

**Gonzaga University Site Visit
November 6-10, 2004
Teacher, Counselor, and Administrator Preparation Programs**

STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Operating Procedures, Membership, Meeting Times

The unit has established a PEAB for each preparation program.

The collective evidence resulting from a review of PEAB minutes, annual PEAB reports, and interviews clearly indicates that the teacher preparation program (inclusive of specific programs for teachers, Special Education teachers, and Sport and Physical Education teachers) has an established PEAB, that said PEAB meets the membership requirements, and that said PEAB is in compliance with the requirement for four meetings annually.

The collective evidence resulting from a review of PEAB minutes, annual PEAB reports, and interviews clearly indicates that the counselor preparation program has an established PEAB that said PEAB meets the membership requirements, and that said PEAB is in compliance with the requirement for four meetings annually.

The collective evidence resulting from a review of PEAB minutes, annual PEAB reports, and interviews clearly indicates that the administrator preparation program (inclusive of specific programs for principals, program directors, and superintendents) has an established PEAB, that said PEAB meets the membership requirements, and that said PEAB is in compliance with the requirement for four meetings annually.

Recommendations: Each of the three PEABs is encouraged to clearly include in the meeting minutes notation of those members who were unable to attend the meeting. The Administrator PEAB minutes should be “expanded” to include reasonable summary of the nature of agenda items discussion, and decisions, if any. The Administrator PEAB is advised to adopt operating procedures.

Recommended rating: Acceptable

Collaborative Function

The collective evidence resulting from a review of PEAB minutes, annual PEAB reports, and interviews clearly documents an excellent level of both communication and collaboration between each PEAB and the School of Education. The reviewer was quite impressed with the commitment of the School of Education to carefully and thoughtfully consider the recommendations of the PEABs. Examples of the trust the School of Education shows the PEABs include:

- **TEACHER PEAB:** School of Education proposals and initiatives are brought to the PEAB for review, discussion, and recommendations.
- **COUNSELOR PEAB:** The PEAB, rather than the School of Education, interviews the candidates who are in the program to determine and make the field placement decisions; the PEAB conducts the program exit interviews.
- **ADMINISTRATOR PEAB:** Subcommittee designed the survey instrument to assess the program's effectiveness; presentation by administrator interns of portfolios to the PEAB.

Recommended rating: Target

Professional Certificate PEAB Involvement

Conversations with PEAB members, PEAB minutes, and other documentation clearly indicated that the PEAB has been involved with the creation and implementation of the Professional Certificate program at Gonzaga University. Although the team did not find written documentation of PEAB recommendations that had been adopted by the program, PEAB members present expressed satisfaction with their role and said that their opinions were sought after and valued by the university.

The current coordinator has attended one PEAB meeting since assuming his responsibilities, and will continue to do so. However, he indicated that he is establishing a supplemental informal advisory group of practitioners with experience/expertise in the Professional Certificate to serve as a sounding board as the program continues to evolve. Given the field-based nature of the Professional Certificate, this is a commendable step that should strengthen collaboration with the K-12 community. However, it will be important to maintain clear communication between this group and the PEAB so that the PEAB can effectively exercise its statutory responsibilities.

Recommended rating: Acceptable

STANDARD 2: ACCOUNTABILITY

Learner Expectations

Teacher

The learner expectations were found in a variety of printed materials. The undergraduate and graduate course catalogs clearly outline courses, areas of endorsement, and certification requirements. The unit exhibited advising sheets that are used to further delineate expectations and the candidate's progress in their program. The Standards and Fair Process Manual contains learner expectations such as admission criteria, grade point expectations as teacher candidates progress through their programs, and exit criteria.

The various programs that lead to certification in teaching have in place performance rubrics and product rubrics that are used to score individual coursework. Student teaching is assessed at the mid-point, which is largely formative and at the conclusion, which is summative. Summaries of the results of assessment of student teaching were available for each class. The expectations for teacher candidates are tied to standards that reflect professional, state, and institutional standards. Examples of professional standards are National Council for Accreditation of Teacher Education (NCATE) and state standards which are reflected in the candidates' documentation of the positive impact on student learning, scores on the WEST-B, and the pedagogy assessment. Institutional standards are GPA for admission, and GRE scores for admission to graduate programs. The University catalog states criteria with regard to the GPA, recommendations, and tests that are required for admission. The catalog contains information regarding what is required for maintaining certification after employment.

