

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

**STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)**

*Operation Procedures, Membership, Meeting Times*

The Teacher PEAB Professional Education Advisory Board was found to be in full compliance with WAC 181-78A-209 in regards to membership, operating procedures, and number of meetings held each year. Adopted bylaws have been established which guide the PEAB. Board interviews revealed a wide diversity in board membership. Attendance records evidenced by both the minutes and annual report were strong, with board vacancies being filled in a timely manner.

***Recommended rating: Met***

*Collaborative Function*

Annual reports and minutes from the Teacher Preparation PEAB show a strong collaborative relationship between the board and the program. Recommendations for program revisions were many, including increasing the technology requirements, maintenance of the multicultural two course requirement, adopting proposed diversity goals, providing additional training for field supervisors and offering new Alternative Routes Secondary Math Endorsements.. As a result of these recommendations the technology requirement has been increased to two credits, the two course diversity requirement was kept, the diversity goals have been implemented at various sites, and the math endorsement option has been implemented. The board also recommended that providing a diverse experience for interns needed to include low socio-economic settings. The program responded by adding a Title 1 requirement for one of the candidates' internships.

An interview with the teacher PEAB revealed that the PEAB and program work in an environment of mutual respect. Members reported feel valued as playing an important role in the process of program effectiveness. The board reported that when they requested the university provide written materials, data tables, and support materials for board sessions prior to the meeting date, they received them promptly and that practice has now consistently allowing them to come to meetings better prepared. The board is encouraged and supported to attend the state PEAB Conference, not only as an orientation for new members but for continuing education for its members. Faculty involvement with the board was widespread according to the meeting minutes. The board explained during interviews that this has played an important role in the strong communication that exists between the board and program. Minutes from PEAB meetings and annual reports confirm a high level of collaboration.

***Recommended rating: Exemplary***

## **STANDARD 2: ACCOUNTABILITY**

### *Learner Expectations*

The teacher education programs at the residency level—BA, MIT, alternative routes—were approved by the PESB in February 2003. The Professional Certification for Teachers program was approved March 2006.

In teacher education, assignments and other expectations for elementary and special education programs at the undergraduate (BA) and graduate (MIT) levels are clearly communicated to candidates in the program and field experience handbooks and in course syllabi. The expectations for alternative route programs in elementary and special education were clearly expressed in the Classified to Certification Handbook. No information was available for the alternative route in mathematics.

Expectations are aligned, where appropriate, with the WAC standards for teachers, endorsement standards for elementary and special education, professional attributes and dispositions, and Professional Certification standards.

None of the programs addressed the six Institutional Learning Outcomes (ILO) for all students. Although the ILO are listed in the City University Catalog, no program articulated the alignment of program expectations with the ILO.

WEST-E data for teacher education suggest that candidates are meeting expectations relative to content knowledge in elementary and special education. WEST-E data were not provided for the alternative route mathematics endorsement.

Data on candidates' impact on student learning suggest a high level of proficiency for MIT candidates. Assessment of the positive impact on student learning by undergraduates shows that most candidates met expectations (but, 6% of candidates were rated as inadequate in terms of the evidence submitted to substantiate their conclusions). MIT candidate performance is further substantiated by multiple assessments, such as ratings of candidates' proficiencies by mentor teachers and supervisors. The undergraduate program had little additional supporting data, but is planning to expand the data collection system.

### ***Recommended rating: Met***

### *The Assessment System*

All programs in teacher education are thorough in assessing the qualifications of those admitted to the program.

The MIT program has the most comprehensive assessment system for collecting data on applicants' proficiencies and is the most systematic in terms of aggregating data for determining program quality. Where appropriate, there are rubrics for assessing candidate performance. The BA assessment system is less comprehensive and has only recently begun to aggregate some data in order to examine program quality. Faculty and administrators indicated changes have been made in terms of having a common director for the BA and MIT and there will be more assessments that are common to both the MIT and BA programs. The handbook for the alternative route programs in elementary and special education depicted a comprehensive system for assessing candidates, with rubrics used, as appropriate.

