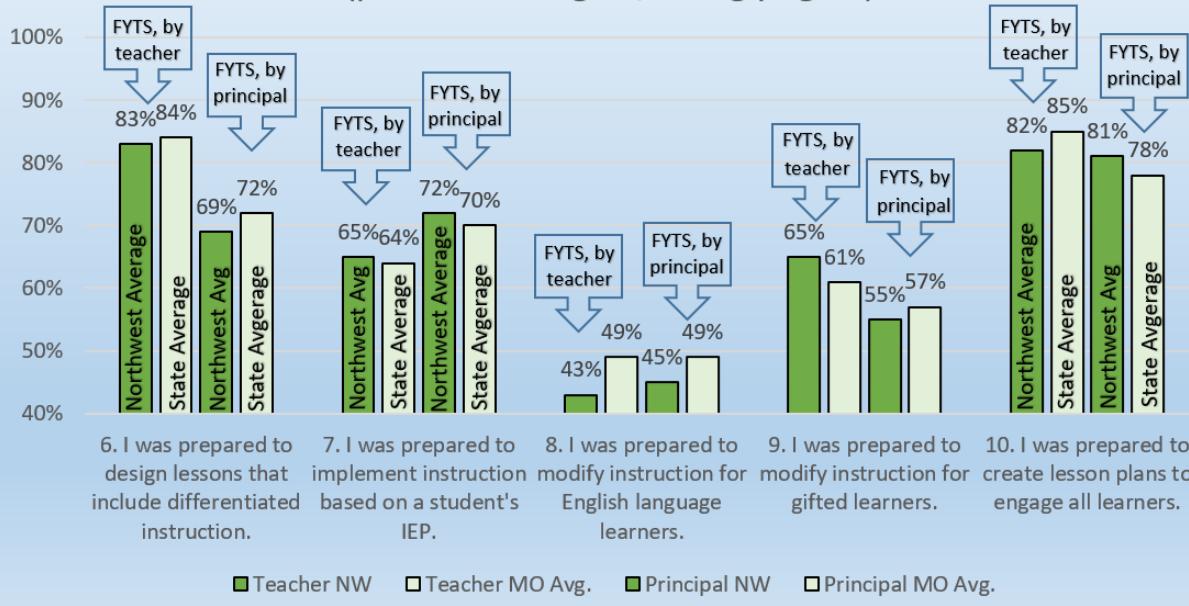
First-Year Teacher Survey (FYTS) Results Regarding Student Learning, Growth, and Development

The [Missouri Department of Secondary and Elementary Education \(DESE\)](#) and has a suite of six surveys educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. The [First-Year Teacher Survey \(FYTS\), taken by teacher](#), in alignment with MEES Standard #2, asks completers five questions after their first year of teaching to assess their preparation in student learning, growth, and development (FYTS questions 6-10). In addition, the [First-Year Teacher Survey by principals \(FYTS\), taken by principal](#), which is completed by principals assessing Northwest teachers following their first year on the job, likewise has four similar questions regarding student learning (questions 5-9). In the first of these, as shown in the table below, 82% of completers in their first year and 81% of their principals "agreed" or "strongly agreed" that in their first year they were "prepared to create lesson plans to engage all learners." They also indicated that they felt prepared to differentiate instruction. In both cases, Northwest-prepared candidates perceived themselves and were also perceived by their administrators to be comparatively better prepared than first-year teachers at peer institutions.

While these numbers are strong regarding creating lesson plans that engage all learners, other questions from this section may reveal some weaknesses in Northwest's programs: Northwest's lowest scores on the entire survey show that less than half of candidates (as well as their principals) felt prepared to "modify instruction for English Language Learners." More information on how Northwest plans to improve its candidates' preparation for modifying instruction for English language learners is included in [the "Conclusion: Findings and Recommendations" section](#). These questions further revealed that only 65% of first-year Northwest teachers felt prepared "to implement instruction based on a student's IEP" or "to modify instruction for gifted learners." These have been two key areas that we have addressed in the redesigned programs-Northwest --Northwest has implemented stronger introduction and reinforcement of these principles in new coursework as described earlier in this section, and looks forward to seeing beginning in the 2021-22 surveys improvement in both these areas.

MEES Standard #2: Learning, Growth and Development

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(percent who agree/strongly agree)



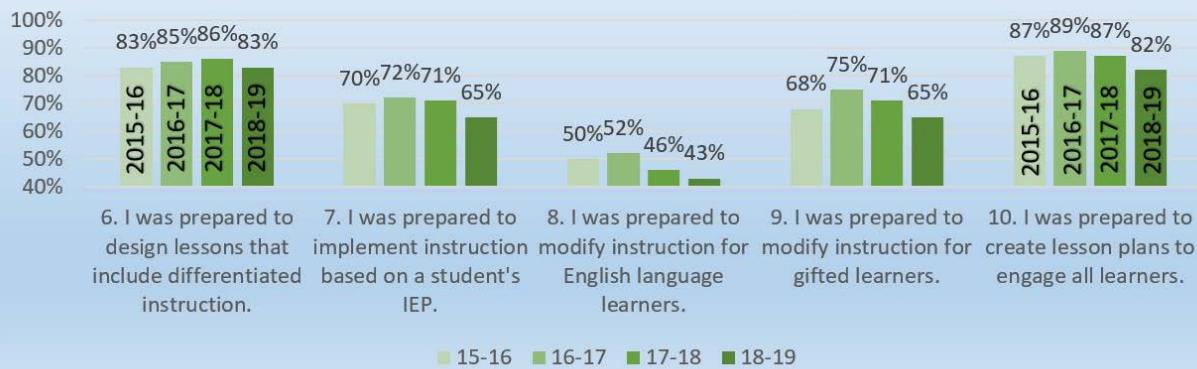
Trends in these data over the past four years, as shown in the two charts that follow, have remained relatively consistent overall over the four years in which Missouri has been administering the FYTS. For MEES Standard 1, First Year Teacher Survey Data for Northwest's most recent data from 2018-2019 compares favorably to data from four years ago, 2015-16. However, while the data in 2019-20 remains strong when compared with state numbers, these data also show a slight downward trend from 2016-17 and 2017-18 data, which is consistent with other analyses of questions from several FYTS survey questions. We are monitoring this trend.

Because of this data (and the accreditation self-study process), Northwest is taking steps, to be discussed in more detail in [the "Conclusion: Findings and Recommendations" section](#) of this report, in the 2019-20 academic year to provide a stronger finish to the old programs. In 2021-22, the first completers from the newly redesigned undergraduate programs and their principals will take the FYTS surveys, and Northwest looks forward to comparing their data to these current completers' data.

MEES Standard #2: Student Learning

First-Year Teacher Survey (FYTS), taken by teacher

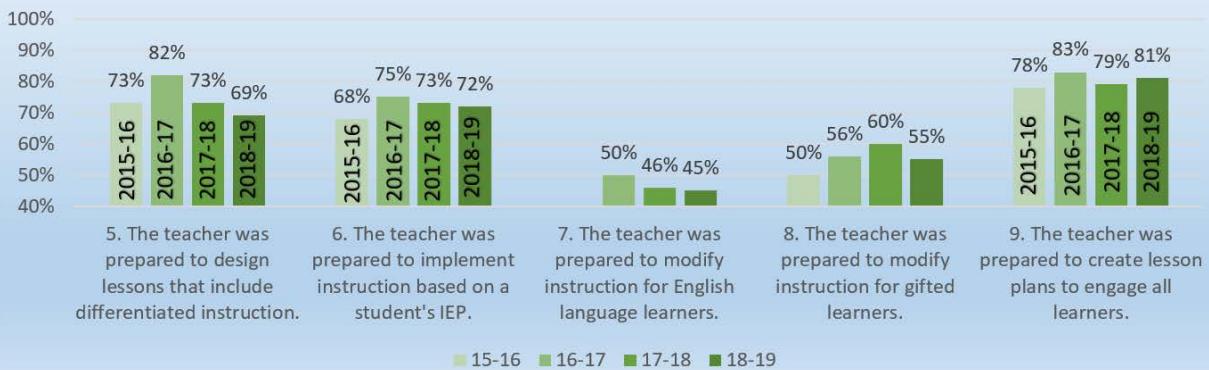
(percent who agree/strongly agree, 2015-19)



MEES Standard #2 Student Learning

First-Year Teacher Survey (FYTS), taken by principal

(percent who agree/strongly agree, 2015-19)



FYTS data regarding MEES Standard #1 and #3-9 are included elsewhere in this report:

- MEES Standard 1 FYTS data (content knowledge) are included earlier in this report in [the previous section which details AAQEP Standard 1.1](#).
- MEES Standards 3, 4, and 5 FYTS data (curriculum development, critical thinking, and positive classroom environment) are included later in this report in [the section detailing AAQEP Standard 2.3](#).
- MEES Standard 6 FYTS data (effective communication) are included later in this report in [the section detailing AAQEP Standards 2.1 and 2.2](#).

- MEES Standard 7 FYTS data (assessment and data literacy) are included later in this report in [the section detailing AAQEP Standard 1.4](#).
- MEES Standards 8 and 9 data (professionalism and professional collaboration) are included later in this report in [the section detailing AAQEP Standards 2.5 and 2.6](#).

1.3 Culturally responsive practice, including intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisitions and literacy development on learning

All Northwest teacher, leader, and counselor candidates upon completion demonstrate **culturally responsive practice**: including **intersectionality of race, ethnicity, class, gender identity and expression, sexual identity, religion, different abilities**, and the **impact of language acquisition and literacy development** on learning. They have a deep understanding of **school communities as diverse centers of learning** and as well as their responsibility **to nurture growth in all students**, regardless of difference.

This section of the QAR is divided into **four subsections**: the **first** addresses the phase one coursework in which Northwest introduces culturally responsive practice, the **second** addresses the reinforcement of these concepts in phase two coursework, the **third** analyzes MEES data from the application of these concepts in student teaching, and the **fourth** addresses culturally responsive practice in Northwest's Advanced or Graduate programs.

Northwest Institutional Learning Outcomes: Communicating and Diversity

Throughout the university, coursework in both the PEU and also in general education emphasizes self-reflection and professional collaboration through two of [the university's seven institutional learning outcomes](#), Communicating and Diversity. The Critical Thinking outcome, another institutional learning outcome, states that all Northwest students will be able to "utilize information to generate reasonable hypotheses and draw educated conclusions," elucidate solutions based on these conclusions with **the ability to reflect and evaluate** their effectiveness, and **"recognize that this process is self-reflective and continuous."** The Teamwork outcome further emphasizes all Northwest students attain the capacity for "developing **effective and ethical collaborative relationships.**" Our graduates are able to [demonstrate their ability to self-reflective](#) while promoting respect for diverse cultures and persons with intellectual and/or physical disabilities. This evidence is connected to our progressive and widely-articulated core outcomes, baked into the general education coursework and through other curricular experiences. Because the assessment of our completers comes from those who evaluate Northwest teacher candidates as university supervisors for culminating clinical practice, there is an added measure of trustworthiness to the data, and it helps to close the loop on the impact of the program on candidates' learning.

Diversity Hours in the Old Undergraduate Program (2020 Completers)

All undergraduate candidates in the old undergraduate programs (those completing in 2019-20 and before) have been required to complete thirty diversity hours, which they document using the [**Northwest Diversity Credit Hour Form**](#). For more information on the diversity hours requirement, see [**the diversity hours page on the Teacher Education Student Services \(TESS\) website**](#). As described on the website, these experiences were quite diverse: candidates fulfilled the requirement by listening to speakers on topics related to diversity in education, volunteering in diverse educational settings, actively participating in other faculty-approved activities where candidates reinforced and applied their skills in community-building and culturally responsive educational practices. Records for diversity hours are maintained by the [**Teacher Education Student Services \(TESS\)**](#) office.

Please note: the diversity-hours requirement has been phased out for all candidates in the newly redesigned programs; in its place, experiences have been redesigned and embedded directly in coursework and required clinical experiences attached to that coursework, as described further below.

Introducing Community-Based and Culturally Responsive Teaching in Phase One Coursework

All Northwest candidates in the newly redesigned undergraduate program (those completing beginning in 2020-21) are introduced to **community-based** and **culturally responsive educational practices** in their first semester of coursework. These concepts are then reinforced and applied in later coursework, which includes clinical experiences with diverse learners within diverse cultural and socioeconomic school and community settings. For more detailed information on candidates' robust and numerous supervised clinical experiences, please see [**Table 4: Northwest Teacher Candidate Clinical Experiences Crosswalk**](#). Candidates apply culturally responsive educational practices in their culminating clinical experience in student teaching, which is then assessed through the Missouri Educator Evaluation System (MEES), using the [**MEES Teacher Candidate Assessment Rubric**](#).

All teacher candidates in the undergraduate programs are required to complete [**62-111: Ecology of Teaching**](#) and [**62-112: Developmental Foundations**](#) in their first semester in their program. These courses emphasize the need for teachers to engage in culturally responsive practice and draw upon theory and research to inform practice. As outlined in the course learning outcomes in the Developmental Foundations syllabus (this syllabus and all other course syllabi are available in [**the Northwest AAQEP Canvas site**](#)), "candidates will apply their knowledge of development, theory, and research to define the essential components of culturally responsive practice." As part of their coursework, candidates write a personal narrative, which tasks them to synthesize their learnings on culturally responsive practice. [**62-117: Inclusive Classrooms and Positive Learning Environments**](#), generally taken in candidates' third semester in the

program, further requires teacher candidates to fulfill a service project documenting fifteen hours of interaction with individuals with disabilities.

This coursework fosters cross-cultural understanding and teaches candidates multiple ways to consider and make meaning of culture. As foundation courses, these allow the teacher candidate to explore their own beliefs and biases. Further exploration of candidate understanding is explored in greater depth in the mid-level courses where students explore not only their own beliefs but see how their words and actions within the classroom can stifle or augment their P-12 students' in-class experience. This culturally responsive process is taught in the university classroom and then explored through either video review and/or field experience observations, with intent for critical, reflective consideration. In order to afford our teacher candidates with the opportunity to consider cultural phenomenon that they did not grow up with, we ensure that the teacher candidates have field experiences outside of their own familiar experience (i.e. if a student was raised in an urban setting, they will have a field experience in the rural setting; if a student was raised in a rural setting, they will have a field experience in an urban setting).

Reinforcing and Applying Culturally Responsive Practices in 61-569: Multiculturalism in Education and Other Phase Two Coursework

One of the culminating courses where the students explore culture further is the 61-569 Multiculturalism in Education course. Within this course, the students study about the various cultural groups (i.e. EL/ELL/ESOL students, socioeconomic groups, varied ability groups, racial groups, ethnic groups, gender groups, sexual orientation groups, religious groups, etc.). Then, through the constant comparison of the teacher candidates' own biases, the students select projects and field experiences that will enhance their social and cultural awareness of these groups and the intersectionality of them within the classroom and school community.

Further, spiraling from teacher candidates' introduction to culturally responsive practice in **62-112: Developmental Foundations** and other phase-one coursework, all teacher candidates in phase two of their program then reinforce their culturally responsive practices through various coursework and clinical experiences. Elementary and Special Education candidates reinforce these principles, for example, in mid-level, diverse clinical experiences in 62-221: Literacy in the Elementary School, 62-356: Teaching Reading / Language Arts in the Elementary School, and 62-386 Methods of Teaching Cross-Categorical Special Education. As part of this coursework, candidates travel to and spend a school day at Fairmount Elementary School in Independence, Missouri. There they implement a collaboratively developed -- elementary and SPED candidates are paired up together for the project -- a small-group reading lesson in a K-5 classroom with implementation of culturally responsive teaching practices throughout. Since the fall 2012 trimester, over 1,100 candidates have participated in the daylong experience.

Early Childhood candidates take 62-421: Constructivist Philosophy, Theory, Curriculum Approaches and Practice in Early Childhood. All physical education teacher candidates, as another example, take 22-410: Adapted Physical Education; this course is designed to offer a survey of human physical disabilities combined with adapted and rehabilitative measures to promote better living for the individual. In the course, physical education candidates reinforce their culturally responsive practices: fine-tuning their skills in enhancing the quality of life and improving the level of physical well-being available to individuals with disabilities by successfully participating in physical activity, recreation, and/or sport. As a culminating project, candidates complete a fifteen-hour service project related to special / adapted physical education or recreation services to individuals with a disability; after completion, they reflect in writing and detail the experience and their own growth as culturally responsive teachers.

Syllabi for these courses (and all other PEU courses) are available in [the Northwest AAQEP Canvas site](#).

Reinforcing Culturally Responsive Practice through Co-Curricular Emphasis

An emphasis on cultural academic experiences as well as non-academic focused cultural experiences have occurred at Northwest. These experiences are supported by a wealth of entities on campus, including leadership, professional education faculty (Ploghoft Lecture series), student services (Diversity Lecture Series), and our office of Diversity, Equity, and Inclusion. Faculty determine the impact of these initiatives through evaluation of course-level outcomes.

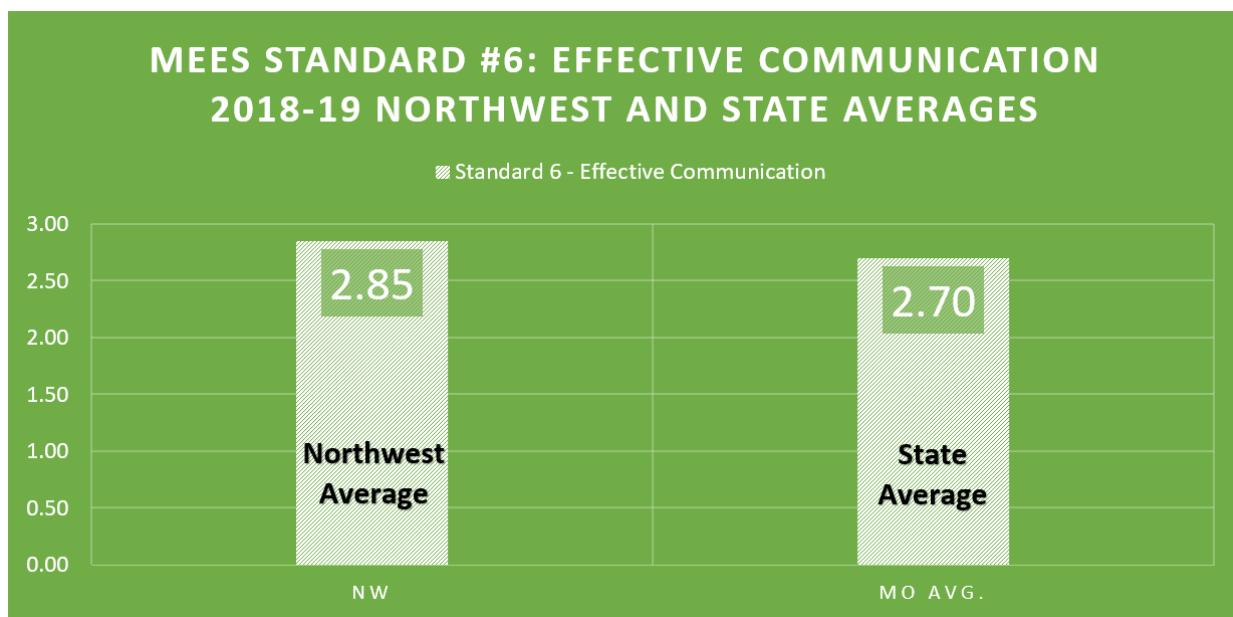
Since 2016, the Special Education program and the student organization, Council for Exceptional Children (CEC), have collaborated in a partnership with [Lettuce Dream](#). Lettuce Dream is an agricultural non-profit organization that employs individuals with special needs. These workers reside in the Maryville community and make a living working in greenhouses raising a variety of lettuce for sale in the local community. Lettuce Dream “exists to provide meaningful employment and job training programs for persons with cognitive or developmental disabilities so that they may enjoy the benefits of living, working, and fully participating in our community” (Lettuce Dream, 2015). Most recently, the [Northwest Missouri Council for Exceptional Children](#) organization collaborated with Lettuce Dream for volunteer work at their fundraisers and in the near future will be donating half the proceeds in honor of Autism Awareness. Beginning Fall 2019, teaching, data collection, and data analysis processes completed at Lettuce Dream will be linked to program coursework.

Applying Culturally Responsive Practice in Student Teaching: MEES Standard #6

Please note: [Missouri Educator Evaluation System \(MEES\)](#) is introduced in an earlier section of this report. If you have not already read that subsection, it is recommended that you go back to [the previous section which details AAQEP Standard 1.1](#). This section will only address the MEES assessment as it applies to MEES Standard #6.

MEES Standard #6 explicitly addresses candidates' capacity for engaging in and teaching their students to engage in effective communication. There is not a MEES standard that explicitly and perfectly aligns to the concepts of culturally responsive teaching, perhaps a weakness in the system. Northwest, though, has embedded culturally responsive practice as a tenet here of effective communication; candidates' capacities for effective communication incorporate a capacity for communicating across intersectionalities of race, ethnicity, class, gender identity and expression, sexual identity, and the impact of language acquisition and literacy development on learning. MEES Standard #6 (as well as the other eight MEES standards) have all been crosswalked throughout all of the university's education programs, as outlined in [Table 3: Northwest State and National Educator Prep Standards Alignment](#).

As shown in the data below, Northwest candidates' performance on MEES Standard #6 compares favorably with the state average for 2018-19:



Northwest looks forward to sharing that data with the site visit team in March. All MEES data in the quality assurance report comes from [DESE](#) and is regularly analyzed to determine program effectiveness and opportunities for improvement.

Further information regarding Northwest candidates' performance on summative MEES assessments is available in later sections in this report:

- MEES Standard 1 data (content knowledge) are included earlier in this report in [the previous section which details AAQEP Standard 1.1](#).

- MEES Standards 3, 4, and 5 data (curriculum development, critical thinking, and positive classroom environment) are included later in this report in [the section detailing AAQEP Standard 1.5](#).
- MEES Standard 6 data (effective communication) are included later in this report in [the section detailing AAQEP Standards 2.1 and 2.2](#).
- MEES Standard 7 data (assessment and data literacy) are included later in this report in [the section detailing AAQEP Standard 1.4](#).
- MEES Standards 8 and 9 data (professionalism and professional collaboration) are included later in this report in [the section detailing AAQEP Standards 2.5 and 2.6](#).

Culturally Responsive Practice and Northwest's Advanced/Graduate Programs

All candidates in advanced programs also engage in culturally-responsive educational practices with diverse learners within diverse cultural and socioeconomic community settings throughout a wide variety of assignments and clinical experiences that demand expertise in culturally responsive teaching. Experiences include internships, practicum experiences and clinical observations, and individualized clinical experiences embedded within program coursework.

Candidates in the Reading Master's program, for example, take 62-601: Literacy-Based Assessment and Analysis; in this course, their culminating project has them prepare a Literacy Profile Collection. In this course candidates prepare for a conference with their focus learner regarding his or her literacy skills and then write 3-5 culturally responsive recommendations to be shared with the student's family for work at home to be done to assist the student in their continued literacy development. Reading Master's candidates also take 62-695: Literacy Capstone, where they complete a video in which they address each of the [ILA Standards](#). Specifically, program candidates address ILA Standard #4 in terms of their culturally responsive practice and how culturally responsive practice in demonstrating knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity, and demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities. Syllabi for both of these courses (and all other Northwest PEU courses) are available in [the Northwest AAQEP Canvas site](#).

Clinical experiences in culturally responsive educational practices in other Northwest advanced programs outlined in greater depth in [Table 4: Northwest Teacher Candidate Clinical Experiences Crosswalk](#).

1.4 Assessment of and for student learning, assessment and data literacy, and the use of data to inform practice

All Northwest teacher, leader, and counselor candidates upon completion are able to **create, analyze, and employ** a variety of **formative and summative assessment techniques and instruments**. They have skills in **integrating assessment for learning, data literacy, and data-driven decision making** in their day-to-day teaching and more broadly in overarching unit and semester planning, **using data to inform their practice**. Beginning in their second trimester on campus, they are introduced to assessment and data literacy in 62-115: Principles of Assessment, reinforce those concepts through later coursework, and then apply them in student teaching, which is assessed with the [**Missouri Educator Evaluation System \(MEES\)**](#) assessment tool, through MEES Standard #7.

We have divided the Quality Assurance Report into **six sub-sections**: the **first** addresses Northwest's institutional learning outcome, Managing Information. The **second** and **third** address introducing and reinforcing assessment and data literacy in the newly redesigned undergraduate programs, and the **fourth** analyzes candidates' student teaching and application of these concepts through [**Missouri Education Evaluation System \(MEES\)**](#), Standard #7. The **fifth** section analyzes data collected from the first-year teacher surveys administered by Missouri in completers' first year of employment; and the **sixth** and last addresses community-based and culturally responsive teaching in the advanced/graduate programs.

Northwest Institutional Learning Outcome: Managing Information

Throughout the university, coursework in both the Professional Education Unit (PEU) and also in general education emphasizes gathering, using, and analyzing information through one of [**the university's seven institutional learning outcomes**](#): Managing Information. The Managing Information outcome states that all Northwest students will be able to "locate, retrieve, organize, store, synthesize, and annotate various forms of information," and "**evaluate information for currency, usefulness, and accuracy**." Through these core university-wide outcomes, Northwest graduates receive support, education, and practice to use information wisely and discriminate between valid and reliable information- a particularly useful skill in the current environment.

Introducing Assessment and Data Literacy in the Newly Redesigned Undergraduate Programs

Faculty introduce concepts related to assessment and data literacy early in all education programs. Beginning with the basics of assessment in introductory locations, including the cyclical nature of assessment and its position in lesson planning, and the role of standards and grade-level expectations in planning for and delivering assessment. Students are also introduced to assessment delivery, data analysis, data teams, and how data informs future instruction. Students are exposed to principles of effective

assessment in each program, including formative and summative assessment and informal and formal assessment.

Assessment and data literacy are introduced in one of two locations: through a shared course for a majority of teacher certification programs or through stand-alone course locations in three programs for introducing assessment and data literacy. Specifically, these strategies are deployed in specific coursework in the teacher preparation program at the undergraduate level, including **62-115 Principles of Assessment**, 19-180 Introduction to Music Education, 22-260 Observation and Practicum I in PE, and 03-320: Foundations of Agricultural Education. The following course description aligns well with AAQEP standard 1.4, which addresses data and assessment literacy and the use of data to inform practice. At Northwest, all education majors complete a Principles of Assessment course by the end of their first year, and practice honing their craft:

EDCI 62115 Principles of Assessment

This module will serve as an introduction to the principles of assessment. Candidates will examine the foundation of assessment planning as well as the tools necessary to use assessment as the impetus for developing instruction that meet the needs of all learners. This course requires 3-5 hours of field experience work. Prerequisite: EDCI 62113. Corequisites: EDCI 62114 and EDCI 62116.

Credits

1

Syllabi for these courses (and all other PEU courses) are available in [the Northwest AAQEP Canvas site](#).

Reinforcing Assessment and Data Literacy in the Newly Redesigned Undergraduate Programs

Reinforcement of assessment and data literacy begins in Phase II of the educator preparation program. All students are required to enroll in 62-321 Designing Interventions and Assessment. In this course, students will scaffold their introductory assessment coursework to consider alternative assessment types to meet all student needs. This includes special populations of students such as ELL, special education, and/or who are academically talented or gifted. Students are concurrently enrolled in content methods courses. Some areas have additional assessment-specific content in their programs, including agriculture and physical education. Content methods courses are specifically designed to include practices in assessment, as noted in the course description or course syllabus.

Early Childhood undergraduate candidates take 62-303: Observation and Assessment in Infant Toddler Settings, 62-403: Observation and Documentation as Assessment in Preschool and Kindergarten, and 62-426: Integrated Curriculum and Authentic

Assessment for Evidence-based Decision Making Grades 1-3. Early Childhood and Elementary candidates take 62-322: Literacy Assessment Intervention: Theories and Techniques.

Agricultural education students reinforce assessment and data literacy in 03-420 Program Planning in Agriculture Education; 03-524: Methods of Instruction and Assessment in Agricultural Education Laboratories and 03-580: Methods of Instruction and Assessment in Agricultural Education.

Syllabi for these courses (and all other courses throughout the Professional Education Unit) are available in [the Northwest AAQEP Canvas site](#).

Applying Assessment and Data Literacy in Student Teaching: MEES Standard #7

Please note: [Missouri Educator Evaluation System \(MEES\)](#) is introduced in an earlier section of this report. If you have not already read that subsection, it is recommended that you go back to [the previous section which details AAQEP Standard 1.1](#). This section will only address the MEES assessment as it applies to MEES Standard #7.

Because assessment and data literacy, professionalism, and professional collaboration are difficult for a university supervisor to assess through observation, Northwest faculty began collecting artifacts in 2018 to measure teacher candidate performance on [MEES Standard #7 \(assessment artifact\)](#), [MEES Standard #8 \(professionalism artifact\)](#), and [MEES Standard #9 \(professional collaboration artifact\)](#). These three artifacts then provide university supervisors insight into candidates' skills in assessment, their professionalism, and their professional collaboration during their student teaching. (Please note that information about how Northwest uses Standards #8 and #9 data in its continuous improvement can be found earlier in this report in [the section detailing AAQEP Standards 2.5 and 2.6](#)) Northwest is closely monitoring the collection of these artifacts and seeking candidate feedback as it strives to continuously improve this artifact collection; this is a new process for Northwest and will likely be improved in the coming years, but it is an innovative approach to measuring MEES 7, 8, and 9, and Northwest takes great pride in its strides thus far in the artifact collection.

MEES Standard #7 explicitly addresses candidates' capacity for assessment and data analysis, which has (as well as the other eight) been cross-walked throughout all of the university's education programs, as outlined in [Table 3: Northwest State and National Educator Prep Standards Alignment](#). As shown in the data below, Northwest candidates' performance on MEES Standard #7 compares favorably with the state average for 2018-19.

MEES STANDARD #7: STUDENT ASSESSMENT AND DATA ANALYSIS

2018-19 NORTHWEST AND STATE AVERAGES

■ Standard 7 - Student Assessment and Data Analysis



MEES Standard Item	3-Skilled Candidate: The teacher candidate is able to articulate the necessary knowledge and effectively demonstrates in performance. Expected level of performance by the end of the student teaching semester.
Standard 7: Student Assessment and Data Analysis. The teacher candidate understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction.	<ul style="list-style-type: none">Uses multiple types of assessments to effectively monitor the progress of each student and the class as a whole.Uses formative assessment strategies to effectively gather data about student understanding and uses it to plan future instruction.Maintains student records consistently and in a confidential and ethical manner.

Below are summative scores from initial candidates who student taught in the Fall 2018 and Spring 2019 semester:

MEES Performance Candidates Scored at Level 3 or 4 Program Completers 2018-2019 (N=221)	% as scored by Cooperating Teachers	% as scored by University Supervisors
Standard 7: Student Assessment and Data Analysis	94%	95%

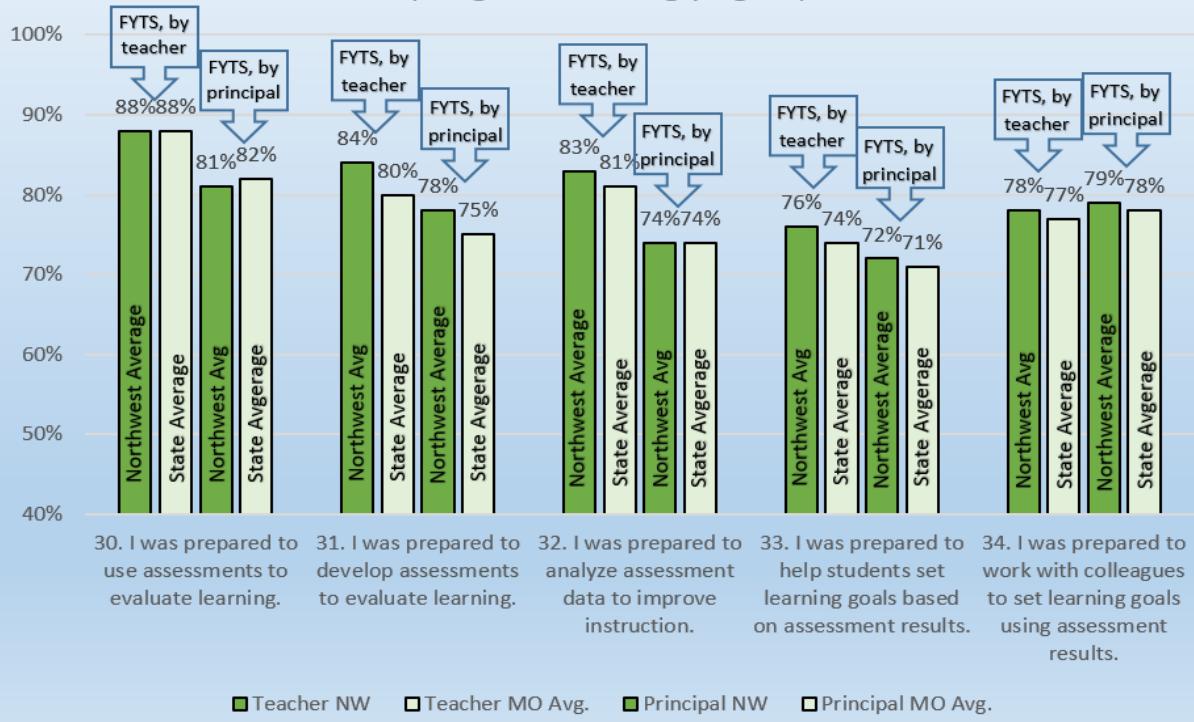
Further information regarding Northwest candidates' performance on summative MEES assessments is available in later sections in this report:

First-Year Teacher Survey Results

The [**Missouri Department of Secondary and Elementary Education \(DESE\)**](#) has [**a suite of six surveys**](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. The [**First-Year Teacher Survey \(FYTS\), taken by teacher**](#), in alignment with MEES Standard #7, asks completers five questions after their first year of teaching to assess their preparation in assessment and data literacy (FYTS questions 30-34). In addition, [**the First-Year Teacher Survey by principals \(FYTS\), taken by principal**](#), which is completed by principals assessing Northwest teachers following their first year on the job, likewise has four similar questions regarding student learning (questions 29-33). In the first of these, as shown in the table below, 88% of completers in their first year and 81% of their principals "agreed" or "strongly agreed" that in their first year they were "prepared to use assessments to evaluate learning." They also indicated that they felt prepared to "develop" and "analyze assessment" in improving student learning, as well "help[ing] students set learning goals" and "work[ing] with colleagues to set learning goals". In all of the questions, Northwest-prepared candidates perceived themselves to be better prepared than first-year teachers at peer institutions. In four of the five questions, new completers' principals perceived them to be stronger than first-year teachers at peer institutions.

MEES Standard #7: Student Assessment and Data Analysis

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(% agree or strongly agree)



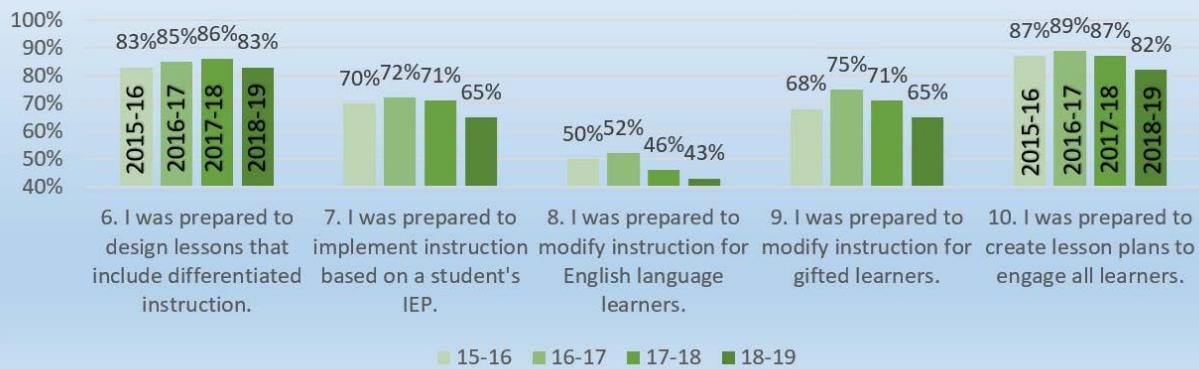
Trends in these data over the past four years, as shown in the two charts that follow, have remained relatively consistent overall over the four years in which Missouri has been administering the FYTS.

As a result of this data (and the accreditation self-study process), Northwest is taking steps, to be discussed in more detail in [the “Conclusion: Findings and Recommendations” section](#) of this report, in the 2019-20 academic year to provide a stronger finish to the old programs. In 2021-22, the first completers from the newly redesigned undergraduate programs and their principals will take the FYTS surveys, and Northwest looks forward to comparing their data to these current completers' data. Below, please find graphical representations comparing and contrasting principal and completer views related to differentiating and modifying instruction for P-12 learners.

