

## **Standard 5**

5.1 How does the unit ensure that its professional education faculty contributes to the preparation of effective educators through scholarship, service, teaching, collaboration and assessment of their performance? [maximum of three pages]

### **Qualified Professional Education Faculty**

Minnesota State University, Mankato (MSU) faculty are qualified and model best professional practices in scholarship, service, teaching as shown by the assessment of their own effectiveness regarding candidate performance, collaboration with colleagues in the disciplines and schools, and systematic evaluation of faculty performance.

MSU has established guidelines and procedures for the recruitment, hiring, assessment, and professional development of faculty. Professional education and clinical faculty include full-time, adjunct faculty, and P-12 Teachers on Special Assignment (TOSAs) and Supervisors in partner schools. The data in Exhibit 5.3.a and Exhibit 5.3.b offer a cumulative view of professional education and clinical faculty qualifications, faculty rank, tenure track, highlights of scholarship and leadership in professional associations/service, and teaching or other professional experience in P-12 schools. Exhibit 5.3.a and Exhibit I.5.e (curriculum vitae) shows that professional education faculty have earned doctorates or have exceptional expertise that qualifies them for their assignments. TOSAs and Supervisors are qualified by their experience and expertise. Exhibit 5.3.b (Qualifications of Clinical Faculty) shows that all clinical faculty (as well as TOSAs and Supervisors) who supervise candidates in a P-12 school setting have qualifications in the scope of practice that they supervise. All faculty have contemporary professional experiences in school settings at the levels they supervise. All TOSAs who work with teacher candidates are licensed and tenured in the area they teach.

### **Best Practices in Scholarship**

The professional education faculty are scholar teachers who continually aspire to levels of productivity and prominence, as expressed in increasingly rigorous standards at hiring and at junctures of peer review. Faculty contribute to the knowledge and research base of their disciplines. Faculty must have patterns of contribution in the form of “scholarly or creative achievement or research” to receive tenure and promotion.

A number of professional education faculty teach in graduate programs. Graduate Faculty appointments are intended to signify active involvement in one or more graduate programs. The three types of appointment to the Graduate Faculty are Research Graduate Faculty Status, Regular Graduate Faculty Status, and Associate Graduate Faculty Status. Graduate status criteria reflect the philosophy that graduate education can flourish only in a climate in which faculty scholarship and quality teaching are expected and encouraged. Exhibit 5.3.d (Graduate Status COE) shows 56 COE faculty have obtained Graduate Faculty Status, 20 of whom have garnered Research Graduate Faculty Status. New to the university since the last NCATE visit is the addition of applied doctorate programs. MSU offers four doctoral programs—a doctor of nursing practice, a doctor of education in counseling education and supervision, a doctor of education in educational leadership and a doctor of psychology in school psychology. Faculty who teach in the doctorate programs must have Graduate Faculty Status.

The professional education faculty have significantly demonstrated scholarly work in their specialized fields, as highlighted on the faculty information spreadsheet in Exhibit 5.3.a. Samples of faculty scholarship (part of Exhibit 5.3.d) demonstrate the range and depth of scholarly activity within the unit.

### **Best Practices in Service**

MSU’s mission involves contribution to the profession and to the work of the learning and success of children, families, and communities. Faculty evaluation policies specify that faculty must provide service particularly in areas related to their disciplinary expertise to the department, university, community, and

profession in order to receive tenure and promotion. Indeed, unit faculty provide a great deal of expertise and service to departments and programs, the college, the university, schools and other professional entities, professional organizations, and community efforts and initiatives.

The faculty also offers great expertise to schools. Exhibit 3.3.a shows a summary of collaborative activities with schools, and Exhibit 5.3.e provides a summary of faculty community engagement activities, revealing that most faculty worked collaboratively with P-12 schools and professional associations and provided education-related services at local, state, regional, national, or international levels. Professional education faculty make numerous and substantial contributions within the university, school learning communities, and their professional organizations. These activities make MSU important to the local, state, and national educational communities.

### **Best Practices in Teaching**

Professional education faculty incorporate best practices in teaching that contribute to the preparation of effective educators and demonstrate a thorough understanding of the content they teach. Teaching by professional education faculty helps candidates develop the proficiencies outlined in professional, state, and institutional standards and guides candidates in the application of research, theories, and current developments in their fields and in teaching.