Multiple assessments of applicants and candidates are addressed above. In terms of assessments used with recent graduates, the faculty and others, the teacher education program utilizes the state-contracted EBI survey of alumni and principals to assess perceptions of program quality. The survey report also provides longitudinal data on the program. While formal assessments are not used to gather program-related input from field supervisors and adjuncts, these parties appear satisfied with using informal means to provide input, such as during meetings with faculty members.

In all programs, assessments are clearly aligned with state standards. However, while all programs informed candidates about the conceptual framework, there was no clear alignment of conceptual framework elements with the assessments. It should be noted, however, that although the conceptual framework was included in handbooks and other materials, candidates and the adjunct faculty could not, in many cases, articulate the conceptual framework. While some conceptual framework elements clearly relate to state standards, which are aligned with assessments, these connections were not provided in program documents. None of the programs informed candidates of the Institutional Learning Outcomes, or aligned them with the assessments.

In terms of fairness, all programs communicate expectations to candidates and how their performance relative to these expectations will be assessed. But, there was no evidence that the faculty, adjunct faculty, supervisors, and mentors are trained in the use of assessments in order to assure consistent and accurate assessment of candidates. Also, there was no evidence that reliability studies were conducted to help assure consistency of assessment; although it was stated that educational leadership examines inter-rater agreement on the scoring of the capstone presentation. There was no investigation of assessment bias.

The Assessment Plans for most programs show that multiple assessments are used for admission to program, quarterly review, and admission to the internship, and end of program evaluation. Although no studies were conducted to relate the assessments to candidate success, the high rate of program completion and the positive feedback from graduates and their employers suggest that the various assessments serve their purpose of graduating quality professionals.

The MIT program was a model for the university in the electronic collection and reporting of data. For example, candidate (e.g., PPA), supervisor, and mentor data are collected via a web portal and reports can be generated in aggregated and disaggregated forms. Other programs will be expanding their use of electronic collection and maintenance of data with the help of the MIT experience. The upcoming (year 2010) NWCCU accreditation visit is an incentive to continue the development of the electronically-based data system.

All programs made explicit the connection between assessments and the standards.

***Recommended rating: Met***

#### *Use of Data for Program Improvement*

In teacher education, the MIT program has utilized an assessment committee for years for the purpose of reviewing data to evaluate course and program effectiveness (e.g., PPA, WEST-B, WEST-E, and EBI). In addition, the faculty at each site reviews the results of a program survey completed by candidates, and uses the information to develop a Site Improvement Plan. Until recently, the BA program did not have an assessment committee. Also, a less extensive set of assessments was utilized to evaluate BA program efficacy, although course evaluations have been used consistently over the years. Recent changes address both the breadth of assessments utilized and the regular and systematic use of the results. Although there was limited documentation that linked changes to data analysis, conversations with faculty members at different sites suggested that some changes were made in response to data analysis. There was no evidence that any of the alternative route programs regularly and systematically collected and utilized data to evaluate programs and initiate program changes.

Except for the alternative route programs, all programs regularly share assessment data with senior faculty at all locations. Changes are communicated to the adjunct faculty and supervisors by the senior faculty at each site.

The teacher education program has regularly shared some MIT assessment data with the PEAB (e.g., PPA results, mentor and supervisor survey results). A more extensive set of MIT data was shared at the February 12, 2008, PEAB meeting. There is no evidence that, except for placement data and, perhaps, WEST-B and WEST-E results, that the BA alternative route programs reported data to the PEAB. Recent changes in the assessment system for the BA program should address this issue for that program.

For teacher education, placement records for program completers is maintained by the City University's Placement and Certification Office.

PEAB minutes confirm that all programs share placement data with their respective PEABs on a regular basis.

There was no evidence that recommendations for program changes were made based on the placement data. However, this might be expected given the high placement rates.

