

**Walla Walla College Site Visit
Teacher Preparation Program
December 3-6, 2006**

STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Operating Procedures, Membership, Meeting Times

The Walla Walla College teacher preparation program has a fully functioning PEAB. The PEAB has the required membership including twelve voting members appointed by the required agencies. Membership has been stable over the last several years though some members have infrequent attendance. The PEAB has adopted by-laws which were reviewed in October 2000 and November 2006. According to PEAB minutes, the board has met four times per year.

Recommended rating: Met

Collaborative Function

The PEAB takes an active role in the preparation program. They review alumni survey and interview candidates. The PEAB began reviewing candidate portfolios in 2005 and gave the program suggestions for improving the portfolio structure and requirements. The PEAB reviews all courses in the teacher preparation program and provides feedback to the program. This process includes reviewing the syllabi, a presentation by the instructor, and occasionally a sample lesson. The minutes reflect the suggestions and feedback shared by the PEAB. Other items addressed by the PEAB since the last site visit include plans for more classroom experience for candidates, recruiting diverse candidates, assessing dispositions, role of teacher testing (WEST-B and WEST-E), gathering program assessment data, and participating in Pedagogy Assessment training. The PEAB has reviewed the five program approval standards; however the program needs to make this process more explicitly linked to the standards. Interviews with PEAB members and PEAB minutes indicate that the program is open and responsive to the suggestions of the members. The members demonstrate enthusiasm and dedication to their roles as PEAB participants.

Recommended rating: Met

STANDARD 2: ACCOUNTABILITY

Learner Expectations

Walla Walla College's School of Education and Psychology (SEP) programs in art, biology, chemistry, elementary education, English, health/fitness, history, math, music, physics, reading, and world languages have been approved by the Professional Educator Advisory Board. Course syllabi, handbooks, certification and advisory checklists, and assessment plans demonstrate that learner expectations are aligned with institutional, state, and professional standards.

Recommended rating: Met

The Assessment System

Interviews with the College's Assessment Director and the School of Education and Psychology Dean verified documentation that the unit has developed and uses an assessment system. Data have been reported on candidate qualifications on entry, exit, and after graduation. Additionally, summary reports have been reviewed by faculty, administration, and the Professional Educators Advisory Board for teacher education. Program quality has been examined by the analyses of these data and changes in program design have occurred through collaborative governance and community efforts.

The unit's assessment system uses external sources of data from Major Field Test (MFAT) scores, alumni surveys, and WEST B and E scores. Internal sources of data are primarily collected by traditional grading of tests, quizzes, research papers, lessons and unit plans, reflective papers, and journals. According to the Matrix, during EDUC 480 candidates are assessed using performance based pedagogy and a portfolio, although no summary data other than the statement "all students are at standard" exists.

Although there are multiple assessments that are associated with a given standard as demonstrated on the WWC Academic Program Report and Undergraduate Program Assessment Matrix, there is little summary data that demonstrated an aggregate analysis or results of candidates' proficiencies in coursework associated with a given standard. In other words, assessment results did not explicitly reflect a measurement of how well candidates' acquire standards as they progress through the program. In addition, there is no documentation that the unit has made any steps to establish an evaluation of fairness, consistency, and accuracy of the performance based assessment procedures.

The unit is beginning to use electronic modalities to conduct its assessments. Zoomerang.com is being used to collect recent post-graduate data.

Professional, state, and institutional standards are clearly articulated to candidates in entry and exit requirements, in syllabi, and in handbooks, but the connections between

standard acquisition and the concomitant assessments are less clear. According to extensive interviews with candidates, faculty, and administration there is a dissimilar articulation of the conceptual framework. Because of these discrepancies articulated during the visit, the verification of explicit connections between the proficiency standards and assessments is unclear and addressed through the recommendation process.