Surveys of teacher candidates immediately upon graduation, PEAB feedback, and employer surveys are examples of data that are used to inform program change. Much of this data was available to review and some examples were given regarding program change; however, there was not evidence of systematic review, nor were there summaries available. Program change was driven by the change in endorsement standards and the method of collecting and aggregating data recommended by the last NCATE review.

The Institutional Report contains information about candidates mastering pedagogy, and in doing so, developing the transformational leadership that is one of the goals.

Examples of documentation of teacher candidate performance are the candidate's GPA, the field experience evaluations that are completed by the university supervisor and the master teacher, the results of the pedagogy assessment, and the EBI surveys.

With the exception of summaries of student teaching evaluations, the unit did not summarize data relative to performance on the learner expectations. Each department provided evidence that candidate performances were reviewed individually. For example, there were advising sheets that listed GPA and other performance data. In addition, there were checklists that documented completion of requirements for graduation and certification. However, there were no summaries

within or across departments so that faculty had a complete picture of how well candidates performed with regard to the established expectations.

Counselor

Learner expectations for the Masters in Counseling and certification as a school counselor are published in the University Graduate Catalogue and in the Standards and Fair Process Manual. The expectations such as the GRE, an undergraduate degree, and letters of recommendation align with the institution's standards. State standards for school counselors are reflected in the competencies that must be satisfied by each candidate before achieving the Educational Staff Associate certificate. The school counselor program has recently aligned their curriculum with the Council for Accreditation of Counseling and Related Education Programs (CACREP), and is reviewed by NCATE, indicating that learner expectations are reflective of professional standards.

Documentation of the counselor candidates' performance in the coursework is seen in the grade point average. The on-site supervisor as well as the university supervisor evaluates field experience. The PEAB interviews counselor candidates before they are placed in an internship. An Exit Checklist provides evidence that each candidate has successfully completed all requirements for graduation and certification.

Administrator

The learner expectations for administrator candidates are published in the University Graduate Catalog and in the Standards and Fair Process Manual. Data is collected about the candidates' qualifications and performance at admission, mid-point in the program and at the end of the program. The admission criteria, including letters of recommendation, professional experience, academic degrees, and interviews reflect institution and state standards. The administrator program has been structured to align with the ISLLC standards. The documentation that the individual candidates had met the learner expectations was found in data collected at the end of the program in the form of internship evaluations and successful completion of the program. Course syllabi stated goals and grading criteria for each course.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Positive Impact on Student Learning

Teacher

Positive impact on student learning was demonstrated in a variety of ways. Interviews with candidates who were involved in their student teaching experience revealed several specific examples of assessing positive impact on student learning. Student teachers are required to develop performance-based assessments and to document student progress. Many examples were performance-based, some were informal, and others more formal such as paper and pencil tests. The unit exhibited rubrics used with students in the P-12 system, providing evidence of criterion-

referenced assessment. Course syllabi and candidate's work samples both indicated that the concept of positive impact on student learning was understood and implemented. Interviews with faculty revealed they were able to articulate how their specific courses addressed the assessment of student learning.

Summaries of candidate performance in this area were not available. The institutional report stated that there is a faculty review of descriptions of student work that is examined for evidence of student learning.

Counselor

School counselor candidates compiled portfolios that contained evidence of positive impact on student learning. Review of course syllabi revealed that school counselors learn counseling techniques that remove barriers to learning. Collaboration and consultation with teachers, involvement of the family, and consideration of diversity are all areas that contribute to positive impact on student learning. Assessment and documentation of an increase in student abilities are part of the practicum and internship experiences. Interviews with school counselor faculty indicated a knowledge and understanding of the methods to assess whether specific counseling techniques were working with students in the P-12 system. Examination of a school counselor portfolio revealed evidence of an increase in student skills, documenting the positive impact of counseling. An increase in academic performance, which can be an indirect result of school counseling, was not well documented. However, course content appeared to philosophically make the connection between counseling services and academic as well as behavioral performance.

Candidate performance in this area was not summarized, nor was it reported or reviewed regularly by school counselor faculty.