MEES Standard #2: Student Learning

First-Year Teacher Survey (FYTS), taken by teacher

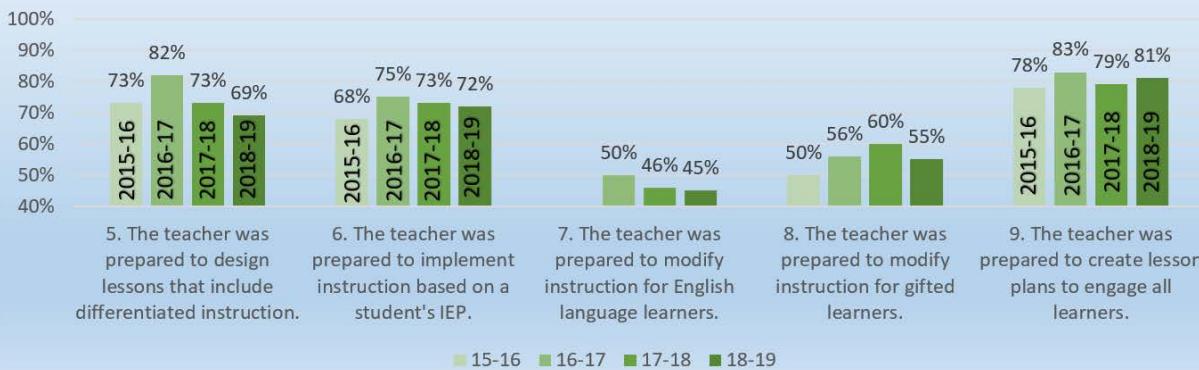
(percent who agree/strongly agree, 2015-19)



MEES Standard #2 Student Learning

First-Year Teacher Survey (FYTS), taken by principal

(percent who agree/strongly agree, 2015-19)



Advanced/Graduate Programs and Assessment/Data Literacy

All candidates in our Master's and Specialist programs take at least one course that addresses assessment and data literacy. **Northwest programs at their heart believe that assessment and data literacy are foundational concepts in any advanced student of education.** Syllabi for courses described below (and all other syllabi from PEU classes) are located on the **Northwest AAQEP Canvas site**. Additional information (beyond that described below) about Northwest candidates' clinical experiences related to assessment can be found in **Table 4: Northwest Teacher Clinical Experiences Crosswalk**.

Candidates in the Online Professional advanced programs (Educational Leadership M.S.Ed., Curriculum and Instruction M.S.Ed., Special Education M.S.Ed., Early Childhood M.S.Ed., and Reading M.S.Ed.) take 61-461: Data Literacy, in their Master's Program. This course prepares students to follow best practices in data literacy. They define district or classroom problems; locate literature that provides evidence on successful interventions for the identified problem, select key information about the problem that could be studied and where action could be taken. Graduate students find, select and organize data about the key information; run qualitative or quantitative analyses; present on findings; and reflect on how this experience and new skills will improve their teaching, leadership, and directly (and positively) impact their schools, classrooms, and students.

The course begins with a definition of data literacy and the importance of tracking data formatively as opposed to summarily. Candidates work through case studies to identify various types of qualitative and quantitative data available in schools and work to narrow down which data is most effective to recognize student achievement and success. Candidates then conduct a minor literature review and also track data related to an initiative in their own building(s), such as a teaching strategy or intervention practice being emphasized in the school or district. Candidates conduct a literature review and identify three pillars of support from relevant scholarship, and then design an effect-size study with the student data in their school or classroom. As part of the course, students are introduced to descriptive statistics and various forms of data analysis, including correlation, T-Tests, ANOVA, and the Cohen D effect size they use in their own research design.

Students create a culminating project called a [**data wall**](#) to present the findings of their research student that outlines the background, methodology to their study, purpose, results, and analysis of the study they conducted. The data wall concludes with the student's idea of what aspects should be analyzed in future study around the topic they have been investigating. Over the seven-week period, candidates have conducted an in-house research study that directly impacts their students and prepares them for a leadership role in which they help other teachers in their buildings to create their own research within their classrooms.

At the graduate level, each Master's program shares the 61-641 Data Literacy Course. We believe all candidates should possess knowledge and skills in data analysis. Analyzing real-world data, finding improvements, and reporting those findings to administrators shows the Northwest support for mutually-beneficial partnerships, improvement-oriented scholarship, and academic learning through advancing content knowledge. Assessment and data literacy, along with Multicultural Education for Diversity, Equity, and Inclusion are the core courses that define our brand in graduate education.

Candidates in the Specialist-level programs take 61-723: Writing and Interpreting Educational Statistics. The course builds on fundamentals of assessment and data

literacy introduced in the candidates' previous degree(s) and coursework. Having a two-fold focus, course activities and assignments reinforce (1) methods of developing and reporting educational research and literature and (2) techniques of interpreting and evaluating educational research and literature. Basic statistical methods are utilized in each of the components. Specialist candidates apply their assessment and data literacy knowledge and skills in developing, implementing, and writing a research project. In this project, they choose a statistical test to use for a given data type and situation; locate datasets to test research questions; clean a dataset; run descriptive analysis; run parametric and non-parametric statistical tests; interpret statistical test results; and write measurable, repeatable, quantitatively-focused research questions. They also write a purpose statement that aligns with research question(s); write a literature review with three main pillars of references; write an effective methodology section; write a findings and results section; and elaborate on conclusions drawn from the literature review. Finally, the student will learn how to become a data literacy leader and recruit colleagues for data-based collaborations. This project replaced a former Thesis-style, five-chapter Field Study, which was widely viewed by students and district partners as too "Ivory Tower"; unrealistic, and detached from the daily work of school leadership. At Northwest, we selectively let go of the past as we strive for progress through innovation and partnership.

Candidates in the School Counseling Master's Program take courses to design, implement and evaluate a comprehensive school counseling program that supports students' academic, career, and social/emotional development. Candidates in the program take the following courses that explicitly address assessment:

- 68-652: Group Appraisal introduces counselor candidates to assessment and addresses the broad area of measurement, including an examination of psychoeducational appraisal methods. Selection, administration, scoring, interpretation, and avoidance of bias in the use of group appraisals are also studied.
- 68-671: Student Appraisal reinforces assessment, covering the basic psychometric criteria for appropriate appraisal, reading and interpreting psychological reports, the principles of selection of cognitive and non-cognitive appraisal instruments, and the federal and state regulations for placement in special education.
- 68-660: Organization and Administration of the K-12 School Counseling further reinforces assessment; the course is a study of the processes fundamental to the establishment and administration of the comprehensive developmental school counseling program-emphasis on the use of needs assessment, time-task analysis, and student learning outcome data to plan, implement, and monitor school counseling programs.
- Candidates then apply the principles of assessment learned in the three above courses in 68-640: Group Counseling, 68-636: Research Methods, 68-628:

Supervised Practice in School Counseling, 68-639: Research Project, and 68-629/630: Practicum in Elementary or Secondary School Counseling.

1.5 Creation and development of positive learning and work environments

All Northwest teacher, leader, and counselor candidates upon completion are able to **create and develop positive learning and work environments**. They have a deep understanding of **curriculum implementation**, as well as the **connections between student learning and the physical spaces** in which students learn as well as **strategies for designing and using classroom and school environments that foster learning and develop critical thinking in their students**.

We have divided this part of our QAR into **three subsections**: the **first** addresses two of Northwest's Institutional Learning Outcomes: Critical Thinking and Diversity, Equity, and Inclusion; the **second** details [**62-117: Inclusive Classrooms and Positive Learning Environments**](#). This course introduces vital management and learning environment concepts to candidates. The **final section** explores evidence of applying diversity and inclusivity in student teaching gathered using the Missouri Effective Educator System.

After reading this section, it is also recommended that you read [**the section that addresses AAQEP Standard 2.3**](#); a section which builds upon the data presented below with First-Year Teacher Survey data following completers' first year of practice.

Northwest Institutional Learning Outcomes: Critical Thinking and Diversity, Equity, and Inclusion

Throughout the university, coursework in both the PEU and also in general education emphasizes professional self-reflection and professional collaboration through two of [**the university's seven institutional learning outcomes**](#): "Critical Thinking" and "Diversity, Equity, and Inclusion." The "Critical Thinking" outcome states that all Northwest students will be able to "utilize information to generate reasonable hypotheses and draw educated conclusions, elucidate solutions based on these conclusions with **the ability to self-evaluate** their effectiveness," and "**recognize that this process is self-reflective and continuous**." The "Diversity, Equity, and Inclusion" outcome further emphasizes all Northwest students attain the capacity as "**culturally competent citizens who understand and engage comfortably with difference**" Through these core university-wide outcomes, all Northwest graduates learn to reflect on their work through a self-reflective and continuous process and also work effectively as part of a team. To better understand how Northwest's institutional outcomes align to the [**Missouri Educator Evaluation System \(MEES\)**](#), individual program-specific standards and outcomes, and AAQEP standards, see [**Table 3: Northwest State and National Educator Prep Standards Alignment**](#).

Introducing Positive Learning and Work Environments in 62-117: Inclusive Classrooms and Positive Learning Environments

Undergraduate candidates take **62-117: Inclusive Classrooms and Positive Learning Environments** in their third semester in the program. The course provides candidates with knowledge and understanding about the history of special education and inclusion, sources of referral to parents and teachers, identification procedures for individuals with disabilities (including the impact of language, culture, environment, and mental health issues), inclusive methods for teaching students with disabilities, those with gifts and talents, and English language learners. Candidates will be introduced to factors to consider when developing an inclusive and positive classroom environment such as emotional intelligence, strengths-based teaching, preventive strategies, student engagement strategies, and classroom management (including time, space, transitions, and procedures).

This course provides a foundation to inclusive and positive classroom and learning environments as a way to meet the needs of all learners. This course requires all candidates to identify appropriate IEP accommodations and modifications and when they are needed as per field experience observations and interactions. This course provides all education majors (including special education teacher candidates) with an embedded field experience in which the candidates participate in a service project of 15 hours of interacting with children and adults with disabilities.

This course introduces standards-based interdisciplinary units as a way to meet the needs of all learners and promote a deeper understanding. This course/module focuses on various aspects of inclusive and positive classroom environments including the exploration and development of professional philosophies on classroom management and inclusion, as well as the development of a classroom management plan.

A course-embedded requirement includes a service project where candidates interact, learn from, and support individuals with disabilities.

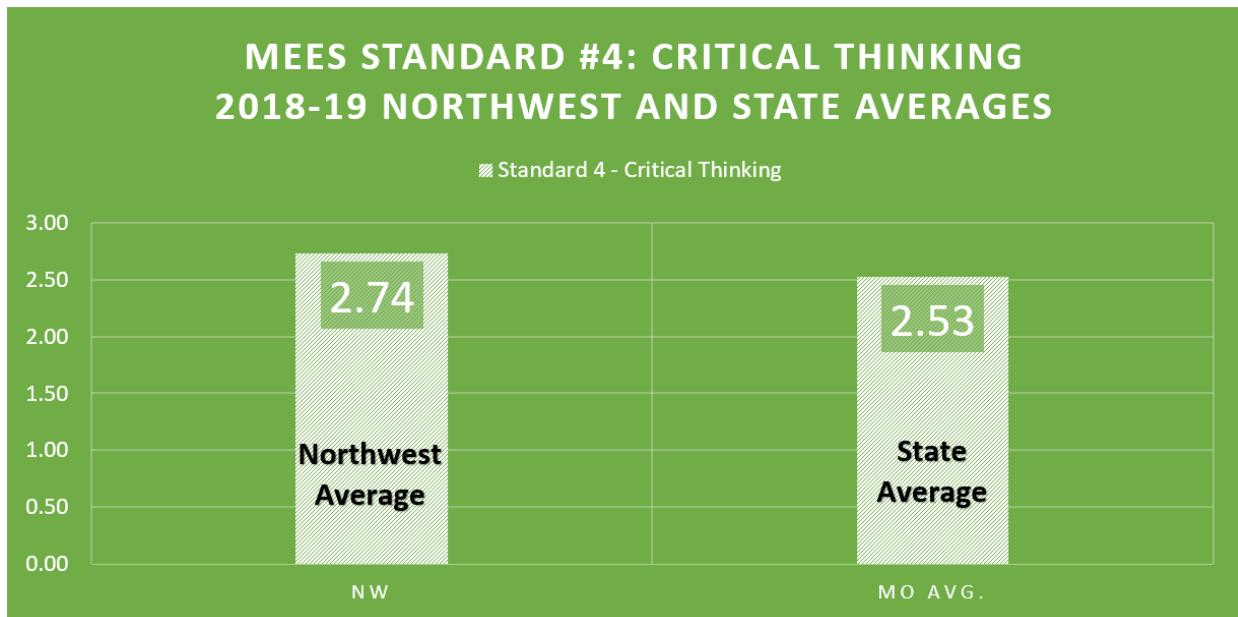
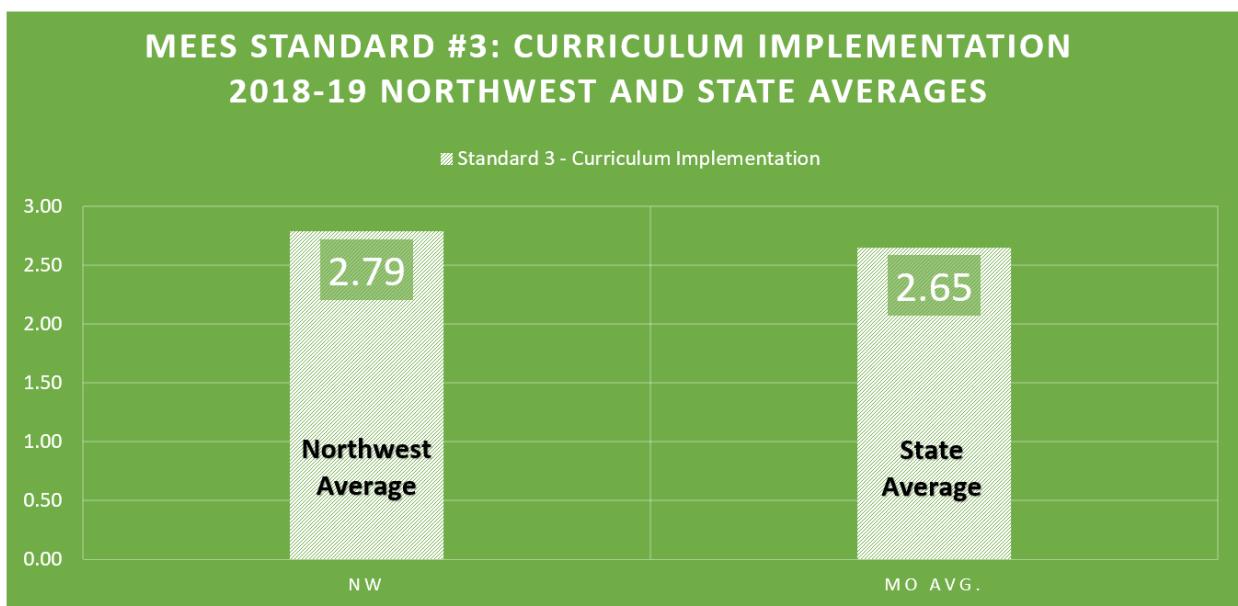
Applying the Creation and Development of Positive Learning and Work Environments in Student Teaching: MEES Standards #3-5

Please note: **Missouri Educator Evaluation System (MEES)** is introduced in an earlier section of this report. If you have not already read that subsection, it is recommended that you go back to **the previous section which details AAQEP Standard 1.1**. This section will only address the MEES assessment as it applies to MEES Standard #3-5.

MEES Standard #3 addresses candidates' curriculum implementation, MEES Standard #4 addresses critical thinking, and MEES Standard #5 explicitly addresses candidates' curriculum implementation. This is another example where MEES standards do not explicitly align with AAQEP standards. DESE standards explicitly address critical

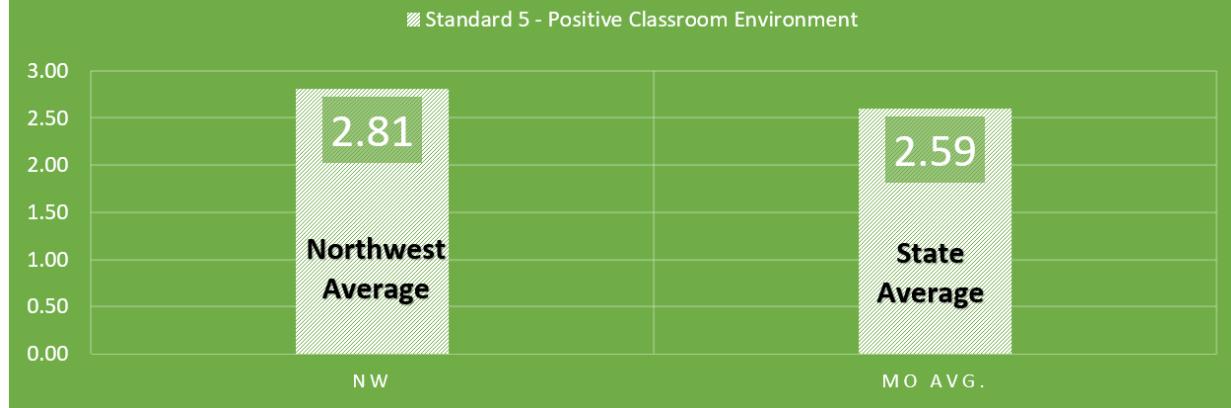
thinking and curriculum implementation, but Northwest embeds in and aligns these important concepts with candidates' ability to create positive learning and work environments. Creating positive classroom and work environments encompasses both using and teaching critical thinking skills as well as successful curriculum implementation. For more information on Northwest's standard alignments, see [**Table 3: Northwest National and State Teacher Prep Standards Alignment**](#).

As shown in the data below, Northwest candidates' performance on MEES Standard #3-5 compares favorably with the state average for 2018-19:



MEES STANDARD #5: POSITIVE CLASSROOM ENVIRONMENT

2018-19 NORTHWEST AND STATE AVERAGES



Further information regarding Northwest candidates' performance on summative MEES assessments is available in later sections in this report:

- MEES Standard 1 data (content knowledge) are included earlier in this report in [the previous section which details AAQEP Standard 1.1](#).
- MEES Standard 2 data (student learning, growth, and development) are included later in this report in [the next section which details AAQEP Standard 1.2](#).
- MEES Standard 6 data (effective communication) are included later in this report in [the section detailing AAQEP Standards 2.1 and 2.2](#).
- MEES Standard 7 data (assessment and data literacy) are included later in this report in [the section detailing AAQEP Standard 1.4](#).
- MEES Standards 8 and 9 data (professionalism and professional collaboration) are included later in this report in [the section detailing AAQEP Standards 2.5 and 2.6](#).

1.6 Dispositions and behaviors required for successful professional practice

All Northwest teacher, leader, and counselor candidates upon completion demonstrate **the dispositions and behaviors required for successful professional practice**. They know that their professional behaviors, extending beyond their content knowledge and pedagogical skills, influence student learning, and have demonstrated appropriate professional behaviors (e.g. punctuality and attendance, strong written and verbal communication, professional dress and interactions) in their coursework, clinical experiences, and student teaching.

This section of the QAR is divided into **three sub-sections**: the **first** addresses Northwest's processes for assessing candidate dispositions prior to 2019, the **second** addresses the processes beginning in the 2019-20 academic year for undergraduate programs, and the **third** addresses advanced/graduate candidates.

Assessing Candidate Dispositions Prior to 2019

The process of collecting dispositional data at Northwest changed in the fall 2019 semester. In 2014, the Professional Education Unit assessed candidate dispositions at the initial and advanced levels based around one assessment form. This was the Niagara Candidate Disposition Inventory Sample, more commonly known at Northwest as the **Niagara Disposition**. This observation form consists of 21 items related candidate commitment, responsibility, professional relationships, critical thinking and reflective practice.

Initial candidates were assessed multiple times, depending on the program, prior to student teaching. During student teaching candidates were assessed by themselves, their university supervisor and their cooperating teacher. In addition, any initial candidate could be assessed at any time by a course instructor or advisor using a version of the form known as the Red Flag Disposition.

The Red Flag Disposition was used in cases of dispositional issues that needed to be addressed immediately. The form, when completed, was sent to the candidate's advisor. Depending on the issue, it was addressed with a conversation, an official letter, or a meeting with a committee consisting of the advisor, course instructor and Assistant Director of Teacher Education.

Advanced candidates were also assessed using the Niagara Disposition a total of four times. The first instance required that the form be completed by a reference as part of program admittance. They were then assessed by either their program advisor or a course instructor after the completion of 9-12 credit hours. Finally, candidates completed a self assessment and were assessed by their program advisor at the completion of the program.

This system had advantages but also drawbacks. Advantages included the use of an assessment form fully vetted for validity and reliability- the Niagara Disposition. For initial candidates particularly, one of the strengths was triangulation of data during student teaching, as the form was completed as a self assessment and then by both professionals supervising the candidate. For advanced candidates, it was advantageous to have the form completed prior to admittance, at the halfway point, and then by two assessors at the end of the program (self and advisor).

However, while the assessment was psychometrically strong, faculty felt that it did not offer enough opportunities for formative feedback. Some faculty considered it a "gotcha"

document and were loathe to use the form. Faculty also desired an assessment tool that allowed for more specific feedback to help candidates grow as educators. While candidates had an opportunity to self-report, research indicated that self-assessed dispositions were susceptible to inaccuracies.

An emerging issue was how each program had its own plans for how the assessment tool was used prior to student teaching. This was particularly troublesome because best practices indicated that dispositions should be assessed and used for admittance to student teaching. Since each program had their own methods of disposition assessment prior to student teaching, there was not a clear cut use of this data to help determine which candidates should continue to the next level of the program.

Regarding the use of Red Flag Dispositions, two main issues appeared. Faculty for the most part seemed hesitant to use this assessment due to a negative stigma attached. On the other hand, the form itself was used sparingly.

For the advanced candidate dispositional assessment process, the main issue was that it collapsed under its own weight. With four required assessments, little accountability to ensure that it was collected at each level and little use of the data that was collected properly, the use of these assessments diminished over time.

Revised Undergraduate Candidate Disposition Assessment Beginning 2019-2020

With substantial issues impacting disposition assessment at the initial and advanced candidate levels, changes were needed. Beginning in the Spring 2017 semester, initial program faculty began working on a new disposition assessment form. Drawing from the Niagara Disposition, the University of Northern Michigan Dispositions Document, and the Winona State University Dispositions Document, a committee of Elementary, P-12 and Secondary education faculty convened to develop an instrument that was more formative in nature. The new form, the [**Program Redesign Disposition**](#) focused on Missouri Teacher Standards 1-6, with the following disposition items assessed:

- Demonstrates an inclination to seek learning from any situation and to encourage others to do the same.
- Demonstrates reliability in attendance, promptness, notification of emergencies, reliability when making commitments.
- Work is completed with attention to detail, thoughtful analysis, and submitted on time.
- Works effectively with professional colleagues and others
- Reflects on and evaluates own experiences and work, is willing and able to recognize and responds to suggestions for growth and improvement.

- Oral Communication
- Written Communication
- Professional Ethics
- Appearance

After an assessment tool was developed, policy was needed to ensure the tool was used as part of a formative strategy and as a screening mechanism. As of fall 2019, all initial candidates will be assessed with this form at multiple points in their academic career. Initial program candidate disposition schedules are outlined below. Teacher candidates will have dispositions formally assessed on the following timeline:

Process	Phase 1	Phase 2	Phase 3
Course/ Activity	Inclusive Classrooms Teaching is Communication	Elementary/Special Ed/Middle School/Secondary Majors: • Designing Integrated Curriculum 2 Early Childhood Majors: • Field Exp. in Preschool	Student Teaching
Assessor	Course Instructor	Course Instructor	University Supervisor & Cooperating Teacher
Reviewed by	TEAC	TEGC	Director of Field Experience/TEGC

This chart indicates at what phase the new disposition assessment tool will be administered. Phase 1 disposition assessment will be given before teacher education program admittance and Phase 2 disposition assessment will be completed prior to admission to student teaching. Phase 3 will be completed at the halfway point of student teaching. The assessors are indicated as the course instructor for Phase 1 and 2 and as the university supervisor and cooperating teacher for Phase 3.

The main advantage of this process will be that the results will be reviewed at each level prior to admission to the next phase by a specific committee or individual. The Teacher Education Admission Committee (TEAC), which reviews student data prior to admission into teacher education, will review candidate results from Phase 1 results. The Teacher Education Guidance Committee (TEGC), which reviews candidate data following admission to the program, will review the Phase 2 results. Finally, the Director of Field

Experience will review Phase 3 results. If serious issues persist during student teaching, disposition results will be reviewed again by the TEGC. Assessments will be completed using the LMS known as [**Northwest 360**](#) (also known as Starfish).

At each formal assessment, the instructor for the course will observe and take note of the candidate's dispositions and complete an assessment for each candidate. Candidates with no dispositional concerns should be encouraged to continue to do the good work they are doing and do not require additional intervention. Candidates who demonstrate consistently exceptional performance will be recognized by the instructor.

In addition, instead of the old Red Flag Disposition, at any time during the candidate's education course, instructors can raise a 'Teacher Education Dispositions' flag in Northwest 360. This alerts the advisor to a problem that has arisen allowing the advisor to make contact with the student. These flags will also be used as part of the review of disposition assessment data during admission to teacher education or student teaching.

The new dispositional assessment tool has been piloted during student teaching in the fall 2018 and Spring 2019 semesters. Pilot data indicates strong performance by candidates across the unit and by individual programs. Also, Fall 2019 assessors will be provided training materials to ensure assessment reliability.

Revised Advanced/Graduate Candidate Disposition Assessment Beginning 2019-2020

Similar to the initial candidate disposition assessment process, advanced candidate program faculty met in Spring 2019 to determine how their dispositional assessment process should be improved. The earlier system had too many assessments and not enough accountability. Some assessors did not complete their forms and the data collected was seldom used.

After these meetings, the advanced programs decided to use a version of the Niagara Disposition. All advanced programs will use a shorter version of the original instrument with its 21 items. The new "[**Mini-Disposition**](#)" instrument, consists of only seven items that were most likely to be assessed via observation of both teacher and principal candidates. Advanced candidate dispositions will be assessed at three specific validation points.

- The first validation point will be early in the program (either as part of the admission process or within the first 6 hours of coursework depending on the program) and will be completed by a supervisor who has professional knowledge of the candidate.

- The second validation point will be during a midpoint (usually after the completion of 9-12 credit hours) of the candidate's degree program. Dispositions will be assessed by an advisor or a course instructor who has knowledge of the candidate.
- The third validation point will be completed by the advisor, course instructor, or site supervisor in the final semester of the candidate's program.

Similar to initial candidate assessment, this Mini-Disposition form may be used at any time during a candidate's program when a course instructor, advisor, or site supervisor wishes to report dispositions which require immediate attention.

The assessor will be asked to indicate how they used the dispositional assessment results. The candidate's advisor will also review the results from dispositions forms each semester. If the advisor finds cause for concern or the need for remedial action based upon the review of disposition forms, the advisor will note the action taken within the university's online LMS, Northwest Online. The steps that may be taken are:

1. An individual conference is held with the candidate;
2. A letter is sent to the candidate with remedial actions and a timeline;
3. The candidate is asked to develop a plan to rectify the disposition; or
4. In the case of severe or multiple dispositional offenses, the candidate is referred to the appropriate committee within the school or department.

All disposition assessment data will be collected and analyzed by the Quality Assurance Team. Results will be shared during one of our two Professional Education Unit retreats each year, as part of a [rolling calendar](#) for Unit-wide data analysis for quality assurance.

Standard 2: Completer Professional Competence and Growth

- 2.1 Completers understand and engage local school and cultural communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities**
- 2.2 Completers engage in culturally responsive educational practices with diverse learners and do so in diverse cultural and socioeconomic community contexts**

As initially discussed previously in [**section 1.3 of the quality assurance report**](#), all Northwest teacher, leader, and counselor candidates upon completion **understand and engage local and school communities, and communicate and foster relationships with families/guardians/caregivers in a variety of communities**. Further, all teacher, leader, and counselor candidates **engage in culturally responsive educational practices with diverse learners** and do so in **diverse cultural and socioeconomic community contexts**.

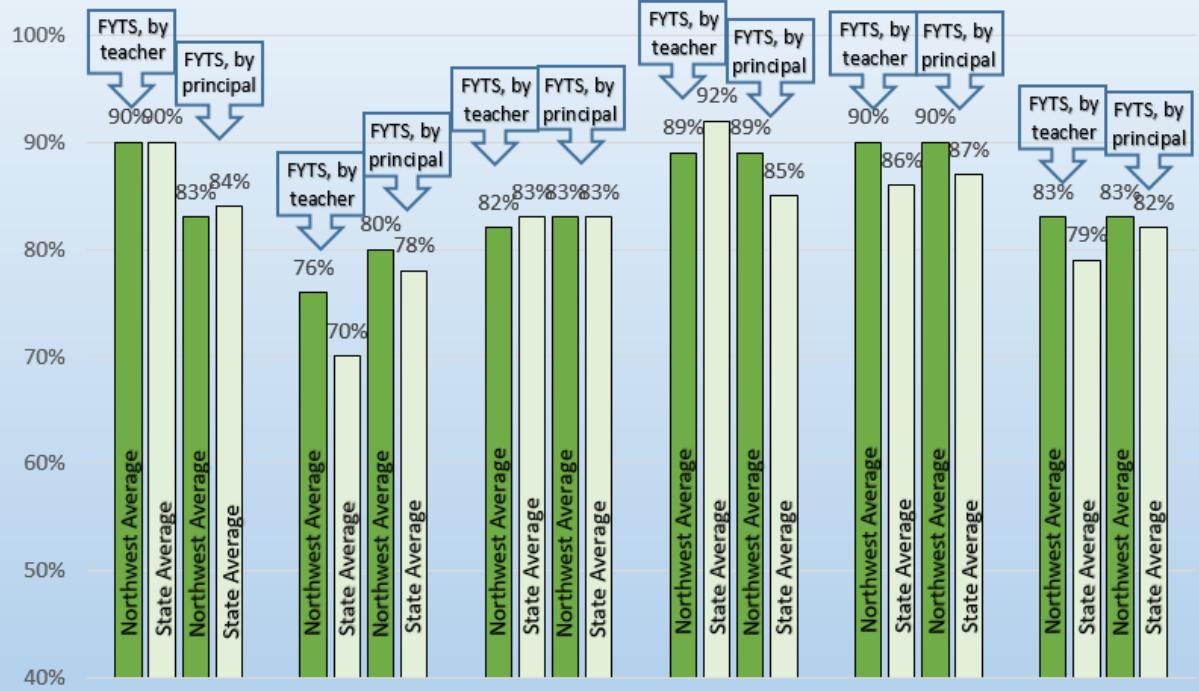
This section expands upon those earlier findings with First-Year Teacher Survey (FYTS) data and demonstrates that candidates have the capacity to adapt these further into a variety of school contexts. **It is recommended that if you have not already that you first go back and read [**section 1.3 of the quality assurance report**](#) and then return here before reading through the FYTS data that follows.**

First-Year Teacher Survey (FYTS) Results Regarding MEES Standard #6 and Effective Communication

The [**Missouri Department of Secondary and Elementary Education \(DESE\)**](#) has [**a suite of six surveys**](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. The [**First-Year Teacher Survey \(FYTS\), taken by teacher**](#), in alignment with MEES Standard #6, asks completers six questions after their first year of teaching to assess their preparation in effective communication (FYTS questions 24-29). In addition, [**the First-Year Teacher Survey by principals \(FYTS\), taken by principal**](#), which is completed by principals assessing Northwest teachers following their first year on the job, likewise has six similar questions regarding effective communication. In the first of these, as shown in the table below, 90% of completers in their first year and 83% of their principals “agreed” or “strongly agreed” that in their first year they were “prepared to use effective communication strategies to foster learning.” On another of these, [**89% of completers in their first year and 89% of their principals “agreed” or “strongly agreed” that in their first year they were “prepared to promote respect for diverse cultures, genders, and intellectual/physical abilities.**](#) On all six questions, Northwest-prepared candidates perceived themselves and were also perceived by their administrators to be comparatively similarly prepared than first-year teachers at peer institutions.

MEES Standard #6: Effective Communication

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(percent who agree/strongly agree)



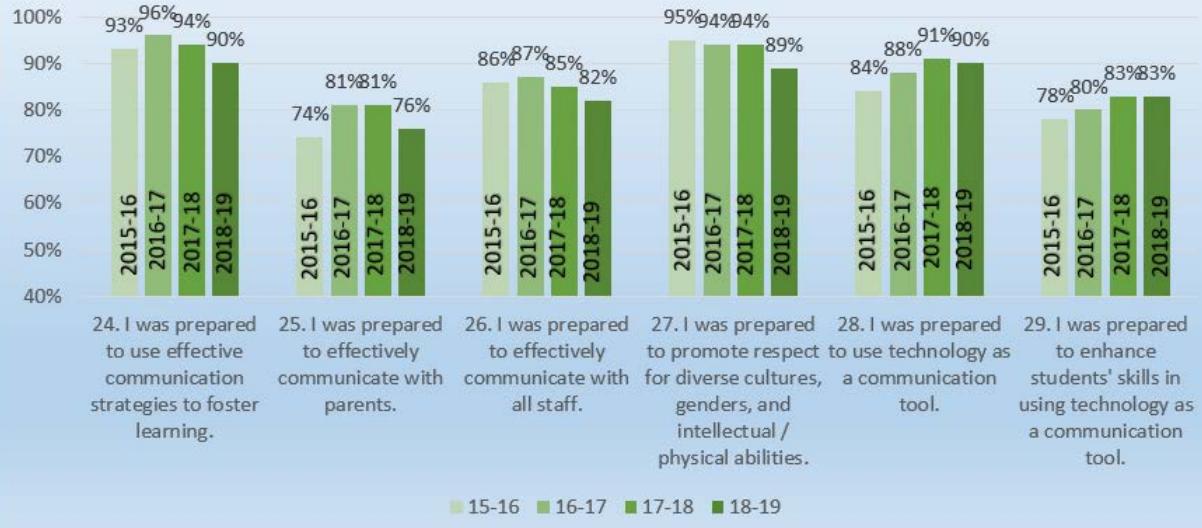
24. I was prepared to use effective communication strategies to foster learning.
25. I was prepared to effectively communicate with parents.
26. I was prepared to effectively communicate with all staff.
27. I was prepared to promote communication and intellectual / physical abilities.
28. I was prepared to use technology as a communication tool.
29. I was prepared to enhance students' skills in using technology as a communication tool.

■ Teacher NW □ Teacher MO Avg. ■ Principal NW □ Principal MO Avg.

As a result of this data (and the accreditation self-study process), Northwest is taking steps, to be discussed in more detail in [the “Conclusion: Findings and Recommendations” section](#) of this report, in the 2019-20 academic year to provide a stronger finish to the old programs. In 2021-22, the first completers from the newly redesigned undergraduate programs and their principals will take the FYTS surveys, and Northwest looks forward to comparing their data to these current completers' data.

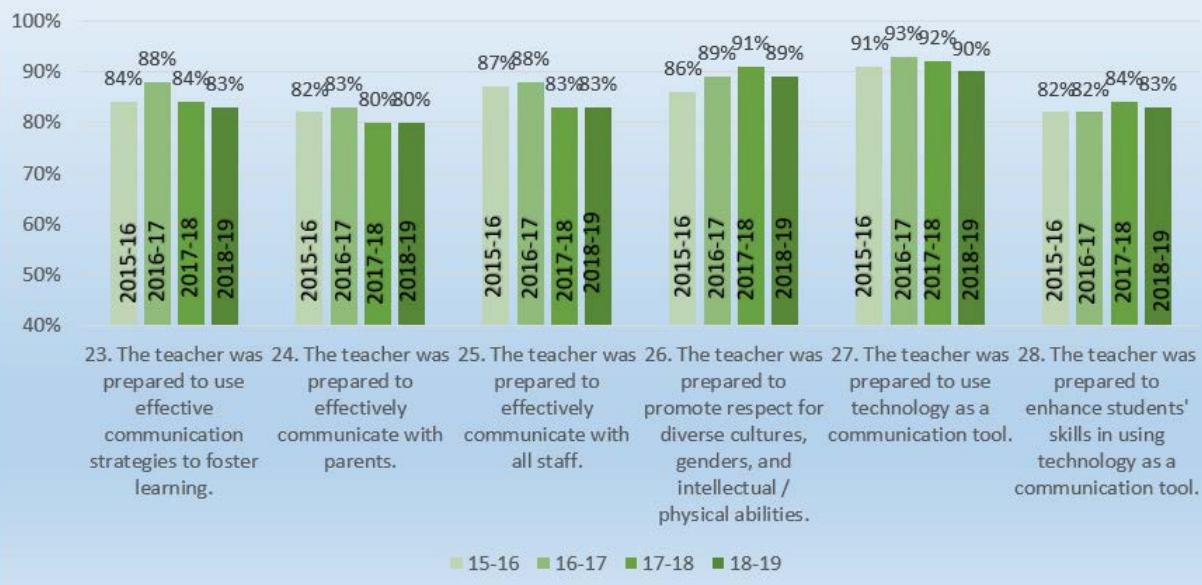
MEES Standard #6: Effective Communication

First-Year Teacher Survey (FYTS), taken by teacher (percent who agree/strongly agree, 2015-19)



MEES Standard #6: Effective Communication

First-Year Teacher Survey (FYTS), taken by principal (percent who agree/strongly agree, 2015-19)



The preceding graphical representations, and especially question #26, of perceptions of candidate quality reveal consistently strong evidence that Northwest program

completers are well-prepared and skilled at culturally-responsive and reflective practice in support of diversity. See question 26.