***Recommended rating: Met***

*Positive Impact on Student Learning*

Candidates, faculty, and adjunct faculty in most programs could articulate the means by which a positive impact on student learning was assessed. However, there was some uncertainty expressed by some BA candidates and supervisors.

All programs clearly communicate the expectation that candidates will document a positive impact on student learning. All programs maintain examples of student work that indicate that all candidates assess their impact on student learning.

All programs retain examples of student work that document a positive impact on student learning.

***Recommended rating: Met***

### **STANDARD 3: UNIT GOVERNANCE AND RESOURCES**

#### *Unit Leadership and Authority*

City University of Seattle is accredited by the Northwest Commission on Colleges and Universities. The Albright School of Education (ASOE) is one of two schools within the City University of Seattle. The composition and organizational leadership of the unit are clearly organized as evidenced by university policy, procedures, and organizational chart(s), university catalog, and Academic Model. The Washington Professional Educator Standards Board has authorized City University of Seattle to offer a teacher certification program, as well as counselor, principal, program administrator, and superintendent certification programs.

The Dean serves as the key leader of the unit responsible for the management of operations and resources for all preparation programs. Operating Principles and Guidelines (2007-2008) have been established that guide personal and professional decision making and communication in the School. This document also provides a framework for reimbursement, compensation, and textbook adoption.

The School employs faculty and program coordinator(s) and/or support personnel at multiple sites (i.e. Bellevue, Everett, Tacoma, Vancouver, Centralia College, Peninsula College, and Skagit Valley College) to provide accessibility for candidates. These regional coordinators are responsible for the academic management of programs, quality assurance, student support, curriculum and course development, and academic governance across their assigned site.

Lead program coordinators, within the school, currently guide the planning and development of key programs and initiatives. The Dean meets twice a month with a Leadership Team comprised of the lead program coordinators and program directors. These meetings focus on program development, strategic planning, decision making, faculty training, and development, and communications.

Members of School of Education serve on a number of committees, groups, task forces, and advisory boards. Examples include policy and initiatives relative to leadership, strategic planning, accreditation, academic affairs, curriculum quality, international study, assessment, faculty standards, partnerships and field experience, faculty development, scholastic honesty, grade grievance, online delivery, technology, library advisory, and marketing.

***Recommended rating: Met***

### Qualified Faculty and Modeling Best Practices in Teaching

All ASOE faculty and adjunct faculty are expected to hold a master's degree with a terminal degree preferred with demonstrated success in P-12 schools and certification in their area of responsibility. Of the fulltime faculty employed in Washington (N=34 or 24.6 FTE) 14% have doctoral degrees. Among adjunct faculty, approximately 10% have terminal degrees with more than five holding National Board certification.

Reviews of available resumes show faculty have contemporary experience in school settings and at the levels they supervise. All clinical faculty have significant experience in their field of preparation and assignment.

The conceptual framework drives program and course curriculum, instruction, field experiences, assessment, evaluation, and candidate support. Course syllabi reference the conceptual framework. Faculty and candidate interviews confirm some alignment of teaching and assessment strategies to the five essential principles.

The roles and responsibilities for faculty and adjunct faculty have been clearly outlined by the Faculty Development and Standards Committee. Faculty are expected to foster and promote teaching excellence, participate in curriculum development and participate in unit governance, scholarship, and service, and support student and adjunct faculty development.

The University has recently implemented (fall 2007) a well defined professional development model for faculty/adjuncts, including a component for inducting new faculty. The training consists of four parts: Blackboard basics, introduction to the university, exposure to mentors, coaching and feedback. Resources are allocated to support participation in professional organizations, presentations at conferences, and other travel.

***Recommended rating: Met***

### Modeling Best Practices in Scholarship

The university employs a *practitioner faculty* model that promotes instruction both current and relevant to the workplace. Faculty are expected to be reflective practitioners, deliver quality instruction, and continually develop themselves as facilitators of learning. The university provides support for scholarship through sabbatical release time, financial support for travel, faculty development grants, and university sponsored academic conferences.

