

**City University of Seattle Site Visit
February 9-13, 2008
Professional Certificate Preparation Program**

STANDARD I: PROFESSIONAL EDUCATION ADVISORY BOARD

PEAB Involvement

The teacher PEAB at City University of Seattle participated in the development of the Professional Certificate program. The professional certification program was approved by the State Board of Education in 2001. Additional verification of its initial involvement was found in the OSPI site visit final report in 2006. The PEAB continues to serve as the advisory board for the teacher Professional Certification program.

The PEAB receives a yearly report on the status of the professional certification candidates. It has also received regular program updates over the years 2006-2007 as verified by minutes from the teacher PEAB meetings. Possible changes in professional certification, such as purposed state-wide external assessment of candidates' portfolios have also been shared with the board by the program administrator. Components of the professional certification program are often on the teacher PEAB agenda as shown by PEAB minutes.

PEAB members state that the program administrator is proactive. Information is presented to the board prior to changes that may affect the professional certification program. Members felt that this prior knowledge allowed for open discussions that continue to strengthen the collaboration between the board and the program director.

Recommended rating: Exemplary

STANDARD II: ACCOUNTABILITY

Administration

The university has designated a Professional Certificate program administrator to exercise the responsibilities outlined in WAC 181-78A-525. From 2001-2006 this responsibility was led by the associate dean and shared with three individuals including a person at the Vancouver site. Since 2006, these responsibilities have been designated to one person. Candidates are also advised by admissions advisors at each of the extension sites prior to and during the admissions process.

Recommended rating: Met

Assessment

The Professional Certificate program has developed an assessment system. This assessment system is designed to assist the program with the following priorities:

- candidate outcomes and personalized learning opportunities
- relevance to candidate's learning community goals to positively impact K-12 student learning and achievement
- on-going formative assessment of candidate work
- alignment with candidate's professional development including but not limited to the Master of Education degree program options offered through City University of Seattle
- on-going instructor and facilitator development
- data gathering and analysis for program improvement and accountability
- alignment with Program's Diversity Plan and goals

For each of these priorities, the program has identified a focus/rationale and a list of accompanying actions or points at which that priority is assessed or data is gathered. Since the site visit in 2006, the program has implemented candidate surveys. Program adjustments have resulted from these surveys including eliminating the Core "symposia" that were in place prior to 2006. Additional planned revisions based on surveys and debrief sessions include:

- inclusion of IN ACTION materials on evidence and theories of learning;
- strategies to help candidates and their team members develop more meaningful family involvement plans, particularly with communities of color and recent immigrants;
- strategies to help candidates modify, assess, and deliver instruction to mainstreamed special education and English Language Learners;
- alignment of M. Ed. program outcomes with Professional Certification outcomes

All portfolios are assessed by two people. Prior to Cohort V, the assessors were the facilitator and the program director. From Cohort V forward, the two assessors are two facilitators. The completed assessment sheets, for the most part, include extensive notes. Successful completion is not automatic as demonstrated by several Entries that were scored "revise." Candidates indicate

the expectations are clear and are further clarified by their Core facilitators. Candidates and facilitators were able to clearly state several ways to assess positive impact on student learning including student voice evidence, standards-based assessments; and reflection on student work. Facilitators indicate that assessment has become more systematized and double-scoring has increased clarity and consistency.

Recommended rating: Met

STANDARD III: RESOURCES

Personnel

The program administrator has a terminal degree and K12 experience that is both extensive and recent. In addition to the program administrator, the program is supported by the unit certification officer and several part-time administrative assistants. The program has twenty-five facilitators for the Core coaching. Of these, three are National Board Certified Teachers and four have terminal degrees. Many of these facilitators are recently retired P12 educators who express strong commitment to the process and to newer educators and find facilitation “intellectually stimulating” and a chance to stay involved with the field of education. Until recently, the program administrator instructed all Pre-Assessment and Culminating Seminars. The newest cohort is being instructed by adjunct instructors including a recent ProCert completer.

Recommended rating: Met

Financial and other resources

Interviews indicate the program budget has been sufficient. However, the program administrator and the Interim Dean of the ASOE have “had to be creative” with resources on occasion to adequately support facilitators. Instructors for Pre-Assessment and Culminating Seminars are paid at the City University of Seattle adjunct instructor rates. Facilitators are paid at the rate of \$33.00 per hour for a total of 14 hours of small group facilitation. Facilitators and instructors are also compensated for professional development days at the Bellevue campus at three to four per year and are reimbursed for mileage. The program utilizes the campus Blackboard system to support facilitators and candidates. Candidates have access to the open computer labs at each site if needed.

Recommended rating: Met

STANDARD IV: PROGRAM DESIGN

Admission criteria

Candidate files provided evidence that the program had documentation to verify applicant qualifications including provisional status/employer support verification and valid residency certification, and or verification of out of state teaching experience.