2.3 Completers create productive learning environments, and use strategies to develop productive learning environments in a variety of school contexts

As initially discussed previously in [**section 1.5 of the quality assurance report**](#), all Northwest teacher, leader, and counselor candidates upon completion are able to **create and develop positive learning and work environments**. They have a deep understanding of **curriculum implementation**, as well as the **connections between student learning and the physical spaces** in which students learn as well as **strategies for designing and using classroom and school environments that foster learning and develop critical thinking in their students**. This section expands upon those earlier findings with First-Year Teacher Survey (FYTS) data and demonstrates that candidates have the capacity to adapt these further into a variety of school contexts. **It is recommended that if you have not already that you first go back and read [**section 1.5 of the quality assurance report**](#) and then return here before reading through the FYTS data that follows.**

First-Year Teacher Survey (FYTS) Results Regarding Student Learning, Growth, and Development

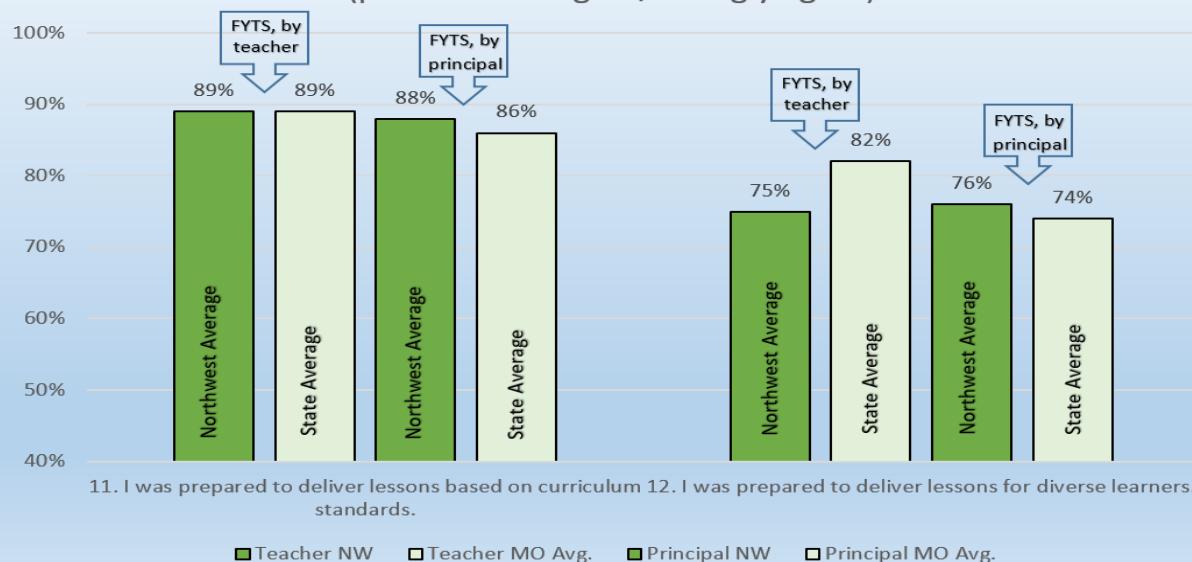
The [**Missouri Department of Secondary and Elementary Education \(DESE\)**](#) has [**a suite of six surveys**](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. The [**First-Year Teacher Survey \(FYTS\), taken by teacher**](#), in alignment with MEES Standards #3-5, asks completers two questions to assess their preparation in curriculum implementation (FYTS questions 11-12), three questions to assess the preparation to engage students in critical thinking (FYTS questions 13-15), and seven questions to assess their preparation in creating positive classroom environments (questions 17-23). In addition, [**the First-Year Teacher Survey by principals \(FYTS\), taken by principal**](#), which is completed by principals assessing Northwest teachers following their first year on the job, also has similar questions regarding curriculum implementation (questions 10-11), critical thinking, (questions 12-14), and positive classroom environments (questions 16-22).

Across these twelve questions, Northwest teacher candidates performed well when compared to state averages, though there are two notable weaknesses. On question twelve, Northwest teacher candidates did not perceive themselves (at 75%) as “prepared to deliver lessons for diverse learners” as their peers did across the state (at 82%), though their principals did (at 76% to 74%). Another notable perceived weakness came across regarding classroom management, as addressed on FYTS question 19: only 69% of candidates felt well “prepared to manage a variety of discipline issues. This is the area in the FYTS across the entire state where candidates most struggled; only 62% of state-wide teacher candidates felt well prepared for a variety of discipline issues. This corroborates with qualitative student feedback from Northwest candidates as reported in their twelfth week of student teaching: trends in qualitative feedback from

spring 2018 and fall 2019 candidates demonstrate concern regarding preparation in handling difficult classroom management situations. While classroom management is challenging for all new teachers, and all educator preparation programs should intently focus on improving this crucial component of high-quality clinical preparation, the Northwest educator preparation program has taken steps to improve candidate performance in classroom management, to be discussed in more detail in [the “Conclusion: Findings and Recommendations” section](#) of this report.

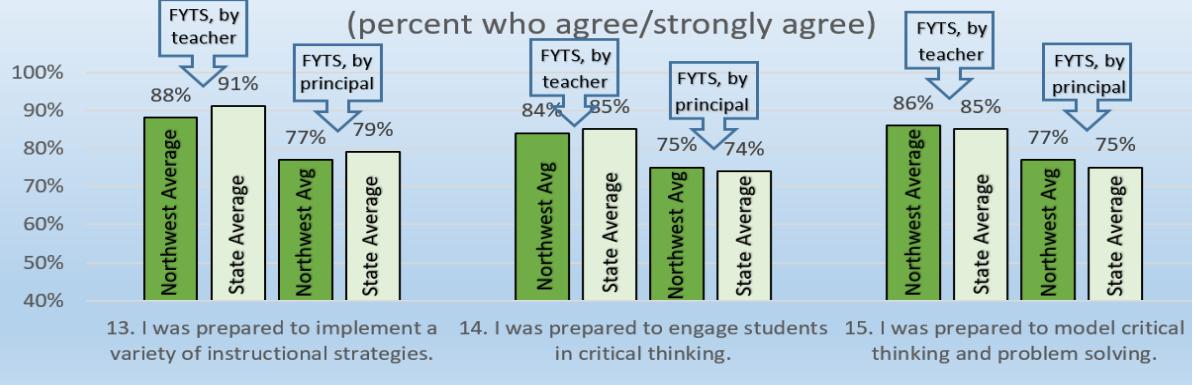
MEES Standard #3: Curriculum Implementation

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(percent who agree/strongly agree)



MEES Standard #4: Critical Thinking

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(percent who agree/strongly agree)

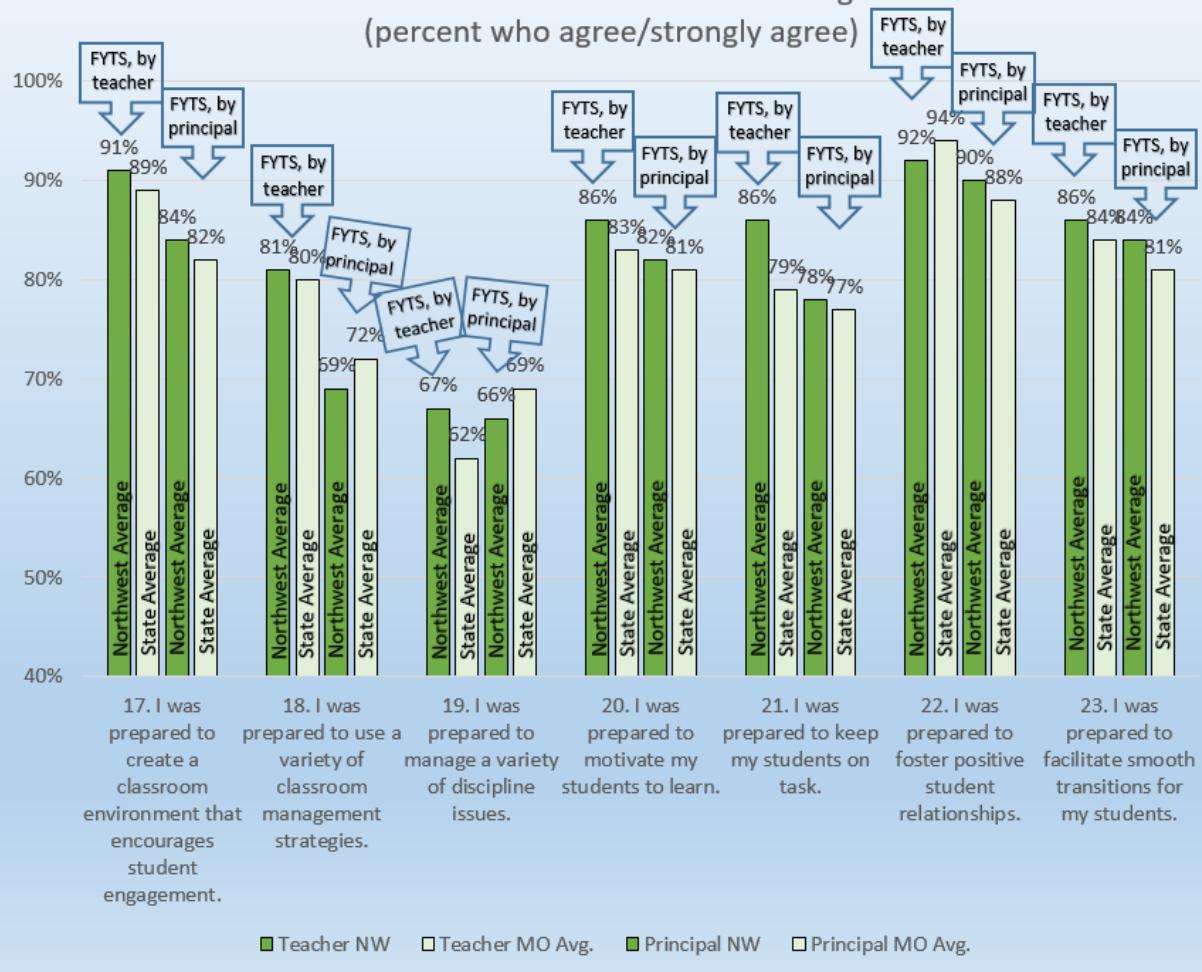


MEES Standard #5: Positive Classroom Environment

First-Year Teacher Survey (FYTS)

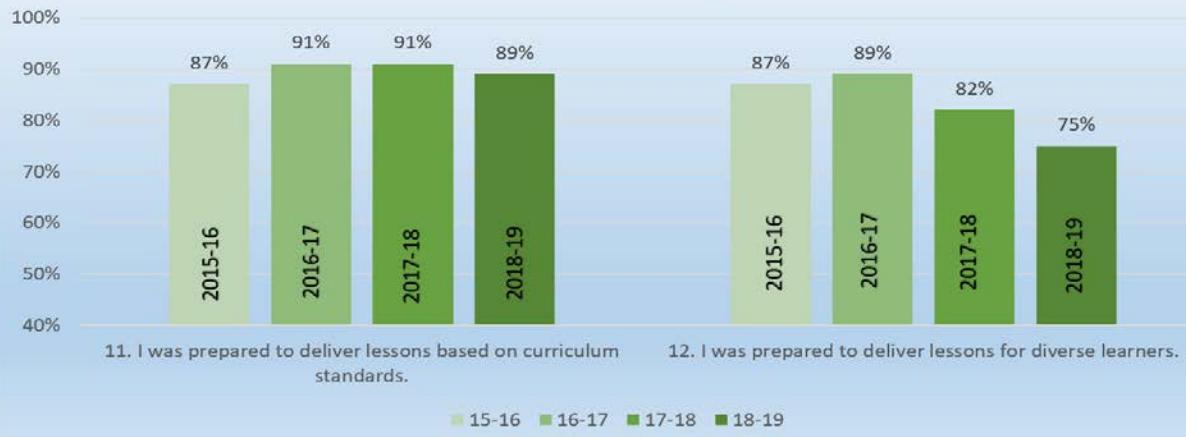
2018-19 Northwest and State Averages

(percent who agree/strongly agree)



A review of the evidence provided by the state reveals that Northwest candidates are consistently better-prepared, and more effective, than counterparts from other preparation pathways. While there is certainly room for more improvement, this data suggests that the clinical practice, quality feedback, and coaching we provide our candidates is working. In 2021-22, the first completers from the newly redesigned undergraduate programs and their principals will take the FYTS surveys, and Northwest looks forward to comparing their data to these current completers' data.

MEES Standard #3: Curriculum Implementation
 First-Year Teacher Survey (FYTS), taken by teacher
 (percent who agree/strongly agree, 2015-19)



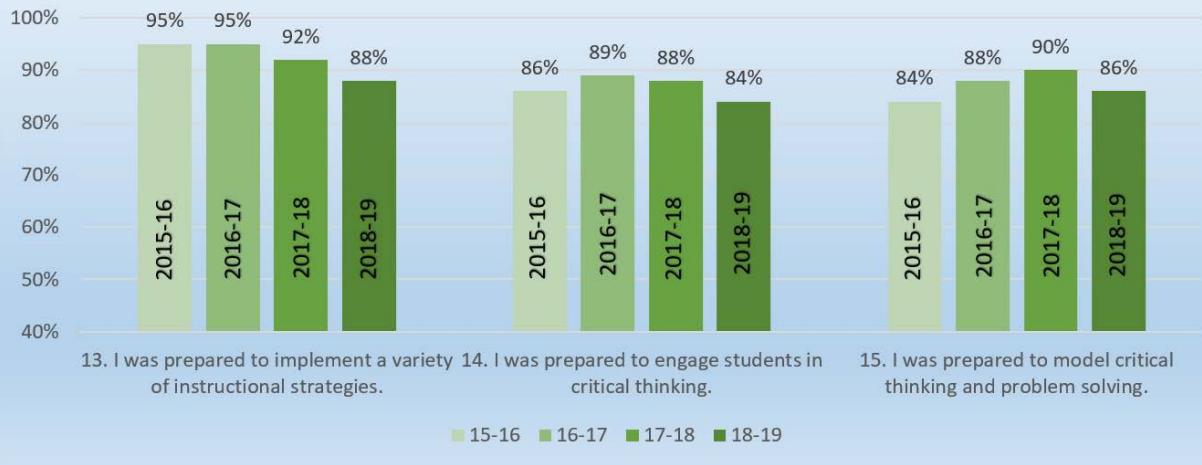
MEES Standard #3: Curricular Implementation
 First-Year Teacher Survey (FYTS), taken by principal
 (percent who agree/strongly agree, 2015-19)



MEES Standard #4: Critical Thinking

First-Year Teacher Survey (FYTS), taken by teacher

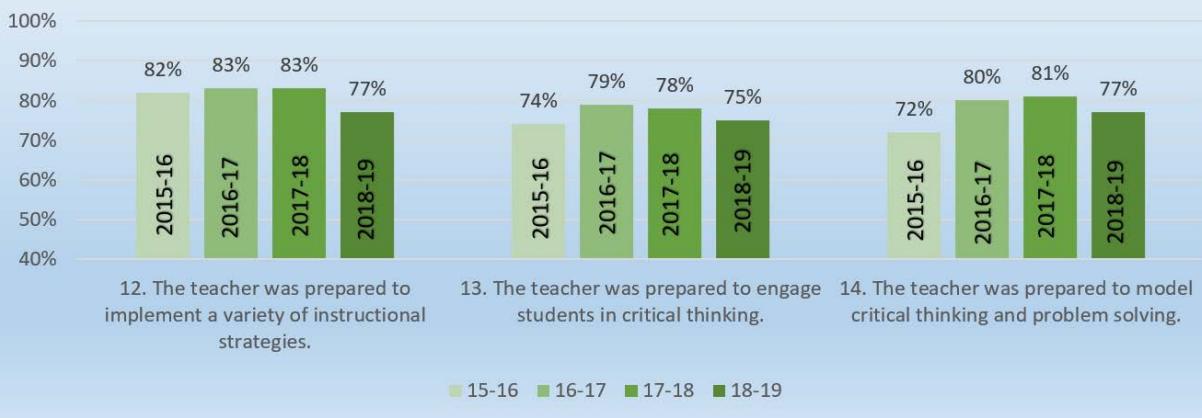
(percent who agree/strongly agree, 2015-19)



MEES Standard #4: Critical Thinking

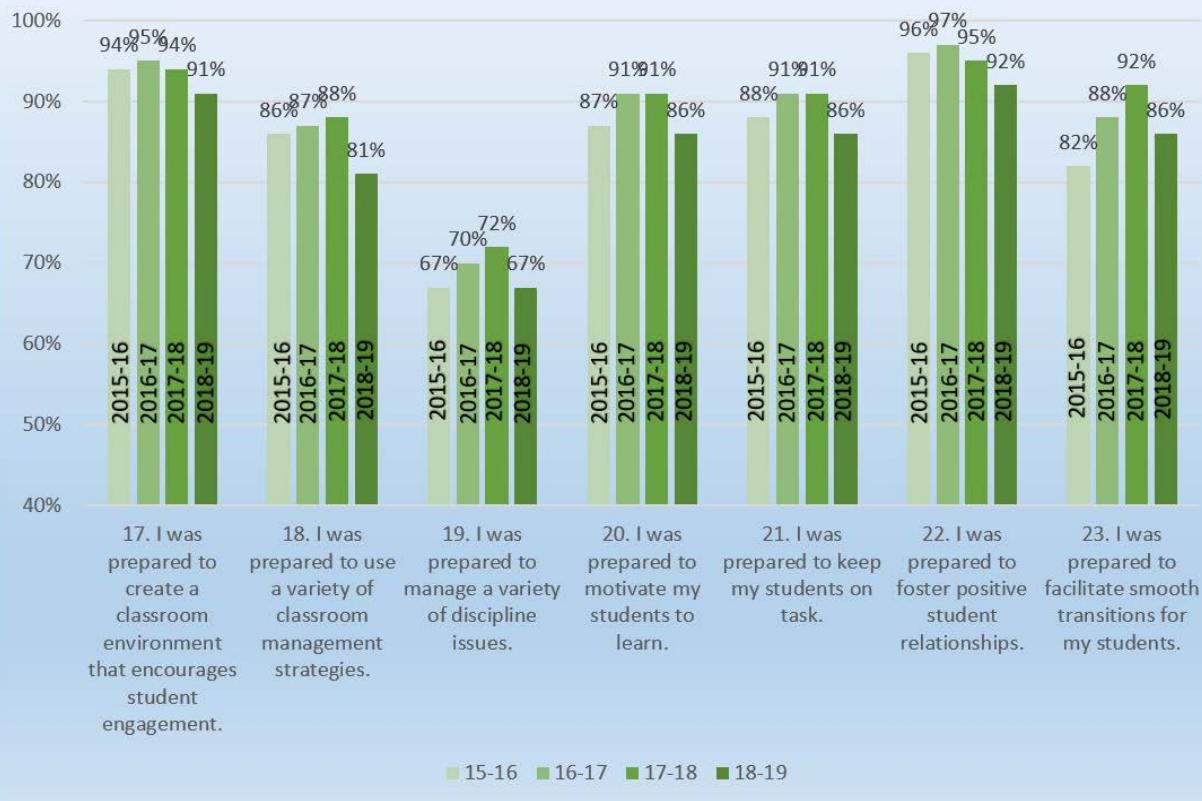
First-Year Teacher Survey (FYTS), taken by principal

(percent who agree/strongly agree, 2015-19)



MEES Standard #5: Positive Classroom Environment

First-Year Teacher Survey (FYTS), taken by teacher
(percent who agree/strongly agree, 2015-19)



MEES Standard #5: Positive Classroom Environment

First-Year Teacher Survey (FITS), taken by principal (percent who agree/strongly agree, 2015-19)



The preceding visuals support the case that Northwest candidates effectively develop relationships, utilize a variety of management styles, and create engaging classrooms. We believe this to be strong evidence of quality curriculum and quality program practices, as the majority of candidates who completed were deemed effective into their professional role, which provides evidence in support of AAQEP standards 2.3 and 4.3.

2.4 Completers support students' growth in international and global perspectives

All Northwest teacher, leader, and counselor candidates upon completion are able to **support students' growth in international and global perspectives**. They have a deep understanding of themselves as members of an educational community that extends beyond their own state(s) and nation to encompass concepts of learning as

they are applied outside of the United States. Beginning in their first semester on campus, they study the theories of human development of [Urie Bronfenbrenner](#), the renowned educational theorist. This study of international educational perspectives is reinforced in later coursework, where they are further introduced to other international theorists and ideas.

This section of the QAR is divided into **two subsections**: the **first** addresses the 61-569: Multiculturalism in Education class, which all undergraduate and many graduate candidates complete, and the **second** addresses the [Reggio Emilia](#) study abroad program, which sends students annually to learn about international and global education perspectives in Italy.

- International and Global Perspectives in 61-569: Multiculturalism in Education and 61-642 Multicultural Education for Diversity, Equity, and Inclusion.
- [Reggio Emilia International Study Away](#) program for [Early Childhood Education.](#)

International and Global Perspectives in 61-569: Multiculturalism in Education

As outlined in 61-569 Multiculturalism in Education and 61-642 Multicultural Education for Diversity, Equity, and Inclusion, initial and advanced completers understand and demonstrate the capability to promote the success and well-being of each student by applying the knowledge, skills, and commitments necessary for equitable protocols for student support. These courses focus on equitable access in a least restrictive environment, responsive practices for culturally responsive teaching and leadership, and a supportive school culture that ensures each student and family is treated fairly. Completers understand the dramatic changes in the U.S. population and the impact this has in the nation's classroom that reflect increasing diversity: The population in the U.S. is undergoing dramatic population changes, and the nation's classrooms reflect that increasing diversity.

Challenge exist in education and for those who prepare the next generation of teachers and leaders. At Northwest Missouri State, we prepare candidates to effectively teach, counsel, or lead P-12 learners from widely diverse backgrounds and cultures. We strive to help candidates successfully navigate a complex world where some groups have fewer social benefits because of race, ethnicity, gender, class, language, religion, ability, geography, or age.

Multicultural education is an educational strategy that incorporates cultural and individual differences and provides equality and social justice in schools with the goal of educating all children at a high level. Multicultural educators value the individual student--their experiences, abilities and point of view--while providing a safe, secure environment to learn about one's self and the world around them. The multicultural classroom welcomes students from all cultures through the use of a multicultural

curriculum, materials that reflect diversity, instruction that addresses a variety of learning styles and abilities, and appreciation of human differences. The multicultural educator works to assure that socially-just, equitable practices are embedded and supported in the classroom, school, and district. Multiculturalism in Education and its graduate analogue, 61-642, Multicultural Education for Diversity, Equity, and Inclusion help prepare students to be leaders in multicultural teaching and learning.

As outlined in the courses, completers demonstrate their knowledge and sensitivity to issues which foster potential prejudices and discrimination. These issues relate to gaps in privilege as a function of an individual's race, ethnicity, physical ability, language, class, geography, education, family structure, gender identity, gender expression, or sexual orientation. Contributing factors also include diversity of national origin, ingrained biases resulting in sexism, bias in favor or against those practicing certain religions, differences in physical and mental ability levels, and disadvantageous socioeconomic and income disparity, among others. Methodology in humanizing the curriculum, sensitivity issues, historical perspectives, and means by which dehumanizing biases may be recognized in instructional materials shall also be included in the content of this course. To better understand human differences and begin to appreciate and promote equity, diversity, and inclusiveness, candidates examine the impact of unconscious bias, implicit bias, and explicit bias, microaggressions, and racism in the classroom.

COURSE OUTCOMES

COURSE OBJECTIVE #1:

Students will acquire knowledge of multicultural issues as they related to ethnicity and race, class and socioeconomic status, gender and sexual orientation, exceptionality, religion, and education.

- Recognize similarities and differences among diverse cultural groups.
- Discuss experiences, contributions and relationships of diverse groups.
- Be aware of issues that are of importance to various cultures.
- Identify various forms of stereotyping, prejudice and discrimination.
- Analyze behavior and attitudes for biases against the characteristics of specific groups.

COURSE OBJECTIVE #2:

Students will develop multicultural perspectives, which will potentially lead to increased self-respect, greater respect for different cultural groups, and fewer inter-group conflicts due to ignorance, misunderstanding or misinformation.

- Reflect on ethnic ancestry and cultural heritage in relation to self-definition and biases.
- Develop an awareness of and appreciation for alternative beliefs, manners, customs, linguistic traditions and lifestyles of individuals and groups different from self.
- Demonstrate skills in maintaining positive relationships with other individuals or groups and in responding constructively to conflict in relations.

COURSE OBJECTIVE #3:

Students will demonstrate knowledge of implementing a culturally responsive mindset through pedagogical practices.

- Explain the rationale of multiculturalism in education.
- Demonstrate a belief in equality of educational opportunity.
- Examine the effects of cultural background on students' performance in school.
- Recognize and minimize self-biases about students of different backgrounds.
- Analyze how various sources such as films, videos and books relate to multicultural issues and how they can be used in educational settings.
- Compare and contrast the learning styles of mainstream and non-mainstream students and examine the implications for developing appropriate teaching strategies.
- Identify and apply teaching strategies and resources to accomplish multicultural learning goals.

COURSE OBJECTIVE #4:

Students will demonstrate an understanding of the importance of a multicultural curriculum instructional strategies, resources and materials, learning environment and technology.

- Successfully plan integrated lesson plans taking into consideration the different micro-cultures.
- Develop procedures, questions and learning activities designed to develop and stimulate critical thinking and appreciation for multiple realities and perspectives.
- Demonstrate resourcefulness in finding, selecting, and using instructional resources.

- Use technology to support learner-centered strategies that address the diverse needs of students.

COURSE OBJECTIVE # 5:

Students will understand the importance of transforming the curriculum and instructional practices to reflect equity and quality for all students.

- Describe the rationale for incorporating instruction on socio-cultural issues of diversity.
- Describe ways to ensure equitable practices in the classroom.
- Demonstrate skills for adapting instructional experiences to match the needs of individual students.
- Apply technology to increase productivity.

GLOBAL PERSPECTIVES

The following assignment is required for the Multicultural Education for Diversity, Equity, and Inclusion (61-642), a required core course for all Master's candidates in these graduate programs: Special Education; **Curriculum and Instruction**; Reading; and Educational Leadership.

Multicultural Media Presentation

Students explore the changing demographics of schools by examining specific micro cultural groups that populate schools in the United States. The purpose of this project is to uncover what makes us all unique by researching different customs and practices in other countries - many of whom children attend schools in the U.S. Candidates take a deeper look at the conditions immigrant populations face both nationally and globally, prior to and after arriving in the U.S. from their home countries. Candidates present their findings in a **multimedia group presentation** to peers. The goal is to become aware of the impact of global conditions and policies on individuals who enter the U.S. as refugees, undocumented immigrants, and legally admitted immigrants both in their home countries and in the U.S. A strong focus is placed on the educational systems, learning challenges, and culturally responsive pedagogy.

Candidates focus on: languages spoken, demographics, history, population, land area & location, ethnicity and demographic data, and industries. Other categories include: hobbies, past times, national pride, festivals, events, holidays, religious traditions, popular music, cultural dance, and/or entertainment, food and delicacies, and educational system. One of the lead instructors for the Multiculturalism courses (61-569 and 61-642) received the **most prestigious university-wide recognition for teaching and supporting courageous conversations with civility**. Dr. Everett Singleton is one

of a team of dedicated education professors who broaden horizons and support reflective practice through the development of more global worldview. Below, please review a partial list of the topics and experiences candidates have which broaden their global perspectives in 61-642 and 61-569.

TOPICS COVERED

Foundations of Multiculturalism
Building Trust
Historical Perspectives
Ethnicity & Race
Class & Socioeconomics
Gender & Sexual Orientation
Exceptionality
Language & Linguistics
Religion & Geography
Culturally Responsive Teaching & Assessment
Youth & Trauma
Current Topics in Multicultural Education

The University offers support for and access to International experiences which broaden educators' awareness and increase intercultural competency through its office of Study Away. For candidates from predominantly rural areas, access to rich clinical practice with students from diverse language backgrounds, or concentrated poverty, or from diverse racial, ethnic, and ability-level differences provides the richest and most complete educator preparation. For our candidates from urban and suburban settings, program leaders commit to ensuring that they will have the chance to learn and work with students from small, rural schools. This opens eyes and hearts, and requires significant institutional commitment. The institution also supports **international student teaching** through the office of Study Away at Northwest, and candidates routinely engage in culminating clinical experiences by student teaching in areas as diverse as **Costa Rica, New Zealand/Australia/Spain/Ireland/Chile, Argentina** and/or **Finland**. We also have an amazing and well-utilized annual study away trip the very heart of best practice in Early Learning, at a study tour in Reggio Emilia, Italy.

Reggio Emilia Study Abroad Opportunity

The Reggio Emilia, Italy study group was designed specifically for small groups of graduate and undergraduate students and accompanying professors whose work with students across colleges and universities in the United States are influenced by the Reggio Emilia Approach to education. It fits well with short-term, faculty-led study abroad programs, offering students practical international experience to support their corresponding academic coursework. The experience of the Municipal Infant Toddler Centers and Preschools of Reggio Emilia is the subject of interest, research, and exchange on the part of students, teachers, teacher educators, researchers,

administrators, and political and cultural figures from all over Italy and throughout the world. The context and history of the community is highly regarded, rooted in not only pedagogical choices but also political, cultural, and ethnic choices made following WWII in support of a new democratic society.

The Reggio Emilia, Italy study group began at Northwest Missouri State University in 2015 with two professors, four laboratory school faculty, and four students. The group has grown each year with the 2019 group consisting of 15 students. The students consist of primarily early childhood and elementary students but is open to all education majors. The study group takes place the last week of March each year and is the United States Students and Professors study group. The Loris Malaguzzi International Centre hosts many groups throughout the year and this one specifically focuses on U.S. universities and colleges. Students and professors from across the country attend the study group. During the 2019 study group representation included colleges and universities from Colorado, Washington, Missouri, Kentucky, Tennessee, and Pennsylvania.

Northwest's early childhood department has a strong constructivist approach to early childhood education and provides students with a wealth of information about all early childhood programs. Through a network of early childhood educators, Northwest connected with the North American Reggio Emilia Alliance for information. Through this connection, the study group was developed at Northwest. The philosophy of the Reggio Emilia Approach is one that views children as eager to learn and relate. Children seek to examine, experience, and connect with people and surroundings. Adults and children thrive when there are interesting resources, complex environments, and experiences, times for the pleasure of learning and being, reciprocity, and optimism for the future. The fundamental values and principles provide that intelligent children deserve intelligent teachers, where children are honored and respected for their potential, capabilities, and humanity.

The study group consists of a walking tour of the city of Reggio Emilia, Italy, visits to the Preschool and Infant Toddler Centers of the Municipality of Reggio Emilia, presentations by pedagogistas, atelieristas, and teachers on the history, identity, and principles of the Reggio Emilia Approach. The presentations include interwoven theoretical talks and analysis of projects that document experiences inside the schools. The study group also includes time at the Loris Malaguzzi International Center exploring the Bookstore, Documentation and Educational Research Center and Exhibits. Opportunities for discussion among students and professors is abundant to share information about their own context and Reggio related coursework at U.S. universities and colleges.

Students return with a deeper understanding of the educational philosophy that is based on the image of the child and that human beings possess strong potential for development and relationships. Students return with a focus on the participation of families in children's education, the collegial work of all personnel working with children,

the importance of the educational environment, and pedagogical beliefs about children and learning.

Our graduate program in Special Education provides another example in support of the case that the Northwest curriculum expands candidates' and completers' thinking in support of global and/or international perspectives. Below, see an assignment used to support student's global perspectives. In this case, this related to students identifying as LGBTQIA.

This work is embedded and required to meet the program outcomes and course outcomes for our Masters of Special Education, 62-635 Techniques for Conferencing and Collaboration.

Students engage with various materials regarding families:

- [Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process.](#)
 - Rossetti, Z., Sauer, J. S., Bui, O., & Ou, S. (2017). Developing collaborative partnerships with culturally and linguistically diverse families during the IEP process. *Teaching Exceptional Children*, 49(5), 328-338. doi:10.1177/0040059916680103
- [Taking a good look at ourselves: Critical reflection mobilizes culturally responsive instruction.](#)
 - Wisniewski, R. (2015). Taking a good look at ourselves: Critical reflection mobilizes culturally responsive instruction. *Changing Schools*, 73, 8-10.

Students then engage in a Parent/family Interview with a collaborative group, followed by threaded discussion posts. Specific parents are assigned to the groups to ensure well-rounded diverse aspects. It is currently lacking and needing to identify to add parent of students identifying as LGBTQIA. Here is the assignment:

Collaborative Group-Multicultural Parent Interview

Instructions:

For the Multicultural Parent/Family Interview, each group will conduct an interview with the parent(s) of a student of various cultural backgrounds. The purpose of the assignment is to gain an understanding of the attributes of cultural educational perspectives and nuances that can negatively impact family partnerships. Please note, these students may or may not have disabilities, so the focus of this assignment should be around culturally responsive teaching and collaborative practices.

Each group will be responsible for coordinating the time to conduct the parent interview, collaborating (using their assigned roles) to develop interview questions prior to

conducting the parent interview, and conducting the interview as a group. Interview questions MUST be designed prior to the interview, and the interview should last no more than 30 minutes. Upon completion of the interview, each Collaborative group will develop 2-3 discussion questions for their classmates, and moderate a discussion during this module.

Interview questions should be reflective of where each team member is in their own personal journey in understanding and meeting the needs of culturally diverse learners. It is understood that some team members may have vast experience in working in diverse communities, while others may have limited experience. This interview should serve as your opportunity to explore your personal bias, ask questions, and allow others to help you learn about the language, nuances and other factors that may be impairing your ability to reach diverse learners and their families.

Northwest content area instructors are also seeking to support diversity and inclusivity through a broadened worldview, with emphasis on culturally relevant practice. World Music is now required of all our Bachelor's of Music Education students, as it was a requirement of the National Association of Schools of Music, the programmatic accrediting body. Their response to our visit stated the an insufficiency below (which the approval and implementation of World Music remedied):

Page 15, P. Standards Summary, #13. "It is not clear that students acquire knowledge of music history and repertoires through the present time, including study and experience of musical language and achievements in addition to that of the primary culture encompassing the area of specialization (see NASM Handbook 2017-18, Standards for Accreditation VIII.B.4.)." Also reference Visitors' Report page 12, paragraph 1.

This provides an example of how the institution responded to feedback and consistently strives to improve, as well as a program-level response to an effort to find culturally responsive practices to bring people together despite differences. Music, in this sense, forms a cultural bridge.

Conclusion

At Northwest, candidates and completers receive opportunity to expand their global horizons with coursework requiring deep reflection and self-assessment and have access to internationalized learning (such as the Reggio Emilia study tour). In addition to rich clinical partnerships (see [4.1, and 4.2](#) for evidence of diverse clinical partnerships), the Northwest education programs support the expansion of global perspectives. Our completers demonstrate the impact of our robust curriculum, as evidence indicates that they demonstrate self-reflection and support for diversity, equity, and inclusive teaching practices. [**Click here to see the evaluation of our candidates on the culminating performance assessment, MEES, used to evaluate first-year**](#)

teachers' reflective practice and support for diversity during teaching during student teaching.

2.5 Completers establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice

2.6 Completers collaborate with colleagues to support professional learning

All Northwest teacher, leader, and counselor candidates upon completion **establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection on their own practice**. Further, all teacher, leader, and counselor candidates upon completion are able to **collaborate with colleagues to support professional learning**.

We have divided this portion of the QAR **five sub-sections**. The **first** addresses the university's institutional learning outcomes- Critical Thinking and Teamwork. The **second** addresses the suite of PLC courses that teacher candidates take beginning in their first trimester on campus that introduce and reinforce professionalism and professional collaboration, and the **third** addresses the **[Missouri Educator Evaluation System \(MEES\)](#)** artifact collection, which candidates complete during student teaching. The **fourth** analyzes data collected from the first-year teacher surveys administered by Missouri to analyze perceptions of our program completers' first year of employment, and the **fifth** and last addresses the university's advanced/graduate programs.