Following the 2003 site visit, the university adopted an institutional definition and expectation for faculty scholarship. The School of Education is making a focused effort to support faculty attendance at local, state, and national conferences to remain current with professional issues and trends. Several faculty members have presented at

workshops, with a larger number engaged in committee work at the university, school, and district levels.

While the ASOE has formulated a definition of scholarship, it is inconsistent with the program approval standard. Scholarship examples provided in writing and through interviews were more in the category of professional service and teaching. Although the state standard does allow for different types of scholarly work aligned to the mission of the institution, the unit's definition limits the rich potential to build and share professional knowledge. The nature of the program provides ample opportunity to engage in a wider range of scholarship opportunities.

***Recommended rating: Unmet***

*Modeling Best Practices in Service*

Faculty are engaged in service to the university, school, and professional service as found in resumes, committee, task force, and leadership assignments. Several have served in leadership roles in schools, professional organizations, and in the university.

***Recommended rating: Met***

*Experience working with Diverse Faculty*

The unit reports that of the current 34 fulltime faculty in Washington, 18 are female and 16 are male. In terms of ethnicity, two of the 34 are persons of color. Approximately 65% of courses are taught by adjunct faculty with 86.5% Caucasian.

The university and school of education have worked to achieve greater faculty diversity since the 2003 site visit. However, there are currently no teachers of color in the undergraduate teacher preparation program.

***Recommended rating: Unmet***

*Experience Working with Diverse Candidates*

The university and the School of Education recognize that the percentage of candidates does not represent the diversity found in Washington schools. The unit has made a strong commitment to recruitment and diverse candidates through the establishment of their Diversity Committee. Plans implemented by this committee have resulted in more candidates of color. A number of candidates are supported with through reduced tuition scholarships.

Interested students and candidates of color are mentored through a formal process to enhance recruitment and retention. Recruitment activities continue throughout the Academic Year and include a number of visits to high schools, community colleges, and other recruitment events, which target students of color. A Citizens Advisory Council makes recommendations concerning recruitment and retention of diverse candidates.

When possible, course instructors provide opportunities for all candidates to interact with each other with a focus of learning about each other's contributions to diversity.

***Recommended rating: Met***

#### *Experience Working with Diverse Students in P-12 Schools*

The teacher preparation program has formed partnerships, both formal and informal, with highly diverse schools. An analysis of intern placements has led to goal setting by the Professional Education Advisory Board (PEAB) to further increase candidate placements at schools with a high percentage of diverse students, defined as at least 30 percent of students who qualify as diverse in one or more of the diversity categories of cultural/ethnic, socio-economic, special needs, bilingual and migrant.

The statistics reported for 2004-2006 indicate that all residency teacher certification programs met the target objective of assigning candidates to diverse schools for one or more of the internships. The PEAB's recommendation for 2007-2008 is to increase the number of intern placements in diverse schools.

***Recommended rating: Met***

#### *Collaboration*

The ASOE faculty collaborate both informally and formally with colleagues in other schools across the university and with P-12 colleagues to improve programs, teaching, and learning. Examples include participation in school district strategic planning, coordination of OSPI training, leadership in Phi Delta Kappa, partnership development work in several districts, trainer for True Colors International, and NCATE Board of Examiners.

The school of education maintains a portfolio of informal and formal partnerships with public and private schools, community colleges, school districts, OSPI, and private agencies to support candidates and programs. Faculty, school administrators, and mentor teachers cooperate in the field placement of candidates. This occurs at the time of initial placement and at those times when intervention is needed for success.

The Professional Education Advisory Board (PEAB) works with faculty on program design, implementation of the program, assessment of candidates, and evaluation of the

program. Minutes of meetings show evidence that the PEAB meets the required four times per year and responds to recommendations from PEAB members.