Administrator

The candidates enrolled in the administrator program are involved with positive impact on student learning through their support of the instructional staff. Depending on the certification being sought, administrator candidates learn how their role can affect professional development for their staff, which in turn affects measures of positive impact such as test scores, graduation rates, and grades. Review of course syllabi indicated that the emphasis within the administrator program is working with systems outside of the classroom to enable teachers and other instructional staff to deliver instruction that will have a positive impact on student learning. Reflective analysis is built into the administrator program, and the coursework encourages development of philosophies regarding student learning.

Administrator candidate performance in this area was not well documented and there were no summaries of data available for review.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Assessment System

The assessment system's development was begun in fall 2002 and a new position of Director of Data Management and Assessment was created and filled. The system has not been fully implemented, but has all the required elements to guide comprehensive and integrated assessments across the school. Once the assessment system is completely functional, the school will have data to use to make program improvement decisions. Although the mission and goals were considered in the development of the assessment system, there was no documentation that candidates or the program are specifically assessed with the goals in mind. There was evidence that standards from NCATE, INTASC, CACREP, ISLLC and the WACs were reflected in the assessment system. The Assessment Plan stated that there was input from administrators, department chairs, program advisors, faculty, and administrative directors in the school during the development of the assessment system. In addition, the SOE Professional Education Committee and the PEABs were consulted. Much of the input was on an informal basis and not well documented in the exhibits or interviews.

The School of Education has been collecting data using a variety of measures for many years. Each program area within the school provided evidence that data is collected regarding candidate selection as well as performance both in coursework and in field experiences. Dispositions were assessed in every program; however, the assessment instrument was different for each program. Student teacher data was aggregated and available for review. Other data was not systematically aggregated, reported, or reviewed at the unit level.

Data regarding operations and programs was collected in the form of course evaluations and faculty evaluations. Interviews with faculty indicated that they reviewed their own course evaluations and the department also considered course evaluations in planning curriculum. Candidates complete program review surveys. Two other sources of data regarding the efficacy of the programs were PEAB input and feedback from the on-site supervisors. The unit collects data through academic program reviews. An Assessment System Rubric is used by the unit to assess the departmental assessment processes throughout the school.

The school provided limited evidence that sources of bias have been eliminated in the performance assessments or rubrics. University supervisors have been trained in the use of protocols and assessment procedures that are used at the end of a candidate's program. Other assessment procedures have not been evaluated to ensure consistency, fairness, and accuracy.

Teacher

Data on teacher candidates' performance is collected at four points: admission, at a midway point, at the completion of student teaching, and after one year of employment. These transition points exist for both the initial and advanced programs. Documentation of each individual's qualifications is retained. Meetings with advisors are ongoing and assist the teacher candidates in monitoring their standing. Other evaluation measures include grade point average, evaluation of field experiences, the Pedagogy Assessment, and alumni surveys. Each transition point and key assessments must be satisfactorily completed for the candidate to move to the next level.

Counselor

Counselor candidates were assessed using thirteen main assessments. These assessments can be collapsed into the same four points as the teacher candidates: admission, midpoint or pre-internship, exit, and post-graduate. The PEAB indicated that they review counselor candidate's progress and performance in their practicum before an internship takes place. Portfolios with work samples and reflective statements are compiled at the end of the second year. The counselor candidates must take and pass a written comprehensive examination at the end of the second year of study. Decisions about the candidates' continuation in and completion of the program are based on multiple assessments. The counselor faculty reported that the assessments were predictors of candidate success in that strong candidates were initially identified. Any correctable problems were also identified and remediated.

Administrator

Data points for the leadership formation program were at admission, before the internship, and at program completion. The Standards and Fair Process Manual identified four assessment levels: 1) integrative administrative core; 2) role specific elective courses, 3) internship and 4) research and exit requirements. The administrator candidates were assessed using multiple measures at admission. Other assessments include course grades and internship evaluations. The assessments used for admission are designed to admit strong candidates with a good chance of success. The faculty reviewed assessment data collected throughout the program to determine candidate's continuation in and completion of the program.