Recommended rating: Met

Use of Data for Program Improvement

The unit has systematically used data to evaluate the efficacy of its teacher education program and clinical experiences. According to PEAB minutes, data from the WestE, MFAT results, alumni survey results, and graduate job placements results led to recommendations to expand the curriculum to include more real life experiences, a broader range of age experiences, and an avenue to attract and retain more diverse candidates. Three members of the PEAB also participated in the review and evaluation of candidate portfolios just prior to graduation. As a result of these evaluations and recommendations, the unit made curricular changes in the program and student teaching experience. The teacher education program has recently added a new course, EDUC 476 Student Teaching Orientation where candidates spend 30 hours in the classroom they will do their student teaching in the following quarter. Consequently, this has enabled candidates to expand their classroom experience to 200 hours prior to graduation.

Recommended rating: Met

Positive Impact on Student Learning

According to interviews with candidates, post graduates, and program faculty, it appears there is unfamiliarity with the meaning of “positive impact on student learning.” Notwithstanding evidence of some baseline assessment and reflection conducted in a math laboratory experience, the unit does not routinely collect or maintain examples of student work that document a positive impact on student learning.

Recommended rating: Unmet

STANDARD 3: UNIT GOVERNANCE AND RESOURCES

Unit Leadership and Authority

The dean of Education and Psychology has the authority to plan, deliver and operate coherent programs of study. An organizational chart illustrating the administrative structure of Walla Walla College includes the School of Education dean and faculty. The unit has recently undergone a leadership change with a new School of Education and Psychology dean. The School of Education and Psychology holds primary responsibility for the Residency Certificate of their teacher candidates. The dean and faculty members are supported by their PEAB. Committees and groups that assist the dean include the Graduate Council, Academic Standards Committee, Curriculum Committee and Faculty Senate.

Recommended rating: Met

Qualified Faculty and Modeling Best Practices in Teaching

A review of faculty and administration vitae showed that all seven permanent faculty members hold a Ph.D. School faculty serving as adjuncts hold licenses in the fields that they teach and/or supervise. Faculty and administration have backgrounds in the P-12 setting. The Institutional Report highlights several faculty teaching awards and a national academic advising award.

Candidates stated that faculty members use a variety of instructional strategies and effectively model these strategies for the candidates. A review of the syllabi revealed candidate participation in class discussions, role play, and reflection were required.

Candidates reported the effectiveness of faculty in modeling concern for students and in doing all that they can to ensure students succeed. Interviews indicated that quality relationships are cultivated by staff members and highly valued by the candidates.

There is no specific course focused on technology, instead the responsibility is placed on faculty members to integrate technology education throughout the coursework. Faculty members spoke about students creating PowerPoint presentations, using math manipulatives, and creating bound books. Samples of student work that included technology components were provided. These samples showed evidence of students using internet research skills. Activities listed in the syllabi included creating Publisher, Inspiration and Word documents, giving PowerPoint presentations, designing websites, using audio-visual equipment, using Story board, and developing an awareness of technology trends in education.

A course of note is EDUC 444, Teaching Culturally Diverse Students. This course has written statements connecting course objectives to the WACs. In this course, candidates

participate in activities designed to help them more fully understand how to have a positive impact on student learning in any culturally diverse classroom setting. Activities include discovering best practices related to teaching and learning environments for ESL and ELL students, generating language learning principles for ESL or ELL students, formulating a set of ethical principles related to teaching and learning of all cultural groups, choosing a course of action that will potentially make a positive difference in the school experience of minority groups, and creating classroom activities suitable for chosen cultural groups including use of internet resources. Candidate interviews revealed strong, positive feelings of the value of this course. Candidates were able to specifically state ways they applied the learning in this course to other situations. An outcome of this course is that the candidates state they feel comfortable working with students and families of diversity. Other faculty members are encouraged to integrate diversity into their courses so it will be diffused throughout the candidates' learning experiences rather than as a stand-alone course.

Recommended rating: Met

Modeling Best Practices in Scholarship

Several members of the academic administration have made presentations in international forums and had works published in the *Journal of Adventist Education* and *Adventist Review*. Faculty members have recently been published in periodicals such as the *Journal of Adventist Education*. One faculty member has created curriculum materials for several elementary schools in East Malaysia. This staff member has made six local and international presentations within the past several years. Administrative interviews indicated a desire for more faculty engagement in research projects.

Recommended rating: Met

Modeling Best Practices in Service

Generosity of service is one of the four cornerstones of the college's vision. A review of administrative and faculty vitae showed participation in activities such as participating in local service organizations, serving on the local school board, participating in service projects at the college, serving on PEABs, sponsoring the Education Club, advising students, and serving as mission trip leaders.