***Recommended rating: Met***

#### Unit Budget

The university is implementing a zero based budgeting process. Interviews and budget reports confirmed the School of Education budget is adequate to support curriculum, instruction and clinical work. Faculty is allocated funds through the Dean to support attendance at professional meetings, workshops, and other professional work.

Individuals interviewed indicated that the budget allocated to the school of education is proportional to the other units on campus. The Dean confirmed she had sufficient resources to meet their goals.

The budget for curriculum instruction, faculty, and clinical work supports high quality work within the unit and its school partners. Faculty is provided funds each year for faculty development, including attendance at regional and state conferences.

***Recommended rating: Met***

#### Personnel

Faculty is engaged in a range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service. Workload assignments encourage faculty to be engaged in a wide range of professional activities, including teaching, assessment, advisement, and work in schools. In addition, they contribute professionally on a community, state, regional, or national basis as well as develop personal goals for development/improvement of teaching. Faculty must specifically address the integration of diversity issues and responsive teaching.

The school of education's use of adjunct faculty is purposeful and employed to strengthen programs. The university has recently (fall 2007) employed a Faculty Recruiter to coordinate efforts to attract quality personnel. Adequate administrative support, supervised by the operation manager, is available to support the work of the unit at all Washington locations.

School of education faculty are seen as valued colleagues on University committees.

***Recommended rating: Met***

### Unit Facilities

The main campus, located in Bellevue is currently undergoing a significant facilities remodel. Plans call strategic positioning of offices and student services to support programs and candidates. Facilities at the regional sites provide ample space and support systems that adequately meet the demands of the faculty and students.

Facilities at all locations also support the instructional use of technology by faculty and candidate access to computer labs and/or individual stations.

The library services demonstrate total commitment in providing services to faculty and education candidate professionals as demonstrated to their support for sites and participation on several school of education and university committees.

***Recommended rating: Met***

### Unit Resources Including Technology

The use of technology for teaching and learning was confirmed through syllabi review, portfolio analysis, and interviews with faculty and candidates. The unit allocates IT resources across programs to prepare candidates to meet standards for their fields.

Faculty and students have access to technology at all locations in Washington and know how to use it to enhance teaching and learning. Blackboard is used extensively for teaching and faculty professional development. Some candidates report some concern about consistent access to the Blackboard site and/or web site. The university has a plan to review needs and upgrade technology consistent with K-12 standards.

Access to numerous online data bases, e-journals, and other online resources supports the mission of the institution and teacher candidates. The curriculum library, housed in the university library, has a large work space and positive atmosphere for study. The curriculum library is updated on a regular basis and made available to regional students as needed.

***Recommended rating: Met***

### Unit Evaluation of Professional Education Faculty Performance

Professional Education faculty are systematically evaluated on their teaching performance. Faculty completes a self assessment, and students complete a course assessment that presents feed back to faculty on their teaching performance. Additionally, the dean evaluated faculty on a regular basis to assess teaching effectiveness, scholarship, service, and leadership.

The dean has established a goal to conduct faculty meetings at regional locations and utilizes “learning walks” with specific “look fors” to monitor faculty performance and provide feedback. She also engages programs leaders in conversations about adjunct faculty performance and needs.

***Recommended rating: Met***

## **STANDARD 4: PROGRAM DESIGN**

### *The Conceptual Framework*

The conceptual framework of City University of Seattle is undergoing change. The goal stated in the document titled “Albright School of Education Conceptual Framework for Professional Education Program” claims that by spring of 2008 the transformation from the old “4 P’s” conceptual framework to the new “5 Principle” conceptual framework will be complete. According to this document, posters throughout the sites, brochures, and course descriptions, the framework is as follows:

1. Reflective Practitioners
2. Understanding, Knowledge, skills and dispositions
3. Meeting the needs of all students
4. Meeting the needs of the profession
5. Meeting the needs of local or global communities

The conceptual framework is evident in all of the university publications, syllabi, and field experiences. For example, orientation meetings in the fall of 2007 show evidence that the university intentionally presented the conceptual framework to candidates.