Recommended rating:

Teacher: Unacceptable

Counselor: Unacceptable

Administrator: Unacceptable

Data Collection, Analysis, and Evaluation

Documents reviewed provided evidence that the unit collects data on applicant qualifications, candidate proficiencies, and competence of graduates across programs at both the initial and advanced levels. In addition, there was documentation that data had been collected regarding program quality and unit operations. The teaching faculty is reviewed by the unit's administration on a regular basis. Teacher candidates complete individual course evaluations and the results are shared with each faculty member. There was evidence within some departments that this information was used by the faculty to improve or change course content. Interviews and exhibits indicated the data collected was not compiled and analyzed at the unit level. The programs analyzed data such as admission information to make decisions and monitor candidate progress to decide if the candidate was able to move to the next level in their program. Each of the programs collected and analyzed data in a somewhat different way, making aggregation and analysis at the unit level difficult. The programs appeared to function somewhat separately and varied in the amount of data that was regularly summarized and analyzed to improve candidate performance, program quality, and unit operations. The Institutional Report indicated that there was a need to develop consistency and coherence across programs.

The School of Education has begun the use of a database, *SCT Banner*, to use to generate reports to implement and study change. Interviews indicated that access to the database has been limited and the School of Education has not been able to use it to summarize data and generate reports. The data management system continues to be developed by the Director of Assessment for retaining, recording, evaluating, and reporting performance-based assessment back to the program coordinators and to departmental faculty, according to the Institutional Report. A plan to incorporate an assessment of reflection was presented in the Institutional Report as well as a revision of the follow-up survey. Data from this survey will be analyzed and presented annually to the faculty. In addition, a process for connecting program dispositions is being developed to connect to School of Education dispositions.

Teacher

The data that was collected regarding undergraduate applicant qualification were SAT/ACT scores, GPA, and passage of the WEST-B. For advanced level teacher applicants, the applicant qualifications were GRE/MAT scores, GPA, an interview, statement of goals, letters of recommendation, documentation of experience in the profession, and initial licensure. The requirements for remaining in the teacher education program are successful field experiences, formative evaluations, summative evaluations, maintaining a minimum GPA, maintaining a minimum grade in courses in the major (for the advanced level), and character and fitness/finger printing. Exit from the teacher education program requires successful student teaching evaluations from the field-based supervisor and the university supervisor, a 2.5 minimum GPA for undergraduates and a 3.0 minimum GPA for advanced level candidates, administrator sign-off, and program evaluation completed by advanced level candidates. The follow up surveys are requested of both initial and advanced students. Summaries of the follow up surveys were available for review. Interviews indicated that the school reviewed the Educational Benchmark Incorporated (EBI) surveys, but the small number of respondents required extreme caution in generalizing from the data.

Data is collected from internal and external sources. Internal sources include admission data, program evaluation (for advanced level), course requirements, program completion data, GPA, faculty review, and field experience evaluations. External evaluation sources include WEST-B passing rates, employer satisfaction surveys, the PEABs, alumni satisfaction surveys, on-site supervisor evaluations of field experiences, and accreditation reviews. PEAB members reported that they received and reviewed data relative to candidates' competencies.

Counselor

The school counselor program collects data from admission, course requirements, GPA, performance during practicum placements, performance during the internship, exit criteria, review of portfolios, and a written comprehensive examination. External sources include the accreditation reviews, evaluations from on-site supervisors of practicum and internships, the PEAB, and national examination pass rates. The counselor candidates are assessed using multiple assessments. The data were not summarized or reported in summary form to the faculty.

Administrator

The Leadership Formation program collects data on applicant qualifications, candidate proficiencies, and program quality from internal and external sources. Examples of internal

sources include grades in coursework, evaluations of internships, faculty review, and program completion verification. External sources included the PEAB and on-site internship supervisor evaluations of the candidate. The school did not supply evidence that data collected was aggregated or reported in summary form.

Recommended rating:

Teacher: Unacceptable

Counselor: Unacceptable

Administrator: Unacceptable

Use of Data for Program Improvement

The Institutional Report and interviews with faculty indicated several factors have been a catalyst for change in the School of Education. Reorganization of graduate programs, the institution of teacher testing for basic skills in the State of Washington, the Performance-Based Pedagogy Assessment, new ISLLC standards, new endorsement guidelines, and the upcoming institution of the Praxis II test for content knowledge have all changed how candidates are assessed, what types of data are collected, and course content.

As noted in the Institutional Report, the School of Education programs have historically collected a great deal of data that have informed changes. The report goes on to state that systematic analysis and evaluation has been inconsistent at best. The development of the Assessment Plan itself and the hiring of a Director of Data Management and Assessment has set the School upon a course to truly be able to use data to improve candidates' proficiencies and the overall quality of the unit.