Recommended rating: Met

Experience working with Diverse Faculty

There is a diversity plan in place covering the years 2002-2007. Strategic goal 2 of this plan is: *Increase the diversity of full-time and contract faculty members*. Faculty

members admit that it is a struggle to attract and retain minority faculty. A required educational psychology class is taught by an African American faculty member. The college recently hired a Dean of Education and Psychology who is Hispanic.

Recommended rating: Met

Experience working with Diverse Candidates

The School of Education and Psychology has a written diversity plan. Strategic Goal 1 of this plan is: *To recruit, retain, and graduate high quality students from diverse backgrounds.* Currently, the undergraduates at the college are 3% African American, 5% Asian, 80% Caucasian, 8% Hispanic and >1% Native American.

The 2006 cohort included one Hispanic American and two Asian American graduates, while the 2005 cohort had no students from any ethnic minority group graduate. The dean of the School of Education and Psychology and the director of Student Financial Services are working together to develop forms and processes related to the establishment and operation of a scholarship fund to encourage individuals from underrepresented groups to enter the teaching profession. Currently, K-12 practitioners who host a Walla Walla College student teaching candidate can enroll in six undergraduate or four graduate credits at the college at no charge. The scholarship will be funded from practitioners who opt to donate these credits.

Recommended rating: Met

Experience Working with Diverse Students in P-12 Schools

Strategic Goal 3 of the School of Education and Psychology Diversity Plan is: *To strengthen partnerships and collaboration with school districts and agencies with diverse clientele and staff.* The college has field placement relationships established with both public and private schools. Many candidates have their field experiences in the Walla Walla School District which is comprised of 29.8 % Hispanic, 1.1% Native American, 1.3% African American, 1.9% Asian and 65.8% Caucasian students. College Place School District also hosts a number of candidates. College Place School District is comprised of 1.2% Native American, .8% Asian, 2.1% African American, 40.7% Hispanic and 55.1% Caucasian students.

During the past year, four education students have been on international missions. At least one student chose to pursue teaching as a career as a result of teaching English while on an international mission. The college supports these students by providing a \$1,000 scholarship and loan forgiveness.

Recommended rating: Met

Collaboration

Members of the PEAB are pleased with their level of collaboration with the department. The PEAB minutes showed discussions related to suggestions by student teaching candidates and a review of candidates success related to the PPA.

There are weekly faculty meetings in which a variety of topics are discussed. Members of the education faculty participate in college committees such as the Graduate Council, Academic Standards Committee, Curriculum Committee and Faculty Senate.

There is a library committee made up of faculty, at times including an education faculty member, which is advisory. Faculty members submit book orders through the dean and the librarian. For periodicals, faculty members submit suggestions for subscriptions to the periodicals librarian, who then sends them on to the library faculty.

The Curriculum Library is lead by a staff member who has worked in the position for 18 years. She collaborates with the librarians at Peterson Memorial Library, faculty and administration, and staff in P-12 schools. The curriculum library is available for elementary school field trips upon request.

Recommended rating: Met

Unit Budget

Administrative and faculty interviews reflected a belief that the School of Education budget is sufficient. It receives 5.4 percent of the total instructional budget of the college. Administrator interviews reported that the budget for the department is roughly proportional compared to other departments. For example, the School of Education currently receives a budget of \$762,233 for 156 students (\$4,886 per student). A comparable program, the School of Nursing located on the Portland branch campus, receives a \$978,207 for 194 candidates (\$5,042 per student). The school budget reflects a low capital allocation budget.

For staffing, the focus is on having the classes covered and using adjunct faculty to take care of minor fluctuations in enrollment. Department salaries range from a low of \$37,728 for an instructor with a bachelor's degree to \$57,092 (+\$8000 professional allowance) for a professor with a doctorate. These salaries reflect a concerted effort to increase faculty salaries over the past six years, with an increase between 27-42 percent depending on position.

Faculty members are reimbursed up to \$775 per year for attendance at conventions. They have the opportunity to attend a number of on-campus seminars, including technology-oriented sessions.