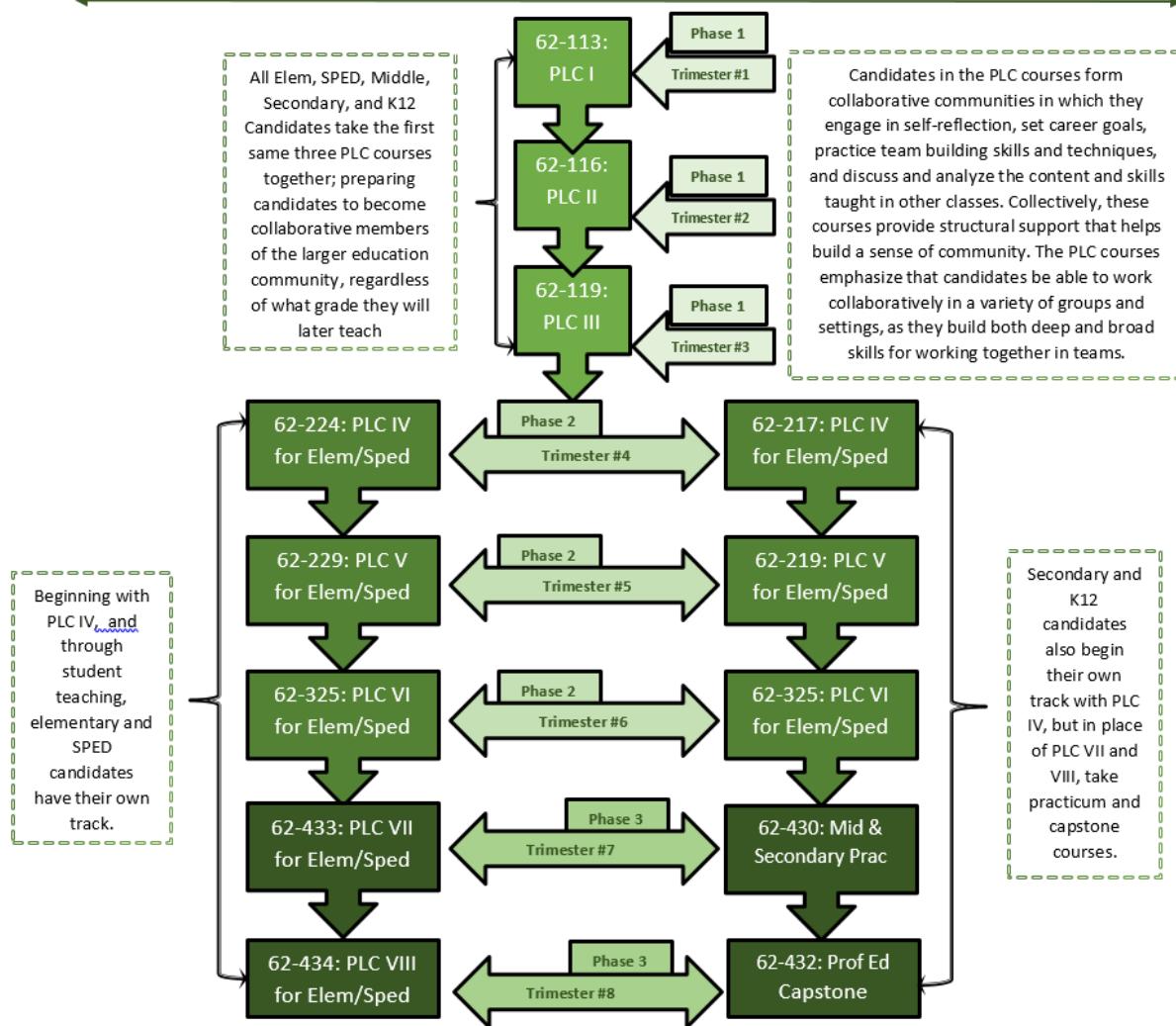
Northwest Institutional Learning Outcomes: Leadership and Teamwork

Throughout the university, coursework in both the PEU and also in general education, the College of Arts and Sciences and the Professional Schools emphasizes professional self-reflection and professional collaboration through two of **the university's seven institutional learning outcomes**: Leadership and Teamwork. The Critical Thinking outcome states that all Northwest students will be able to "utilize information to generate reasonable hypotheses and draw educated conclusions, elucidate solutions based on these conclusions with **the ability to self-evaluate their effectiveness**," and "**recognize that this process is self-reflective and continuous**." The Teamwork outcome further emphasizes all Northwest students attain the capacity for "developing **effective and ethical collaborative relationships**." Through these core university-wide outcomes, all Northwest graduates learn to reflect on their work through a self-reflective and continuous process and work effectively as a vital part of a team. To better understand how Northwest's institutional outcomes align to the **[Missouri Educator Evaluation System \(MEES\)](#)**, individual program-specific standards and outcomes, and AAQEP standards, please see **Table 3: Northwest State and National Educator Preparation Standards Alignment**.

Introducing and Reinforcing Professionalism and Professional Collaboration: PLC 1-6: Northwest's Suite of Professional Learning Community (PLC) Courses

In addition to coursework outside their PEU classes, all teacher candidates (except Music Education and Agricultural Education) in the newly redesigned undergraduate program are also introduced to professional self-evaluation, self-reflection, and goal setting, as well as collaborative professional learning through the suite of Professional Learning Community courses that they take beginning in their first trimester on campus. These fifteen-week, trimester-long, one-credit courses then continue throughout the program: PLC I in the first trimester, PLC II in the second trimester, and so on through to PLC VIII in their student teaching semester. The three phase-one PLC courses occur during candidates' first three trimesters on campus. During these courses, the program brings together candidates regardless of their grade level; future kindergarten teachers learn alongside future twelfth-grade teachers. The structure establishes a foundation in which candidates become members of a larger educational culture than just their own singular major or discipline; they learn to have the heart of an educator. Beginning in PLC IV, candidates divide between two tracks, as detailed in the flowchart below: one for elementary and special education candidates; and one for middle, secondary, and K-12 candidates. These later PLC courses reinforce candidates' skills in establishing personal professional goals and reflecting on their practice, and tie together content, skills, and dispositions taught in other Professional Education Unit-wide classes with an emphasis on collaborative professional learning.

Northwest's Professional Learning Community (PLC) Suite of Courses



Candidates in the PLC courses form collaborative communities in which they engage in self-reflection, set career goals, practice team building skills and techniques, and discuss and analyze the content and skills taught in other classes. Northwest designed these courses to provide structural support that would build a sense of community amongst candidates. In contrast to a more traditional model, in which candidates would take three-credit education courses over fifteen weeks, Northwest's model of having candidates take three one-credit courses means that in any given trimester means that candidates interact with three different groups of colleagues and as many as three different instructors. This emphasizes that candidates must work collaboratively in a variety of groups and settings and that over the course of their entire program they meet and work with nearly all the other candidates who entered the program in the same year. This results in even stronger collaborative skills for teachers as they build both deep and broad skills for working together in teams.

Agricultural education teacher candidates do not take PLC I and II, but instead are introduced to professionalism and professional collaboration in 03-320: Foundations of Agricultural Education. Then, in addition to taking PLCs III, IV, V, and VI, concepts of professional collaboration and professionalism are reinforced throughout their program through 03-420 Program Planning in Agricultural Education, 03-421 Conducting Supervised Agricultural Experience Programs, 03-422 Community Programming in Agriculture, 03-524 Methods of Instruction and Assessment in Agricultural Education Laboratories, and 03-580 Methods of Instruction and Assessment in Agricultural Education. In addition to coursework, agricultural education teacher candidates also participate in a number of professional events: they attend the Fall Area Seminar, State Fall Adult Education Conference, Area/District Agricultural Education Teacher Meetings, National and State FFA Conventions, Fall and Spring Agriculture Career and Leadership Development Events, State Professional Development Summer Technical Institutes, and Preservice CASE curriculum certification training. At these events, professional collaboration also occurs as agricultural education teacher candidates have the opportunity to interact with current agricultural education teachers, state **Department of Elementary and Secondary Education (DESE)** staff, and professional development workshop facilitators. Agricultural education teacher candidates also join Collegiate FFA/ATA/PAS, in which professional dues to the **National Association of Agricultural Educators (NAAE)** are paid as student members. Agricultural education teacher candidates also join **Missouri State Teachers Association (S-MSTA)**. Northwest's **Agricultural Education program narrative** provides additional information specific to the program.

Syllabi for all PEU courses can be found in **the Northwest AAQEP Canvas site**.

Applying Professionalism and Professional Collaboration in Student Teaching: MEES Standards #8 and #9

Please note: **Missouri Educator Evaluation System (MEES)** is introduced in an earlier section of this report. If you have not already read that subsection, it is recommended that you go back to **the previous section which details AAQEP Standard 1.1**. This section will only address the MEES assessment as it applies to MEES Standard #3-5.

Teacher candidates in both the old and new programs apply professionalism and self-reflective practice as well as professional collaboration in their student teaching. Student teachers are assessed through **Missouri Educator Evaluation System (MEES)** Standards 8 (professionalism) and 9 (professional collaboration). Both of these **MEES** standards (as well as the other seven) have all been cross-walked throughout all of the university's education programs, as outlined in **Table 3: Northwest State and National Educator Preparation Standards Alignment**.

Because assessment and data literacy, professionalism, and professional collaboration are difficult for a university supervisor to assess through observation, Northwest faculty began collecting artifacts in 2018 to measure teacher candidate performance on **MEES**

Standard #7 (assessment artifact), MEES Standard #8 (professionalism artifact), and MEES Standard #9 (professional collaboration artifact). These three artifacts then provide university supervisors insight into candidates' skills in assessment, their professionalism, and their professional collaboration during their student teaching. (Please note that information about how Northwest uses Standard 7 data in its continuous improvement is addressed earlier in this report in **the section detailing AAQEP Standard 1.4**) Northwest closely monitors the collection of these artifacts and seeks candidate, faculty, staff, and school partner feedback as it strives to continuously improve our artifact collection in support of quality assurance. This new process will likely continue to improve in the coming years, but it is an innovative approach to measuring MEES 7, 8, and 9, and Northwest takes great pride in the collective assessment and analysis work thus far in the artifact collection.

As shown in the data below, Northwest candidates' performance on MEES Standards #8 and 9, which address professionalism and collaboration, compares favorably with the state average for 2018-19.



MEES STANDARD #9: PROFESSIONAL COLLABORATION

2018-19 NORTHWEST AND STATE AVERAGES

■ Standard 9 - Professional Collaboration

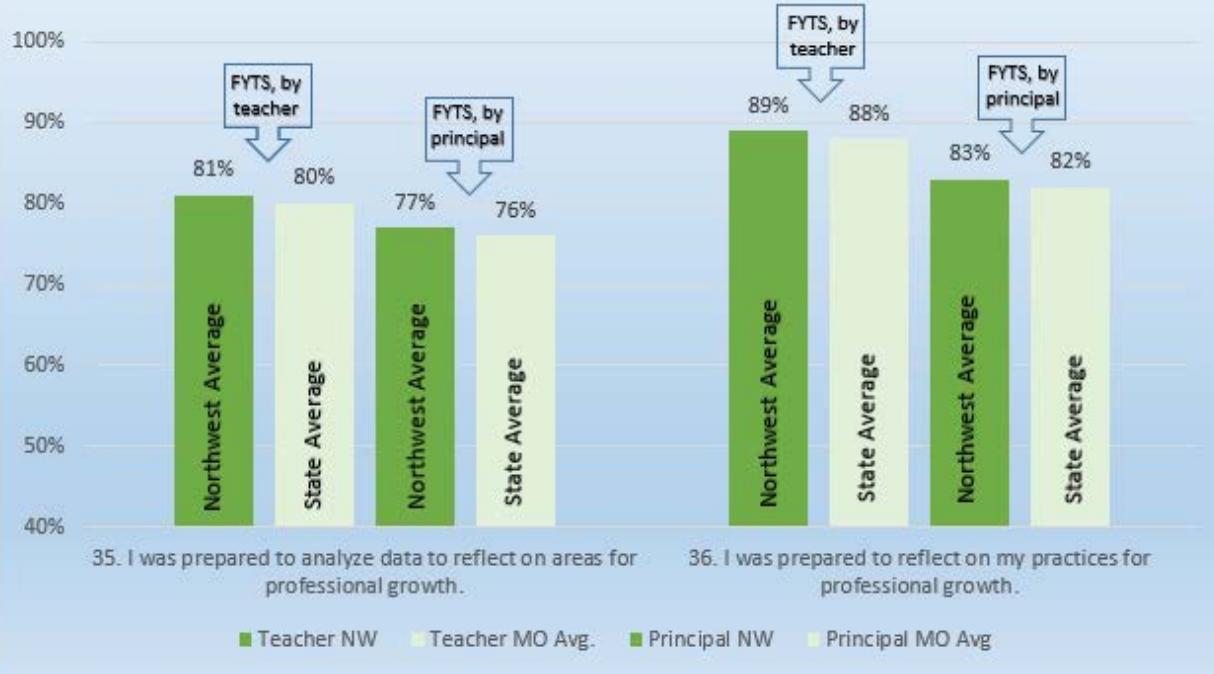


First-Year Teacher Survey Results

The [**Missouri Department of Secondary and Elementary Education \(DESE\)**](#) has [**a suite of six surveys**](#) educators complete in their first year of employment, which DESE has been collecting since the 2015-16 academic year. The [**First-Year Teacher Survey \(FYTS\), taken by the teacher**](#), in alignment with MEES Standard #8, asks completers two questions after their first year of teaching to assess their preparation in "analyze[ing] data to reflect on areas for professional growth" (FYTS question #35) and in "reflect[ing] on their practices for professional growth" (FYTS question #36). In addition, [**the First-Year Teacher Survey by principals \(FYTS\), taken by principal**](#), assesses Northwest teachers following their first year on the job complete, likewise has two similar questions regarding professionalism (questions 34 and 35). In the first of these, as shown in the table below, 81% of completers in their first year and 77% of their principals "agreed" or "strongly agreed" that in their first year they were "prepared to analyze data to reflect on areas for professional growth." In both cases, Northwest-prepared candidates perceived themselves and were also perceived by their administrators to be comparatively better prepared than first-year teachers at peer institutions. Similarly, Northwest also exceeds the state average in direct measures regarding completers' preparation "to reflect on [their] practices professional growth."

MEES Standard #8: Professionalism

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(percent who agree/strongly agree)



Further, in alignment with MEES Standard #9, the FYTS surveys ask completers in their first year and their principals three questions to assess completers' preparation in professional collaboration: regarding completers' preparation in "collaborate[ing] with colleagues," regarding completers' preparation in "collaborate[ing] with parents," and regarding completers' preparation in "participant[ing] in professional organizations." On these questions, as shown in the chart below, Northwest matches or exceeds the state average on eleven of the twelve responses. These data suggest that Northwest teachers are well-equipped in their first year to reflect on their own professional growth and engage in self-assessment, goal setting, and reflection. The data suggests, as well, that completers are able to collaborate successfully with colleagues and parents to support learning.

MEES Standard #9: Professional Collaboration

First-Year Teacher Survey (FYTS)
2018-19 Northwest and State Averages
(percent who agree/strongly agree)



37. I was prepared to collaborate with colleagues to support student learning. 38. I was prepared to collaborate with parents to support student learning. 39. I was prepared to participate in professional organizations.

■ Teacher NW ■ Teacher MO Avg. ■ Principal ■ Principal MO Avg

MEES Standard #8: Professionalism

First-Year Teacher Survey (FYTS), taken by **teacher**

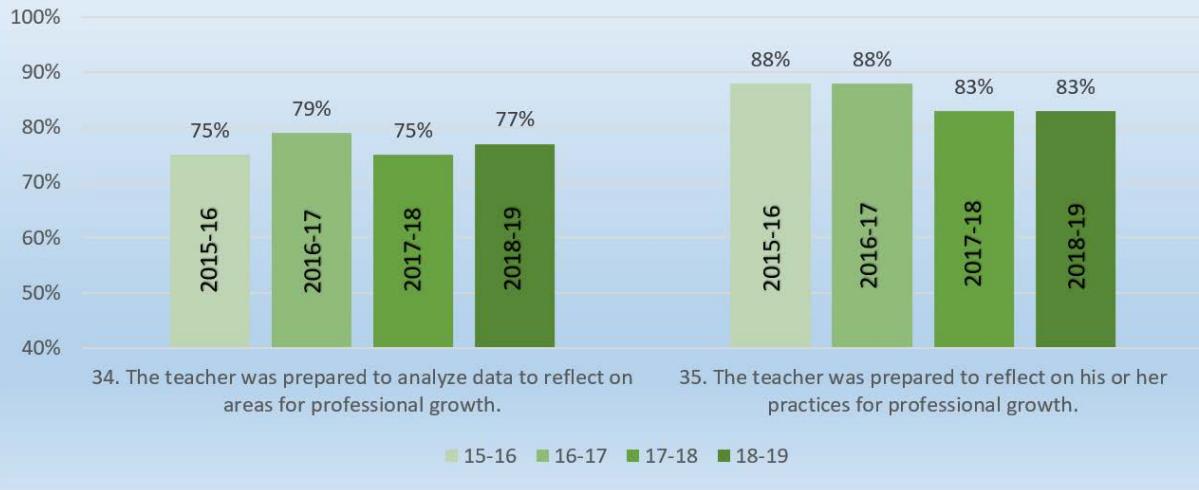
(percent who agree/strongly agree, 2015-19)



MEES Standard #8: Professionalism

First-Year Teacher Survey (FYTS), taken by **principal**

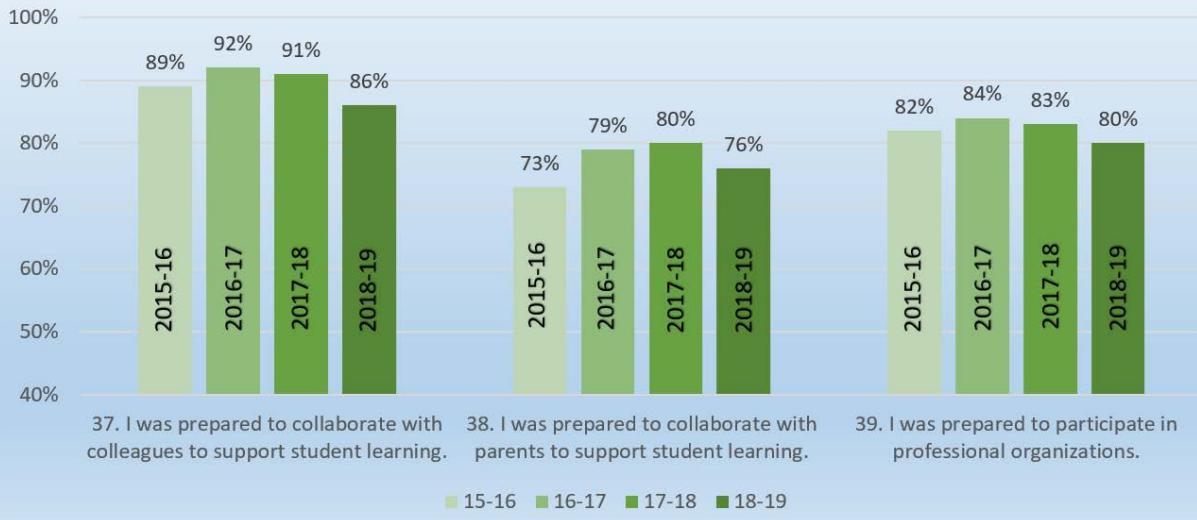
(percent who agree/strongly agree, 2015-19)



MEES Standard #9: Professional Collaboration

First-Year Teacher Survey (FYTS), taken by **teacher**

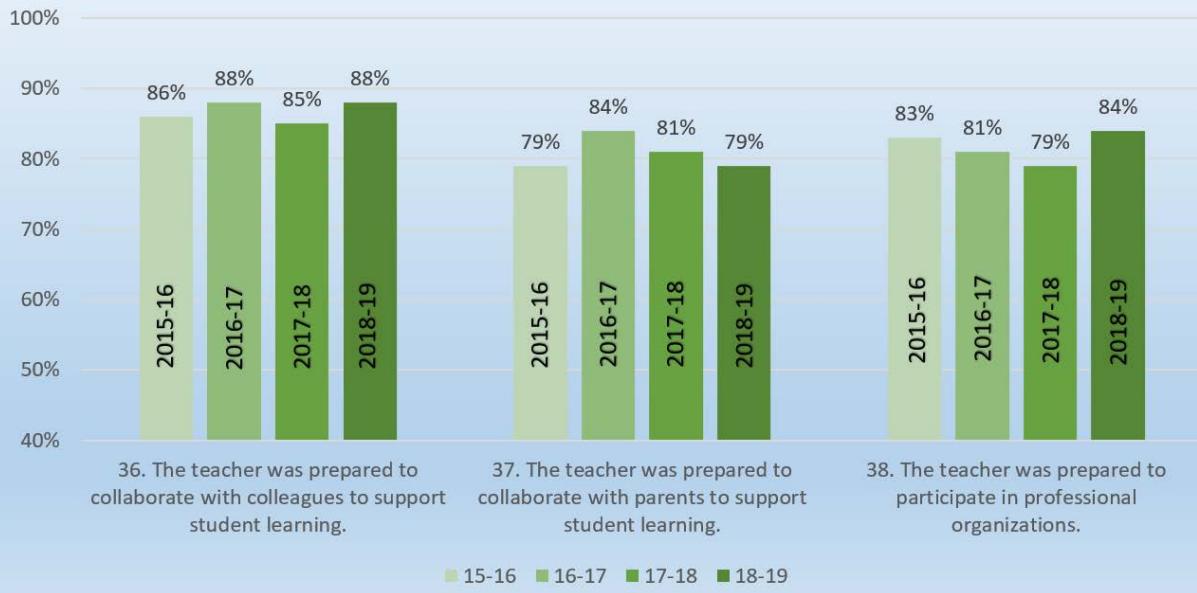
(percent who agree/strongly agree; 2015-19)



MEES Standard #9: Professional Collaboration

First-Year Teacher Survey (FYTS), taken by **principal**

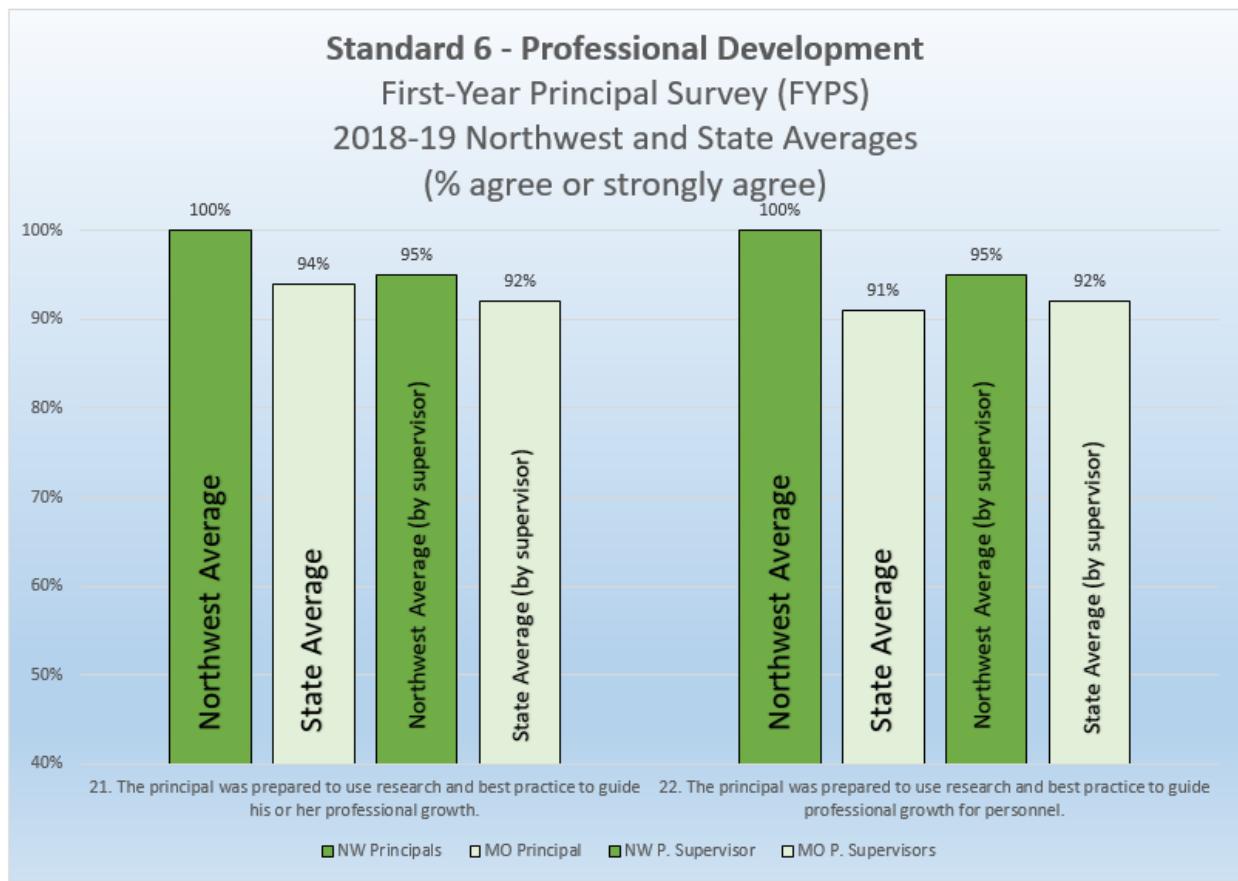
(percent who agree/strongly agree, 2015-19)



FYTS data regarding MEES 1-7 are included in earlier sections in this report. The graphs above reveal evidence in support of the program's impact on candidate skill development in two key areas: collaboration and professionalism.

First-Year Principal and Counselor Survey Results

Missouri's Department of Secondary and Elementary Education (DESE) administer first-year principal and counselor surveys to completers and their direct supervisor at the end of completers' first year of employment. The **First-Year Principal Survey (FYPS)** asks candidates and their direct supervisor two questions related to professional development. On both of these, Northwest principal completers perceive themselves favorably regarding their preparation "to use research and best practice to guide his or her professional growth" and "to use research and best practice to guide professional growth for personnel." Below, we present strong evidence of effectively-prepared school leaders.



The **First-Year Counselor Survey (FYCS)** asks candidates and their supervisors four questions related to professionalism and professional relationships. Note that DESE did not provide Northwest with supervisor responses because the sample size was insufficient. On these, Northwest counselor completers perceive themselves favorably regarding their "interpersonal skills," "effective collaboration skills," and "consultation skills" as shown in the chart below. However, they do not perceive themselves favorably compared to their state peers in their "preparation to access and contribute to community resources." This thus now has been taken under consideration by faculty

administering the Counseling M.S.ED. as they continue to revise and improve their program. We will continue to seek more data and viewpoints of program effectiveness to better understand the impact of our preparation for new counselors. Based the data below, we recognize areas of relative strength, and also the opportunity to probe, and improve upon our counselor-graduates' ability to contribute to and access community resources.



Standard 3: Quality Program Practices

3.1 Coherent curricula with clear expectations that are aligned with state and national standards

All Northwest curricula is aligned to state and national standards, as described in more detail in the five sections below.

Missouri Standards for the Preparation of Educators (MoSPE)

All Northwest teacher preparation programs are aligned to appropriate state and national teacher and preparation standards as required by the [**Rules of Department of Elementary and Secondary Education \(DESE\)**](#), which is based on the Missouri [**MoSPE Standards**](#). These two documents linked above outline Missouri teacher, leader, and counselor preparation program requirements and mandate that all Missouri teacher preparation programs align to professional requirements (content planning and delivery, individual student needs, schools and the teaching profession, and content knowledge for teaching) and minimum field experience requirements (as outlined in the next section). As a result, Northwest has aligned all of our programs to meet these requirements, as identified in the individual state-approved matrices. Links to these matrices are available [**on the Department of Elementary and Secondary Education \(DESE\) website**](#) and also available via [**Table 1: Teacher and Leader Preparation Programs Summary**](#). Further, [**Table 3: State and National Standards**](#) demonstrates how all programs are aligned to the MEES standards (as described below), the InTASC, and other program-specific state and national standards. All Northwest preparation program curricula are aligned with standards specific to each content area.

Missouri Educator Evaluation System (MEES)

All initial candidate certification programs are aligned to the [**Missouri Educator Evaluation System \(MEES\)**](#). The MEES is a performance assessment used during student teaching and is aligned with all nine Missouri Teacher/Leader standards. As an observation form, the MEES is completed by a teacher candidate's university supervisor and cooperating teacher during student teaching. The scores from both assessors are summed and a minimum cut score is required for teacher certification in Missouri. In addition, MEES performance is used to assess Missouri Educator Preparation Programs (EPPs) as part of our state Annual Performance Report (APR). Because of the importance of MEES performance to both candidate and EPP evaluation, the MEES has been utilized at various points in each preparation program. See [**Table 1**](#) for a brief summary of MEES and APR data for each program; see [**Table 3**](#) for the alignment of programs to MEES standards.

Northwest Artifact Assessment for MEES Standards 7, 8, and 9

In addition, Northwest has developed artifacts beyond the minimum state requirement to ensure each candidate is evaluated accurately on standards that may not be easily evaluated through observation. MEES standards 7, 8 and 9 focus on student assessment, professionalism, and professional collaboration. Because assessment and data literacy, professionalism, and professional collaboration are difficult for a university supervisor to assess through observation, Northwest faculty began collecting artifacts in 2018 to measure teacher candidate performance on [**MEES Standard 7 \(assessment artifact\)**](#), [**MEES Standard 8 \(professionalism artifact\)**](#), and [**MEES Standard 9 \(professional collaboration artifact\)**](#). These three artifacts then provide university supervisors insight into candidates' skills in assessment, their professionalism, and their professional collaboration during their student teaching. These artifacts, piloted in Fall 2018 and Spring 2019, will be scored by a university supervisor and a faculty member and will be used starting Fall 2019 along with university supervisor observations to assess students' mastery of all nine of the MEES standards. These artifacts give the assessors insight into how well the candidate is developing in these three otherwise difficult-to-assess MEES standards.

(Please note that information about how Northwest uses MEES Standard 7 data in its continuous improvement can be found earlier in this quality assurance report in [**the section detailing AAQEP Standard 1.4**](#), and the information about how Northwest uses MEES standards 8 and 9 data in its continuous improvement can be found earlier in this quality assurance report in [**the section detailing AAQEP Standards 2.5 and 2.6**](#).)

Program-Specific Accreditation

While state accreditation for each curricular area that results in certification is mandated by DESE, several content areas at NW have additionally gone beyond those expectations and earned program-specific accreditation. Northwest's music education programs are fully accredited by the [**National Association for Schools of Music \(NASM\)**](#), and have been since 1969, and their curricula are likewise aligned to the [**NASM standards**](#); the programs completed their most recent review in 2018 and are [**accredited through 2028**](#). Further, Northwest's Leet Center is [**fully accredited**](#) by the [**National Association for the Education of Young Children \(NAEYC\)**](#) through 2020, and their curricula are aligned to the [**NAEYC standards**](#); a link to their listing on the NAEYC website is available [**here**](#).

Interstate Teacher Assessment and Support Consortium (InTASC)

To ensure they are informed by the most current research, the Missouri Teacher and Leader standards have further been aligned to the new Interstate Teacher Assessment and Support Consortium (InTASC) standards created and distributed by the Council of

Chief State School Officers (CCSSO)

<https://dese.mo.gov/sites/default/files/StandardsInformationDocument.pdf>

3.2 Quality clinical experiences, in the context of documented and effective partnerships with P12 school districts

All Northwest teacher, leader, and counselor candidates engage in **rich, quality clinical experiences with our B-12 partners** beginning in their first semester in the program, continuing through their program and culminating in their final semester. These clinical experiences are narrated briefly in this section and then explained in detail in [**Table 4: Northwest Teacher Field Experiences Crosswalk**](#). In alignment with Missouri requirements (as outlined in [**MoSPE Standard 3**](#) and in the [**DESE Code of State Regulations**](#)), these include a minimum of thirty early-level field experience hours, forty-five mid-level field experience hours, and a total of sixteen weeks in their culminating field experience. All candidates, in both the old and newly redesigned programs, in both undergraduate and graduate programs, and in both initial and advanced programs, **complete experiences with students from racially-diverse, linguistically-diverse, and SES-diverse backgrounds, and in both rural and urban school settings**.

We have divided this section of the QAR is divided into **six sub-sections**: the **first** and **second** describe teacher candidates' early-level and mid-level clinical experiences in our old programs, those candidates who are graduating in 2019, 2020, and 2021. The **third** and **fourth** describe teacher candidates' early-level and mid-level clinical experiences in our newly redesigned programs, who will complete their programs beginning in 2021 (as described previously, there may be some overlap in 2021 and 2022 of the old and newly redesigned programs). The **fifth** details candidates' culminating clinical experiences from both the old and new programs and the **sixth** and last section describes clinical experiences in the advanced programs.

Early-Level Clinical Experiences in Old Undergraduate Programs (2020 completers)

Early childhood, elementary, special education teacher candidates in the old program, those completing in 2020 (with some still in 2021), complete thirty hours in early-level field experiences. This exceeds state requirements, and we spread the clinical practice across three courses: 1) 62-211: Observation and Activity in the Elementary School; 2) 62-356: Teaching Reading/Language Arts in the Elementary School; and 3) 62-410: Elementary School Social Studies. More detailed information about these field experiences is provided in [**Table 4: Northwest Teacher Field Experiences Crosswalk**](#), which outlines all candidate field experiences. Syllabi for these (and all other education courses at Northwest) can be found in the [**Northwest AAQEP Canvas site**](#).

Middle, secondary, and K-12 teacher candidates in the old program likewise complete thirty hours of early-level field experience, beginning with the 61-260: Practicum I course. In collaboration with Maryville Public Schools, teacher candidates completed twenty-four of the thirty required hours observing a cooperating teacher in their grade and content area. The remaining six early-level field experiences hours were earned in a diverse learning environment with our urban partner, the Independence School District, in Independence, Missouri. Northwest provided bus transportation for our teacher candidates to Truman High School, where candidates toured the school, heard from the principal on current issues in education, and engaged in authentic teaching and learning in a diverse high school. The highlight of the experience involved candidates teaching a lesson collaboratively with building teachers using the co-teaching model. Qualitative feedback from the first-year teacher surveys have indicated this rich and diverse experience was valuable to candidates, and this event as a result has been modified and included in the new program as well (as described below).

Mid-Level Clinical Experiences in Old Undergraduate Programs (2020 completers)

Early childhood, Elementary and special education, teacher candidates complete their mid-level field experience in three courses: 62-407: Language Arts Practicum, 62-456 Practicum and Seminar in Elementary School Reading, and 62-420 Content Teaching in the Elementary School. Teacher candidates spend two hours daily over the course of seven weeks delivering instruction: approximately seventy total hours of direct instruction with students. Mentor teachers provide daily feedback verbally and in writing. Additionally, the faculty member teaching the course observes weekly and provides feedback to help hone teacher candidates' skills prior to student teaching.

Middle school, secondary, and K-12 candidates in the old program complete their mid-level field experience as part of their 61-360 Practicum II class in the semester prior to student teaching (the last sections of this course will be offered in the 2019-20 academic year). Teacher candidates are required to complete a total of forty-five field experience hours in local and regional school districts. We place students across a wide range: throughout Missouri, Iowa, Nebraska, and Kansas. Our clinical placements are listed and fully described in, [**Table 2: Northwest B-12 School and Community**](#)

Partnerships. Candidates spend fifteen of the forty-five hours observing and teaching over the course of the semester in local schools and then complete the additional thirty hours over the course of a "week out" experience. For this, they are excused from campus courses and activities so that they can spend a full five-day week (in the fall trimester, the first week of November; in the spring trimester, the first week of April) observing and teaching with an assigned mentor teacher in a local school.

Generally, when possible, they complete the "week out" experience with the same teacher in the same classroom with whom and where they will be completing student teaching in the subsequent semester. Through this process, candidates forge long-term relationships with the cooperating teacher, school district personnel, and students where the candidate will be student teaching and to gain some experience as well in the

opposite semester in the same setting to better understand how the school and classroom operate over the course of an entire school year.

During their mid-level clinical experiences, all candidates are evaluated using the [**MEES Teacher Candidate Assessment Rubric**](#).

Early-Level Clinical Experiences in New Undergraduate Programs (2021 completers and beyond)

Detailed information about candidate field experiences in the new programs (as well as the old programs and the advanced programs) can be found by reviewing [**Table 4: Northwest Teacher Field Experiences Crosswalk**](#), which outlines all candidate field experiences. Further, all course syllabi for courses described below (as well as almost all other Professional Education Unit (PEU) courses) are available in the [**Northwest AAQEP Canvas site**](#).

During the new undergraduate programs redesign construction, great thought was given to improving upon solid clinical experiences and finding additional resources to expand their reach, especially in our programs' ability to provide robust, diverse clinical practice in diverse locations with diverse learners, which supports AAQEP standard 2.2, 3.2, and 3.3. This meant the courses themselves would have embedded clinical experiences instead of having a couple of stand-alone courses that were dedicated to large chunks of field experience hours. As design for the courses progressed, it became clear the faculty had various rationale for wanting field experiences embedded in courses (i.e. 62-112 Developmental Foundations needed a field experience where the teacher candidates saw all of the developmental milestones a student undergoes during their lifetime as a B-12 student, thereby being a best-practice field experience).

Additionally, our faculty engaged in collaborative, active discussion through designated curricular work teams. All voices agreed that we wished to optimally redesign and continuously improve our program. Clinical experiences in the content area and grade level where the teacher candidate sought certification were important to allow illustration of various methods taught in classes (i.e. 62-215 Integrated Curriculum in the Middle and Secondary course needed to include a field experience at the grade level and in the content area the teacher candidate sought certification to allow illustration of integrating reading/writing and other cross-curricular areas, thereby being a [**DESE**](#) clinical experience).