Teacher

Interviews with faculty indicated that course evaluation data were reviewed and content of coursework was changed as a result. The PEAB and on-site practicum and student teaching supervisors have also supplied input regarding candidate knowledge that has changed curriculum. Preliminary data generated from the Performance-Based Pedagogy Assessment has affected coursework in that candidates have increased opportunities to demonstrate pedagogical knowledge in the same way that they will be assessed at the end of their student teaching experience.

Counselor

Change in the counselor program has come about largely because of recent application for CACREP accreditation. Interviews with faculty indicated that the National Board for Professional Teaching Standards (NBPTS) certification has been opened to school counselors and the program is positioning their graduates to achieve this certification, if they so desire. The faculty indicated that they reviewed portfolios and data regarding candidates' performance with the PEAB to decide about internships.

Administrator

The administrator program has undergone many changes in recent years. The structure of the department has been revamped and the ISLLC standards have also changed. Exhibits indicated that feedback from candidates in the form of course evaluations has had an impact on coursework. PEAB input has been considered in the construction of the curriculum.

Recommended rating:

Teacher: Unacceptable

Counselor: Unacceptable

Administrator: Unacceptable

Professional Certificate Administration

Although there have been several changes in leadership since the inception of the program, the university has recently appointed a Professional Certificate coordinator to exercise the responsibilities outlined in WAC 180-78A-525. While the coordinator reported no overt difficulties in fulfilling those responsibilities, there is apparently no written job description for his position, which also includes other duties. Given the complexity and likely growth of the Professional Certificate program, we encourage the School of Education to formulate a written job description that will clarify the duties of the position and ensure its continued effectiveness.

Recommended rating: Acceptable

Professional Certificate Assessment

Gonzaga University's Professional Certificate program is relatively new, and conducted its first culminating seminar this past summer. For that reason, it would not be realistic to expect a fully-implemented assessment system for the program at this point.

However, it was apparent during the visit that relatively little attention has been given to the development of an assessment plan. Documentation provided on site included some basic performance data from participants in the culminating seminar, and the program coordinator was able to make some inferences from the available data, but there was no evidence provided on the systematic use of such data in evaluating and improving the program. In addition, the PEAB has not been provided with a summary of candidate status, as required by WAC.

Because of the importance of assessment in a performance-based system, we strongly recommend that the School of Education include the Professional Certificate program as an integral part of its developing assessment system for teacher preparation.

Recommended rating: Unacceptable

STANDARD 3: UNIT GOVERNANCE AND RESOURCES

Unit Leadership and Authority

The unit has the leadership and authority to plan, deliver, and operate coherent programs of study in Teacher Education, Counseling Education, Special Education, Sports and Physical Education, and Leadership and Administration. Following a period of significant change and restructuring, the School of Education (SOE) is now lead by a dean who oversees all unit operations at both the initial and advanced level and reports to the Vice President of Academic Affairs. A process of shared governance is utilized through bi-monthly meetings with the five department chairs and the Operations Officer and Assistant to the dean. This Council of Department Chairs (CDC), together with the dean, comprises the administrative team. Additionally, program coordinators are appointed by the department chairs and the dean to manage the day-to-day operations of the programs. The School of Education works with the College of Arts and Sciences and the School of Professional Studies to offer certification for elementary and secondary teachers, P-12 specialists, school counselors, principals, superintendents, and program administrators. P-12 practitioners and other members of the professional community are involved through the Professional Educator's Advisory Board (PEAB).

Recommended rating: Acceptable

Unit Budget

The unit received budgetary allocations proportional to other similar units on campus. However, comparing the SOE budget to the total university budget reveals that the 2003-04 SOE budget is 2.546 percent of the total budget. In 1998-99 the SOE budget percentage was at 4.431 percent. This decline in budget has had an impact on the performance of the unit, particularly in the area of professional development. Other similar units have also experienced a decrease in budget.

Interviews with faculty indicate that they have been affected by the decrease in budget. The institutional report reflects the current situation since the 2001 budget cuts and indicates that the reductions have not been recovered.

Although this element of the standard is met, the impact of the budget on the program quality has led to several unacceptable areas under this standard.

Recommended rating: Acceptable

Personnel

Written policies describe the faculty workload as being in line with the general guidelines of institutional policy. The normal faculty teaching load is considered to be nine credit hours per

semester to allow time for research and service. Faculty members are engaged in teaching, scholarship, assessment, advisement, and collaborative work in P-12 schools, and service.