Recommended rating: Met

Personnel

There are written policies in place regarding faculty loads. Faculty teaching loads usually do not exceed 12 hours for undergraduate teaching or nine hours for graduate teaching. The sabbatical policy allows for a quarter-long sabbatical every twelfth quarter, with the ability to accrue up to two consecutive quarters.

A required new faculty orientation is held each year. The orientation covers a wide variety of topics, including background on the college, students and staff along with expectations such as holding high standards, using a respectful sense of humor and where to go for support, including mentoring.

Advisors typically meet with the candidates three to four times each year. Faculty members advise undergraduate elementary education candidates, the administrative assistant advises undergraduate secondary education candidates, and the dean of Education and Psychology advises the graduate education students.

There is a full-time certification officer who is responsible for keeping records up-to-date and auditing programs and credits. A part-time assistant has been added to place student teachers, advise secondary certification candidates, and serve as a liaison with P-12 schools. Graduate assistants assist faculty with special projects; they do not teach classes. Faculty members may employ one undergraduate student for clerical work. The dean and department chairs coordinate course offerings and endorsement areas.

Recommended rating: Met

Unit Facilities

Smith Hall is a suitable building for the department. For the most part, the building has wireless Internet. It includes three “smart classrooms” that contain a projector, VCR, computer and Internet capabilities. Like many colleges, Walla Walla College is dealing with the issues that deferred maintenance brings. The Smith family, for whom the building was named, recently spent approximately \$120,000 to help maintain the building. A long-range facility plan shows that work is planned to make the building ADA compliant.

Smith Hall includes a curriculum library specifically for program candidates. Located next to Smith Hall, candidates can access the Peterson Memorial Library which is open eighty hours a week. The library was the first building on campus to be converted for wireless Internet access.

Recommended rating: Met

Unit Resources Including Technology

All education faculty offices include a computer. Three classrooms in Smith Hall are considered Smart Classrooms with a projector, computer, VCR and internet capabilities. On campus, all students are provided with a laptop. All dorm rooms have high speed internet access, with most of the campus having wireless internet access.

Peterson Memorial Library includes full-text and abstract-only databases which are available to candidates regardless of whether they are on or off campus. About twenty-four percent of the periodical titles are education or education related journals. There are 167,535 book volumes and 2898 e-book volumes in library holdings. The School of Education and Psychology has a yearly budget. In 2005-2006, \$5600 was budgeted for the unit.

The Curriculum Library in Smith Hall includes 7893 children's literature books, 1348 professional books, 5938 textbooks, 597 manipulative kits, seven journals and 129 die cuts. While the collection continues to grow, the only additions this year were 5 sets of manipulatives, 2 textbooks and 20 children's literature books.

Recommended rating: Met

Unit Evaluation of Professional Education Faculty Performance

Based on interviews with the Dean, faculty members are regularly evaluated and the evaluations are used to guide their professional development. Information located in the college's self study showed that tenure track faculty members are required to conduct candidate evaluations of at least three courses every year. Every three years a dossier must be developed that includes a resume of professional activities, evaluations from the program chair, peer evaluations from four colleagues, candidate evaluations from six courses, and self-analysis of their teaching abilities and goals. Tenured faculty members follow this procedure every five years, with an interim evaluation at the mid-point. Contract faculty members are evaluated on every course.

Recommended rating: Met

STANDARD 4: PROGRAM DESIGN

The Conceptual Framework

The conceptual framework for the unit is tied to Walla Walla College's vision statement. During interviews with candidates and faculty, a variety of responses were provided with regard to the conceptual framework. The exhibits provided evidence that it was clearly written; however, verbal responses given by the teacher candidates indicated they were only slightly familiar with the specific framework. The teacher candidates were clearly able to articulate some aspects of the framework such as the integration of learning, faith, and service. Examples of statements include references to consideration of the whole child when teaching, being conscious of the model that they will provide of faith and service, and firmly knowing their content areas. Faculty were similarly able to reference the general concepts set out in the conceptual framework, but were not able to specifically articulate the framework as written.