Another example is 62-118 Teaching is Communication where all content and grade levels are integrated but looking at how to best meet special populations of student needs (i.e. special education students, ELL students, gifted students, various ethnicities, immigrant students, etc.). During this course, the field experience sought to illuminate various techniques and methods to help special populations of students to grow in social development as well as academic/reading/writing. Therefore, the intent of the

clinical experience was to augment the teacher candidates understanding of working with special populations.

During these various experiences, of which all initial certification areas are included, the intent is to teach best-practices for meeting all students needs. Once the students migrate into the phase two courses, their clinical experiences are meant to help meet **DESE** clinical experience requirements and to illustrate researched theories and ideas as they transpire in high quality classrooms. Some of the classrooms are those housed in the on-campus lab school and some are experiences within local schools or suburban and urban school districts where Northwest has partnerships.

Mid-Level Clinical Experiences in New Undergraduate Programs (2021 completers and beyond)

The mid-level field experiences occur at different semesters for the various certification areas, but all transpire during the second phase (semesters 5-7) of the redesigned programs. For the middle/secondary/K-12 teacher candidates, they take part in the 61-431 Practicum during semester seven, and they participate in the week-out experiences. This experience is orchestrated exactly how the Practicum field experience for this population of teacher candidates was orchestrated in the "old" program. The students are placed in the districts where they plan to do their student teaching and spend a week in the classroom observing, interacting, and teaching. This results in a total of 40 hours, but as the teacher candidates are expected to spend at least one day prior to the week-out experience within their placement to meet all of the students and the teacher, they accrue almost 50 hours within the classroom.

Middle level experiences for elementary and special education students occur during their 7th semester in 62-431 Residency Practicum course. During this course, the teacher candidate is placed in the school district where he/she will complete student teaching. During the course, the student will observe, interact, and teach with the cooperating teacher for a total of 100+ hours. This will afford the teacher candidate, the cooperating teacher, the students, and the school district personnel to establish a high-quality relationship prior to the teacher candidate completing student teaching. Additionally, this allows the teacher candidate to experience each portion of a school year calendar (i.e. how to begin a year, how to work with winter holiday, how to close a year, etc.)

Within the Early Childhood redesigned program, the mid-level experiences are found in the various practicum the teacher candidate will complete, 62-435 Primary Grades Practicum, 62-472 Early Childhood Capstone Practicum, 62-404 Practicum in Preschool, and 62-405 Practicum in Kindergarten. Each of these experiences transpires at either the Leet Center, Horace Mann Elementary, or at one of our partner schools or facilities. The experiences total 100+ hours of **DESE** mid-level experiences and help to prepare the teacher candidate to work with any population of students they may have in their future.

Culminating Clinical Experiences

All teacher candidates, in both the old and new programs, complete a culminating sixteen-week student teaching experience in grade-appropriate and content-appropriate classroom with a cooperating teacher. This exceeds the minimum state requirement of twelve weeks in student teaching. Cooperating teachers, as mandated by the state, are required to be certified teachers in Missouri, have a master's degree, have at least three years of teaching experience and certification, and meet teacher professional performance targets. All candidates are placed in one of six hubs: Maryville, local area schools, St. Joseph, Kansas City, Omaha, or Des Moines. Concentrating candidates in hubs allows the university supervisor to be closer to candidates and to provide stronger support. A memorandum of understanding (MOU) is signed with partnering K-12 school districts who facilitate a Northwest teacher candidate(s). The MOU outlines specific expectations for both parties. For example, [DESE's](#) performance assessment for certification is the MEES.

In addition to their cooperating teacher(s), all candidates are assigned a university supervisor. Both the cooperating teacher and the university supervisor each makes at least five formative evaluations and one summative assessment of candidate's teaching over the course of the sixteen weeks, using the [MEES Teacher Candidate Assessment Rubric](#), as described in the [MEES Protocols and Forms Guide](#). The MEES summative scores are reported to [DESE](#), which then constitute one measure in each program's annual APR, as reported in [Table 1: Northwest Teacher & Leader Preparation Programs Summary](#). In order to assure consistency, university supervisors and content supervisors (see below) attend annual MEES validity and reliability training days on campus prior to the start of each fall semester.

The field experience placement office at Northwest works with our certification officer to ensure proper clinical practice configurations and support candidate retention and licensure, occurs to allow teacher candidates to be certified in the areas they are studying. Teacher candidates in the program areas of elementary, special education, and early childhood education complete a student teaching experience based on their major and additional areas of certification. For example, a teacher candidate majoring in elementary education with a concentration in social studies (an uncertifiable area) will student teach the entire sixteen weeks with the same cooperating teacher.

However, if a teacher candidate is majoring in elementary education with a minor in early childhood education, they will have two options. The first option, and the most utilized, is that the teacher candidate will student teach in a first, second, or third grade classroom for the entirety of their student teaching candidate. However, if the teacher candidate or school district request, the student teaching experience can be split into twelve weeks of an upper elementary grade and four weeks in a kindergarten through third grade.

A similar situation can occur with a teacher candidate double majoring in elementary education and special education. Typically for these teacher candidates, they will student teach in elementary education for twelve weeks and four weeks in special education. Teacher candidates in the middle, secondary, and K-12 candidates with a single content area or concentration likewise work exclusively in that content area; candidates with two content areas or concentrations work with two different cooperating teachers to gain experience teaching in both areas, sometimes splitting their time between twelve- and four-week blocks, sometimes working with both over the course of the entire sixteen weeks.

Northwest Missouri State University is collaboratively working to finalize the details for the redesigned yearlong (residential) culminating student teaching experience for Northwest's elementary teacher candidates and special education teacher candidates, which begins Fall 2020. Teacher candidates will participate in residency field experience during the seventh semester. During the seventh semester, the candidate would choose a PK-12 partner school district in one of the student teaching hubs. In addition, candidates will be engaged in coursework two days a week and engaged in clinical field experiences three days a week. This will allow the candidate to practice what he/she is currently learning in course work. In addition, a professional learning community will provide opportunities for collaboration and reflection of teaching and learning research-based practices among other teacher candidates. In semester eight of the residential student teaching experience, candidates will be placed in the same school district as semester seven.

Clinical Experiences in Advanced Programs

Detailed information about candidate field experiences in the advanced programs (as well as the old and new undergraduate programs) can be found by reviewing [**Table 4: Northwest Teacher Field Experiences Crosswalk**](#), which outlines all candidate field experiences. Further, all course syllabi for courses described below (as well as almost all other PEU courses) are available in the [**Northwest AAQEP Canvas Site**](#). All of the advanced degrees and certifications offered at Northwest contain their own unique field experience opportunities. However, the consistent component is the assurance of completion of field experience hours.

Within the Educational Leadership Master's degree, which results in Missouri principalship certification preparation, field experience hours are embedded throughout the program. Each course has at least 21 hours of field experience tied to specific assignments within the course. At the current time, candidates complete these experiences in their home schools and accumulate the required 300 hours for certification at the elementary or secondary level dependent on the level of his or her home school. In the future, when DESE changes their certification to K-12 leadership, these candidates will complete 200 hours of field experience at their home school, 50 hours at a school that is at a different level than their home school, and 50 hours at a location of his or her choice to meet the 300 hours required for K-12 certification.

The Reading program Master's degree requires a total of 90 clinical practice hours, which includes both elementary and secondary experiences. These hours are embedded in a choice of two courses, 62-660: Practicum I: Diagnosis & Remediation of Reading Disabilities for Grades K-6 OR 62-650: Practicum I: Diagnosis & Remediation of Reading Disabilities for Grades K-6 AND 62-661: Practicum 2: Diagnosis & Remediation of Reading Disabilities for Grades 7-12 OR 62-651: Graduate Secondary Literacy Practicum.

Within the Counseling Master's degree, candidates complete 300 clock hours of mandated field experience in 68-629: Field Placement in Elementary School Counseling, or 68-630 Field Placement in Secondary School Counseling. This course is the final course counselor candidates take within the program.

Within the Educational Specialist Elementary/Secondary Principal, which results in Missouri principalship certification preparation, clinical experience hours are embedded throughout the program. Each course has at least 21 hours of clinical experience tied to specific assignments within the course. At the current time, candidates complete these experiences in their home schools and accumulate the required 300 hours for certification at the elementary or secondary level dependent on the level of his or her home school. In the future, when DESE changes their certification to K-12 leadership, these candidates will complete 200 hours of field experience at their home school, 50 hours at a school that is at a different level than their home school, and 50 hours at a location of his or her choice to meet the 300 hours required for K-12 certification.

Within the Educational Specialist Superintendent, which results in Missouri superintendent certification preparation, clinical experience hours are embedded throughout the program. Each course has at least 21 hours of clinical experience tied to specific assignments within the course. At the current time, candidates complete these experiences in their home schools and accumulate the required 300 hours for certification at the central office level.

With regard to the **Curriculum and Instruction M.S.Ed.** and **Secondary Teaching Master's Degree**, the candidates who complete these programs do not receive any additional certifications. However, the candidates still complete clinical experience hours in many of the courses. These are not reported to **DESE**, as there is no certification attached to these programs. See **Table 4** for more information on these programs' clinical experiences.

3.3 The program engages multiple stakeholders, including completers, local educators, schools and districts, in data collection, analysis, planning, improvement, and innovation

The Northwest School of Education engages multiple stakeholders in **program planning and evaluation**, **improvement** and **data analysis**, and innovation in a variety of ways, including **membership on Professional Advisory Boards**. The School of

Education worked with district leaders to develop partnerships which support high-quality academic programs, including the [**Northwest Fellows Program**](#), a graduate program in Curriculum and Instruction with the Independence School District. This program, co-designed with the district and Northwest Missouri State University, promotes robust, diverse clinical experiences for graduate students [**Click here to see the Memorandum of Understanding**](#) between Northwest and our district partners.

The Professional Education Unit (PEU) maintains an advisory board made up of area school administrators, business leaders, alumni, students and School of Education faculty and staff. The advisory board has been in place for well over a decade. Upon embarking on our course redesign, the School of Education solicited input from the advisory board as to what curriculum and classes we should consider. Then, after the redesign was in process, the School of Education solicited advice and suggestions from the advisory board as to how to refine our product. Currently, this advisory board meets twice a year, in both Maryville and at our satellite location at Northwest Kansas-City.

The PEU also engages multiple stakeholders through the [**Council on Teacher Education \(COTE\)**](#). COTE's purpose is to advise and approve in the development of policies, courses and programs related to the teacher education program. It includes members from the School of Education and the university at large. It also includes three local practitioners selected from local schools (one elementary representative, one middle/secondary representative, and one administrator). [**Click here for minutes of the COTE meetings.**](#)

In addition, the PEU maintains partnerships with numerous local and regional school districts in order to provide clinical experiences and placements for School of Education students. As part of the Northwest School of Education's course redesign, teacher candidates have been placed in all six school districts in Nodaway County (where the University is located), as well as the Savannah (Missouri) School District, and selected school districts in southwest Iowa. These placements begin as early as the second semester of the candidates' freshman year. Getting teacher candidates out for clinical experiences early is a hallmark of the redesigned education program. Over 500 teacher candidates were placed for rich clinical experiences during the Fall 2018 and Spring 2019 semesters. The School of Education's partnership with our P-12 district partners has been imperative for this innovative approach to succeed. In addition, the School of Education also maintains partnerships with St. Joseph (Missouri) School District, and the Kansas City School District in Missouri. Partnerships with these districts help introduce Northwest teacher-candidates, many of whom are from rural settings, into the world of urban education, debunking myths and revealing challenges in urban schools. Please also see our summary of key partnerships which expand diversity while promoting the diversification of the educator workforce [**in section 4.1, 4.2, and 4.5**](#), which reveal the depth and quality of our mutually co-beneficial partnerships and their impact on candidates and P-12 learners.

In 2019, the Professional Education Advisory Board (PAB) joined Northwest education faculty and administration in Maryville (Nov. 4th) and at Northwest-Kansas City (Nov. 11th). The advisory board gave great feedback and ideas for improving our program and shaping the educator preparation curriculum. Additionally, the PAB analyzed our most recent annual First-Year Teacher Survey Data and [gave suggestions on what to do to improve](#), as well as what to contain based on [their interpretation of the 2018-2019 FYTS data](#). Northwest faculty have submitted several [accepted peer-reviewed national presentations](#) and/or articles about our [involvement with stakeholders, including advisory board members and school district partners](#). They have been instrumental in our [improved curriculum](#) and the diversification of our clinical experiences since 2015.

Conclusion

By engaging multiple stakeholders, the Northwest School of Education receives multiple perspectives to provide and capitalize on improvement opportunities and program development through innovative clinical partnerships, benefiting our candidates and completers and the P-12 learners they serve.

3.4 Admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards

Northwest enacts a number of **admission and monitoring processes** linked to candidate success as part of its **quality assurance system**. Northwest is proud of these systems and data that demonstrates their effectiveness in providing quality teacher education programs.

Quality Assurance and Undergraduate Admission

At Northwest, the **criteria** for first-time freshmen are based on a combination of class rank, grade-point average and ACT/SAT score. Northwest does not require the writing component of the ACT. The SAT score used for admission is a combination of SAT Critical Reading and SAT Mathematics scores. Students with a 21 ACT composite or higher (or the SAT equivalent: SAT-980 or 1060*); and a minimum 2.00 cumulative GPA or above (on 4.00 scale) are considered Category 1 students. Students who have an admissions index score of 100 points based on class rank, GPA, and ACT/SAT scores; and a minimum 2.00 cumulative GPA or above (on 4.00 scale) are considered Category 2 students.

Northwest has a retention focused program called **Academic Success Coaching**. The Academic Success Coaching at Northwest was designed for the first-time freshman who, after thorough and thoughtful review of academic records and transcripts, is believed to have the potential to be successful at Northwest given the proper support.

Students selected for participation in this program have identified areas of weakness and must participate in this program in order to enroll as a student at Northwest.

Northwest prides itself on having a student-friendly transfer office and process. Transfer student criteria includes 24 transferable credit hours and a 2.00 cumulative GPA on a 4.00 scale. Students with fewer than 24 transferable credit hours must also supply a high school transcript and ACT/SAT scores for evaluation.

Northwest International students have been an integral part of the Northwest education community, and we have experienced growth in this part of the student body over the past ten years. Northwest education majors interact with and have the opportunity to broaden their global understanding and interaction without leaving the campus. International Freshman students must have a minimum high school grade point average of 2.00 or "C" average and; a college-preparatory curriculum in secondary school, including courses in mathematics, science, language and social studies.

International transfer students pose a different situation, as they may have been attending another institution where they were taking courses to allow their grades/English levels/scores to become high enough to gain admittance to Northwest. International Transfer students must have a grade point average of 2.00 or "C." Transfer students with less than 24 semester hours of transferable college coursework will be considered based on both secondary and post-secondary coursework.

Quality Assurance and Undergraduate Advising

At Northwest, student advisement is paramount. Given that students in most educational programs of study begin taking classes within the **the School of Education (SOE)** during their first semester, guiding and assisting students toward discernment of their future as an educator is critical.

Northwest utilizes a centralized advisement center for first-year students. Each school or department has an academic advisor who focuses solely on the first-year students within those schools and departments. For students choosing to major in secondary education, the centralized advisor is within their discipline. For example, students choosing to declare a major in secondary English education have the advisor assigned to the Language, Literature, and Writing Department. These students remain with this professional advisor for one year and then are switched to the **education-specific faculty advisors within their discipline**. In contrast, students in the elementary programs, (elementary education, early childhood education, special education, middle school and education meta-major), have a faculty advisor rather than a professional advisor. This advisor is a faculty member in the School of Education and advises these students until they are formally admitted into the School of Education, which is generally the fourth semester.

Advising has become significantly more effective, using an intrusive, data-rich advising model for first-year students since 2015. In 2017, Northwest moved to the centralized advising system for first-year students and implemented several touchpoints and interventions specifically for these first-time students. Some of these touchpoints included adding in the Academic Success Coaching model, the Strategies for Academic Success course, and specific, consistent touchpoints throughout the academic year.

For students in the elementary programs, this type of intrusive advisement structure has been in place since the fall of 2014. Beginning that semester, students were identified as potentially 'at-risk' before even setting foot on campus. Using student admission information (ACT composite, high school GPA, dual credit, and class rank) the professional adviser determined which students would need more specific and focused touchpoints within the first six weeks of the semester. From this, students were classified as high-risk, medium-risk, and low-risk. The faculty advisor then made specific, early contact with those who appeared to be at highest risk. The faculty advisor continued to monitor all students throughout the semester using mid-term grade checks as well information from faculty and student support staff to determine if a student required additional intervention or was able to move to a lower risk category. At the same time, students who fell into lower risk categories upon initial evaluation were able to be moved into higher risk categories based on the evolving data. Essentially, students were placed into tiers of intervention which allowed the faculty member to focus on connecting those students at highest risk with the resources they needed to be successful.

This practice has continued and is still in place today. Northwest Missouri State University has adopted many of these practices institution-wide for all first-year students. [The implementation of Starfish \(Northwest 360\) as an information sharing tool](#) has streamlined the interventions process significantly. The School of Education faculty advisor can now quickly access all of the data needed to determine risk factors by accessing one information system instead of combing through multiple platforms to access data. The faculty advisor is now able to more quickly access student information, see notes from faculty and other advisors, see flags of dispositional concern and determine the best course of action to assist a student in real time. In the School of Education this interventions process happens until the student is formally admitted into the School of Education, which is often the end of their sophomore year or beginning of their junior year. Given that students are followed and their progress monitored so closely for the first two years of their academic career, the faculty advisor is able to take advising far beyond a "how are your grades" and "what do you want to be when you grow up" relationship to one of true discernment of the student's true aptitude for the teaching profession. Northwest also tracks the retention of students who leave education, and our support and care for those students for whom education is not a calling is world-class. We assist students in finding their spot no matter which program is the best fit for them.

The faculty advisor has the role of assisting students through the discernment process. This often occurs when a student has a dispositional or academic challenge. The

student is taken through a series of conversations, explorations of other majors and connections with other schools and departments across campus to find the major that will ultimately lead to their successful graduation from Northwest Missouri State University. Conversely, the student may be a stellar student in the classroom, be academically highly successful and decide that education is simply not the calling they wish to pursue. The faculty advisor then takes the student through the same set of processes to determine where the student's passions lie and moves the student toward those majors. The School of Education holds the belief that it is the responsibility of the School to assist students in finding the major that is right for them, regardless of whether or not that is within education. Graduation and successful career placement is the ultimate goal.

Northwest provides all undergraduate students with personalized advising that ensures their individual major and career goals are aligned and supported.

Professional advisors, who specialize in specific academic areas, provide holistic support to first year students. In addition to guidance on course selection and registration, advisors connect students to campus resources and introduce students to profession-based experiences to support their major.

Most second year students transition to a faculty advisor. While professional advisors are still available in the departments when needed, faculty pick up the academic support of students and provide valuable career advice as student matriculate through their degree programs.

Students are required to meet with their advisor at least once each semester, but advisors reach out regularly to touch-base and encourage students to come in more frequently. Students can easily schedule appointments with their advisors and other in their success network through a retention tool: **Northwest Success 360**. For further information go to <https://www.nwmissouri.edu/studentsuccess/advisement.htm>

Monitoring Processes: Admission to the Professional Education Program

The Professional Education Program at Northwest Missouri State University monitors several criteria related to candidate knowledge, skills, and dispositions. In addition to GPA and passage of standardized tests, students are required to successfully complete a robust series of academic coursework before earning admittance to the program. Northwest puts considerable resources into recruitment, retention and support, including a full-time coordinator of the office of Teacher Education Student Services (TESS). The TESS Office monitors and admits candidates, communicates with professional education advisors, serves as the secretary of the **Teacher Education Admissions Committee, and provides data analysis**, data warehousing, and report generation vital for all undergraduate teacher education candidates as part of a robust quality assurance system. **Prior to the 2016-17 academic year, admission to the professional education program**, students were required to complete 62-

211:Observation and Activity or 61-262: Practicum I (61-262 Middle School or 61-260 Secondary or 22-260 Physical Ed) grade of C or better; Oral Communication/Speech (29-102) C or better; two Composition courses or one Honors Comp; Math Course (Elementary Majors – 17-171) ; and Information Technology Competency Course.

Students must also pass all four subsections of the revised Missouri General Education Assessment (MoGEA). The minimum score requirement for the revised MoGEA for the 2018-2019 school year are: Reading—202, Writing—193, Math—220, and Science/Social Studies—204. GPA requirements: 2.75 overall GPA, 3.00 GPA in major and a 3.00 GPA in professional education courses as well as no more than 7 hours below a “C” in courses that meet general education requirements. Other requirements include a subscription to Tk20 and successful completion of Criminal Background Check through the FCSR/TESS approval. All students must register with the Family Care Safety Register so that a Criminal Background Check can be ran in Observation and Activity (62-211) or Practicum I (61-260 Secondary or 61-262 Middle School or 22-260 Physical Education) or Professional Learning Community (62-113).

Education majors seeking admission to the professional education program in 2017-2018 or newer Catalogs must successfully complete all Phase I coursework with a grade of C or better for their major.

- The courses include Ecology of Teaching (62-111), Developmental Foundations of Learning (62-112); Professional Learning Community I (62-113); Introduction to Curriculum And Instruction (62-114); Principles of Assessment (62-115); Professional Learning Community II (62-116); Inclusive Classrooms & Positive Learning Environments (62-117); Teaching is Communication (62-118); and Professional Learning Community III (62-119)
- Agricultural Education Major Coursework Requirements vary: Ecology of Teaching (62-111); Foundations of Agricultural Education (03-320); Inclusive Classrooms & Positive Learning Environments (62-117); Teaching is Communication (62-118); and Professional Learning Community III (62-119)
- Physical Education Major Coursework Requirements also vary: Ecology of Teaching (62-111); Developmental Foundations of Learning (62-112); Practicum I (22-260); Literacy and Applications in PE (22-445); Inclusive Classrooms & Positive Learning Environments (62-117); Teaching is Communication (62-118); and Professional Learning Community III (62-119)

Other Requirements for all education majors include a 2.75 Cumulative GPA & 3.00 Professional Education GPA and pass all four subsections of the Missouri General Education Assessment (MoGEA). *The minimum score requirement for the revised MoGEA for the 2018-2019 school year are: Reading—202, Writing—193, Math—220, and Science/Social Studies—204). Successfully complete Criminal Background Check through the Family Care Safety Registry/TESS approval. Demonstrate appropriate

professional dispositions as measured by the dispositions assessment, and acquire subscription to Tk20 and create student account.

In the fall of 2019, the testing requirement was revised for students in both Catalogs due to a memo that was released by the DESE Office of Educator Quality. [This memo stated that the ACT may be used as the entry-level test for teacher preparation programs instead of the MoGEA](#). EPPs were allowed to choose their entry-level test and determine appropriate cut scores for whichever test they chose. In addition, EPPs could develop an appeals process to determine admittance for students who did not meet the EPP's identified cut scores.

After analysis and discussion with a team of PEU faculty and staff, the following change was made to the entry-level testing process for admittance into teacher education for Fall 2019.

To be admitted as a teacher candidate, Northwest education students should:

1. **MoGEA:** Take the MoGEA once. If the student passes all subtests with Northwest-approved cut scores, this admission requirement is met.
2. **ACT:** If the student fails to pass the MoGEA, but has a Composite ACT score of 20 or higher, this admission requirement is met.
3. **GPA:** If the student fails to meet the MoGEA or ACT cut scores, but has a cumulative GPA of 3.0 or higher, this admission requirement is met.

In addition, if the student fails to meet any of the above admission requirements, they could appeal to the Teacher Education Admission Committee (TEAC). TEAC would take into account other factors, including student disposition assessment data, to determine whether the student should be admitted without meeting other admission requirements. Finally, if TEAC does not admit the student, the student could appeal to the Dean of the School of Education, who would hear the appeal.

Monitoring Processes: Teacher Education Admissions Committee (TEAC)

The Teacher Education Admissions Committee (TEAC) is a sub-committee of COTE. The charge for this committee is to review petitions by students to allow admittance to teacher education and/or teacher education blocked courses (due to the candidate not passing all admission requirements for teacher education, the higher level courses get blocked). All [Petitions to Enroll in a Blocked Class](#) are reviewed by TEAC. TEAC ensures that the admissions process to the Professional Education Program is managed carefully and fairly and that students entering Northwest as teacher education majors have early feedback on admittance expectations and potential deficiencies and that the Assessment System empowers teacher candidates to utilize multiple measures to 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 Professional Education Program and to hear cases of students who have not yet met these expectations.

TEAC has maintained student records since its inception in 2000. Over the course of these nineteen years, some 840 Northwest candidates have benefited from the TEAC process, a brief summary of each of these is provided in the [**TEAC Individual Student Data, 2000-2019 spreadsheet**](#). The data is further interpreted in the [**TEAC Quant Data 2000-2019 spreadsheet**](#).

Northwest retention and quality assurance system is robust. For almost twenty years, the TEAC has met twice a month to support candidates, provide feedback, and make decisions on petitions for course enrollment and admittance to the program. Please see minutes of TEAC decisions [here](#). Note these student names have been redacted to ensure confidentiality. [**Northwest monitors our decisions processes and strives to improve decision quality**](#). The TEAC committee also provides continuity of systematic operations to support student retention, while serving as a faculty on-boarding process in support of quality.

Monitoring Processes: Student Teaching Application

Students who plan to student teach must attend two student teaching orientation meetings during the semester immediately preceding the semester scheduled for student teaching. One meeting is usually held in September for spring semester student teaching and January for fall semester student teaching and the other meeting will be held at the end of the semester prior to student teaching. Student teaching is not available during the summer trimester. Only students who have indicated on their application to Professional Education that they will be student teaching during the subsequent student teaching semester will be sent notification of the orientation meeting. Information concerning the student teaching semester is obtained from the "Application for Admission to Professional Education" form. It is the student's responsibility to report to the TESS Office any changes in plans to student teach.

Persons enrolling in student teaching must have a minimum GPA of 2.75 in their total college program and a minimum GPA of 3.00 in their teaching field and in their professional education courses, with no course in professional education having a grade lower than a C. Furthermore, all teacher candidates will be required to attempt the appropriate initial certification, state-mandated content examination(s) (MoCA) prior to finalizing placement into student teaching. The [**student teaching website**](#) contains information on the application for student teaching, required reporting forms, the Student Teaching Handbook, and other information and forms needed for student teaching placement. Northwest students may request placement in schools within specified territorial boundaries. Whenever possible, students are encouraged to seek placement at schools whose populations represent diverse populations. Further

information concerning student teaching placement may be obtained through the Director of Educational Field Experiences.

All student teaching candidates are required to complete a minimum of two blocks (one semester) of student teaching experience.

Monitoring Processes: Council on Teacher Education

Northwest assures the quality of curriculum by bringing together diverse constituencies including: undergraduate and graduate students, faculty members from the School of Education, Arts and Sciences, and the Professional Education Unit, school partners and district representatives, the Assistant Director of Teacher Education, Dean of the School of Education, Assessment Director, Certification Officer, TESS Coordinator, and Associate Provost. The Council on Teacher Education (COTE) is charged with reviewing all curriculum related to educator preparation programs at the undergraduate and graduate level. Graduate level proposals for curricular improvements are also decided upon by the Graduate Council. After review by COTE and/or Graduate Council, curriculum is vetted by the Faculty Senate, Provost, President, Board of Regents, and the Missouri Department of Higher Education. These levels of oversight ensure the quality of curriculum is strong while preserving a sense of faculty voice in the curriculum process. Please see COTE minutes [here](#).

Monitoring Processes: Teacher Education Guidance Committee (TEGC)

The TEGC committee is responsible for issues affecting teacher candidates after admission to the professional education program. This may include curricular issues, dispositional issues and/or have deficiencies which are so serious that the candidate's success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is a standing subcommittee of the Council on Teacher Education. Although the Council on Teacher Education has overall reviewing authority, this subcommittee, known as the Teacher Education Guidance Committee, develops and implements necessary policies. Due to the sensitive and confidential nature of the issues acted upon by this committee, the membership will be limited as follows: the President of the Council on Teacher Education (COTE), the Assistant Director of Teacher Education, Chairperson of the Department of Professional Education (or designee), and the Director of Field Experiences. Other persons that may possess relevant information such as the student's advisor, cooperating teacher, or university supervisor may be contacted on a case-by-case basis.

Any University faculty member may refer a student to the Teacher Education Guidance Committee. The chairperson of the Council on Teacher Education will then structure the

committee and arrange a meeting in which the student may be called to appear. The chairperson will then report the decision of the committee to the student.

The committee will take one of three courses of action in regard to a student in question:

1. No action; the student would continue in the Teacher Education Program.
2. Recommend remedial actions that the student must take, to be followed by further screening.
3. Recommend remedial action and suspension from the teacher education program until the student has met said requirements of the committee.
4. Recommend that the student be terminated from the Teacher Education Program, in which case he or she would not be permitted to complete any program from this University leading to educator certification.

All students will have the right to appeal in person regarding decisions rendered by the Teacher Education Guidance Committee. The purpose of the appeal is not to provide a secondary hearing of a case already heard by the committee, but rather to insure that students have been able to present all information pertaining to their case and that proper protocols have been followed. Students should provide a basis for their appeal by submitting either new information (e.g. documentation from a doctor, counselor, or official) pertaining to their case, or evidence of error or bias on the part of the previous committee. The students must initiate the appeals process by contacting the Office of the Dean in the School of Education.

Monitoring Processes: State Teacher Certification Support

Northwest supports teacher candidates through admittance to the program and provides support for state licensure. A full-time staff member dedicated to student licensure works with each candidate for state certification. Additional services provided by the **Northwest Certification Officer** include: process review for criminal background checks, quality assurance, a liaison to the Teacher Education Guidance Committee, state certification transfer ability, and support for program approval and matrices with the Department of Elementary and Secondary Education (DESE). Undergraduate and graduate candidates receive support for licensure and state-to-state credential transfer.

Admission to Advanced/Graduate Programs and Monitoring

Advanced programs at Northwest are governed and monitored by the program of study in conjunction with the **Northwest Graduate Studies Office**. Applicants for graduate studies at Northwest should submit an application well in advance of enrollment date. The application along with official transcripts of all previous degree(s) and credits

earned from all accredited institutions, and **GRE**, **GMAT** scores or alternative requirements, if applicable, must be submitted to the **Northwest Graduate Studies Office**. Additional information for international students may be found at **nwmissouri.edu/admissions/apply/international**. Information for online students may be found at **online.nwmissouri.edu/admissions.aspx**.

An additional degree is provided at Northwest, that of the **Educational Specialist**. Typically teachers or principals seek to obtain the specialist degree in either the area of principal or superintendency. Education Specialist enrollees must have an appropriate master's degree with a 3.25 GPA. Each graduate program has specific admission policies in addition to the policies for admission to graduate study.
Admissions Page Link: <https://www.nwmissouri.edu/admissions/index.htm>

3.5 Continuous improvement of programs and program components, and investigates opportunities for innovation, through an effective quality assurance system

Northwest **regularly and systematically assesses its performance against its goals** through its Quality Assurance Team (QAT). QAT is a subcommittee of the Council on Teacher Education (COTE) and is comprised of faculty and staff members focused on the **valid and reliable assessment of our educator preparation programs**. This committee exists to evaluate student and program assessment results and make recommendations to either modify curriculum to improve performance or to modify assessment processes.

Continuous Improvement Processes and Systems

The Quality Assurance Team (QAT) reviews data collected from many means to assess provider performance. These include student testing data and assignment data from the **Tk20 system**. Depending on the issue being reviewed, QAT also includes non-traditional members who are off-campus partners. While this committee has existed in some form since 2013, as of 2019 the QAT has implemented a rolling **calendar of data review**. At different points in the academic year, different program data will be reviewed by QAT and then shared with the entire unit during six annual retreats. This process will begin as of fall 2019. That schedule is outlined below:

Meeting	Fall	Spring
1st Meeting	Program exit data Student teaching exit data report COTE annual report results	APR results by program APR preview of MEES for this coming year Title II results by program

Meeting	Fall	Spring
2nd Meeting	Certification data report	Program admission data review <ul style="list-style-type: none"> • Teacher ed • Ed Lead • Counseling • SPED • Reading/C&I
3rd Meeting	Retention data EIP data analysis Completer follow-up data report	Student teaching application data review COTE annual report planning
Other meetings as needed		

The most prevalent shift in assessment strategy in the 2018 academic year was made to coincide with DESE updating the Annual Performance Report (APR) from version 1.5 to version 2.0. The Department of Elementary and Secondary Education (DESE) developed a pilot system in 2016 to rate preparation programs in Missouri using completer performance data from a variety of assessments. This was known as the APR 1.5, which had no accountability attached to it. The newer version, **APR 2.0**, was launched in 2018 and did include accountability measures. The data points that were collected and used to evaluate the program through APR 1.5 included:

- The Missouri Content Assessment, a multiple-choice content-area test that acts as a certification requirement
- Content Course GPA
- The Missouri Pre-Service Teacher Assessment, a performance-based assessment completed during student teaching
- The Missouri Educator Evaluation System, an observation form completed by university supervisors and cooperating teachers during student teaching
- First-Year Teacher Survey (Completer Results), a survey for program completers on how well their preparation programs prepared them for teaching. It was completed a year after program completion.
- First-Year Teacher Survey (Supervisor Results), a survey for principals of program completers on how well preparation programs prepared their new teachers. It was completed a year after program completion.

Only results from certification candidates, meaning program completers who successfully passed all assessments required for educator certification, are included in the APR. Results from these data are then organized by [the nine Missouri educator standards](#).

The APR 2.0 underwent modifications and was used to assess candidates completing in fall 2018 and spring 2019. So, the QAT had to meet and discuss these changes and determine how assessment strategies needed to change across the unit.

Updates to the APR 2.0 from DESE that were discussed at QAT meetings were:

1. The Missouri Pre-Service Teacher Assessment (MoPTA) was removed as the required performance assessment for Missouri teacher certification and as part of how educator preparation programs were evaluated in the APR 2.0.
2. The Missouri Educator Evaluation System (**MEES**) was revised and set as the new required performance assessment for Missouri teacher certification. In addition, its impact on preparation program scores on the APR has been drastically increased. Points that were given for MoPTA performance have not been ascribed to the MEES.

Then, according to a points system based on these results, programs are awarded up to 100% of the possible points they could receive.

Results from these assessment placed programs into three categories. These categories were:

- Accredited (70% or more of available points)
- Provisionally accredited (60-69% of the available points)
- Unaccredited (59% or less of the available points)

If a program receives less than 60% of the available points over the course of five years, DESE will make a recommendation to the State Board of Education as to whether that program's ability to recommend candidates for certification should be revoked. The State Board of Education maintains the authority to make the final decision in these cases.

All of Northwest's programs were fully state accredited in 2018 and we have received preliminary [DESE program approval for all teacher](#), leader, and counselor programs for 2019. This data was reviewed at Professional Education Unit Retreats, Council on Teacher Education meetings, and Quality Assurance Team meetings.

Beyond policy changes related to the APR, DESE enacted other assessment policy changes the QAT had to discuss. These included:

1. The potential switch to using **ACT instead of MoGEA** as a general education admission requirement was discussed as well
2. **Updates to Missouri Content Assessments** and policies were discussed, such as
 1. Elementary education MoCA no longer being required for special education certification
 2. Updates to the elementary education MoCA, down to two subtests, as of Fall 2020
 3. Social studies MoCA will be reduced to one assessment as opposed to six subtests

These changes were discussed with the QAT and shared with program faculty as needed.

2016 AACTE Data Systems Case Study and National Recognition

In November 2016, Northwest educator preparation programs received the honor of being invited to host nationally recognized assessment leaders on campus for the **AACTE Data Systems Case Study**. The purpose of the two day site visit was to chronicle Northwest's innovative use of data for continuous quality improvement of its educator preparation programs. The American Association of Colleges for Teacher Education sought to chronicle powerful practices to use data, information and analysis of quality assurance systems supporting clinical and field experiences, freshman advisement and assistance, the teacher education admissions and retention processes. Additional program goals were to identify mutually co-beneficial clinical partnerships, and the use of elementary student data in the laboratory school to prepare future elementary teachers. The visiting team, comprised of leaders, assessment directors, AACTE staff and leadership and state preparation program reviewers, offered praise and suggestions for continuous improvement. This site visit and case study began a larger conversation that led to changes in national accreditation systems, processes and expectations.

The Northwest educator preparation quality assurance system has consistently been acknowledged as a strength of the program, earning Target Standard for the previous national accreditation visits in 2005 (NCATE) and 2014 (NCATE), indicating a consistent application of human and financial resources to develop and implement high quality systems to track, monitor and support candidate learning and growth. Faculty and staff in the Northwest School of Education are currently editing a manuscript, **Effectively Using Data for Educator Preparation Program**

Improvement, an AERA volume, as part of the Contemporary Issues in Accreditation, Assessment, and Program Evaluation Research in Educator Preparation. The genesis for this manuscript, which serves as the guidebook for a new assessment director in educator preparation, comes from the AACTE data systems case study work at Northwest in 2016. Since 2015, Faculty have presented more than 20 times on quality assurance and teacher education assessment at peer reviewed state, national and international conferences including AACTE, CAEP, AAQEP, AERA, MACTE, TECSCU, the Renaissance Group, and UCET.