Recommend rating: Met

Instructional design and delivery

City University of Seattle currently offers Professional Certification on campuses in Bellevue, Everett, Tacoma, and Vancouver. Pre-Assessment are done in a weekend model. Professional Certification Core and Culminating Seminar are done by arrangement with the candidate's facilitator. Candidates have three options to complete the requirements for Professional Certification: Option one: Professional Certification with a master's degree; option two: Professional Certification only. Both options are 15 credits. The Pro Cert Only option takes between 9-12 months to complete. Candidates in this option take Pre Assessment Seminar, Professional Growth Core, and Culminating Seminar. The Pro Cert w/M.Ed. option takes between 18-24 months. Candidates take Professional Growth Preparation and Professional Certification Seminar, Professional Growth Core, ESU 515, and Culminating Seminar. Option three candidates take a 5 credit Advanced Track Seminar for Professional Certification. This course is designed for teachers with five or more of out-of-state teaching experience.

All three options for the Professional Certification program contain all of the components outlined in WAC.

Pre-Assessment Seminar

Pre-Assessment Seminar provides candidates time to study, analyze, and reflect on the standards, and criteria. State documents including the Descriptions of Practice and Portfolio and Evidence Guidelines are introduced to all candidates during Pre-Assessment and follow current state policy with regards to program design and requirements as outlined in WAC. Pre-Assessment Seminar is offered on weekends.

Candidates participate in a self-assessment and analysis of their current knowledge and skills related to the Professional Certification standards. The result of this self-assessment leads to the development of Professional Growth Plans. Candidates consult with their university facilitator and Professional Growth Team to develop and refine their Professional Growth Plans. Based on documentation and candidate interviews the Professional Growth Team includes a district representative, a peer, and the candidate as required. There was some concern based on candidate interviews that many Professional Growth Teams were unsure of their roles and responsibilities as team members other than signing off on the candidates' Professional Growth Plans.

During this process facilitators guide candidates in the understanding of the 3 standards and 12 required criteria, and how the criteria relate to the candidates' self-assessment, and use of the descriptions of practice. State Professional Growth Plan template and resources such as *In Action* materials including video clips are used throughout the seminar. Candidates also incorporate written reflection in the form of a reflective journal throughout their professional certification program.

Core and Culminating Seminar

This portion is the second in a three-phase process of the professional certification for teachers. The Core comprises two to four quarters of field-based facilitation. During this time candidates implement their Professional Growth Plans and collect evidence to document their plans. Written reflective journals and evidence collection that supports positive impact on student learning are also the goals of this course. The City University of Seattle facilitator support and guide the candidate through this process. They meet on a one-to-one with candidates and provide feedback and coaching as well as guidance on the portfolio. In addition to one-on-one meetings with facilitators, candidates participate in two symposiums at their local site. This change was in response to program evaluations by candidates. Candidates commented that they felt supported by their facilitators and cohort through this process. They felt the feedback they received from both their facilitators and peers was invaluable.

Candidates who participate in Professional Certification with M.Ed. expressed some confusion regarding professional certification requirements and their alignment with the M.Ed. program.

Candidates' portfolios are finalized during the Culminating Seminar. University facilitators continue to support and guide candidates in field-based settings that include one-on-one meetings. Culminating Seminars are scheduled when candidates have successfully transitioned from Professional Growth Core. Teacher portfolios contain all required components including a final self-assessment, future goals, final documentation and evidence of knowledge, skill and performance that include reflective practice, and positive impact student learning. Many Cohort IV candidates prepared electronic portfolios. Portfolios and presentations are evaluated using facilitator-developed rubrics that are aligned with professional certification standards and criteria and Descriptions of Practice and Portfolio and Guidelines. All portfolios are double-assessed. Many Cohort IV candidates prepared electronic portfolios.

There is no limit on the number of times a candidate with a valid residency certificate may participate in Culminating Seminar.

Recommended rating: Met

STANDARD V: KNOWLEDGE AND SKILLS

Candidates describe spending significant time analyzing their practice relative to the Descriptions of Practice and reflecting on their growth and progress throughout the program. Candidates describe how the process has made them more intentional and more connected with EALRs and GLEs. Candidate portfolios demonstrate strong connection and grounding in research. Candidate Entries follow the state template. However, student voice is only emphasized in Entry One and not the other two Effective Teaching Entries. In addition, the student voice question is a little off focus.

“I learned a lot about myself as a teacher, and I learned many ways to get the best out of my students. My students have become much more reflective and better problem solvers.”

One candidate described in the written reflection how Professional Certification had improved his use of standards based assessment resulting in improved student achievement, especially for previously low-performing students.

Candidate evidence included but was not limited to:

Students completing thinking and learning style assessments; group work rubrics; individual daily work logs; student developed “code of conduct;” a “temperature check” every five to six weeks with 1-3 suggestions and 1-3 things going well; online grading systems; class websites; Understanding by Design; peer fluency assessments; literacy and math planners for goal setting and student reflection; Boardmaker software program; Ultrakeys Technology; pre and post assessment checklists; calling parents who understand spoken English better than written instead of sending progress reports and newsletters; parent questionnaires; using the book Margarita y Margaret; Regie Routman’s gradual release of responsibility; Accelerated Reader; STAR; GLAD; Super Scientist Awards, Family Math Night; KWLs in “passport” journals; Author’s Notes in which students reflect on their poetry portfolio; individual writing conferences; policy to make two positive calls a day.

Recommended Rating: Met