The unit is committed to having courses taught by faculty who understand and are deeply involved in the education programs at MSU. Exhibit 5.3.f contains the MSU Academic Data Book Summary from 2006-7 through 2010-11. The COE section notes a fulltime faculty equivalency range of 69.85 to 83.68, equating to a student faculty ratio range from 13.87 to 11.90. There is reliance on professionals from the field with specialized expertise, such as TOSAs or practicing school administrators. Part-time faculty include adjunct instructors (unique expertise for the course taught), TOSAs (master teachers identified from PDS districts), and full-time non-faculty employees in the institution but part-time in professional education.

All mentor (cooperating) teachers are highly qualified according to MSU standards. Mentor teachers for student teaching hold at least a bachelor's degree, have at least three years of teaching experience, are tenured in the school that they teach, and are licensed in the areas in which they teach. Similar requirements are expected of mentor teachers for field experiences; however, there is an allowance provided for school level supervisor recommendations for those who are not tenured or have less than three years of experience. Exhibit 5.3.b shares the qualifications of clinical faculty. Advanced programs have unique sets of criteria for the selection of cooperating administrators, counselors, school psychologists and speech pathologists. They share a commitment to select strong individuals as determined by credentials, appraisal of the districts, and ongoing evaluations from university staff/faculty and the candidates. Supervision of student teachers is conducted by qualified adjunct instructors. Advanced program practicum and internships are supervised by full-time faculty.

Exhibit 5.3.a demonstrates advanced degrees, school and college teaching experience, and scholarly and professional development records that validate assumptions of quality teaching. Additionally, syllabi in Exhibit I.5.b provide evidence of the use of distance and hybrid methodologies, performance assessments, integration of technology and diversity, service and experiential learning instructional technologies, collaborative and other student mediated methodologies, simulations and research methodologies.

### **Assessment of Effectiveness**

The unit's assessment system empowers programs to conduct analyses, thus allowing for better program evaluation and refinement. On-going recommendations for teaching within the program and/or unit guide a considerable proportion of professional development plans and activities. In addition, faculty must assess teaching as a part of the university's faculty evaluation and development process. Within the review process, faculty provide relevant evidence, reflect on qualitative and quantitative outcomes, and evaluate the impact of their teaching on candidate performance. All information is summarized in a written report

submitted to their program or unit personnel review committee. This evaluation and professional development process is regular and intensive for non-tenured probationary and fixed term faculty. To maintain and improve effectiveness, tenured faculty members are evaluated and submit progress reports. The dean submits written comments in response to summary reports from faculty members in accordance with the Faculty Association agreement. Faculty receive input and feedback to plans and reports from department colleagues, the chair of their respective department, and the dean of the college. Exhibit 5.3.f includes a summary of faculty evaluation results in areas of teaching, scholarship and service. Exhibit 5.3.g gives examples of professional development that supports teaching scholarship and service as well as a summary of faculty professional development involvement.

As a Bush Foundation supported Network for Excellence in Teaching (NExT) institution, the COE also participates in the collection of “common metrics.” The metrics measure perceptions of candidates about the quality of their program and their competencies across the preparation to practice continuum. The metrics include performance assessments of candidate competencies during the preparation phase and employer assessments after one year of teaching practice. To date, these metrics have been used and analyzed in a pilot/field-testing phase; most of the assessments will transition to full implementation during the 2012-2013 academic year. The COE Coordinator of Assessment and Research, Educational Research Systems Liaison, Minnesota State Colleges and Universities (MnSCU) Teacher Preparation Research Analyst, COE Assessment Committee and other assigned faculty members are responsible for collecting, cleaning, analyzing and reporting outcomes of the common metrics measures to units, departments, district partner assessment groups and other relevant stakeholders. Groups, as well as individual faculty members, use the information to evaluate course and program effectiveness and to implement reforms based on the outcomes. Because the same metrics are used across the fourteen institutions participating in NExT, comparisons of preparation pathways can be made, offering powerful approach for evaluating best practice in teacher preparation.