Program Component Continuous Improvement

Northwest has engaged in various strategies to ensure continuous improvement of program components. These include:-

1. Since the MoPTA was dropped as a certification requirement and portion of the APR, all assignments and preparation materials from unit courses have been deleted.
2. In contrast, since the MEES has increased in importance for both candidates and programs, the unit focused on ensuring candidates were scored as accurately as possible. Artifacts attached to the MEES have been developed by Northwest faculty and staff. These were developed and modified through unit retreats and QAT meetings. These will be used by university supervisors and cooperating teachers during student teaching to help them **score** initial candidates with the **MEES summative form**. A pilot of MEES artifacts was implemented in the fall 18 and spring 19 semesters, scored by university supervisors. Also, **content validity** was calculated for these artifacts, which led to further revisions for these artifacts to be **fully implemented for all initial candidates in fall 2019**.
3. **Student-teacher surveys** were revised by a subcommittee of the QAT, who updated surveys for initial candidates, cooperating teachers and university supervisors. The initial candidate survey, in particular, was condensed from six surveys to one. Supervisors had their surveys reduced from two to one, and cooperating teachers from three to one. This ensures that only actionable data are collected and reduces survey fatigue.
4. In addition to student-teacher surveys, the use of student teaching data has improved immensely since fall 2018. In fall 2018, there were multiple delays in the ability of cooperating teachers to access our LMS and score teacher candidates. By meeting and partnering with the Office of Institutional Research, the unit devised strategies to improve the efficiency of data flow. The result was that, in spring 2019, cooperating teachers were provided login data in record time and users were able to upload artifacts and assess each other with minimal issues. This improvement process will continue through the summer of 2019 to increase the efficiency of student teaching data beginning when initial candidates complete their student teaching applications.

5. Dispositional assessments for initial and advanced candidates have been reviewed and updated by committees outside of QAT. These results and their **processes** have been run through QAT (as described previously in Standard one).
6. A field experience tracking system was also unveiled and discussed at QAT meetings. Programs needed to ensure that all candidates had an opportunity for clinical field experiences in diverse settings. So, a subcommittee of the QAT developed a system to track field experiences to ensure that all students had experiences at diverse locations based on race, ethnicity, IEP, ELL, and SES. This system was piloted in fall 2018 and spring 2019. The full implementation is planned for fall 2019.
7. The development of a unit dashboard for accreditation data was discussed and passed onto IT staff. This dashboard will make assessment data, such as MoGEA, MoCA, Content GPA, First Year Teacher Survey and other assessments available by program to any education faculty on campus. This will allow all on-campus stakeholders to view and use accurate data related to their programs and accreditation. The dashboard is in development and will be unveiled in fall 2020.
8. **Qualitative data collection** from current teacher candidates was discussed as well, and a survey was implemented in spring 2019. Faculty felt that, while current student teaching surveys gathered a lot of data, that data was most typically too fine to look for program components that worked exceedingly well or were the most impactful to candidates. As a result, faculty and QAT members partnered to develop an online survey focused on qualitative feedback. During an on-campus seminar for candidates who were student teaching, faculty explained the type of feedback they were seeking. After a discussion, candidates completed the online qualitative feedback survey. The themes developed from that survey will be used to highlight Northwest's most impactful preparation practices and will also help determine new directions the unit could take.

Investigates Opportunities for Innovation through Quality Assurance

Over the last several years, Northwest School of Education faculty and leaders engaged in a complete **redesign** of the educator preparation programs. Education redesign came out of the answer to a simple question: "If you could start from scratch and build the best teacher education program, what would it look like?" Given support and resources by the Provost and President, and with the help of PK-12 school administration partners, Northwest faculty completely overhauled the curriculum and clinical field experiences and assessment practices to attempt to strengthen an effective program while infusing earlier, more diverse, more robust clinical practice emphasizing the strength of diversity. Working collaboratively with faculty from Arts and Sciences, the professional schools, and the School of Education, and using data, evidence from PK-12 school leaders and recent program graduates, we have significantly altered the

curriculum in several ways designed to positively impact P-12 learners' abilities to write, compute, reason, and share learning.

First, Education Redesign has increased all candidates' access to high-quality, diverse clinical practice (now more than 600 total hours) across all settings: urban, rural, and suburban, and with respect to all learner ability levels and representative of the vast diversity of the population of Missouri and the changing nation. Second, students engage in clinical practice by their third week of the freshman year. This significant shift changes the in-class conversation from a learner's point of view to that of a candidate-as-fellow-practitioner. To fully contextualize the meaning of clinical experiences and early observation, we had added a Professional Learning Community (PLC) in each semester. This is the third component of Education Redesign which has shifted the way candidates process their learning. All candidates, regardless of level or content specialty, teach and learn for three semesters in an integrated curriculum with embedded PLC guided by experienced professor-teachers to contextualize and help candidates reflect and grow from their experiences, successes, and occasional failures. Fourth, the redesign focused on improving candidates' formative and summative data use, instructional practice to engage all learners, differentiation of lesson plans to reach all P-12 learners, and classroom management strategies while heightening the primacy of content knowledge.

Northwest faculty have used data, including student feedback on courses, Professional Advisory Board Members' feedback, and pre-and-post survey data from candidates' experiences and diverse clinical placements, to better understand the impact of our program on candidate and P-12 student learning. This has resulted in several peer-reviewed publications and presentations. One example is the research article, [**Teacher candidate perceptions of urban field experiences**](#), which use data from our quality assurance system.

Another example of how the quality assurance system supports innovation is revealed in the presentation, [**Relevant clinical experiences at a rural university in partnership with an urban school district: Perception of education teacher candidates serving in racially diverse, high poverty schools**](#), which was presented at AACTE in 2018.

The impact of the quality assurance system on our ability to innovate comes from a faculty presentation at the Missouri Association of Colleges for Teacher Education (MACTE). This presentation, [**Leading through change: Considerations and inspirations behind transformational redesign of educator preparation programs at Northwest Missouri State University**](#), chronicled how we use data to transform and redesign our programs so that they would serve candidates better especially how they imported diversity, self-reflection and effective teaching strategies.

Recipient of the 2018 AASCU Christa McAuliffe Award

After Northwest began this redesign process the American Association of State Colleges and Universities (AASCU) awarded Northwest Missouri State University with the association's [**2018 Christa McAuliffe Excellence in Teacher Education**](#)

Award. Northwest, which also earned the McAuliffe Award in 2006, became just the third institution in the nation to earn the award two times since its inception in 2002.

In the application for the McAuliffe Award, the institution demonstrated an award-winning, innovative approach to curriculum redesign. Northwest added rich clinical experiences in with highly diverse school districts. Using data from our partners, alumni, and current students through the Professional Advisory Board we increased the number and duration of clinical experiences considerably. For more insight on how the Northwest educator preparation programs have used data from our quality assurance system, please see the [**award application**](#).

The McAuliffe Award recognizes the [**culmination of Northwest's work**](#) to overhaul the curriculum and clinical field experiences offered by its School of Education. The faculty-led redesign of the School's curriculum placed greater emphasis on students' access to diverse clinical practice – now totaling more than 600 hours – in urban, rural and suburban settings. The redesigned programs involved extended partnerships with more than two dozen school systems, with an emphasis on assessment and instruction practices yielding high-impact results for student learning. The new curriculum also has Northwest students engaged in practice by the third week of their freshman year. Additionally, students participate in a professional learning community to learn from their experiences, while the curriculum focuses on improving students' instructional techniques and classroom management strategies as well as multi-subject, integrated lesson plans.

3.6 Capacity for quality reflected in staffing, resources, operational processes, and institutional commitment

Northwest's educator preparation programs **maintains capacity for quality and excellence reflected in staffing, resources, and operational processes**. The institution **maintains strong and consistent commitment** to provide human, fiscal, and process-oriented **resources sufficient to ensure excellent program practices** consistent with the mission and jurisdictional and state mandates to provide quality teachers and leaders for the state, and region.

Quality Faculty and Staffing Support

The Northwest School of Education is blessed to have highly-effective, committed, well-educated, caring, compassionate, and passionate faculty and staff. A review of the Northwest [**faculty curriculum vitas**](#) (available only when logged in through Canvas, as the program considers this information proprietary) will support the case that faculty are

credentialed and experienced in the areas in which they have primary teaching responsibility. Clinical faculty receive mandatory annual training from the Office of Clinical and Field Experiences before working with student teachers. The university accreditation, provided by the **Higher Learning Commission**, holds that faculty teaching undergraduate coursework must possess at least one degree above the level of collegiate coursework (Master's or Specialist). For Master's-level teaching, our Dean and Provost ensure that teaching faculty (also true for adjuncts) hold a doctorate in the content area or closely-related field and 18 graduate hours in the content area in order to teach. These processes ensure academic credentialing and support faculty quality. Faculty are **annually evaluated** by the Dean of the School of Education (or Dean of Undergraduate Studies/Associate Provost for those in Arts and Sciences degree areas). Faculty research, teaching, and service comprise the university-wide expectations for professional advancement and continuation of teaching contracts. Staffing and support for students are robust, well-supported, and consistent. **The description of the staffing and personnel** provides descriptions of human resources in support of program quality.

Although staffing and positions are adequate, program growth since 2016 has led to roughly double the student credit hours (from 13,000 a year to more than 26,000) generated by the faculty of the School of Education. This has not yet been addressed with new support for faculty and programs reflective of the gain in students and responsibilities for advising and leadership, leading to higher teaching loads for education faculty than their counterparts in other programs across departments on campus. Due to the unexpectedly large growth at the graduate and undergraduate level, most faculty have overloads in their teaching assignments. The leadership of the School of Education is aware of persistent strain on faculty and staff. We have requested additional faculty lines from the Provost and President, and have received verbal assurances that additional help is coming in the 2020-2021 academic year.

Despite the additional sections of classes, faculty are routinely engaged in top-quality scholarship and have even redesigned the curriculum from the ground up, in collaboration with faculty from the arts and sciences and professional schools offering a uniquely integrated, clinically-based, and project-based approach to educator preparation.

Resources and Institutional Commitment

The School of Education receives strong fiscal support for operations, program quality, faculty travel, field and clinical experiences, and processes to bring in top-tier personnel as tenure-track and/or instructor-level faculty. At Northwest, all newly-hired faculty receive salaries that pay 92% of the national average, using a complex, but fair and annually-vetted process designed by the Associate Provost for Special Programs and Dean of the Graduate School to assign a fair-market value to discipline and content-area specialty-area experts who join the faculty. Please see the **2016, 2018, and 2019 faculty salary matrices** for more information and further detailed processes. Overall, the School of Education places **significant fiscal support** into keeping a coterie of

highly-qualified and effective faculty and staff to serve our students and provide them excellent feedback, content knowledge, processes, and rich, diverse clinical practice in diverse school settings. Northwest's School of Education provides more than \$170,000 of resources, annually, dedicated to robust clinical and field experiences, including a series of diversity-rich field trips to metropolitan areas, including Kansas City-area schools, in Independence, Missouri.

For candidates from predominantly rural areas, access to rich clinical practice with students from diverse language backgrounds, or concentrated poverty, or from diverse racial, ethnic, and ability-level differences provides the richest and most complete educator preparation. For our candidates from urban and suburban settings, program leaders commit to ensuring that they will have the chance to learn and work with students from small, rural schools. This opens eyes and hearts, and requires significant institutional commitment. The institution also supports international student teaching through the office of Study Away at Northwest, and candidates routinely engage in culminating clinical experiences by student teaching in areas as diverse as Costa Rica, Argentina, New Zealand, Australia, Spain, Ireland, and Chile and/or Finland.

For more information, please see sections 4.1, 4.2, and 4.5., which make the case that the School of Education advances workforce diversity and clinical practice for candidates. When factoring in the dedicated resources committed to keep two laboratory schools (Horace Mann and the Leet Center) fully staffed and operating at a consistently high level, our teacher candidates receive abundant resources to further their growth as professionals with more than 550 hours of rich clinical practice.

The Provost and President have been outspoken advocates for quality processes, quality assurance, and a strong educator preparation program, and have been invaluable in the transformation and continuous improvement processes leading to widespread acknowledgement as a nationally-recognizable top-tier regional, public, teacher and leader education program. The American Association of Schools, Colleges and Universities acknowledged these resource-rich educator preparation program with receipt of the 2018 Christa McAuliffe Award for Excellence and Innovation in Teacher Education, which simply would not have been possible without the strongest support at all levels of administration. The application for the McAuliffe Award reveals the depth of university-wide support for teacher education at Northwest Missouri State University.

Additional support and resources include university-supplied matching-grant funds to support two Outdoor Classrooms for the Leet Center Preschool and Horace Mann laboratory school, as part of federal Land Water Conservation Funds and Missouri Department of Natural Resources projects to create green learning spaces using natural materials. In essence, the university created a part-time city park which doubles as a truly innovative teaching laboratory to incorporate best practices in education through art, science, physical education, music, and botany in a natural

arboretum. This affords our teacher candidates the ability to practice designing and implementing lessons in outdoor classrooms, with movement and nature embedded.

The University, founded as a normal school and teacher's college, has maintained a consistent identity for 115 years- we prepare educators for the nation's schools. The university takes pride in providing effective teachers and leaders for the state and region. With **award-winning faculty**, strong processes, procedures, and resources, and consistent support from all levels of administration, the Professional Education Unit and School of Education make the case that institutional commitment remains high, and dedication to preparing successful and effective teachers and leaders remains a core value concomitant to the mission of the University.

One final example of institution-wide commitment is revealed in an accreditation review from the Higher Learning Commission (HLC), which evaluated our additional site location where Northwest School of Education and the Independence, Missouri school district developed an accelerated Master's degree for new teachers who have recently joined the district. Taught jointly by Northwest and qualified adjuncts from Independence, **the HLC reviewers indicated strong university support for the partnership**. This is a microcosm of the quality support offered for programs, partnerships, and processes. We try to bring our best to all that we do when serving candidates and district partners. If we build a partnership, we are highly dedicated to serving our partners.

Operational Processes-Evidence and Examples of Quality Processes

The School of Education invests in numerous operational processes to support quality and student success and retention. In this section, we present seven examples of operationalized processes from key, unit-wide areas:

- 1) Admittance to the School of Education through application to Teacher Education Student Services Coordinator. For more information, see [**3.4, Admission to the Professional Education Program**](#)
- 2) Support for retention and academic learning through Teacher Education Admissions Committee and **Supplemental Instruction**, in addition to the advising system created by Freshman Advisor Mrs. Baker for the School of Education majors. [**See 3.4, Monitoring Processes: Teacher Education Admissions Committee \(TEAC\)**](#)
- 3) Admission to Student Teaching. Please see [**3.4, Monitoring Processes: Student Teaching Application**](#)
- 4) Support for Teacher Licensure and State Certification from the Education Compliance Specialist and Certification Officer. Please see [**3.4, Monitoring Processes: State Teacher Certification Support.**](#)

5) Ongoing quality assurance for clinical experiences, diversity field trips, and process improvement of curriculum (through the COTE, or Council on Teacher Education), assessment and quality assurance system (Quality Assurance System), and day-to-day operations (School of Education Leadership Team). Please see **3.4 Monitoring Processes, Council on Teacher Education**

6) A **position request process** through Human Resources- all academic departments and Schools must go through the same procedure to vet each position request. We do not replace lines or positions without assurances that the role is aimed to support student learning now and in the future.

7) Support from the Northwest Foundation, the charitable arm providing financial support to departments and Schools from philanthropy and charitable support. Please see the **Northwest Foundation Project Balances document**, an artifact listing all the types and amounts of funds which available to the leadership of the School of Education. This evidence lends credence to the case that adequate resources are available for the successful implementation of programs and processes in support of effective educator preparation at Northwest.

In 2019, Northwest Missouri State University was honored by the **American Association of Schools, Colleges, and Universities for our university-wide approach to student success, advisement, and retention**. This affirms the work we have put in to our School of Education monitoring and quality assurance processes and procedures. It shines a positive light on the work conducted by Mrs. Jill Baker, lead freshman advisor for the School of Education, who leads an innovative series of systems. These include deep, data-informed advising to support candidates from at-risk, marginalized backgrounds who express a desire to become a teacher but may not have adequate academic background of more well-resourced, non-first generation students.

Mrs. Baker's research revealed a process improvement opportunity, which was unanimously passed by the Council of Teacher Education, enabling a data-driven, multiple measures approach to admissions that supports diversification of the educator workforce while supporting quality assurance. Because we routinely examine systems, procedures, and data, we found evidence of a better, more equitable approach to educator preparation standards. The resulting **ACT-MoGEA admissions requirement** change advantages candidates of color and other marginalized students, by letting their talent, not just their test scores, speak for program admissions. By using knowledge, skills, and dispositions, with early clinical practice, candidates are more prepared to demonstrate effectiveness, and earn admissions to teacher preparation. Both the advisement system and data analysis process have been chronicled as accepted, peer-reviewed presentations at national accreditation conferences (**AAQEP, 2018** and **CAEP, 2015**).

Conclusion

Northwest maintains capacity for quality by hiring excellent, effective, and well-credentialed faculty with the right experience to connect with candidates and provide learning opportunities. The School of Education demonstrates institutional commitment by providing considerable programmatic resources, including robust field and clinical experiences with diverse school partners in diverse clinical settings. Strong operational processes ensure quality and support decision quality. In the next section, we share evidence of how Northwest engages in P-20 system improvement.

Standard 4: Program Engagement in System Improvement

- 4.1 Engages with local partners and stakeholders to support high-needs schools and participates in efforts to reduce disparities in educational outcomes**
- 4.2 Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support**

Northwest's educator preparation programs **engage in system improvement, diversification of the educator workforce, and strengthening P-20 education systems** by responding to local needs and engaging local (and not-so-local) partner **districts with high-needs schools** to **reduce disparities** in educational outcomes. The Northwest education programs **meet established mandates** from the **Missouri Department of Elementary and Secondary Education [Program Approval](#)**, its subsidiary the Office of Educator Quality, and State certification and licensure, as well as local district partners, and best practices recommended by national accreditation agencies, including NCATE (operated by CAEP).

Partnerships between Northwest and Independence and Broad Connection to AAQEP Standards and Aspects

Northwest's School of Education and the Independence, Missouri School District have a series of documented and effective, mutually co-beneficial, clinical partnerships. Clinical partnerships with the Independence School District occur throughout candidates' developmental continuum, and are targeted to provide access to diverse learners' needs. Candidates attend a clinical experience in Fairmount Elementary in Independence, a highly diverse, well-functioning, and successful school with strong leadership and teaching. Independence also sends 5th graders to the Northwest main campus to enjoy a college visit. Many P-12 students indicate this provides the first glimpse that attending college is a possibility. In addition to undergraduate partnerships, a graduate program with embedded clinical practice exists- The Fellows Program in Independence. In sum, these Independence-related partnerships provide support for the case that Northwest's robust clinical partnerships and program development support AAQEP standards related to:

- rich, diverse, high-quality clinical practices (3.2),
- intentional diversification of the educator workforce (4.2),
- evidence of direct and downstream measures of program impact on candidates' learning and P-20 student learning (1.0),
- supporting local school and cultural communities (2.1),
- culturally-relevant pedagogy (2.2) with diverse learners, in diverse contexts,

- reflective of maintaining our institutional commitment to operational processes, resources, and staffing to ensure program quality and effectiveness (3.6).

Although a microcosm of the depth and breadth of the quality clinical experiences and robust partnerships, these are illustrative of just one of several districts, spanning rural, urban, and suburban locations, in which the Northwest School of Education has built strong partnerships. For more information, please review table 4, the [Northwest Teacher Candidate Field Experiences Crosswalk](#), a Googledoc with a comprehensive look at the evidence of quality clinical practices based on partnerships.

Description of the Independence, Missouri School District

Northwest candidates participate in numerous clinical experiences with the Independence School District (ISD), observing and teaching diverse learners [early](#) and [middle practicum experiences](#), learning from excellent, successful ISD teachers in an urban setting. Independence is a highly-diverse district (the 6th-largest in Missouri) with significantly more P-12 students eligible for free or reduced-cost meals than the state average, and the district possesses other components of socioeconomic, racial, and/or ability-level diversity not typically present in the catchment area near to Maryville. Independence, adjacent to metro Kansas City, is more than 100 miles from Maryville, the site of our main campus, and we allocate significant program resources to support our partnerships and clinical practice. These include university-paid transportation for Northwest candidates to and from Independence, and several other school districts, to defray the cost of candidates' participation in clinical practice.

This partnership is beneficial for both organizations. The partnership emphasizes exposure to meeting the needs of students from diverse backgrounds. For the district, it allows district access to candidates who may be a good fit for a culminating student teaching experience, employment in the district, or participation in the Fellows Program.

(4.1, 4.2) Description of the Innovative Northwest-Independence Fellows Program

The Fellows Program began in 2017, as Northwest responded to a request from a university to develop a program proposal for an accelerated graduate degree to complement district-provided induction of new teachers and mentorship with professional development for 1st-year, in-district teachers. Our site at [Northwest-Kansas City](#) supports clinical partnerships, [program leadership, enrollment and retention support for students](#) in the Fellows Program.

The Fellows Program leads to a [Master's Degree](#) in Curriculum and Instruction. The Fellows Program meets district needs to recruit and retain strong teachers for high-needs schools (4.1). It is offered on-site in Independence, Missouri. The Program is more than a degree; it offers new teachers district-provided mentors, a free apartment, healthcare benefits, an accelerated degree-timeline, and research support from Northwest faculty to solve district-identified learning challenges which support real-world

learners' needs. Please click on this [**Fellows Program Brochure**](#) to review program characteristics. By researching the [**impact of practices upon student learning**](#), the Fellows Program students generate great learning, improve the profession, and engage in direct measures of positive impact on the students. Capstone projects completed by Fellows Program Graduate students are school and district-directed, supporting the case that the partnership is mutually-beneficial to both the district and the Northwest educator preparation program. Moreover, the types of research these new teachers conduct is rigorous, high-quality, and timely. Topics from the most recent set of projects include: [**managing classroom behaviors**](#), [**whole-brain learning on student engagement**](#), [**parent engagement on student achievement**](#), and the [**impact of vocabulary instruction on reading comprehension**](#). These selected projects reveal that the program impacts and connects to PK-12 student learning, district-initiatives, and high-quality program practices built on robust clinical partnerships such as the Independence Fellows Program.

Students in the Fellows Program are innovative and connected to continuous improvement. Two students, Dimitric Edwards and Kaitlyn McLain created a [**Podcast series**](#) in the course Leading in the Digital Age, in which they share their experiences and perceptions as first-year teachers and Master's-seeking students. One episode focuses on professional development, and another covers digital ethics and reputation. Each episode discusses the positives of the profession, including "teacher wins" for the week. Our candidates are transforming and supporting innovation to improve the P-12 system. Northwest supports partnerships which really make an impact.

The Fellows Program is one direct example of how the Northwest School of Education directly impacts candidates' learning. Partnerships are impactful, for our candidates, our partners, and the program. To close the loop between theory, practice, and revised theory, our faculty have published peer-reviewed research demonstrating the positive impact of clinical partnerships on candidates' learning. Candidate interactions with diverse learners through partnerships with the Independence School District have resulted in a peer-reviewed [**publication in Educational Renaissance**](#) in 2018 and numerous national-level [**scholarly presentations at AACTE, TECSCU, TECSCU again in 2019**](#), and [**state-level presentations**](#) at the [**Missouri Association of Colleges for Teacher Education**](#). Results revealed in the research about the impact of rich, diverse clinical experience and partnerships with Independence included:

- 1) **Changed mindsets** supportive of candidates' ability to reach diverse learners
- 2) Increased **capacity to engage in culturally-relevant practice**, and
- 3) Candidates' increased ability to **meet students' diverse learning needs**.

In addition to making the case for program quality sufficient to support evidence for 4.1, 4.2, and 4.5, the emphasis on culturally-relevant practice supports AAQEP standard 1.3 (culturally-responsive practice) and 2.2 (engaging in culturally-responsive practices in

diverse community contexts), especially in light of the economic and cultural diversity of the Independence School district. As a rurally-located institution, we know it is vital to prioritize diversity, and diverse partnerships and clinical experiences for our candidates. The university spends considerable human and fiscal capital to ensure that all candidates are exposed to diverse experiences through rich, multi-faceted clinical practices.

Please see the attached documents, including the Memorandum of Understanding emphasizing the importance of attempting to diversify the educator workforce through the partnerships.

The **Fellows Program, which is comprised 30 graduate credit hours in a one-year accelerated degree**, was developed through a **memorandum of understanding** with agility and responsiveness to meet specified district partner needs to provide induction into the profession to continue newly-hired teachers' professional development. The program is based on mentoring, timely and district-need-focused coursework, and supports induction into the profession with quality feedback and coaching. The innovative program design offers faculty from the Northwest School of Education as well as adjuncts from the school district.

(4.2) Innovation meets diversification: Northwest-Independence Fellows Program and Northwest Education Requirements Policy Analysis

Northwest and the Independence School District developed the Fellows Program to diversify the educator workforce. This aligns with AAQEP standard 4.2, as administrators specifically developed a suite of shared responsibilities in support of diversity. In the MOU, this paragraph reveals a strong institutional commitment to the diversification of the educator workforce through continuous quality improvement:

Both Northwest and ISD commit to utilizing best practices to recruit, admit, and support Fellows representing marginalized, under-represented minority populations to fully support each institutions strategic initiatives to enhance diversity, equity, and inclusive practices. (MOU, p. 4)

To support quality and consistency, Northwest developed and implemented a new position, **NW-ISD Program Leader**, to provide student support for registration, retention as well as adjunct faculty hiring and training on university grading and assessment systems. The Program Leader provides consistent administrative support while serving as a liaison between Independence and Northwest administration. The Higher Learning Commission, which provides regional university-wide accreditation, reviewed and provided an evaluation of the Additional Site Location at Northwest-Kansas City. **HLC feedback**, which was remarkably positive and unusually complimentary of the resources and support offered to Fellows Program students by Northwest, provides support for the case that Northwest possesses capacity for staffing, operational processes, and manifested institutional commitment (AAQEP 3.6). The Dean of the

Northwest School of Education regularly visits with the Independence School District Assistant Superintendent for Human Resources to discuss and work through potential issues related to student success and ongoing program evaluation for continuous improvement.

Northwest has been heavily involved in using teacher education assessment data to track candidate progress and support, through ongoing monitoring, access to the educator profession. Faculty members have presented more than 20 times at state and national conferences about quality assurance, data, and evidence of the impact of state teacher testing regulations as a limiting factor for candidate diversity. In 2019, Northwest Assessment Director Mike McBride, building on his [award-winning dissertation research](#), conducted a comprehensive policy analysis of Northwest's educator preparation requirements and prepared a revised policy plan to diversify the educator workforce without sacrificing quality or lowering program requirements. This innovative work, the [ACT-MoGEA policy](#), enables Northwest to simultaneously promote social justice and candidate quality by looking holistically at multiple measures and attributes of candidates, not just a standardized testing score. This aligns with AAQEP standards 4.2, promoting diversification of the educator preparation workforce, and 3.4, admission and monitoring aligned to candidate success and state standards. This revised policy, which for the first time enables the program to ensure that admittance policies are equitable regardless of gender or race of candidate, might be a best practice worth sharing with other educator preparation programs.

4.3 Supports completer entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned

The main methods utilized by Northwest to assist completer entry and/or continue in their professional role are completed through partnership with the [Northwest Regional Professional Development Center \(RPDC\)](#). The RPDC uses a team of content and pedagogy experts to help provide professional development assistance to area schools and teachers. The Northwest RPDC, which has been a part of our campus since 1995, serves 59 public school districts in 15 counties of Northwest Missouri. The staff of the RPDC organize, plan, and conduct induction and training for Missouri teachers in their first or second year as new educators. [The state of Missouri requires, via state statute](#), that all new teachers participate in formalized induction. In Missouri, induction specifies that new teachers have a mentor, and Missouri has developed aspirational [beginning teacher mentoring standards](#) to support quality assurance. In Missouri, new teachers must continue their on-boarding into the profession and participate, with a mentor, in a [BTAP program](#). One of the most beneficial programs offered by the RPDC is the New Teacher Induction offered through the Beginning Teacher Assistance Program (BTAP). BTAP offers first and second year individual mentoring for new teachers. Successful [completion of a state-approved Beginning Teacher Assistance Program is required for all seeking completion of the initial state teaching licensure](#) by the Department of Elementary and Secondary Education.

Graduates from Northwest educator preparation programs and several other teacher preparation programs regularly attend workshops and trainings on the Northwest campus, offered by the excellent, experienced and [**dedicated staff of the Northwest Regional Professional Development Center**](#), a tremendous resource for the campus and region. The [**NWRPDC offers customized professional development**](#) and training for school teachers, leaders and partners with the state regional director to ensure that high-quality professional development is available.

The RPDC also provides ways for new teachers to use state-wide resources, like the [**Missouri Statewide Teacher Academy**](#). The RPDC uses Teacher Academy to support student engagement, instructional strategies, and reflection on practices that align with the Missouri State Teacher Standards. Teacher Academy graduates must share their action research projects to deepen the learning of the collaborative group. Teachers who successfully complete the Academy often find it so valuable that they want to engage in the process again and again, and RPDC has developed a program for them, the [**Teacher Academy Graduate Program**](#), for those who wish to continue collaborating and learning about how to improve their P-12 students' learning.

The RPDC is central to the induction process, and equally connected to continuous quality improvement of teachers with experience. Northwest's educator preparation programs connect to the ethos of **AAQEP standard 4.3**, as the RPDC offers **support for completers** as they **enter and/or continue in their professional role(s)** with additional content and process knowledge to refine and improve teaching and learning outcomes for P-12 learners. [**The Northwest RPDC is affiliated with the university via formalized agreement**](#), and the NWRPDC Director is evaluated annually by the Dean of the School of Education.

The goals of the RPDC are:

1. Raise achievement for all K-12 students and close achievement gaps among subgroups.
2. Increase the quality of teachers and administrators in the region.
3. Increase reading, math, science, and social studies achievement in the region through the high quality professional development of teachers.

The RPDC offers a variety of trainings. These cover the areas of:

- Curriculum and instruction, including working with students with dyslexia and those having literacy issues
- Content areas, with a focus on STEM and literacy
- Networks, including special education and early childhood networks

- College and career readiness
- Special education
- Leadership issues, including equity
- And issues related to early childhood, including trauma-informed teaching

In addition to the variety of trainings offered by the RPDC, this office also provides a [**Leadership Conference**](#). The third annual conference offers breakout sessions for K-12 administrators, teachers and Professional Development Center Teams.

4.4 Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the professional and uses that information to improve programs

Overview of Investigation and Use of Available and Trustworthy Evidence to Support Continuous Improvement

Northwest uses several data sources, and [**unique and consistent rolling calendar of when, by whom, and how key data will be analyzed**](#). This is the basis for a strong quality assurance system which provide trustworthy evidence regarding completer placement, effectiveness and retention. They are discussed in [**Appendix G**](#). Additionally, Northwest's educator preparation programs include the [**first year educator surveys**](#) and [**DESE placement data**](#). Additional evidence comes from survey data, conversation, and recommendations from the School of Education Professional Advisory Board (PAB) meetings, which occur in Maryville and at our Northwest-Kansas City sites.

The Role of the Professional Advisory Board for Continuous Improvement

At the PAB meetings, our school partners suggest improvements to our programs, evaluate our progress, and assist us in innovating. Moreover, a strength of the program is the consistent use of data and evidence to let our PAB know our progress/struggles and to invite them to analyze and make meaning of available and trustworthy evidence of completer performance. Click [**here for examples of an invitation to join the PAB**](#), as well as examples from [**2017**](#), [**2018**](#), and [**2019**](#) of presentations to and [**data-analysis with the advisory board partners, alum, and students**](#). The advisory board members truly appreciate Northwest's level of engagement and involvement, indicating that other educator preparation institutions do not regularly invite them, [**or engage in systematic analysis of program quality**](#). That helps us stand apart and reflects an [**institutional commitment to continuous improvement**](#). We use (actually, we covet) the data-advisory board members' feedback was used to revise our entire program in 2016, leading to an award-winning outcome with more field experience, increasing diversity and equity, and better partnerships. The consistent use of feedback is a defining characteristic of the successful redesign of our educator preparation

programs, which [Northwest has been asked to present at several peer-reviewed educational presentations, including the Teacher Education Council for Schools, Colleges and Universities and The Renaissance Group, as well as AACTE.](#)

Unit Retreats: An Example of Data Analysis and Continuous Improvement

The Professional Education Unit annually comes together in a unit-wide retreat. In September of each year, faculty from all education programs, and both graduate and undergraduate program leaders, participate in a data analysis and interpretation process. We call this a Unit Retreat, but it actually advances our collective knowledge. At the annual retreats, which are led by the Associate Director of Assessment and Accreditation/Assessment Director, Dean, and Assistant Director of Teacher Education, the Unit reviewed data from several sources to triangulate qualitative and quantitative data on student and completer performance. Here are examples of Unit Retreats from 2017, [spring, 2018, spring, 2019](#) and fall [2019 \(this is a prime example of our commitment to investigating available and trustworthy evidence\)](#). Data sources included:

1. [Student teacher qualitative feedback](#)
2. Dispositions data; [Unit-wide](#), and by each licensure program. Here is an [example of dispositions data from Elementary Education from 2018-2019](#). Here is an [artifact based on the valid and reliable Niagara](#) dispositions form. Advanced/graduate programs use a similar process to assess candidates' dispositions with [this form](#).
3. [First-year teacher survey results](#)- especially the principals' perceptions of our graduates' performance
4. Missouri General Education (MOGEA) Standardized test performance and changes based on data for more equitable and just program entrance requirements. Note: analysis of this data led to a [COTE policy change](#) to improve decision quality related to standardized examinations. This data-informed change provides more equity and fairness for diverse candidates in the admittance process and could be a model innovation for program practices in support of diversification of the educator workforce.
5. Missouri Content Assessment (MoCA) culminating content knowledge standardized test performance
6. Missouri Educator Evaluation System content validity analysis- (later revised at university supervisor TRIAD training in August, 2019)
7. [State Performance Assessment \(MoPTA\) Data](#): (Note- DESE removed this in 2018 and it is no longer used in Missouri)

8. Missouri Educator Evaluation System artifact analysis for systemic improvement.

Originally developed through the faculty-led Quality Assurance team, MEES data has undergone content validity analysis through a unit-wide PEU retreat, then used feedback from student pilot participants, and all of this feedback was taken to university supervisors for their feedback at TRIAD training, which resulted in multiple lenses, and rich diversity of stakeholder viewpoints. The School of Education supports multiple measures of candidate feedback, consistent involvement of many levels of stakeholder viewpoints, and evidence-based admittance and retention decisions.

Technical Analysis of First-Year Teacher Survey Instrument

DESE now provides placement data for completers who graduated from educator preparation programs since 2010. This includes data from 1119 Northwest completers, holding 1600 total certifications. However, this data does have limitations including questions about predictive and consequential validity as specified on pages 18-24 in the 2015 First-year-teacher-survey technical manual. AAQEP standard 4.4 indicates that the evidence used to make admissions and retention decisions, or assess program quality, should be available and trustworthy. Northwest takes heart in the conclusion from the first-year teacher survey technical manual, which asserts on page 23: "The psychometric evidence presented earlier in this section suggests that the First-Year Teacher Survey questionnaire, at a minimum, does in fact measure various dimensions of preparation reliably." Since the best evidence indicates that the survey data is reliable and consequentially valid, although imperfect, the following limitation offers an area of improvement for Northwest, and field: it is hard to track graduates who leave the state in which a credential, degree, or licensure is received for all preparation programs. Furthermore, Northwest is actively seeking an efficient and consistent method to track graduates into the field when they leave Missouri.

Employment, Placement in Careers of Further Education and Retention

Data from the Northwest Office of Career Services, under the leadership of the new Director of Partnerships and Placement, has made significant inroads in tracking where our graduates go to seek employment and/or continuation of their education through graduate study (or, happily, both!). Results of Career Services placement information for graduates of the Northwest educator preparation programs from 2015-2016, 2016-2017, and 2017-2018 note that 100% completed a professional internship, and more than 95% were gainfully employed and/or continuing their education after graduating from Northwest. An examination of the jobs accepted by educator preparation completers reveals two strong indicators of program quality: 1) graduates received jobs in areas in which they were credentialed and prepared, and 2) program completers took positions in their fields, and in school district settings in urban, rural, and suburban locations.

However, without compulsory or obligatory requirements to check in with the university about one's future at graduation or shortly thereafter, Career Services relies on the willingness of individuals to disclose private employment information from recent graduates/completers. As such, available data reveal that approximately 2/3, but not all, Northwest educator preparation program completers indicate their work or school status. Career Services, and the School of Education faculty, have strongly encouraged all graduates to supply this information, setting up booths at commencement to ask, "where are you headed next, my friend?" but not all attend commencement and not all wish to disclose what can be considered private information. Northwest uses a series of School of Education social media connection platforms to try to maintain communication with completers.

Only completers who have been employed in a Missouri public school are included in the First-Year Teacher Survey. This removes many Northwest program completers, as many of our program completers find gainful employment across state lines in Nebraska, Iowa and Kansas. Maryville and the Gladstone location of Northwest-Kansas City are less than 30 miles from three state borders. The First-year teacher and principal surveys provide a lens through which programs can gather a measure of program effectiveness. Yet, a persistent limitation is that FYTS is built to analyze data from Missouri-employed completers in Missouri's public schools, and thus, (by intent) excludes Northwest graduates who opt to work in parochial, private, charter, and/or out-of-state locations. This also applies to principal feedback, as we only receive first-year principal information from in-state principals.