Evidence linking the conceptual framework and the unit's assessment system were not found in the exhibits. There was evidence that the unit assesses their candidates in a variety of ways such as course grades, performance on the WEST-B, the WEST-E, and the Performance-based Pedagogy Assessment. In addition, feedback from student teacher supervisors, master teachers, and the Professional Education Advisory Board were all taken into account by the unit when designing field experiences and coursework. State and professional standards were documented in the course syllabi, examples of candidate work, and candidates' scores on state assessments. Teacher candidates interviewed expressed knowledge about the Essential Academic Learning Requirements provided by the State and the Washington Assessment of Student Learning. The State of Washington has changed to a performance-based system of assessing teacher candidates for the purpose of certification. The Performance-based Pedagogy Assessment is an example of this change. Interviews and exhibits indicated that the School of Education was beginning to make the shift to performance-based assessment of their teacher candidates. Less evident was the connection to the conceptual framework as the basis for what was assessed by the unit and how the information from assessment was used.

Field experiences and coursework were reflective of the concepts delineated in the conceptual framework. The goal of excellence in scholarship and research in the framework was shown in both coursework and field experiences. This was documented in the assessment of student teachers and in course syllabi. The goals of development of social, moral, and spiritual values and the integration of learning, faith, and service were shown in multiple ways such as volunteer work, field experiences, and spiritual growth opportunities.

There was ample documentation that the program design supported the values set forth in the conceptual framework and the vision statement of the college. Interviews with teacher candidates indicated they appreciated the close connection with the faculty. Candidates

felt supported because of models of service, opportunity for prayer in class, and the faculty's integration of personal and professional values.

Recommended rating: Unmet

Recruitment, Admission, and Retention

The School of Education provided evidence that a diversity plan was in place to recruit candidates from diverse backgrounds. The college is a faith-based institution and as such naturally attracts students with a specific religious background. The admissions policy is clear, however, that potential students will be provided equal educational opportunity without regard to gender, race, color, religion, national and/or ethnic origin, age, or physical or sensory disability. Candidates in the School of Education include members from under-represented groups to a limited extent and interviews with faculty indicated the goal is to increase diversity.

The unit clearly states admission criteria as evidenced by a review of the college catalog and the unit's materials such as checklists and advising forms. Admission to the School of Education, termed Phase II, is outlined on advising forms and the criteria are understood by potential candidates. The unit formally identifies the transition point of admission as Phase II; however, there were criteria that had to be met before student teaching and also at program completion. The decision about whether or not candidates were able to move to the next part of the program was based on multiple assessments which included the West-B, GPA, the West-E, and course completion. Interviews with teacher candidates indicated that most had a good understanding of these criteria. Candidates at the end of their program reported that the criteria and timeline for completion and certification were not always clear to them. The inconsistencies and apparent improvements in candidates' reported experience may be due to the unit's increased efforts in this arena and the specific staff member in charge of certification.

Recommended rating: Met

Pedagogical Content Knowledge

Exhibits and interviews with teacher candidates indicated knowledge of subject specific instructional strategies. Examples include reading, writing, math, and science instruction in the elementary classroom. Student teacher interviews indicated that they felt prepared for the curricula they encountered in the classrooms. Review of course syllabi and interviews with teacher candidates revealed that Power Point was used as a presentation tool in their college classes but not as often used or taught as a tool in their student teaching. In response to questions about technology, tools such as computers, digital cameras, video recorders, video players, scanners, and overhead projectors were often named by teacher candidates as examples of technology with which they were familiar. Document cameras and smart boards were not mentioned, nor were subject-specific

examples of integration of the tools into the classroom. Using the Internet for research reasons was frequently mentioned by teacher candidates in elementary education for their own coursework, but teaching this skill in the elementary classroom appeared to be limited to computer lab time.

Examples of the use of technology were found in portfolios and samples of candidate work. The exhibits also included children's books that were written and published by candidates using the publishing center in the curriculum library.

Recommended rating: Met

Professional and Pedagogical Knowledge and Skills

Interviews with candidates, including student teachers, indicated that they believed that they were applying their professional and pedagogical knowledge in their field experiences. Interviews with principals, student teacher supervisors from the college, and cooperating teachers revealed that generally the candidates were able to use the instructional methods appropriate to their area. The teacher candidates gave specific examples of consideration of the family and community contexts in which they worked. Examples included consideration of Hispanic youth, students learning English as a second language, and children with disabilities.