### **Collaboration with Colleagues**

MSU has a long history of collaboration with schools, communities, and other agencies. A legislature-funded school-university collaborative initiated in 1988 has evolved into an eight-district professional development school-university partnership. Important facets of the partnership have been mentoring for new teachers, TOSAs serving in master teacher and teacher educator roles, university faculty specialists, professional development, and collaboration in the preparation of teachers, counselors, and administrators. MSU’s NExT Initiative has heightened the existing partnerships and has provided opportunities for new partnerships. During the 2011-2012 academic year, the COE formed a collaborative relationship with the national New Teacher Center. This partnership will support the COE and, specifically, the Center for Mentoring and Induction (CMI) to design a system of continuous support for candidates from recruitment through their teaching career. COE faculty researchers in collaboration with the New Teacher Center will study the impact of mentoring models as they are “backward mapped” into the early phases of preparation.

Faculty also collaborates with professional practitioners in P-12 schools and with faculty in other college or university units to improve teaching, candidate learning, and the preparation of educators. Faculty members collaborate across programs and departments. Examples from Exhibit 5.3.e include collaboration via the Improving Teacher Quality grant, the Region Nine Math Academy grant, NExT Learning Teams, the Teacher Support Partnership and the Intercultural Research Group. In addition, based on Exhibit 5.3.a and a review of faculty curriculum vitae, over 50% of the publications and presentations at conferences are collaborative efforts.

Re-approval of programs with the Minnesota standards also requires involvement of practicing educators with program planning and implementation. Programs facilitate advisory groups made up of educators and community participants. The college has a central advisory body and student advisory body, as well as a focused group for partnership development that are comprised of representatives from schools,

agencies, business, faculty, and students. As a result of P-12 collaborations, MSU education offerings have diversified and strengthened, and programs have evolved.

#### 5.2.b Continuous Improvement [maximum of three pages]

- Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.
- Discuss plans for sustaining and enhancing performance through continuous improvement as articulated in unit Standard 5.

### **Continuous Improvement of Candidate Performance and Program Quality**

MSU has policies and practices that encourage all professional education faculty to be continuous learners. Efforts have been expanded at the University and unit level through the Center for Excellence in Teaching and Learning (CETL) to integrate new tenure and non-tenured faculty members into the University through a formal orientation process, workshops, and regular meetings on topics of interest and areas in need of strengthening, as determined from evaluations and performance assessments. This assists with acclimating new faculty members to the University customs, policies, and procedures. The Information and Technology Services (ITS) area provides a wealth of training and individual assistance to faculty. ITS is in the midst of adding a more responsive service to colleges, assigning a liaison to each college to better meet college needs. MSU also has plans to heighten support for teaching and scholarship by redesigning space to physically bring together the Center for Excellence in Teaching and Learning, the Center for Excellence in Scholarly Research, and the Office of Research and Sponsored Programs.

The COE has an established assessment committee (one faculty member from each department) that meets throughout the academic year to assist with all processes and procedures related to the acquisition and analysis of evidence related to student and program evaluation. The representatives ensure collection of data and analysis of outcomes. Further, these representatives assist department chairs in structuring appropriate opportunities for faculty to process the information and ultimately translate the information into strategies for professional and programmatic improvement and growth.

As teacher scholars, professional education faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. As another area of continuous improvement, the faculty has focused on greater collaboration with partner schools (summarized in Exhibit 5.3.e). Collaborative curriculum development involves programs and departments, including content-based courses. An example of this is the interdisciplinary Intercultural Research Group convened through the COE. Members of this group study the impact of specific curriculum and instructional strategies on student performance (measured through the Intercultural Development Inventory). Faculty members represent the University Honors Program, the Office of International Programs, the Department of Global Languages and Cultures, and the Elementary and Early Childhood and K-12 and Secondary Programs.

The Center for Excellence in Scholarly Research (CESR) serves as a resource for assisting faculty with their research. Seminars are offered regularly throughout the year to update and upgrade faculty research and technical skills (e.g. statistical and qualitative software updates), and editors are available on an ongoing basis to assist with manuscript review. Consultation on specific needs related to research analysis and interpretation is available. The Office of Research and Sponsored Programs (RASP) assists faculty in their pursuit of external funding for research, scholarship, service and creative endeavors on a university-wide basis. The COE also provides compensation for one faculty member to develop and continuously update a database of education-related external funding opportunities. This individual also provides assistance to faculty in their efforts to identify viable funding sources and write grant proposals.