The certifications included in this data ranged from teacher, to building level leader, to superintendent, to counselors.

Some data points related to retention are the number of years each completer has been employed:

- At their current district
- As an educator in Missouri
- In public education altogether

Drawbacks and Limitations to Tracking Candidates Into the Field

One of the other drawbacks of this data is related to years of employment. Some completers have been in public education before the completion of their program at Northwest. Therefore, someone who completed a teacher preparation program nine years ago, may have been employed 12 years in Missouri public education. More than one third of all Northwest completers (36%) have worked in public education before completing their program in Northwest. Of all completers, 62% have been employed in the same district since they began working in public education.

DESE uses several modes of one survey, the First Year Teacher Survey (FYTS), to monitor effectiveness of program completers. Based on DESE placement data, this also has limitations. Again, only program completers who are currently employed in Missouri public schools are included in the data set. But, every June, first-year program completers from the teacher preparation, leader preparation, and counselor preparation programs are surveyed using this instrument, along with their supervisors of record. The survey questions are based upon the state standards of each profession. For instance, the first year teacher survey has questions based on the nine Missouri Teacher Standards. The first year principal survey is based upon the six Missouri Leader Standards.

Here is a breakdown of Northwest teacher program completer performance as scored by the First Year Teacher Survey, as reported by: Northwest completers; completers of all Missouri programs; the principals of Northwest completers; and the principals of completers from all Missouri programs. These indicate that Northwest completers perform at or above the state average in nearly all measures, as scored by program completers and their principals. One of the biggest contrasts was how completers rated their preparation program, with 90% of Northwest completers scoring their program positively, compared to 83% of program completers from around the state.

Northwest leader program completer performance was evaluated by the First Year Principal Survey. This survey was scored by: Northwest completers; completers of all Missouri programs; the supervisors of Northwest completers; and the supervisors of completers from all Missouri programs.

Again, these results indicate that Missouri leader program completers score, for the most part, are at or above the state average in all measures related to state standards, as reported by program completers and their supervisors.

The above data sources are certainly available and can be considered trustworthy with limitations. The limitations of the placement data have been mentioned previously (placement data only from completers working at public, in-state schools). This is also a limitation of the first-year teacher and first-year principal surveys. This is because DESE only sends these surveys to first year educators and their supervisors, if their data is included in the DESE placement data set. Data from placements or surveys from completers employed out-of-state or within private institutions is not available.

One final note about the first year teacher and first year principal surveys, is that this data is included in the Annual Performance Report (APR) created for each program leading to educator certification in Northwest. DESE utilizes First Year Teacher Survey and First Year Principal Survey results as a data point to calculate each program's percentage of APR points. By that, performance in these surveys is vital to maintaining DESE program approval.

First-Year surveys have been utilized for program improvement since 2000, and for the past three years of the Annual Performance Report. The most recent utilization of First Year survey usage for program improvement was at the fall 2019 PEU Retreat. At this event, program faculty receive survey results from their own completers and discussed how they could potentially use those results to make improvements.

Conclusion

The School of Education supports multiple measures of candidate feedback, consistent involvement of many levels of stakeholder viewpoints, and evidence-based admittance and retention decisions. Our programs have received national recognition for many years for the innovative use of data and evidence in improving our programs, and national recognition for the processes and **systems** supporting quality evidence and student success and retention. Our completers are highly effective and show evidence that they can succeed in the roles in which they received preparation. Please see [**AAQEP standard 3.6**](#) in this report for additional evidence of processes and systems supporting continuous improvement.

An educator preparation program must be able to demonstrate its impact on P-12 learners. Through the systems, data analysis, advisement, and quality processes employed by faculty and staff, we have developed a quality, impactful program. In comparison with other programs in our state, our completers are the [**most effective of the 38, when considering all university supervisors' evaluation of performance.**](#) Our [**completers strive to support diversity, equity, and inclusion and demonstrate reflective practice.**](#) Finally, our candidates are effective in four key skills teachers need: [**differentiating lessons, managing classroom behavior, using assessment data to improve P-12 student learning, and engaging students in subject matter.**](#) Considering that these preceding charts are taken from statewide data with a common measuring stick, performance on the Missouri Effective Educator System used to evaluate performance on the culminating student teaching project, this is trustworthy evidence that lends credence to the case that the Northwest educator preparation programs provide excellent preparation and that our completers are successful in their craft as educators.

4.5 Meets obligations and mandates established by the state, states, or jurisdiction within which it operates

(4.5) Program Commitment to State Mandates and Jurisdictional Considerations

Northwest Missouri State University and the School of Education have a century-long commitment to providing well-prepared teachers and leaders for the region, for Missouri, and for the bordering states of Iowa, Nebraska, and Kansas, each of which is less than 40 miles from our main campus in Maryville.

The State of Missouri, through the auspices of the **Department of Elementary and Secondary Education (DESE)** and the **Office of Educator Quality**, have approved Northwest programs to prepare educators. Upon completion of the competencies and courses identified in each matrix, candidates will be credentialed and certified to practice in Missouri. Our certification officer, Ms. Kim Hullinger, has rich experience and expertise. She personally checks each candidate's application and paperwork and completes the application for certification on the student's behalf, forwarding to DESE as a liaison. Program approval is processed for Missouri higher education public institutions through the **Missouri Department Higher Education and Workforce Development**. All Northwest education programs must be approved by MDHEWD. **Northwest's Regional Accreditor** is the Higher Learning Commission. Northwest is **accredited by HLC** through 2028-2029. Here is a [link to the letter](#) from HLC to Northwest signifying continuation of regional accreditation.

Links to those approvals, in the form of PDF's of matrices specifying approved competencies, courses, and programs, can be found for these five sets of matrices, each of which, in the aggregate, reflect Northwest's commitment to meeting jurisdictional and DESE state program approval mandates:

- [Undergraduate “old program” DESE certification matrices](#)
- [Undergraduate “new program” DESE certification matrices](#)
- [Alternative Certification](#) DESE matrices (for candidates already hired and employed by partner school districts)
- [Post-baccalaureate programs](#) (for bachelor's degree-holders pursuing state credentialing/licensure but not currently employed as full-time teachers)
- [Graduate](#) DESE certification matrices

An Assistant Director of the School of Education meets weekly with the certification officer to ensure quality and support for all teacher candidates. Data from the quality assurance system is regularly checked at admittance to the School of Education, entrance to the student teaching semester, and exit from the program with completion of licensure requirements including state testing, nationally-normed standardized examination for content knowledge and satisfactory GPA. DESE requires clearance of a state-mandated background check.

Additionally, in its **Equity Plan**, DESE and the state of Missouri has asked all Missouri public school leaders to solve a teacher shortage by creating programs to support entry into the teaching profession. DESE, which calls these programs **Grow-your-Own Programs**, also prioritizes the diversity of the educator workforce and has asked University educator preparation programs to facilitate, as possible, the development and implementation of Grow-your-Own Programs. Northwest supported advertising and teacher recruiting with [events to create awareness](#) about the Grow-Your-Own

program. Starting in 2016, the Northwest Missouri State University School of Education developed a partnership through its Northwest-Kansas City location to work with North Kansas City School District. For the last three years, Northwest has offered a unique Grow-your-own Program where talented high-school students receive dual college credit and begin taking education courses at Northwest while still in high school, then begin a completion program with a partnership with Metropolitan Community College and Northwest. Northwest works with families to promote awareness and recruit future teachers. As part of the Grow-your-own-Program, the North Kansas City Missouri school district hires students admitted to the Grow-Your-Own programs as a student employee in the district early childhood center. The program features:

- Identical, coherent curriculum for dual-credit high school students
- University faculty and district teachers collaboratively sharing experiences that prepare educators
- Reduced/free tuition
- Part-time employment in the early childhood center in the school district (sufficient to negate the need for student loans/tuition debt)
- Offer of employment in the district once graduated and certified
- Reflective of partnerships with MCC-Maple Woods, Northwest, and North Kansas City School District

(4.5) Northwest-Kansas City Completion Program to Support Educator Diversity and Workforce Needs

Not all prospective teachers can leave urban metropolitan areas to study for four years in a residential college setting such as Maryville, Missouri. In recognizing the economic and sociocultural factors with accessing high-quality educator preparation, Northwest leadership has supported an innovative completion program model for residents of metropolitan Kansas City, Missouri. Staffed by an on-site School of Education associate professor and with the support of qualified and connected adjunct instructors, the Elementary Education completion program serves students who otherwise could not afford the time and money to finish at our main campus. This provides support for the case that Northwest's educator preparation programs seek to address workforce needs of diverse schools while supporting access to quality preparation with commitment of university resources. Starting in 2016, Northwest School of Education worked with the Missouri Department of Higher Education, community college and state leaders to develop a completion program enabling Kansas-City-located individuals to earn state licensure and certification as elementary educators through the Northwest Kansas City center. The brochure about the completion program demonstrates Northwest's commitment to regional and state workforce needs, as well as partnerships with community colleges and state entities like the Missouri Department of Higher Education.

The completion program, called the **FastTracks Completion program** is one example of how Northwest meets state mandates to provide more well-prepared educators. Another is Northwest's support for the development of new teachers through alternative certification.

(4.5) Northwest Alternative Certification Programs and Educator Workforce

Northwest's Alternative Certification Program is designed for individuals who have recently accepted a teaching position and are not currently certified. Individuals in this program can obtain their certification at the **Middle School, Secondary or K-12 certification levels**. In this program, qualified candidates are employed as a teacher of record by a Missouri school district while they complete certification requirements. They obtain a two-year provisional Missouri teacher certificate and are provided classroom supervision and coaching from university personnel. Since 2001 more than 350 teachers have received certification through this program.

Northwest's alternative certification and **post-baccalaureate** programs provide adults seeking teaching certification with rich, **coherent programs** featuring excellent feedback, 1-on-1 support from a dedicated, on-site coordinator. The professor serves as both academic advisor and methods instructor, giving clear, detailed feedback to improve pedagogy. Most alternative certification majors have meaningful career and/or life experiences, yet do not have four years to earn a degree without receiving income. Northwest alternative certification students possess a content degree, competency and content knowledge (assessed via state testing) and want to act on their interest to transition into education careers in an efficient and expedited manner. The Certification Officer works with all students individually, serving as a liaison with the content expert and education advisor to craft a unique plan for each candidate to complete the program while simultaneously earning state certification.

Alternative certification meets the needs of hard-to-staff licensure areas including Science, Mathematics, and modern languages that are especially apparent in rural and urban communities. District partners routinely indicate at professional advisory board meetings that they appreciate Northwest's ongoing and consistent support of alternative certification and post-baccalaureate programs, especially in the outlying rural communities where candidate applications and starting salaries are limited. These programs exist to diversify paths into educator workforce, are built on partnerships, and provide evidence of coherent curriculum which meets identified state and jurisdictional needs.

4.6 Investigates effectiveness relative to its stated institutional and/or programmatic mission and commitments

Northwest has established **seven institutional learning outcomes** rooted in its mission and vision (as described in **Appendix F**). These outcomes are communicating; critical thinking; managing information; valuing; diversity, equity, and inclusion;

teamwork; and leadership. Northwest's educator preparation programs are all aligned to these outcomes and include key assessments that investigate effectiveness relative to these stated institutional learning outcomes., as described further in **Table 3: Northwest State and National Educator Prep Standards Alignment.**

Conclusion: Findings, Recommendations & Plans for Improvement Based on our Self-Study

In the process of its AAQEP self-study, Northwest has identified seven action items moving forward as we strive for continuous improvement. We have linked these to our University-wide strategic objectives. These four objectives emanated from a collaborative suite of conversations as part of Northwest's strategic planning in 2018-2019, and involved the Educational Leadership Team, Faculty Senate, Administration, and Finance.

Action Item #1: Finish Old Program Strong

The recent dip in candidates' perceptions of their programs, as indicated in the First-Year Teacher Surveys, suggests a morale boost amongst our students completing the old programs. Since analyzing the data, we have realized that our excitement for our newly redesigned undergraduate education programs may have resulted in negative perceptions of our old programs. Phrases like "teaching out the old program" may leave candidates feeling as though they were left out of something special. To remedy this, Northwest is taking steps to make sure to finish the old programs strong. We are addressing these survey results and perception problems in Council on Teacher Education (COTE) meetings, Secondary Education Coordinating Council (SECC) meetings, and other faculty groups. In our analysis of the data, we do not believe that there has been a drop in the quality of teacher preparation, so much as a change in the perceptions. As we hold these conversations in fall 2019 and continuing through the spring semester, we look forward in March 2020 to sharing the steps we have taken and the results thus far.

(Northwest Strategic Objective #1, Addressing Changing Learner Needs)

Action Item #2: Qualitative Student-Teacher Survey

Northwest is implementing a new qualitative student-teacher survey. Through **Missouri's First-Year Teacher, Principal, and Leader Surveys**, Northwest has access to rich quantitative feedback from its completers. In order to clarify this quantitative treasure chest, Northwest will begin a program asking student teachers to reflect during student teaching regarding what elements from their programs they found useful and which they think can be improved for future candidates. This instrument will be administered when student teachers return to campus during student teaching. Each student will be asked to reflect in writing for ten minutes. Then candidates will divide in groups of 8-12 to discuss with a faculty representative for thirty to forty minutes their feedback. Each faculty member will then compose a brief summary of the conversations he or she led. The candidates' writing and the faculty's written reflections will then be compiled into one document, which Northwest's Quality Assurance Team (QAT) will analyze for trends. These trends will then be summarized in a three-page document,

which will be distributed to the Professional Education Unit (PEU) faculty and discussed at future faculty meetings and PEU retreats. PEU leadership will then follow-up with faculty and track any changes to programs, assignments, and assessments that result from the qualitative survey data.

Northwest has implemented a pilot for the qualitative survey with its Fall 2019 student teachers. Northwest collected pilot data on November 8, 2019, and looks forward to sharing the results from the survey with the AAQEP site visitors in March 2020.

(Northwest Strategic Objective #1, Addressing Changing Learner Needs)

Action Item #3: Supporting Faculty Research at Horace Mann and Leet Center

One of Northwest's greatest strengths is its two laboratory schools: **Horace Mann Elementary** and the **Phyllis and Richard Leet Center for Children and Families**. Northwest wants to strive to continue to improve these resources, both in terms of the opportunities that they afford our elementary candidates, but also as a resource for faculty research. Northwest will in the spring semester begin an initiative to support faculty research in the laboratory schools. This will begin in January with a brainstorming session led by the assistant director of teacher education between faculty and teachers to consider new ideas for research. Northwest looks forward in March 2020 to sharing the results of this work and ideas and plans for faculty research moving forward.

(Northwest Strategic Objective #2, Addressing Workforce and Community Solutions as a Preferred Provider)

Action Item #4: Revision of PEU Standards and Program Outcomes

In creating **Table 3: Northwest State and National Education Preparation Standards Alignment**, it became clear that Northwest's School of Education and program-specific outcomes should be revised. This need aligns with Northwest's Strategic Objective #1: Addressing Changing Learner Needs. Northwest desires to revisit, refine, and make better use of program learning outcomes for continuous quality improvement of Northwest's School of Education curriculum and programs. For example, these could be improved from aligning them further to AAQEP standards. Further, these have not yet undergone a holistic university-wide review. As part of this process, the assistant director of teacher education will work with a team from the PEU to revise the School of Education outcomes into a set of outcomes that encompasses the entire PEU; the AAQEP self-study process has already laid a framework for these. The assistant director of teacher education will then work together with PEU faculty to lay out a clearer guide to the key assessments that align with these standards. Northwest looks forward to sharing the results of this work with the AAQEP site visitors in March 2020.

(Northwest Strategic Objective #1, Addressing Changing Learner Needs)

Action Item #5: Involvement of Professional Advisory Board in Data Analysis

We have a strong professional advisory board for the School of Education. The board, comprised of principals, teachers, and alumni, provide strong feedback, great suggestions to improve curriculum, and connect candidates to high-quality field and clinical experiences and job placements. The School of Education seeks to increase involvement from the Professional Advisory Board by involving that entity in the [annual analysis of first-year teacher survey results](#) to [plan curricular revisions](#) based on this and other relevant data: NOTE: **implemented in 2019- Nov. 4th (Maryville) and Nov. 11th (Northwest-Kansas City).**

(Northwest Strategic Objective #2, Addressing Workforce and Community Solutions as a Preferred Provider)

(AAQEP standards 2.1 and 3.3)

Action Item #6: Revision Data Dashboard and Predictive Analytics

Northwest was recognized for innovative use of data in educator preparation by [AACTE in Nov., 2016- the Data Systems Case Study](#). Action Item #6 supports the continuation of the work on educator preparation dashboard to support student success through predictive analytics, including connected advising and scheduling with integrated 4-year plans to support decreased time-to-degree and better retention of students.

(Northwest Strategic Objective #4, Disrupting and Innovating our Business Model)

Action Item #7: Continue Emphasis on Rich Clinical Practice in Diverse Settings

The Professional Education Unit recognizes a strength of our program relates to consistently rich and excellent clinical experiences in diverse settings with diverse students. We seek to build upon the excellent, mutually-beneficial partnerships represented with the fruitful Grow-your-Own program with North Kansas City School District, the Independence Fellows Program for an accelerated Master's degree in Curriculum and Instruction, and clinical partnerships in highly diverse settings with school partners. We recognize that Northwest candidates live in a predominantly monolingual (English) language area with limited access to learners who are English-language learners. This is not specific to Northwest, but a shared concern for many regional, rural-based institutions located in areas with limited diversity in language, culture, and race and/or ethnicity. The Professional Education Unit (PEU) nonetheless seeks to build upon the rich, diverse clinical experiences and expand those experiences

with a targeted focus on exposure for our candidates to students who are English-language learners.

(Northwest Strategic Objective #2, Addressing Workforce and Community Solutions as a Preferred Provider)

Appendices

Appendix A: Candidate recruitment, selection and monitoring

Northwest's AAQEP Quality Assurance Report details candidate recruitment, selection, and monitoring at length in [its standard 3.4 reports, available via this link](#).

In addition, more information about Northwest's recruitment, selection, and monitoring processes are available by perusing [Northwest's Professional Education Unit \(PEU\) Handbook](#). The section detailing requirements for admission begin in the handbook on page fourteen.

Appendix B: Completer support and follow-up

Northwest provides completer support and follow-up through its [Northwest Regional Professional Development Center \(RPDC\)](#). The Northwest RPDC builds the capacity of educators and schools to maximize student performance through high-quality professional development. It is delivered through regional learning centers comprised of content specialists with the expertise to meet school and district needs. These teams model a collaborative, seamless learning community and facilitate goal-alike networks to promote and sustain effective schools. This work raises achievement for all students and helps close the achievement gap; increases the quality of teachers and administrators in the region; and increases reading, math, science, and social studies achievement in the region through the high-quality professional development of teachers.

The RPDC's [beginning teacher assistance program](#) provides support for first-year and second-year area teachers. Just as the quality of instruction that students receive has a tremendous impact on their performance, the quality of mentoring that new teachers receive can significantly influence their development. This system of support and optional in-district coaching provides a district with the infrastructure to develop a confident beginning teacher and capable mentor. [This series](#) meets the Initial Professional Certification (IPC) requirement of participating in a beginning teacher assistance program and aligns to the new Missouri Teacher Standards. Continued support is available for both the second-year teacher and mentor in year two of the [two-year induction process](#). This training will aid teachers in extending their professional skills aligned to the Missouri Teacher Standards with a focus on classroom culture, 21st century learners, and student/teacher relationships.

Appendix C: Program capacity and institutional commitment

Northwest's AAQEP Quality Assurance Report details program capacity and institutional commitment at length in [its standard 3.6 reports, available via this link](#).

Artifacts support program capacity and institutional commitment, which are referenced in the 3.6 narrative, are available via [the Northwest AAQEP website](#).

Appendix D: Internal audit

The goal of the Internal Audit (Appendix D) is to provide a look at the real-world impact of policies and procedures set forth in Appendices A, B and C. In order, the content of Appendices A, B and C are:

1. Admission and monitoring process
2. Completer support and follow up efforts
3. Documented dimensions of program capacity

As the admissions and monitoring processes, efforts to support completers, and dimensions of program capacity have already been described in the preceding appendices, the goal of the Internal Audit is to describe the internal quality control processes used to evaluate and improve program quality. To audit these processes, a purposeful sample of candidates was taken from completers/candidates from different academic programs and with different experiences and outcomes. Policies outlined in Appendices A-C were reviewed in light of this sample of students and discrepancies discussed. This analysis was used to provide feedback for program improvement during a Quality Assurance Team meeting.

Outline

Participants engaged in this process both in planning and action phases. The planning process was mainly completed by the Dean and School Director of the School of Education, the Assistant Director of Teacher Education, and the Associate Director of Accreditation and Assessment under the office of Institutional Research and Effectiveness (IRE). The main discussion centered on how to choose a sample that was representative of a broad variety of programs and also individual candidates who would have encountered issues with various policies and procedures. Once programs and procedures were chosen, individual candidates were chosen for the sample with collaboration between the Associate Director of Accreditation and Assessment, the Director of Field Experience, the Graduate Coordinator of Programs, and the Teacher Education Student Services Coordinator. These individuals cooperated to identify candidates for the sample and gather data and information regarding their experiences.

The resources needed for this analysis included data analysis skill, time and effort, and a functioning quality assurance system with trustworthy and reliable data. The Northwest School of Education is blessed to have these resources.

Once candidates were chosen for the sample, the Associate Director of Accreditation and Assessment sought data from several sources. These included data recorded and submitted to the Department of Elementary and Secondary Education (DESE) in the form of the Annual Performance Report (APR). The APR outlines data points for teacher and leader program completers, including the Missouri Educator Evaluation System (**MEES**), average GPAs, content course GPAs (in the case of candidates seeking secondary and K-12 teaching certifications) and the certifications the candidates are seeking. Beyond this, records from candidate interactions with the Teacher Education Admissions Committee (TEAC) had to be requested for some students from the Teacher Education Student Services Coordinator, and records from the Teacher Education Guidance Committee (TEGC) were requested from the Director of Field Experience. Finally, the Associate Director of Accreditation and Assessment accessed placement data from DESE program completers to indicate whether candidates were currently employed in Missouri public education.

Inputs for this process included sampled candidates, their performance data points from the APR, assessments required for admissions to their educator preparation program, and for entry into student teaching. Also, if relevant, their interactions with Teacher Education Admissions Committee (TEAC) and the Teacher Education Guidance Committee (TEGC), as needed, were included. Finally, placement data was provided by the Missouri Department of Elementary and Secondary Education, who track graduates employed by public schools in Missouri.

The process activities included the Associate Director of Accreditation and Assessment collecting data and information and then reviewing how the candidate was assessed, coached and treated at each gateway of program admittance and/or retention. Outputs indicated that candidates were effectively guided through the program and that the data used came from available sources. At times, the data was challenging to acquire and the program should explore process improvements to expedite data access and acquisition time.

While the process was implemented mainly by the Associate Director of Accreditation and Assessment, the process was reviewed by the Quality Assurance Team (**QAT**). The QAT provided feedback on the validity and fidelity of the process utilized. Also, the QAT gave feedback on how this process could be modified in the future. Finally, combined feedback from both the QAT and the Dean and School Director of the School of Education was passed back to programs and committees on how their processes could be modified to ensure fairness and how discrepancies should be handled.

Monitors and measures were used to indicate effectiveness. **These included monitoring by TEAC** to ensure that **candidates who were admitted conditionally into the teacher education program did eventually pass all requirements** needed for official admittance. All education students who wished to be admitted to teacher education had to fulfill all criteria as outlined in Appendix A. Since 2002, Northwest has

used the TEAC committee to support student retention, success, and decision quality for admittance and continuation- the TEAC committee represents a strong component of a robust quality assurance system.

All candidates who applied for student teaching submit an application which includes a copy of their Degree Audit and resume. This application was reviewed by their advisor, the registrar's office, the Teacher Education Student Services Coordinator and the Director of Field Experiences. Also, the **Teacher Education Guidance Committee (TEGC) monitored candidates who experienced issues in clinical practice, including student teaching.** TEGC ensured that candidates received Educator Improvement Plans (**EIP**), if needed, and that candidates who did not meet the expectations put forth by an EIP were asked to leave student teaching.

Internal Audit- Sample of Selected Programs and Pathways

The sample chosen included 10 candidates. Eight of these candidates were seeking a teacher certification and two were seeking principal certifications. These included candidates who were seeking certification at the levels and content areas of: Early Childhood, Elementary, Middle School, K-12, Secondary Education, Special Education, and Educational Leadership. One of the candidates was seeking three certifications, including Elementary Education, Early Childhood, and Early Childhood Special Education. One teacher education candidate was initially admitted in the alternative certification program. Of the two Educational Leadership candidates, one completed the “standard” program and another completed the “expedited” online program that allowed them to complete their degree within a year.

Of these students, seven encountered issues upon admission to teacher education and were therefore referred to the Teacher Education Admissions Committee (TEAC). All of these candidates were eventually admitted to teacher education. Two other candidates had issues during their student teaching experiences and encountered the Teacher Education Guidance Committee (TEGC). Of these two candidates, both were asked to leave student teaching. One returned the following semester and had a successful outcome and completed student teaching. One did not.

Of all of these candidates, seven of them were placed successfully according to DESE in a Missouri public school in the content area they sought. This data did not include candidates who were education professionals either out of state or in a private institution. The three not included in placement data in their content areas were: the candidate who encountered TEGC and did not successfully complete their student teaching, and the two candidates who completed their Educational Leadership programs. Regarding Educational Leadership, this is often typical. Many times a candidate seeks these degrees in preparation for a future, potential position in leadership.

Diversity of Placements

Regarding diversity data of placements, Northwest identifies the following as diverse placements, based on the demographics of Missouri school buildings where candidates have student taught prior to 17-18 academic year. Using [DESE demographic data](#), these buildings were rated according to the percentage of: non-White students; English Language Learners; students with an IEP; and students eligible for free or reduced lunch. Based on those rankings, school buildings in the highest quartile for each measure were designated as “diverse” in that area. For instance, the following designations for diverse placements were recognized:

- Diverse according to race and ethnicity: 22% or more students who are non-White
- Diverse according to ELL: 5% or more of students who are English Language Learners
- Diverse according to IEP: 14% or more of students with an IEP
- Diverse according to SES: 52% or more students eligible for free or reduced lunch

Candidate 1

The results of the Internal Audit based on all 10 candidates are listed below.

Candidate 1 was an Elementary Education major with minors in Early Childhood and Early Childhood Special Education. Candidate 1 was admitted to teacher education in the Fall 2016 semester, and completed student teaching in the Fall 2017 semester. According to DESE placement data, Candidate 1 has been teaching at the Elementary level for two years.

Candidate 1 submitted an appeal to TEAC after applying for admission to teacher education in the Spring 2016 semester. Candidate 1 applied without having passed the Missouri General Education Assessment ([MoGEA](#)) or completing the Missouri Educator Profile ([MEP](#)). The MoGEA is a general education assessment comprised of four subtests covering reading, writing, math, social studies and science. The MEP, although no longer used, at the time was an assessment used to determine whether a candidate met certain workstyles inventory scores that were normalized by experienced teachers. Both of these were part of the Missouri Educator Gateway Assessment (MEGA) suite of assessments required by DESE during different milestones of candidate educational experiences. Candidate 1 did, in fact, complete and pass the MoGEA and the MEP and was approved by the TEAC committee for admittance into teacher education. For admission to teacher education, the candidate passed every

requirement for the **Professional Education Unit Handbook** as outlined as 2016-2017 or older.

Regarding advising, right before admission to teacher education in Fall 2016, Candidate 1 was advised to take classes specifically related to the major of Early Childhood, such as Early Childhood Assessment and Curriculum and Methods in Early Childhood. After admission, Candidate 1 took practicum courses in two consecutive semesters (Spring and Summer 2017), before completing student teaching in Fall 2017. All courses were taken at the Maryville campus.

Criteria for gateways were followed throughout this candidate's experiences between admission to teacher education and admission to student teaching. While the diversity of field experiences was not tracked at that time, the candidate did engage in 33 diversity hours. These included seven hours of tutoring ELL students.

The criteria for admission to student teaching include: a 2.75 cumulative GPA; a 3.00 content course GPA; a 3.00 professional education course GPA; candidate must have attempted the Missouri Content Assessment in their content area prior to student teaching; and the candidate must have completed a student teaching application that was reviewed and approved by their advisor, the registrar, the Teacher Education Student Services Coordinator and the Director of Field Experience. Candidate 1 met all requirements.

Regarding the student teaching experience itself, this student had two placements. One was at Alfred Renner Elementary School in Park Hill, which is diverse regarding special education. The second was at Park Hill High School, which is considered diverse regarding race and ethnicity. The supervisor was Dee Moore.

Candidate 1 met all graduation requirements. These included: ensuring that all delayed grades were removed; completing 30 diversity hours; applying for graduation one semester prior to graduation in the Registrar's Office; and maintaining a 2.75 GPA, a 3.0 content course GPA, and 3.0 professional education course GPA.

Candidate 1 is currently teaching at the elementary level in the North Kansas City school district. She has taught for two years in a school that is identified as being diverse regarding SES and percent of students with an IEP.

Candidate 2

Candidate 2 was a Middle School Education candidate who graduated in Spring 2018. The candidate was admitted to teacher education in June, 2017 after having originally applying in the Fall 2016 semester. At the time of initial application, the candidate was not admitted due to having not passed the MoGEA social studies/science subsection and having a content area GPA below 3.00. In this case we

were able to enact admission and monitoring processes linked to candidate success through TEAC. After petitioning to TEAC to request admittance, the candidate was admitted to teacher education.

While Candidate 2 was a Middle School major, their content area was math. This candidate completed math content courses in the spring of 2017, prior to admission. These included Math Methods for Middle School Teachers and Algebra and Geometry for the Elementary and Middle School Teacher. Once admitted, in fall 2017 the candidate took more courses focused on teaching, including Teaching Classroom Management and Discipline and Multiculturalism in Education. The student completed 34 diversity hours.

Finally, the candidate was admitted for student teaching in Spring 2018. The candidate met all criteria for admission to student teaching.

During student teaching, the candidate had one placement in Underwood Middle School, Iowa. Using the current designations for diverse placements, this placement was not identified as diverse regarding race or ethnicity, ELL status, or IEP. Free and reduced lunch statistics for Iowa schools is not currently available. The supervisor for this placement was Trudy Evans.

Candidate 2 is currently employed as a middle school mathematics teacher at Bode Middle School. This school is considered diverse according to student race/ethnicity and English Language Learners.

Candidate 3

Candidate 3 was a double major in English and Spanish Education. This candidate also had issues while applying for admission into the teacher preparation program. Candidate 3 originally applied in the Spring 2016 semester. However, the candidate had not completed Practicum I or Computers and Information Technology. In this case the program was again able to demonstrate admission and monitoring processes linked to candidate success supported by strong advisement and processes, including TEAC, which played a vital role in the student's success. Candidate 3 was approved for entry by TEAC, and then officially admitted in the Spring 2017 semester.

This candidate received their instruction at the Maryville campus. This candidate proceeded quickly after admittance, completing 17 credit hours in the Fall 2017 semester. These included Multiculturalism in Education and Secondary Teaching Practicum II. The candidate's GPA from that semester was a 4.0. These were accomplished quickly so that student teaching could be completed in the Spring 2018 semester. This candidate also completed a total of 33 diversity hours before student teaching.

The candidate did meet criteria for student teaching, including having attempted (but not passing at the time) the Spanish Missouri Education Content Assessment. During student teaching the university supervisor was Pam Rafferty. The candidate completed student teaching at Lee's Summit West High School, which is considered diverse regarding race and ethnicity. The final assessment during student teaching this semester was still the Missouri Pre-Service Teacher Assessment (MoPTA). Candidate 3 did pass this with a score of 49 (passing being 37 or above).

Candidate 3 graduated in the Spring 2018 semester and passed both the English Education and Spanish Education Missouri Content Assessments (although both took two attempts to pass). The candidate is currently teaching at Lafayette High School in St. Joseph, Missouri. This school is considered diverse according to race/ethnicity of students, English Language Learners, and students with an IEP.

Candidate 4

Candidate 4 was a major in Biology Education. This candidate petitioned for admission to teacher education in Spring 2016 as an alternative admission. This was done because the candidate had not completed a Computers and Information Technology course. TEAC denied this alternative admission, so the candidate petitioned for a blocked class petition, which was approved. This candidate was accepted officially at the beginning of Fall 2016.

Regarding assessments, this candidate performed well. The MoGEA was passed with exceedingly high scores. All subtests were passed with scores at least 20 points above the suggested cut scores of 220 for each assessment.

The candidate began teacher education in Fall 2016 and completed 15 hours successfully. These included Methods in Secondary School Science, and Secondary Teaching Practicum II. The semester was a success academically, with 13 hours of A and two hours of B. Candidate 4 also completed 33 diversity hours before student teaching.

The candidate completed all requirements for student teaching successfully. This included passing the Biology Education Missouri Content Assessment on the first attempt with a score of 243 (220 required for passing). However, after student teaching began in Spring 2017, problems occurred.

The cooperating teacher in Spring 2017 from Raymore-Peculiar High School reported serious issues to the university supervisor. These included having lesson plans unprepared, not knowing content, and incorrectly performing dissections during a biology course. The issues were so severe that the cooperating teacher had to intervene. The content supervisor observed the candidate and confirmed these issues. These issues were referred to the Teacher Education Guidance Committee

(TEGC). The TEGC met and reported to the candidate that they needed to make significant improvements to instruction quickly or face removal from the program. Candidate 4 responded by text that they were leaving student teaching and withdrawing from the program.

However, in the Fall 2017 semester, the principal at Albany High School contacted Northwest about Candidate 4. The Albany principal wanted to hire the candidate as a teacher of record. The TEGC met again and discussed the matter. The candidate was given an opportunity to restart the student teaching process again with some caveats:

1. Candidate 4 would need to be hired by the school and complete a year of student teaching instead of one semester.
2. An Educator Improvement Plan (EIP) was developed and the candidate signed it, indicating that the candidate must show substantial improvements in content knowledge and practice.

The improvements were dramatic. The following is an excerpt from an email sent by Candidate 4's university supervisor.

"I wanted to update both of you on (Candidate 4). He is doing quite well and continues to improve and get stronger with each observation. I have observed him 3 times this semester; the last observation on Thursday, November 16 with his Environmental Science class." the letter continued:

"Each time I have observed him, I check to see how he is doing on completing his Educator Improvement Plan that we wrote together last August. I feel very comfortable with signing off on this EIP at the end of this semester."

EIP development and implementation demonstrates support for completer entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned, and thus supports AAQEP standard 4.3.

Following up on the issue with Candidate 4's university supervisor and continued monitoring after completion demonstrates a programmatic ability to investigate available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession, supporting AAQEP standard 4.4

In Spring 2018, Candidate 4 successfully passed the MoPTA with a score of 48 (passing score of 37). This candidate has completed two years of employment as a biology teacher at Albany High School, with the first year including student teaching. This school is currently considered diverse in regards to SES (students eligible for free or reduced lunch).

Candidate 5

Candidate 5 was an example of someone who encountered TEGC with an unsuccessful result. In contrast to Candidate 4, this candidate left the program and did not return. Candidate 5 was admitted to teacher education in the Fall 2014 semester. While the candidate had to retake the MoGEA Math and English subsections, all criteria for admission were followed.

From that point, the candidate continued through the teacher preparation program. Candidate 5 received A's and B's, except for a D in Math Methods for Elementary Teachers. Perhaps this was a sign of issues to come. Candidate 5 retook Math Methods and received an incomplete, and finally a B. This student completed 31 diversity hours. These included teaching students with disabilities how to play soccer.

The candidate was then admitted into student teaching for the Fall 2015 semester. The candidate attempted the Elementary Education Missouri Content Assessments and all other student teaching application criteria were met as well. The candidate was placed in Richardson Elementary, which is not considered diverse using any metric (race/ethnicity, ELL, SES or IEP).

The second formative assessment by the university supervisor included the following notes (Candidate's name replaced by "Candidate 5").

Mrs. Mathews reports that (Candidate 5) is making a little bit of progress. I observed a few times when I could definitely tell when (Candidate 5) was trying to use more expression when she was reading aloud, but then would soon revert back to a flat tone and expression. Continued work is needed here as well as taking opportunity to provide more visual representation during instruction and making sure instructions are clear and explicit. Mrs. Mathews reports there are still times when she has to intervene and correct misteaching. An example, yesterday (Candidate 5) charted short vowel sound words and included we, ride and bike. I am very concerned about (Candidate 5)'s ability to provide correct and effective instruction outside the co-teaching structure.

After three formative assessments with major issues reported related to instruction and content, and an Educator Improvement Plan that was developed between the candidate and the supervisor, the case was given to the TEGC. The TEGC met, and discussed the situation with the candidate. The candidate was dismissed from student teaching by the TEGC. The Field Experience Director reported that Candidate 5 was not surprised by the decision. The candidate was offered an opportunity to take a grade of D for student teaching and still graduate without the ability to be recommended for teacher certification. The candidate decided to take this opportunity. Candidate 5 is not currently placed as a teacher in a Missouri public school and has not received a certification to teach anywhere else in Missouri.