The candidate work embodies the spirit and idea of the conceptual frame. The students use reflection as a way to focus their learning and instruction. The field work experiences show the candidates and university are cognizant of meeting the needs of communities. Candidates repeatedly show they use the concepts of the conceptual framework.

Candidates are unable, however, to articulate either the “old” conceptual framework or the new 5 Principle conceptual framework. The university is trying to make the candidates and faculty aware of the framework with items such as the “Conceptual Framework Awareness Kit”, but there is no evidence that the candidates understand and can articulate the framework.

***Recommended rating: Unmet***

### *Recruitment, Admission, and Retention*

City University of Seattle’s recruiting, admission, and exit practices are clearly and consistently stated in multiple forms of media. School brochures, handbook and online services all provide candidates with the necessary information.

Admission officers provide information on what courses are needed for admission teaching certifications programs. These officers are readily available to candidates and, through face to face meetings, provide candidates with the information that will enable them to enter the school.

Candidates are assessed multiple times to make sure they are meeting standards and to aid in retention. Quarterly checkpoint forms are used to ensure that all candidates are making the necessary progress. The students are also broken into cohorts. The cohort system also provides the candidates with convenient access to advisors and the students believe that this cohort advising system is a reason for their success at this institution.

The diversity plan of the university represents a serious, prolonged effort by the university to make sure they recruit and retain students from underrepresented groups. Evidence of this effort takes the form of diversity scholarships, recruiting by admissions staff, targeted field experience to work with diverse students, and general awareness of diversity as an important part of this university.

***Recommended rating: Met***

#### *Pedagogical Content Knowledge*

The teacher preparation programs include coursework, assessment and field experiences all designed to give students the pedagogical content knowledge necessary to meet state and professional standards. Evidence is based on syllabi that state what is to be taught and how it will give students instructional strategies that may be used in the classroom. Reflections, portfolios and field experience show that candidates are being provided with the skills and knowledge required.

There is a plan in place for the integration of technology into the instruction of the candidates. Syllabi show technology is being used to instruct the students. The university relies on “online” technology for instruction and contact with candidates; this has provided students with technology skills. The student are also offered a class in instructional technology and PEAB minutes show there is a directive to include another technology class in the teaching curriculum.

***Recommended rating: Met***

#### *Professional and Pedagogical Knowledge and Skills*

Teaching certification candidates can apply the pedagogical necessary to meet the state, institutional and professional standards. Course syllabi show the students are given the opportunity to learn and apply state standards. In student portfolios, there are numerous, consistent examples of the student’s ability to apply EALRs and GLEs. Cooperating principals and teacher support the candidate’s application of this knowledge. Portfolios also show the candidate’s knowledge and ability to use reflection as a way to improve instruction.

Candidate portfolios, assignments in class syllabi, and discussions with candidate all show that the candidates consider the school, family, and community contexts in which

the work to provide meaningful experiences learning experiences. For example, one candidate chose to teach a unit on immigration during a field experience because many of the students came from immigrant backgrounds and the candidate wished to draw upon these experiences.

***Recommended rating: Met***

#### *Content Knowledge including Endorsements*

Prior to completion of program, all candidates must have passed the West E to demonstrate content preparation in their endorsement area. According to course syllabi, candidates are provided with instruction on state standards and can demonstrate their understanding of professional, state and instructional standards.

***Recommended rating: Met***

#### *Learner Expectations*

Handbooks and program guides are very clear as to what is expected. Candidates, advisors, and faculty have a clear knowledge of what is expected of the candidates. Course syllabi are written in a consistent manner with clear expectations. Candidates are able to explain the expectations in all courses.

***Recommended rating: Met***

#### *Field Experiences and Clinical Practices*

The university provides multiple opportunities for candidates to have field experiences and clinical practice. Depending on the program, candidates are required to complete multiple field experiences. They complete 4 field experiences in the MIT program and 6 in the BA program.