The number of faculty members has decreased from 36 in 1998 to 26 in 2004. This reduction in full time faculty has led to over use of part-time instructors and has placed many faculty in overload assignments. The unit has adequate support personnel.

A review of the budget and interviews with the dean, faculty, vice president for finance, and the controller provided information that opportunities for professional development are limited.

Recommended rating: Unacceptable

Unit Facilities

The unit has outstanding facilities on campus and with partner schools to support candidates in meeting standards. The School of Education is housed in the Rosauer Center of Education, a new facility built in 1993. There are 18 classrooms in the Rosauer Center, each equipped with an overhead projector, VCR, cable television, and whiteboard. There are five classrooms that are equipped with a computer, VCR, DVD player, LCD projector, and a document scanner for projecting documents.

Technology in the unit allows faculty to model the use of technology and candidates to practice its use for instructional purposes. A tour of Rosauer confirms the use of technology.

Recommended rating: Target

Unit Resources Including Technology

Based on a review of classrooms and interviews with faculty and candidates, the unit has adequate technology to support faculty and candidates. Faculty report that they receive technology support both in their offices and in the classrooms. Candidates are able to use technology in their classrooms to enhance student learning. Blackboard is used extensively.

The School of Education has \$12,741 budgeted for library materials. This represents a five percent increase in library funds for the School of Education. A tour of the curriculum library shows adequate material and a comfortable work place for candidates.

Recommended rating: Acceptable

Qualified Faculty

Based on interviews and a review of faculty Vitae, the School of Education faculty are qualified. All full-time tenure-track faculty have earned doctoral degrees. Faculty and clinical faculty are

experienced and have expertise in the area for which they are hired. They model best professional practices in scholarships, service, and teaching.

Recommended rating: Acceptable

Modeling Best Professional Practices in Teaching

Within the School of Education, teaching by the faculty reflects the conceptual framework and research, theories, and current developments in their fields. This is based on faculty and student interviews in addition to a group interview with student teachers. These interviews provided the following examples of “modeling best practice.”

- integration of curriculum
- connect instruction to standards
- connect teaching to assessment
- employing a variety of teaching styles
- use research to inform practice
- employ tools related to diversity
- use rubrics to assess student work

There is a very strong link between lessons and assessment based standards.

Recommended rating: Acceptable

Modeling Best Professional Practices in Scholarship

Faculty engage in research-based scholarship activity to promote the mission of the institution. The following kinds of activities were reported by faculty in alternative programs within the unit:

- presentations within the institution
- presentations at professional conferences at the local, state, and national level
- workshops for P-12 educators
- grant writing
- publications co-authored with students
- publications in peer reviewed journals
- chapters in books
- publication of books

The Special Education department has an incredible record of assisting candidates with their publications.

Recommended rating: Acceptable

Modeling Best Professional Practices in Service

In keeping with the mission of the institutions, there are multiple examples of service provided by the faculty.

Based on faculty interviews, the following types of service were reported:

- working on state committees with OSPI, most recently on the Performance-Based Pedagogy Assessment of Teacher Candidates
- service to the institution via committee work and leadership roles
- professional association work
- volunteer work in the community
- presenting workshops
- faculty work with P-12 colleagues
- faculty mentor candidates at professional meetings and in professional publications

Recommended rating: Target

Collaboration

Because many faculty are teaching in overload due to the budget constraints, faculty are limited in their ability to collaborate within the unit and cross-campus. While it is valued, there is very little time or resources devoted to collaboration. Collaboration does take place with P-12 colleagues.

Faculty have been collaborating with the College of Arts and Sciences as a result of the focus on competency-based practice. Some collaboration exists between professionals who write journal articles for publication or co-represent at conferences.

Recommended rating: Acceptable

Unit Evaluation of Professional Education Faculty Performance

The School of Education is developing a revised comprehensive faculty evaluation form that will provide greater insights regarding discipline-based competence and intellectual vitality. The current system relies heavily on student evaluations and self-evaluations. These evaluations are reviewed by the dean, department chair, and the Academic Vice President's Office. However, a feed-back loop to improve teaching scholarship and service does not exist.

Recommended rating: Unacceptable

Unit Evaluation of Professional Development

The professional development budget has been declining since 1998. While the unit is doing everything it can to provide focused professional development workshops, there has been limited connection to faculty evaluations. Workshops have been provided on teacher work group samples, and performance assessment strategies.