Course syllabi reviewed indicated instruction in professional and pedagogical knowledge. Products such as math games, reflective journals, and language development activities illustrated that candidates were given opportunities to apply techniques and methods learned in their coursework.

Interviews with teacher candidates revealed a lack of knowledge regarding the Professional Certificate, the second tier certificate in the State of Washington. Teacher candidates are required to complete a draft of a Professional Growth Plan at the completion of their student teaching. This is one of the requirements for the process of acquiring the Professional Certificate.

Recommended rating: Met

Content Knowledge

Interviews with student teachers, their cooperating teachers, and college supervisors indicated the unit is providing appropriate opportunities for candidates to learn the content for their specific areas of endorsement. Candidate portfolios as well as interviews documented important principles and concepts in various content areas. Interviews with principals and cooperating teachers revealed that the teacher candidates were well-prepared. Other evidence, such as the passage rates on the WEST-E and the MFAT, illustrates content knowledge at an expected level.

Recommended rating: Met

Learner Expectations

A review of course syllabi, advising sheets, and the student teacher handbook indicated that learner expectations for program completion were clearly identified by the unit. Student teachers were able to articulate the expectations for gaining a degree and certification. The student teacher handbook contained assessments used as exit criteria, including the Performance-based Pedagogy Assessment. Teacher candidates expressed confidence that their questions regarding certification would be answered by the faculty.

Recommended rating: Met

Field Experiences and Clinical Practices

The School of Education has a thirty-hour middle school exploratory course and a three-week full-time elementary school exploratory experience for prospective teacher candidates. The elementary exploratory experience is completed before Walla Walla College convenes for the fall term. The goal of the experience is to give students an opportunity to observe, interact, and help with the start of a school year. The exposure to real-world classrooms before the teacher candidate is admitted to the School of Education provides an opportunity both for the prospective candidate and the unit to decide if education is a good fit for the individual student.

The school of education has recently added a thirty-hour student teaching orientation course to be completed the quarter prior to student teaching in the host classroom to which the student is assigned to complete their student teaching experience. The goal is to orient the students to the requirements of student teaching and the curriculum and procedures of the schools and classrooms that are hosting them, along with giving expanded time and opportunity to get to know the students, parents and school personnel. This orientation allows student teachers to do more full-time teaching during their student teaching quarters.

Practicum placements during specific coursework in Phase II of a teacher candidates program were documented in the course syllabi and in interviews with unit faculty. Teacher candidates particularly cited the preschool experience provided by the on-site preschool as a valuable experience. Practicum and observation included exposure to children with exceptionalities and a diverse population.

Interviews with two principals of local elementary schools indicated they were involved in the placement of student teachers in their respective buildings. The procedure for placing student teachers is documented in the student teaching handbook. Unit faculty and principals provided examples of situations where they had guided a specific teacher candidate to a placement with the goal of broadening the experience or providing opportunities to remediate areas of weakness. These examples illustrate the collaborative nature of the placement process for student teachers to maximize their field experience.

Interviews with cooperating teachers brought forth the suggestion that teacher candidates have an opportunity to gather as a group during their student teacher experience to share information and use each other as resources for improving their teaching. Cooperating teachers stated that the unit was responsive to them if difficulties arose while the student teacher was placed with them. The student teaching handbook was considered a good resource by the cooperating teachers.

Recommended rating: Met

Endorsement Preparation

A review of the college catalog, advising sheets, and course syllabi indicated appropriate coursework was provided for the endorsement areas. Course syllabi for methods courses revealed instructional strategies specific to the content. Lesson plans utilizing these specific strategies were included as requirements. Interviews with teacher candidates indicated they felt they were well versed in writing lesson plans.

The Essential Academic Learning Requirements were addressed in methods courses, less obvious were the more specific Grade Level Expectations (GLEs) provided by the State of Washington. However, exposure to GLEs was noted in some field experiences in public schools. Student teachers were familiar with the EALRs through coursework and in field experiences.