The purpose of each experience and the candidate's responsibility in each experience is explained in all teacher preparation handbooks. Cooperating teachers and principals reported that candidates had a clear understanding of their responsibilities and requirements for each field experience. According to the cooperating teachers and principals, the candidates were also very well versed in the writing of lesson plans, units and the pedagogy necessary to have a successful experience. Multiple cooperating teachers and principals mentioned that the student teacher candidates were prepared "to hit the ground running" and that they were able to adapt lessons based on student needs. Specific mention was made by multiple cooperating principals of candidate's ability to work with special education students.

These two groups attributed this to the multiple field experiences the candidates had already completed prior to their student teaching.

The university's field supervisors were praised for their attention to their candidates by the cooperating teachers and principals. It is believed that the field supervisors were responsive not only to the needs of their candidate, but to the needs of the schools in which the candidates were placed. Field supervisors are believed to work with the schools to make sure the field experience process is successful for all parties.

The university actively seeks to provide their candidates with a diverse field experience. The multiple placements provide the candidates with opportunities to work with diverse candidates. Each candidate is required to keep track of the demographics of their placement to help make sure that experience with diverse populations is gained.

***Recommended rating: Exemplary***

#### *Endorsement Preparation*

Candidates are prepared with sufficient and appropriate coursework and field experiences. This is proved by a study of the course syllabi, discussion with cooperating teachers and principals and a study of the field placements.

***Recommended rating: Met***

#### *Entry and Exit Criteria*

Entry and exit criteria are well documented and clear. The information is presented in a variety of methods such as program handbooks, brochures, and course syllabi.

The university's admissions department makes it clear to students in one on one meetings what is expected of them in their degree programs. In interviews with candidates, the candidates stated that they felt a clear understanding of the university's admission policies, expectations and graduation requirements.

***Recommended rating: Met***

#### *Collaboration with P-12 Schools*

Collaboration with schools is well documented. The alternate routes method of teacher certification is a specific example of collaboration with P-12 schools. Another example of collaboration with P-12 schools is the multiple internships the candidates must complete before graduation.

Faculty members are also involved in organizations such as Phi Delta Kappa which helps them collaborate with P-12 schools. Faculty member have in past years made sure that they act a field supervisors for candidates keep high levels of collaboration with schools.

***Recommended rating: Met***

*Regionally Accredited Degrees*

Candidates in the teacher preparation program will hold regionally accredited degree at the end of this program or already held regionally accredited on entrance to the university. Candidates in the MIT and Me Ed leadership programs must hold degrees for admittance.

***Recommended rating: Met***

*Pedagogy Assessment Instrument*

Candidates in the teaching preparation programs are assessed using the Pedagogy assessment. All stake holders involved in the evaluation process were aware of the tool and were using it for the evaluation of candidates.

Cooperating teachers for the Field Experiences all report using the PPA, but the training on the use of the assessment is inconsistent. While most cooperating teachers report training with the tool, one cooperating teacher described their training as the “field supervisor handing me a packet”.

***Recommended rating: Met***

## **STANDARD 5: KNOWLEDGE AND SKILLS**

### *Foundational Knowledge*

Candidates in the Teacher Certification Program earn BA and MIT degrees and teacher residency certification while candidates in the Alternative Route programs earn teacher residency certification. BA candidates transfer in with 2 years of content; MIT and Alternative Route candidates with an AA (or equivalent), BA or BS degree. All candidates receive preparation in the foundational knowledge for teachers including the state essential academic learning requirements and grade level equivalencies. Knowledge, skills, and dispositions are aligned with WAC (a-y), Profession Certification standards, and the School of Education Conceptual Framework principles. Subject matter coursework is strong in the elementary and special education programs, in particular. All candidates pass the WEST-B prior to acceptance; all WEST-E exams are passed prior to student teaching.