The COE Research Committee consists of representatives selected by their departments to advance the research capacity and agenda of both individual faculty members and the COE as a whole. This committee disseminates "Requests for Proposals" one to three times per year inviting COE faculty to seek financial

support for their research from funds provided by the Dean's office. Funds cover one year budgets and formal reports are submitted by recipients at the end of the one year period. The COE Research Committee sponsors COE Research Forums several times each semester to facilitate sharing of research endeavors and findings among faculty and graduate students. Faculty members receiving the internal college research grants are specifically invited to present their work at these forums. In addition to the dissemination and oversight of internal grants and coordinating the Research Forum, the COE Research Committee is charged with communicating research-related college activities and information to their departments and identifying opportunities to advance the research agenda of the college. For example, with the launch of applied doctoral programs in Counseling and Student Personnel and Education Leadership programs, the college seeks to advance a "tiered" system of research practice that identifies and connects graduate students' research interests to ongoing faculty expertise and research.

The college-level Diversity/International Committee, Technology Committee, and Research Committee offer seminars, customized professional development opportunities, and faculty grants on a yearly basis. The Center for Mentoring and Induction offers faculty opportunities for training in cognitive coaching and Danielson's Framework for Teaching. The college has also offered training on co-teaching, Intercultural Development Inventory (IDI), academic language and Teacher Performance Assessment. The Curriculum Design Team, comprised of faculty across the unit and two TOSAs, coordinates and promotes the work of Professional Learning Teams. All faculty and partner district teachers are invited to participate in these communities if they have a special interest in identified priority professional development areas. These groups convene regularly each semester either face-to-face or virtually to learn together and conduct action research. Topics may change according to research-based identified priorities for professional development; however, current groups have convened around priorities for faculty growth in differentiation, the Teacher Performance Assessment, assessment, co-teaching, technology integration and mental health (Exhibit 5.3.g—Learning Team Guidelines and Learning Team SMART Goal).

### **Plans for Sustaining and Enhancing Performance**

The COE has plans to continue professional development for the unit; specifically, the college is focused on increased professional development support and criteria for evaluating mentor teachers and university supervisors. Professional development would include continued training in co-teaching, cognitive coaching, pedagogy, and mentoring best-practices. In addition, the Office of Field and International Experience (OFIE) will continue to provide a required training for mentoring teachers who host student teacher candidates. OFIE is also determining how to adapt training to differentiate for mentor teachers who have had multiple semesters hosting a teacher candidate in the co-teaching model. The mindset is to create teacher leaders within the model and involve them as trainers in their own districts and across Professional Development Schools (PDS) districts in general.

The COE understands the value and need for increased evaluation of university supervisors and mentor teachers. The OFIE is in the process of developing an evaluation form and system for these two groups. While mentoring and evaluation of adjunct faculty is a regular part of the work of two departments, the COE also understands the need for increased professional development, mentoring, and evaluation of adjunct faculty and has plans to initiate the process across all departments.

The unit has been engaged in inter-rater reliability studies for Teacher Performance Assessment (TPA) and Danielson's Framework for Teaching by providing professional development framed around student work samples and focused on assuring valid and reliable candidate assessment. Initial activity through the Integrated Field Services (IFS) has included professional development for faculty, university supervisors, and TOSAs around TPA and Danielson's Framework for Teaching related to scoring. Sessions have involved using the TPA rubrics to analyze and score specific elements of candidate TPA samples. Supervisors and faculty also engaged in the use of a protocol based on components of the Danielson's Framework for Teaching. The sessions provided practice and documents for use in evaluation, feedback and coaching. Additional work

focused on heightening reliability had teachers, administrators, TOSAs, and IFS representatives collaboratively creating an observation tool that provides specific prompts for types of evidence that support each component. Mentor teachers who have piloted the tool have reflected on their own teaching as they examine the descriptors for components used to evaluate candidates in their classrooms.

Another initiative the COE is implementing includes the development of a database system (scheduled for deployment in the 2012-2013 school year) to link faculty research expertise and school district partner research needs. The system will enhance the capacity of faculty members and school district partners to collaborate on research projects that are embedded in real-world contexts and focused on resolving problems that impact education practice and student learning.

The unit understands and values the relevance of developing and implementing plans for sustaining and enhancing performance through continuous improvement. The COE will continue to refine a system that supports on-going planning and evaluation for continuous improvement of candidate, faculty and program performance.