Interviews with unit faculty and candidates indicated knowledge and use of a variety of forms of assessment. Evidence that candidates were able to utilize assessment to document positive impact on student learning was not found. Interviews with candidates specifically addressing positive impact revealed a lack of understanding of the concept of how to assess if what has been taught is actually being learned by the students.

Recommended rating: Met

Entry and Exit Criteria

Entry and exit criteria are publicized in the college catalog, in the checklist documenting minimum competencies for admission and continuation in the program, on advising sheets, and in the student teaching handbook. Interviews with teacher candidates indicated they knew about these sources and were able to use them effectively to understand the expectations both in entering and successfully exiting their teacher education program.

Recommended rating: Met

Collaboration with P-12 Schools

The unit faculty collaborates regularly with their colleagues in the P-12 system. Interviews with principals, the PEAB members, and cooperating teachers all indicated openness to discussion, a sincere interest in and commitment to improving the lives of P-12 students, and active involvement in professional issues. A review of documents provided in the exhibits revealed collaboration in the public and private schools by the unit faculty in their areas of expertise. The unit faculty was seen as a resource by the education community to improve their own practice and to collaboratively solve problems specific to the area. Examples include volunteer tutoring provided by the unit faculty and development of programs to address the needs of families.

Recommended rating: Exemplary

Regionally Accredited Degrees

A review of exhibits provided documentation that Walla Walla College is a regionally accredited institution. Candidates pursuing post-baccalaureate degrees must have graduated from a regionally-accredited institution. This requirement is set forth in the Walla Walla College catalog and the unit's information provided on entrance criteria.

Recommended rating: Met

Pedagogy Assessment Instrument

Evidence provided by interviews with unit faculty, cooperating teachers, and student teachers documented that all teacher candidates were being assessed with the Performance-based Pedagogy Assessment (PPA) instrument. Some confusion existed as to whether the assessment could be done on different occasions, with some cooperating teachers stating that they thought all the elements in the assessment needed to be exhibited during one lesson. Cooperating teachers expressed an interest in training in the use of the PPA. The timeline, scoring rubrics, and the cooperating teachers' responsibilities with the PPA are clearly delineated in the student teaching handbook. The teacher candidates are provided opportunities during coursework and student teaching orientation to write lesson plans that include the elements required by the PPA. Review of the evidence provided by the institution indicated all residency candidates passed the PPA and the unit did not need to submit additional evidence.

Recommended rating: Met

STANDARD 5: KNOWLEDGE AND SKILLS

The Walla Walla College School of Education Teacher Preparation Program produces teachers who have foundational knowledge, effective teaching practices and who continue to grow professionally.

Foundational Knowledge

Walla Walla College has general education requirements in the arts and sciences that provide a basic educational foundation for students prior to their admission into the teacher education program. (Undergraduate Bulletin, pp. 56-62) Prior to admission, a series of pre-candidacy School of Education courses in educational psychology and educational philosophy add to the depth and understanding of candidates about how students grow, develop, and learn (Undergraduate Bulletin, pp. 127, 130). The syllabi for methods courses in Phase 2 of the teacher certification program verify that they build on this knowledge with appropriate pedagogy for each content area.

Course syllabi and student interviews reflect the emphasis placed on Washington State EALRs and GLEs. Cooperating teachers for student teacher candidates in both public and private schools affirm that EALRs and GLEs are the cornerstone of all the lessons and units prepared by Walla Walla College teacher candidates. Candidate lesson and unit plans in their professional portfolios show regular use of EALRs and GLEs as the basis for all lessons.

In an interview with faculty members in the Arts and Sciences at Walla Walla College, they stated that they are willing partners in the preparation of candidates in endorsement content areas. They make adjustments, based on regular interaction with School of Education faculty, to course content, and they track student success on the West-E as an indicator of the effectiveness of their courses. Although there is little data at this point because of the recency of the West-E requirement, pass rates are very good, with 100 percent in most areas, and 83 percent in Health and P.E.

Student and faculty interviews indicate that the SOE has adequate technology resources to train candidates in many aspects of instruction, but will need to expand their capacity in this area as resources are available in order to keep pace with the public and private P-12 schools where candidates are placed. Public and private school administrators discussed technology additions they are planning. Candidate work samples show that they complete a number of assignments using technology throughout their methods and foundations courses.