Review of course syllabi and assignments indicates subject area content is included in courses, field experiences and seminars and covers foundations of education, technology, human growth and development, inquiry and research, school and education policy, professional ethics, responsibilities of the profession, issues of abuse and, for teacher certification programs, knowledge of the professional certificate. Common syllabi are used at all sites for each course, providing consistent knowledge and skills for candidates.

Program planning forms indicate a very well planned sequencing of courses and field experiences. Internships are planned for each quarter, with a final student teaching/internship experience as the culminating experience. The internships offer direct application to the course work each quarter – integrating theory and practice for candidates. The learning targets are aligned with learning opportunities and reflect the knowledge and skills for the program and endorsements.

An action research project, implemented during the candidate's student teaching experience is usually an in-depth look at a problem in a particular subject area thereby allowing the candidate to reach greater understanding of at least one content area through a project. MIT action research projects are during student teaching, are planned in collaboration with an advisor and approved by mentor teacher and are devised to showcase the type of research done by classroom teachers

Interviews with MIT and BA candidates reveal that they feel qualified to teach in their endorsable area(s). Candidates felt that the program emphasized integration of theory and practice, subject matter and experience. Interviews with candidates, faculty, and adjuncts corroborate that City University of Seattle's programs provide foundational knowledge.

***Recommended rating: Met***

### Effective Teaching

Candidates use research and experience-based principles of effective practice throughout the program. Action research conducted in the internships/student teaching provide adaptations of student learning models – including adaptations for students from a diverse culture (racial, ethnic, gender, linguistic, cultural, exceptionalities). Interviews with candidates and adjunct instructors reveal that methods instructors model good teaching, candidates then use those methods in the internships and student teaching.

Candidate portfolios include the candidate lesson plans, documentation of implementation of those lesson plans and assessment. Lesson plans include a rationale that addresses relevance and developmentally appropriate practices. Candidate portfolios also contain reflection papers on topics covered in particular courses and internships. All candidates document Positive Impact on Student Learning during internships and student teaching.

Candidates are provided instructional strategies and application opportunities for developing reading, writing, critical thinking, problem solving skills, knowledge about the prevention and diagnosis of reading difficulties, and research-based intervention strategies. Some candidates and alumni indicated a need for increased emphasis on knowledge and skills in specific content areas (e.g., reading and the diagnosis of reading difficulties, mathematics, and special education) – beyond what is covered in current courses/experiences.

The program also prepares candidates for strategies, knowledge and skills for classroom management, individual and group motivation, verbal, nonverbal and media communication, formal and informal assessment, and effective interactions with parents/colleagues/community. Candidates learn and practice formal and informal assessment strategies. A large emphasis is provided for opportunities to collaborate with colleagues, faculty, mentors, and the community.

Candidates and alumni indicated appreciation for the support of faculty, mentor teachers, and supervisors. Many believe the advising and personal attention of City University of Seattle personnel to be exceptional.

***Recommended rating: Met***

### Professional Development

A review of documents, portfolios and other available artifacts reveal that the MIT and BA candidates have many opportunities to reflect on the connection between theory and practice; course activities and classroom applications during internships, and school and community. Reflections, lesson plans, portfolios and course activities reveal competency in adapting lessons to the community, making the content relevant to students, and using developmentally appropriate practice. Candidates participate in group decision making during collaborative activities.

Interviews and documents reveal that TCP candidates and faculty utilize the Essential Dispositions Rubric for ongoing discussion and assessment of professional attributes and dispositions. Assessment of change in dispositions needed to be an effective teacher is evident in papers, portfolios, and candidate attitudes towards teaching. A Focus of Concern is a formalization of the coaching process to change a candidate's disposition to be a more effective classroom teacher.

TCP candidates develop knowledge and skills in the use of electronic technologies for use in the classroom and for professional productivity. The electronic portfolio provides knowledge and skills utilizing the technology.

MIT candidates create a Draft Professional Growth Plan based on the Pro-Cert Standards for their portfolio. BA and Alternative Route candidates develop a Professional Development Plan to share with supervisors and mentor teachers.

***Recommended rating: Met***