The Director of Field Experience indicated that this was an issue that could have been dealt prior to student teaching through appropriate assessments of dispositions. He reported that this candidate just did not have the disposition to be an educator. Northwest hopes that we have addressed that issue sufficiently.

Candidate 6

Candidate 6 was a Special Education candidate who graduated after the Fall 2017 semester. This candidate was admitted in the Spring 2016 semester with all admission criteria being followed. Following admission, Candidate 6 took 18 credit hours in the Fall 2016 and 16 credit hours in the Spring 2017. These included Assessment in Special Education and Practicum in Special Education, in which the candidate earned an A and B, respectively. In addition, this candidate completed 33 diversity hours. These included visits to Fairmount Elementary, which is diverse in the areas of race/ethnicity, English Language Learners, and free or reduced lunch.

This candidate met all criteria for admission to student teaching for the Fall 2017 semester. Candidate 6 was placed in West Platte Elementary, which was not diverse according to any metric. On the MEES Summative, this candidate scored the highest level of performance on 10 out of the 16 items as assessed by the cooperating teacher, and on 15 of the 16 MEES items as scored by the university supervisor. The supervisor was Kim Siela. Candidate 6 also received a passing score of 48 on the MoPTA.

Following student teaching, the candidate graduated while meeting all criteria. Candidate 6 has taught for two years as a parent educator at the same school where student teaching took place. The candidate has passed the MoCA in the areas of elementary education and special education.

Candidate 7

Candidate 7 was a STEM teacher candidate focusing on Physics and Chemistry, two high needs areas. This candidate was admitted to teacher education in Fall 2016, meeting all criteria and with no interaction with the TEAC committee. Assessment-wise, this candidate performed extremely well. In the MoGEA, all subtests were scored within 30 points or less of the perfect score of 300.

After admission, this candidate completed 18 credit hours in the Spring 2017 semester and 16 in Fall 2017. All courses these two semesters were completed with a perfect 4.0 GPA. Candidate 7 completed 36 diversity hours and was admitted to student teaching in the Spring 2018 semester while meeting all criteria.

During student teaching, the candidate completed one placement at Van Horn High School. This school was considered diverse regarding student race and ethnicity, English Language Learners, and free and reduced lunch. The university supervisor was

Pam Rafferty and Dr. Rena Smith was the content supervisor. Candidate 7 passed the MoPTA with a score of 47 (37 required for passing).

Candidate 7 passed the Missouri Content Assessments for Physics and Chemistry Education, for which Northwest prepared the candidate, and the Mathematics Education Content Assessment as well. The candidate was hired at Van Horn High School, where student teaching was completed. For two years the candidate has taught chemistry and AP chemistry at this school which is considered diverse according to student race and ethnicity, English Language Learners, and free and reduced lunch.

Candidate 8

Candidate 8 was an alternative certification candidate who was seeking a degree in Vocal Music Education. This candidate petitioned for admission through TEAC during the Spring 2014 semester. A petition was required because a GRE score was not on file. The candidate's petition was approved the same semester of Spring 2014. Because this candidate was considered an alternative certification candidate, no MoGEA scores were required.

Following a unique schedule, this candidate did not immediately begin taking classes in Summer 2014 or Fall 2014. However, Candidate 8 began taking alternative certification coursework in Fall 2016, through Spring 2017 and then Fall 2017. This candidate acted as the teacher of record for two years in a diverse school, completing 30 diversity hours in that manner.

Candidate 8 finished two years of teaching and coursework during the Fall 2017 semester. Two years of teaching and coursework are required of all alternative certification candidates. Candidate 8 passed the MopTA with a score of 43, while 37 was required to pass. This candidate also passed the Missouri Content Assessment for Instrumental and Vocal Music. For two years Candidate 8 has taught chorus, choir and vocal music at Savannah Middle School. This school is considered diverse regarding the percentage of students with an IEP.

Candidate 9

Candidate 9 is an Educational Leadership program completer who finished a standard, two-year sequence. This candidate began graduate school in the Fall 2017 semester. In the Fall 2017 semester the candidate completed six credit hours, then 12 in the Spring 2018 semester, and finally six in the Summer 2018 semester. Coursework included Managerial School Leadership and Data Literacy for Education. Throughout coursework the candidate maintained a 4.0 GPA.

This candidate graduated in the Summer 2018 semester after completing all graduation criteria. Candidate 9 then took the Missouri Content Assessment for Building

Administrators (again, a certification requirement), and passed on the second attempt. While the passing score is 220 or above, the candidate scored a 215 on a first attempt and 242 on the second in September, 2019. During the 2018-2019 academic year (before passing the certification assessment), Candidate 9 was still employed as a science teacher in Bode Middle School. This school is considered diverse in terms of race/ethnicity and students who are English Language Learners.

Candidate 10

Candidate 10 is an Educational Leadership program completer who finished the expedited program. This candidate began graduate program coursework in Summer 2018 semester and completed in the Spring 2019 semester. Candidate 10 completed 12 hours in the Summer 2018 semester, 12 in Fall 2018 and six in Spring 2019. Throughout this expedited process the candidate maintained a 4.0 GPA. Courses included Innovative School Leadership and School Law.

In May 2019, Candidate 10 took and passed the Missouri Content Assessment for Building Leaders on the first attempt. The candidate achieved a score of 229 (a passing score is 220). Since the latest placement data is only available from the 2018-2019 academic year, DESE does not have placement data for this candidate yet.

Conclusion

Using a case study approach enabled a rich analysis of the interaction of our quality assurance systems and processes in light of candidate success, retention and quality. Of the 10 candidates selected, all were eventually admitted to a Northwest professional education program. All but one completed successfully. Placement data exists for seven of these candidates. Placement data was not found for the candidate that did not complete or for the Educational Leadership candidates who completed their programs in 2019, as we do not yet have that information.

Analysis of the data allowed several themes to emerge from this audit. The Teacher Education Admissions Committee functioned quite well. TEAC serves as an important support system. The appeals process offer candidates feedback on how to improve their performance before challenges become too advanced, or before the student falls too far behind to catch up academically, with standardized examinations, or in reference to professional dispositions and/or teaching practices. Candidates who were admitted, completed. The Teacher Education Guidance Committee, in addition, operated well in both its functions: removing two candidates who should not have been student teaching; and reinstating a candidate whose issues had been resolved and demonstrated the behaviors necessary for success. The major failing in regards to the candidate who had an unsuccessful TEGC outcome was the lack of a dispositions process prior to student teaching. With additional disposition checks and a new process as of 2019, Northwest administration and faculty hope this known program limitation has been remediated.

Moving forward, the data analysis provided two insights. First of all, there seemed to be a wealth of available data— perhaps an overabundance. This data covered everything from initial program acceptance, through student teaching, course performance and certification assessment scores. The addition of placement data for completers from DESE is a valuable addition, although we recognize its limitations (includes only in-state, public school placements) and seek complementary evidence for all completers. The one major limitation of this process seemed to be the number of data storage systems that needed to be accessed to collect all of this information. The assessment professional had to toggle between multiple excel sheets and several data warehousing or assessment programs (Banner, TK-20, Canvas, and several proprietary data systems) in order to gather all requisite data to complete the Internal Audit. In the future, we must simplify data storage, sharing, use, and analysis.

Appendix E: Jurisdictional obligations- state and national accreditation

Missouri signed an articulation agreement with AAQEP in May 2019; a copy of the agreement is available [here](#). The Department of Elementary and Secondary Education (DESE) specifies the competencies which must be met for certification programs to be state-approved. Below, please find links to each program, demonstrating the jurisdictional program approval process.

- [Undergraduate “old program” DESE certification matrices](#)
- [Undergraduate “new program” DESE certification matrices](#)
- [Alternative Certification](#) DESE matrices (for candidates already hired and employed by partner school districts)
- [Post-baccalaureate programs](#) (for bachelor's degree-holders pursuing state credentialing/licensure but not currently employed as full-time teachers)
- [Graduate](#) DESE certification matrices

Appendix F: Missional commitments

According to [**our university mission and vision**](#), Northwest will be THE university of choice for a comprehensive, exceptional student experience. The University values student success, scholarship and life-long learning, intercultural experience, collaboration, respect and integrity, strategic thinking, and excellence. The mission statements of both Northwest Missouri State University and its PEU reflect the AAQEP principles of fairness and a belief that all students can learn as borne out by Northwest's Mission: focusing on student success - every student, every day.

The [**PEU mission and vision**](#) expands upon the university mission, situating the university within the broader context of the schools we serve: "The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence

by preparing P-12 professional educators who apply best practices to positively impact learning." The PEU prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society. Northwest broadly and its PEU specifically are committed to diversity, equity, and inclusion: to creating a dynamic climate that fosters intellectual development, meaningful relationships, and cross-cultural understanding among students. Our goal is to cultivate and draw on the contributions and experiences of a variety of local, regional, and national entities to enhance student learning: to foster creative inquiry, learning, and service, thereby producing professional educators who are caring, capable, and qualified to service schools and the community.

Northwest Missouri State University is not affiliated with a particular religious orientation and thus does not have specific faith or creed-related missional commitments.

Appendix G: Data quality: reliability, validity, fairness and trustworthiness

The quality assurance system utilized by Northwest seeks to ensure accountability, support innovation and improvement, and foster professional collaboration. By collecting data for the DESE Annual Performance Report (APR) and Title II reports, the quality assurance system ensures accountability for state and federal compliance requirements. In addition, Northwest has gathered data to ensure innovation and improvement strategies are evaluated, such as [surveys](#) collecting data about our recent program redesign, and regarding research purposes as well. Finally, collaborative discussions and decision making through data occurs both through regular [Quality Assurance Team \(QAT\) meetings](#) and during Professional Education Unit retreats.

Hallmarks of data quality collected by an effective assurance system include data: validity, reliability, fairness, and trustworthiness. Examples of how these attributes are demonstrated in our data collection will be listed in this appendix. The exemplars listed will model our ability and goals in measuring these attributes.

Reliability

Reliability is a key psychometric in regards to data collection. Reliability of an assessment means that, if an attribute is measured multiple times by multiple assessors, the end scores should be similar. If so, this assessment has a high degree of reliability. Methods to improve reliability include the use of multiple scorers and providing scorers with training on the use of assessments. Other methods include the use of rubrics, and ensuring that scorers know the content they are scoring. Examples of these methods of reliability improvement include how all key assessments noted in Table 3 utilize rubrics, and that all faculty scoring these assessment have strong content knowledge. While we can assume the key assessments noted in Table 3 have a large degree of reliability, one commonly used assessment across all Northwest programs has had its reliability quantifiably measured. This would be the Missouri Educator Evaluation System (MEES).

The Missouri Educator Evaluation System is an observation form utilized during student teaching. Since Fall 2018 it has been utilized as a teacher certification requirement. This form was developed to assess teacher candidates on all nine Missouri teacher standards. It is used formatively and summatively by each candidate's cooperating teacher and university supervisor. The scores of the summative assessments by both cooperating teacher and university supervisor are combined as one final score. This combined score is compared to a state benchmark to determine if a candidate has passed the MEES as a certification requirement.

While the MEES currently consists of nine items, each scored on a 0-4 scale, before Fall 2018 the form existed on a scale of 0-3 and measured a total of 16 quality indicators, under the nine Missouri teacher standards. While used for teacher certification, this data was also included in assessing Missouri preparation programs as part of the Annual Performance Report (APR). So, the reliability of scores between cooperating teacher and university supervisor was vital to accurate data for candidates and programs.

To ensure that the **MEES** is scored reliably, analyses are conducted on an ongoing basis. For instance, in the 2017-2018 academic year, 158 traditional program completers were assessed using the MEES summative, all by both a cooperating teacher and university supervisor. A **reliability analysis was conducted** by calculating the Pearson correlation coefficient between the sum of MEES points awarded by the cooperating teacher and the sum of MEES points awarded by the university supervisor for the same teacher candidates. Using this analysis, there was a statistically significant correlation ($p < .001$), with a correlation coefficient of $r = .378$. This represents a moderately strong correlation between the scores given by each assessor for their candidates.

While the MEES instrument has been designed to safe guard reliability between scorers, another important tool used to secure reliability between scorers is the use of scorer training. During August 2018 and 2019, a training titled "**Triad Training**" was provided by the Northwest Field Experience office. This training included university supervisors, cooperating teachers, teacher candidates, and content supervisors. All attendees were provided training by the Field Experience Director, the Assessment Director, and the Northwest RPDC staff. These trainings covered the MEES form and best practices on how it should be scored.

All of these methods and ensuing analysis ensures the reliability of this measure.

Validity

Validity and reliability are typically spoken of inseparably. However, just because an assessment is reliable does not mean it is also valid. Validity, or ensuring that an assessment measures what it is meant to, is a separate construct that must be assessed as well.

Validity has a variety of types that could be measured. Some of these are easier to assess than others. For instance, we can assume that all key assessments for all programs outlined in table 3 have a validity known as "face validity." This would indicate

that a content expert could look at an assessment and determine, without a quantitative analysis of any kind, that the assessment should measure what it is designed to measure. Since these key assessments were developed by content expert faculty, we can assume that they have face validity. However, deeper quantitative analysis can be done to ensure that assessments have more quantifiable and verifiable aspects of validity.

An example of this type of validity would be content validity. This type of validity can be measured in a few steps. First, a list of potential items to be assessed should be suggested by a group of content experts. Then, another group of experts scores each of these items based on how essential they are to measuring what the assessment should be measuring. From these scores, a measure titled Content Validity Ratio (CVR) is calculated for each item.

MEES Content Validity

The MEES itself was scored for content validity at the state level. This was done by a state panel of content experts and lead to improvements for the Fall 2019 semester. An outline of this process can be found [here](#).

MEES Artifact Content Validity

While the MEES was being utilized as an assessment for student teaching, it was not set to be a certification requirement until the Fall of 2018. While the assessment had been used previously, this change of use initiated a deeper discussion of how to ensure validity of scoring. Of most concern was how to validly score the teacher standards of 7, 8 and 9, while using this observation form. These standards measured candidate ability to use K-12 student assessment data, collaborate professionally and engage in professional development. These were difficult to assess with a classroom-based observational assessment like the MEES. So, Northwest endeavored to develop MEES artifacts that candidates could complete during student teaching and that cooperating teachers and university supervisors could use to assess their candidates for items focused on Standards 7, 8 and 9.

The development and validity testing of these artifacts went through three main groups of stakeholders:

1. The Quality Assurance Team (QAT) (small group of faculty and staff)
2. PEU Retreat attendees (faculty and staff)
3. Triad Training attendees (university supervisors)

Quality Assurance Team

The [QAT](#) met beginning in the Spring 2018 semester with a focus on developing MEES artifacts to demonstrate candidate ability on Missouri Teacher Standards 7, 8 and 9 during student teaching. After a semester of meetings, the QAT settled on:

1. Student Assessment and Data Analysis Artifact (Standard 7)

2. A Professional Development Log (Standard 8)
3. A Professional Collaboration Log (Standard 9)

These artifacts were used as part of a pilot in Fall 2018 and Spring 2019. During this academic year, a small group of candidates completed these and university supervisors scored them on rubrics separate from the MEES summative. Candidates and supervisors were surveyed and asked to give feedback on how effective these artifacts were in demonstrating proficiency on the Missouri Teacher Standards 7-9.

While this provided useful input, a more structured **content validity analysis** was conducted separately in the Spring of 2019. During this semester a PEU retreat took place with a special focus on analyzing the MEES artifacts. Faculty from across the PEU gathered and scored all items on the MEES artifacts according to how essential they were to assessing a candidate's ability to demonstrate their skill in Standards 7-9. From the 20 respondents, it was determined that a content validity ratio (**CVR**) less than .50 would be too low for an item to remain in the assessment. Using these methods, the following items were identified as requiring amendment or deletion:

- (Item 8.1.3) How you fully engaged in school/district/other professional development opportunities to grow professionally
- (Item 8.2) Upload a professional development log listing 5-10 opportunities that contributed to your professional development. For example, these may include workshops, seminars, curriculum meetings, or data team meetings. Please include dates and times.
- (Item 8.2.2) For one PD experience above, please list what changed, or what will change in your professional practice as a result of that experience
- (Item 9.3): Reflect on one activity where you actively participated in school or district events to build a broad network of collaboration

These results from Spring 2019 were then revisited at a Triad Training in August 2019. At this training, university supervisors were able to give their feedback on potential changes that could be made to the MEES artifacts. At this meeting, the following changes were made:

- (Item 8.1.3): Removed
- (Item 8.2) Upload a professional development log listing 5-10 opportunities which contributed to your professional development. These may include: workshops, seminars, curriculum meetings, data team meetings, or other significant learning opportunities. Please include dates and times.
- (Item 8.2.2) What PD experience was most impactful and why? How did you implement what you learned to improve learning and engagement for all students?
- (Item 9.3): Removed

The instructions for 8.2 may seem nearly identical. However, the newer Professional Development Log no longer contains a question related to whether each experience was positive, negative or neutral.

One other main update did come in the Standard 9 artifact, as the Parent Interaction Log was changed to a Working Relationship Log. As opposed to only asking for information about interactions with student parents, the Working Relationship Log requires the following:

Candidates must engage in at least one interaction with each of the following: Student; Family; Colleague; and Community.

This ensures a well-rounded experience regarding professional interactions.

This analysis lead to the [**current versions of the MEES artifacts**](#) used in the Fall 2019 semester.

At the end of the Fall 2019 semester, candidates and scorers will be surveyed again regarding these instruments, and a CVR analysis will be conducted again to ensure on-going validity of these assessments used for both candidate certification and program approval. MEES artifacts will continue to be an exemplar of how Northwest will analyze our key assessments moving forward.

Program Learning Outcomes

In the spring of 2017, Northwest attempted to align University goals, academic goals and student expectations and to provide evidence of student learning. The key objective was the development of student learning outcomes. The university determined seven main [**Institutional Level Outcomes \(ILOs\)**](#) to assess for all students:

1. Communicating
2. Critical Thinking
3. Managing Information
4. Valuing
5. Diversity, Equity and Inclusion
6. Teamwork
7. Leadership

Through a rolling five year program review process, by which 20% of all programs would be reviewed annually, each program would be evaluated in part by student performance in these ILOs. The ILOs were set by the university during the Spring 2017 term. These learning outcomes are what each student that attends Northwest is assessed on at some point during their coursework, regardless of their major.

After development of ILOs, each program was required to develop Program Learning Outcomes (PLOs) that aligned with the ILOs. The program level learning outcomes were sent to the interim Provost, by the directors and chairs for the departments and schools, in March 2017. These learning outcomes are specific to the vision/direction of what students will have been assessed upon during the completion of that program.

So, in the Spring of 2017, the Dean of the School of Education and other faculty and staff gathered to develop PLOs for programs in the PEU. The results of that

development can be found [here](#). These outcomes were attached to identified coursework rubrics sent to candidates via the campus LMS, Northwest Online. Candidate work was submitted and scored by faculty, including PLOs. Results by program were then calculated and displayed as part of each program's Program Review Dashboard.

While this process has been developed with a great deal of time and effort, it is currently being heavily revised. After an environmental scan completed by the Associate Director of Assessment and Accreditation, several shortcomings were identified. These included that the PLOs were only assessed using a rubric with two performance levels (Met/Not Met). Also, faculty felt that these PLOs were not as strongly reflective of student performance and success as they could be. So, a subcommittee of faculty senate was developed to revamp this process. The hope is that once this process increase face validity among faculty, that the outcomes will be used more broadly and effectively in program improvement.

Program Review

Each Northwest academic program goes through a thorough program review at least once every five years. This process, driven by faculty for the goal of gathering data from a variety of sources (including stakeholder perceptions of the curriculum, assessments, and market demand and a review of similar program offerings from competitor universities) to make decisions on whether to keep, refine, or delete academic programs. The process involves program leaders, faculty, and Associate Provost and Graduate Dean. The cycle time is that each academic program must be evaluated through Program review once per five years. Suggested changes are brought to the Provost and University-Wide Educational Leadership Team.

This process helped the Northwest School of Education make improvements based on data. One change emanating from program review was that faculty recommended ceasing to offer the Master's degree in Elementary Education, which had lagging enrollment and curriculum that was not current. Based on the program review, the Dean and faculty supported bringing together a group to revise the curriculum. This became an entirely new Master's Degree in Curriculum and Instruction, offered in 7-week online courses, which now enrolls more than 250 students per year. Program review helped the School of Education to identify weak spots, strengths, and areas of opportunity. The process is collaborative, and the fundamental questions driving this improvement, "Is this the program we should offer? How do we know? What should we stop doing so that we can make the change?"

Program Review also supported the decision to stop offering the Teacher Leader Program in 2017, components of which we integrated into the brand-new Master's in Curriculum and Instruction in 2018. [Program Review in 2018-2019](#) included programs in Elementary Education (undergraduate/initial certification), Middle School (undergraduate/initial), and Special-Education Cross Categorical (undergraduate/initial).

Our regional accreditor, [Higher Learning Commission](#), found value in the program review process used by Northwest. Since it is a relatively new institutional norm for Northwest, HLC suggested that we need more data about how the process drives

improvement and change across academic programs. In the 2018 HLC review of the Northwest program review process, site visitors considered program review a university-wide strength. For the School of Education and the Professional Education Unit, the program review process has been valuable. It supports insights and continuous improvement.

Program Key Assessments

All Northwest preparation programs are assessed heavily, most often with the assessments included as part of the Annual Performance Report (APR). These include the Missouri Educator Evaluation System (MEES), Missouri Content Assessment (MoCA) and the First Year Teacher survey (by completers and their principals). Information about these is included in Table 1. In addition, programs are assessed using program-specific key assessments. These are course-based assessments developed and scored by faculty. They can be found in Table 3 for each program. These key assessments are aligned to the MEES, the School of Education Program Level Outcomes (PLOs), Northwest Institutional Learning Outcomes (ILOs), Missouri Teaching Standards, AAQEP Standards, and program specific standards. In addition, these key assessments are aligned by where standards are introduced, reinforced and applied.

These key assessments have face validity as they are developed and utilized by program faculty. The Quality Assurance Team (QAT) will analyze them for content validity based on the methods utilized for the MEES Artifacts. One key note is that the applied level key assessments are typically items from the MEES summative. These items have already been analyzed at the state level for content validity and included in many data analyses, due to their inclusion in the APR, as indicated in Table 1.

Fairness

The concept of fairness in assessment is related to whether measures work well for all candidates. For instance, if a measure is developed to determine which candidates are accepted into a teacher preparation program, are candidates from all backgrounds equally likely to pass or fail the measure? The key to fairness is to ensure that bias based on candidate background, race, ethnicity, SES and other factors is minimized. While Northwest endeavors to ensure that all assessments are utilized in a fair manner with minimized bias, one of the clearest examples of fairness is the process Northwest undertook regarding the Missouri General Education Assessment (MoGEA).

The Missouri General Education Assessment (MoGEA), developed by Pearson, is a multiple choice, high stakes assessment used since 2013 as an admissions requirement for any teacher preparation program in Missouri. Originally composed of five subtests, candidates were required to exceed a cut score on all five in order to pass this assessment. However, research conducted by [Edmonds \(2014\)](#), indicated that the MoGEA was biased against candidates who identified as African American or Hispanic. In addition, female candidates were less likely to score as well as male candidates. Edmonds stated the bias was so great that he recommended the MoGEA not be used as an admission requirement for teacher preparation programs. Soon after, the MoGEA was heavily revised and reduced to four subtests.

Another note regarding the MoGEA was that, while passing all subtests was required for admission to teacher education, preparation programs were given the options of what passing scores to use. Pearson suggested a cut score of 220 on a scale of 0-300 for each subtest on the MoGEA. Also, Pearson did analyses on all subtests and calculated Standard Errors of Measure (SEM) above and below the recommended cut score. Similar to standard deviations, these SEMs gave more flexibility to any potential performance. Preparation programs were given the option of using either the score of 220 for a passing score, or one or two SEMs below or above the recommended cut score. Different preparation programs chose different cut scores.

To set a cut score, Northwest analyzed data based on race and ethnicity. Researchers identified the highest cut scores possible on each subtest that were as likely to be attained by candidates of any race or ethnicity. By doing this, Northwest attempted to reduce bias. The following cut scores were set as of Fall 2015:

MoGEA Subtests	NW Cut Score
Reading	202
Writing	193
Mathematics	220
Science and Social Studies	204

As seen above, the only subtest that utilized the recommended cut score was Mathematics. Reading, Writing and Science and Social Studies utilize the cut score of one SEM below the recommended cut score. Then, in April, 2019, DESE provided a memo that would again change the use of the MoGEA.

According to this [**memo**](#), Missouri educator preparation programs were now allowed to choose any assessment to measure general education knowledge prior to acceptance into a teacher preparation program. This included the MoGEA, the ACT, or other assessments. Similar to the opportunity mentioned above regarding cut scores and candidate race and ethnicity, Northwest endeavored to analyze previous assessment data and identify an assessment strategy that reduced bias.

Northwest has been an active institutional member of MACTE, the Missouri affiliate of AACTE, since 2000. The Executive Board of Missouri Association for Colleges of Teacher Education (MACTE) suggested that if programs decided to use the ACT as their general education assessment, that a cut score of 20 be used. Northwest analyzed previous data from education candidates since the Fall 2015 semester and our research revealed a disparity in achievement between diverse and non-diverse candidates:

NW Teacher Ed Candidates: ACT score by Race/Ethnicity, 2015-2018 (n=1603)	ACT of 20 or Higher
White (n=1499)	80%
Non-White (n=104)	61%

With the results above, Northwest determined that the ACT could not, on its own, be used as a fair and unbiased measure for entry into teacher education. Research was conducted to see if the MoGEA, with its modified cut scores, still had minimal bias.

MoGEA Passage Rates (2015-2018)	% First Attempt	% Best Attempt
All Candidates (n=811)	85%	95%
Non-White (n=33)	88%	94%

From this, we identified that any difference in MoGEA passage between candidates based on race and ethnicity were minimal. However, this was still an opportunity to rewrite policy to not only continue to ensure bias based on race and ethnicity was minimized, but also to allow more candidates into the program to address the current teacher shortage in Missouri. So, faculty and staff met about the possibilities for policy change. This included the Dean of the School of Education, the Assistant Director of Teacher Education, the Associate Director of Assessment and Accreditation, Jill Baker (the initial advisor for all elementary education candidates), and Dr. Everett Singleton, who has a scholarly background in the impacts of poverty and socioeconomic on education, as well as educational access.

The group discussed a concept the Associate Director was considering, that of using multiple tiers of multiple measures as the general education assessment requirement. The Associate Director believed that using multiple measures and an “or” structure instead of an “and” structure would open up enrollment, ensure equity, and maintain academic rigor. The measures considered were the following:

- Candidates would need to either:
 - Pass MoGEA on their first attempt or
 - Have an ACT Composite score of 20 or higher or
 - Have a cumulative GPA of 3.0 or higher

An analysis was conducted to determine the impact of this policy change if it had been used previously, from 2015-2018. The results were the following:

Cumulative % of Candidates Admitted at Each Proposed Tier, 15-18	% White Education Candidates (n=517)	% Non-White Candidates (n=29)
Tier 1: MoGEA, pass first attempt	85%	88%
Tier 2: ACT of 20 or higher	92%	93%
Tier 3: GPA of 3.0 or higher	98%	100%
Total Admitted	98%	100%

As shown above, by using progressive tiers, 88% of non-white candidates would have passed the MoGEA on their first attempt. Then, if we use the ACT with a score of 20 or higher, this rate rises to 93%. If we include a possible cumulative GPA of 3.0 or higher, all non-White students who applied for teacher education from 2015-2018 would have passed this admission requirements.

But, the follow up question would have been whether these candidates could have passed the Missouri Content Assessment (MoCA) in their content areas. It would not be helpful or ethical to admit a greater percentage of candidates to teacher education if they would complete four years of education and then fail their final certification requirement. So, an analysis of 2015-2018 candidate data was conducted regarding this as well.

Fall 2015-2018	Admitted, Original System (n=568)	Admitted under 3-Tiered System (n=652)	Original = No, 3-Tier = Yes (n=62)
MoCA Passage Rate	95.50%	95.46%	95.20%

The above table indicates that 95% of candidates admitted under the original, MoGEA-based system passed their MoCA. Also, those admitted under the new 3-Tiered general education requirement system would pass the MoCA. Finally, those that would be admitted under the new system, but would not have been admitted under the old system, 74% of them still took a MoCA. That means, that 62 of the 84 students who were not admitted into Northwest teacher education between 2015 and 2018 still completed a preparation program somewhere and then took a MoCA. Of these candidates, 95% of them passed their MoCA. This would indicate that if a candidate was admitted under the new, 3-Tiered system, and had the grit to complete it, they

would have the same opportunity to pass their MoCA as a candidate admitted under the old system.

Based on these analyses, the following policy was set forth and approved by COTE:

To be admitted as a teacher candidate, Northwest education students should:

1. Take the MoGEA once. If the student passes all subtests with Northwest-approved cut scores, this admission requirement is met.
2. If the student failed to pass the MoGEA, but has a Composite ACT score of 20 or higher, this admission requirement is met.
3. If the student fails to meet the MoGEA or ACT cut scores, but has a cumulative GPA of 3.0 or higher, this admission requirement is met.

This policy went into effect beginning with the Fall 2019 semester. The hope is that this policy will ensure minimized bias across all teacher preparation programs at Northwest and ensure academic rigor. Again, while not all assessments and their uses have been scrutinized this deeply to ensure lack of bias, Northwest holds this analysis as an exemplar and will continue to analyze assessments in this manner, starting broadly with assessments all candidates encounter.

Trustworthiness

While reliability, validity and fairness are concepts typically used to analyze assessments with quantitative data, trustworthiness is used to analyze data collected qualitatively. The goal of trustworthiness is to address the credibility, transferability, dependability, and verification of qualitative data. One of the best uses of this concept is with student teaching qualitative survey data.

In spring 2019, the Assistant Director of Teacher Education led a discussion among candidates who were completing student teaching. The Assistant Director gathered these candidates during a seminar session and described his plan. The Assistant Director of Teacher Education would provide them an opportunity to complete a brief, qualitative survey based on their experiences student teaching and how well Northwest prepared them for this experience. Then, candidates would have the opportunity to share with the larger group.

At the time, the candidates submitted their results as part of an online survey through Survey Monkey. They were asked a broad question to begin with, on how well prepared they felt during student teaching, and then asked to indicate how they would summarize their Northwest experience in one word. Finally, candidates were asked to provide their program name. The written responses were mostly positive, but the sharing turned negative quickly. It seemed that candidates with negative experiences were more willing to share and seemed to dominate the conversations.

The **qualitative survey results** were then downloaded from Survey Monkey. The Associate Director of Assessment and Accreditation then reviewed the results and split them according to whether the candidate was from an elementary or K-12, Secondary, or Middle School program. Finally, the Associate Director coded these results into

emergent qualitative themes. [**The results were shared with faculty and School of Education administration**](#) during the fall 2019 Professional Education Unit Retreat.

While this data opened up a variety of new discussions and opportunities for input from candidates, there was certainly room to increase trustworthiness. So, in the Fall 2019 semester, this was attempted again. This time, candidates returned from student teaching and provided qualitative feedback in survey form again. But, instead of sharing as a bigger group, candidates shared in small groups at round tables. Faculty were there to lead these separate discussions. Faculty took notes and shared results with the Assistant Director of Teacher Education. These allowed for even deeper dives into how these candidates felt about their preparation programs and minimized any over-whelming impact louder candidates might have had.

Also, in regards to analyzing these qualitative survey results, they will not be reviewed by one individual first. Instead of the Associate Director of Assessment and Accreditation reviewing results and organizing them into themes, these results will be part of a larger discussion with the Quality Assurance Team (QAT). The QAT, a group of faculty and staff focused on continuous improvement through data usage, will meet and break these results into themes with input from a more diverse group and then combine results. The end results will include input from a variety of viewpoints and programs and therefore lead to more trustworthy results.

Conclusion

The Northwest Quality Assurance System assures accountability, supports innovation and improvement, and fosters professional collaboration. Examples of these were outlined above. One of the final goals of the Northwest Quality Assurance System is using collected data to guide improvement. An example of this was the [**APR Feedback Request form**](#) utilized in the summer of 2019. Data collected from the Fall 2018 APR and projected data for the Fall 2019 APR was analyzed and shared at the program level. Twenty-three programs had their data given back to them in graphical form. On these Feedback Request Forms, each program shared its gaps. Also, the following questions were asked:

- If your program had any gaps or deficiencies, why do you think those exist?
- If your program had any gaps or deficiencies, what do you think should be done to improve candidate performance?

The Northwest educator preparation programs use multiple measures of valid and reliable qualitative and quantitative information related to knowledge, skills, professional dispositions, and teaching effectiveness. These criteria are assessed at several key program points: 1) entrance to Northwest, 2) admission to the professional education program, 3) admission to culminating student teaching, at 4) at graduation/program completion, and 5) into the professional setting as a teacher, counselor, or administrator.

To assess program quality and candidate impact, we regularly collect and analyze data from trustworthy information from diverse stakeholders and multiple perspectives.

These include our faculty, the candidate/completer, the cooperating teacher and/or university supervisor for clinical experience, and school administrators. Excellent data quality allows the [**Northwest quality assurance system to be nationally-recognized by the American Association of Colleges for Teacher Education**](#). Data quality and systematic use of stakeholder feedback was instrumental in preparing the evidence to make the case that our [**innovative program redesign**](#) was worthy enough to be the sole university to receive the [**2018 AASCU Christa McAuliffe Award for outstanding quality and innovation in teacher education.**](#)

Improvements are expected and progress is monitored systematically- reviewed by individuals, committees, and administration. Ongoing research of the programs and their effectiveness is regularly conducted in several ways. Faculty [**conduct, present, and publish research**](#); faculty, staff, and administration work together to form the Quality Assurance Team and attend Unit Retreats. Policy makers and administration populate the Council of Teacher Education, which uses data to [**inform ethical and equitable policy**](#), analyze curriculum, and monitor candidate and program progress, and stakeholders share their voices, and analyze data as part of the [**Professional Advisory Board.**](#)

Artifact Evidence Library

Northwest has assembled an artifact library of supporting evidence. Many of these artifacts are available through the **five fundamental tables discussed previously in the report**:

- **Table 1: Northwest Teacher and Leader Preparations Summary** includes links to program websites, program narratives, program four-year plans, DESE matrices, and more. (AAQEP Standards 1, 3.4, and 3.5)
- **Table 2: Northwest Birth-12 District Partnerships** includes information and links regarding our district partners. (AAQEP Standards 3.2, 4.1, and 4.2)
- **Table 3: Northwest State and National Educator Prep Standards Alignment** includes links to national and state standards upon which Northwest's programs were built, and also aligns those standards to key assessments in the individual programs. (AAQEP Standards 3.1, 3.4, 4.5, 4.6)
- **Table 4: Northwest Teacher Candidate Clinical Experiences** lists every Northwest course that incorporates field experience and provides a brief description of each of those experiences. (AAQEP Standards 3.2, 4.1, 4.2)
- **Table 5: Northwest Professional Education Unit Faculty** lists every faculty member at Northwest and briefly describes their role. (AAQEP Standard 3.6)

Further, additional artifacts are housed in **a password-protected Canvas site**. Please contact Assistant Director of Teacher Education Dr. **Joseph Haughey** or **Ms. Amy Wilson** if you need assistance accessing to the site. The Canvas site includes access to the following artifacts; if you click on the link below, it will take you directly into the corresponding folder in **Northwest's AAQEP Canvas page**:

- **18-19 NW Candidate Enrollment and Completion by Degree Level** (Introduction)
- **AAQEP State Articulation Agreement with Missouri** (AAQEP Standards 3.5 and Appendix E)
- **All Northwest EPP Programs Seeking AAQEP Accreditation** (Introduction and AAQEP Standard 4.5)
- **Certification Matrices** (AAQEP Standards 1, and 3.5)
- **District Partner MOUs** (AAQEP Standards 3.2 and 3.6)
- **Example PEU Course Syllabi** (AAQEP Standard 1)
- **Faculty Vitas** (AAQEP Standard 3.6)

- **Fellows Program Action Research Files** (AAQEP Standards 4.1 and 4.2)
- **Fellows Program with Independence School District** (AAQEP Standards 4.1 and 4.2)
- **Grow Your Own Program with NKC** (AAQEP Standards 4.1, 4.2, and 4.5)
- **HLC Five-Year Program Narratives** (AAQEP Standards 1 and 2)
- **Meeting Minutes - Council on Teacher Education (COTE) Meeting Minutes** (AAQEP Standards 3.4, 3.6, and 4.4)
- **Meeting Minutes - Secondary Education Coordinating Council (SECC) Meeting Minutes** (AAQEP Standards 3.4, 3.6, and 4.4)
- **Monitoring Processes TEAC and TEGC** (AAQEP Standards 3.4 and 3.5)
- **PEU Financials** (AAQEP Standard 3.6)
- **PEU Periodical Publication (about redesign)** (AAQEP Standards 1, 2, and 3.6)
- **Program-Specific Outcomes** (AAQEP Standards 1, 2, and 3.5)