The Child Development Center on-site at Smith Hall provides a lab for candidates to interact with young children while learning the theory of human growth, development and language acquisition. Candidates reflect on these experiences and practice positive interactions with parents by writing letters describing their observations of children in the center.

Students and faculty members describe many opportunities for inquiry and research in various methods courses, particularly social studies and diversity courses. Student teaching candidates and current students report that they are trained and motivated to search out best practices for each child – not stopping until they have found the key to success for individual students – no matter how challenging. Cooperating teachers confirm this intensity on the part of candidates to search for solutions for students with learning challenges.

The Student Teacher Orientation Handbook and Elementary and Secondary Student Teacher Handbooks are repositories of information for candidates, cooperating teachers, and supervising teachers. The handbooks contain school law and policy, professional ethics expectations and responsibilities of the profession. In some instances, candidates are asked to re-write legal, policy, and professional issues in their own words to demonstrate their understanding. Cooperating teachers find the handbooks very helpful, but expressed an interest in some face to face meetings with faculty to discuss pacing of activities and other issues of mutual interest. The SOE may want to consider at least one meeting each semester with cooperating teachers to clarify expectations and to provide an opportunity for consistency in all classrooms.

Most students who were interviewed do not know what the Professional Teacher Certificate is. They complete a Professional Growth Plan as part of their professional portfolio, but they do not connect that plan with the professional certificate process. Faculty states that they are conveying this information. However, it will be important to find new and more effective ways to help students know about the professional certificate standards and requirements.

Recommended rating: Met

Effective Teaching

Walla Walla College teacher candidates, in general, express a great interest in meeting the needs of the whole child – intellectual, social and personal. They state a feeling of responsibility to help students achieve academically and to become productive people. They credit this motivation to the relationships they have with faculty members and to the excellent models the faculty members provide in teaching strategies, assessment models and personal integrity.

Course syllabi show that various methods courses provide content-appropriate pedagogical strategies to candidates. For example, in a math methods course, candidates describe how they go to a classroom each week and teach a small group of students the concepts they are learning in their classes. They reflect on the effectiveness of their instruction and observe student responses. Candidates articulate many different instructional approaches and cooperating teachers affirm their ability to engage many different types of students.

Candidates value the expertise and experience of the contract teacher who delivers their course on the exceptional child. Her daily experience with the students she describes helps candidates gain confidence in their own ability to meet the learning needs of children with many different disabilities. Student teaching candidates report they feel very prepared to participate in discussions about children with special needs and to serve the learning needs of students with many different handicapping conditions in an inclusion model based on the training they have had.

Candidates describe confidence that they are prepared to serve students of all levels of achievement, diversity, languages, cultures, and poverty. Cooperating teachers affirm that candidates are generally well prepared to meet a variety of needs in the classroom. Students are particularly skilled in providing reading diagnosis, prevention and intervention strategies for students at all grade levels. Cooperating teachers and supervising teachers report that candidates appear to have effective preparation in reading instruction, and candidates report success with students in this area.

Cooperating teachers report a range of skill in classroom management preparation. Candidates feel quite well prepared in this area, but there are individual differences in placement settings and candidate backgrounds. Candidates value a practicing professional as their instructor for the classroom management course.

Candidates can list a number of assessment strategies they might use in the classroom, but do not make a clear connection between assessment and their own positive impact on student learning. More focus should be placed on classroom assessment strategies and in helping candidates understand their responsibility for providing evidence of their positive impact on student learning.

Recommended rating: Met

Professional Development

Candidates in various stages of the preparation program report many opportunities to reflect upon their practice with specific prompts related to student growth and learning. Course syllabi and assignments demonstrate these as well.

Work samples from methods classes, along with candidate comments support the use of technology throughout the program. P-12 private and public schools in the area have various levels of technology available, so it will be important for candidates to be prepared to use whatever is available to them during their student teaching experiences.

Candidate interviews and faculty interviews confirm the many opportunities that candidates have to collaborate with others in their courses and field experiences. They describe partner development and delivery of lessons and other cooperative projects.

Recommended rating: Met