Limited technology training is available to the School of Education faculty. However, faculty reported that with their teaching loads it is difficult to attend the trainings when they are offered. Professional development on diversity is also limited.

Based on interviews with faculty and the dean, it is evident that the professional development is not based on the needs identified in faculty evaluations.

Recommended rating: Unacceptable

Professional Certificate Personnel

Sufficient faculty have been assigned to work in the program, and their vitae indicate strong qualifications for the task, including one instructor with National Board certification.

Recommended rating: Acceptable

Professional Certificate Financial and other Resources

While the program coordinator does not have direct budgetary authority, he reported that he has been able to secure the funds needed to implement the program appropriately. The instructional and technological resources appear to be adequate to accomplish program goals. Use of the Educator-folio system provides strong technological support for Professional Certificate candidates.

Recommended rating: Acceptable

STANDARD 4: PROGRAM DESIGN

Design, Implementation, and Evaluation of Curriculum and Experiences

Teacher

The School of Education at Gonzaga University offers three programs in teacher preparation: (1) The Special Education Certification Program and Degree, (2) the Teacher Education Certification Program which includes elementary and secondary teacher preparation, and (3) the Physical Education Certification Program and Degree.

Course work for all teacher education programs at Gonzaga University is well designed and meets state and national guidelines. Attention to diversity occurs in course work in Differentiated Instruction and Assessment, and Psychology of the Exceptional Child. General university requirements require a course in social justice which emphasizes diversity. The Department of Teacher Education facilitates the development of knowledge, pedagogical skills, and dispositions for all teacher candidates. Teacher candidates are provided opportunities to demonstrate their competencies in these areas in course work, practica, and field experience.

Program outcomes include content pedagogy, development and learning, planning, multiple instructional strategies, motivation and management, communication and technology, assessment, reflective practice, and school and community relationships. These program outcomes are clearly described in the School of Education Advisement Handbook for Teacher Certification and specific course outcomes are identified in individual course syllabi. One of the program outcomes includes differing approaches to learning and requires teacher candidates to create differentiated instructional opportunities that are adapted to diverse learners, including those with exceptionalities.

Teacher candidates are required to include accommodations for diverse learners in their lesson plans. Candidates become aware of how teaching and learning styles are shaped by cultural influences and how they can adapt instruction appropriate for all students.

During student teaching candidates are assessed with the pedagogy assessment instrument which provides a focus on the positive impact on student learning. In addition, the evidence of a positive impact on student learning for each lesson observed by the university supervisor must be submitted to the university supervisor within a day of the completed observation.

Counselor

Gonzaga University's Master of Arts in Counseling Psychology provides the degree framework for the school counseling program. The school counseling program is a 54 semester hour program which can be completed in two years of full-time study and in three to five years if the candidate attends on a part-time basis. Completion of the school counseling program will prepare candidates to serve as school counselors at the elementary, middle, or high school level.

The program is based on the state and national Council for Accreditation of Counseling and Related Education Programs (CACREP) standards. It consists of three core areas of emphasis. The first area is a thorough knowledge base grounded in both historic and current literature that serves as the foundation for research-based practice. The second core area is a solid set of skills

(and a process matrix) that prepares the beginning counselor to competently manage the counseling process. The third area of emphasis is placed on personal growth with the intent of developing a healthy counselor who can provide professional, ethical service to clients.

In addition to the development of these three areas of emphasis, the school counselor program requires the counseling student to develop and implement a personal theory of counseling. This personal theory is written in accordance with the candidate's own belief system while using scholarly literature as a foundation and the skills and process matrix as the framework for the implementation of the counseling process.

Student outcomes are identified in the School Counseling Preparation Handbook. They include:

1. Possessing a professional, ethical orientation
2. Knowing and understanding the implementation of a student-centered, data-driven school counseling program
3. Possessing knowledge and skill in the area of leadership and advocacy
4. Understanding and practicing assessment and program evaluation
5. Meeting school counseling and student competencies
6. Being able to establish and foster a safe, inclusive, and nurturing learning environment
7. Understanding human growth and development
8. Using information and resources to facilitate a school counseling program that meets student needs
9. Collaborating with school staff, family, and community
10. Knowing and using counseling theory and techniques
11. Valuing and show respect for all members of the community
12. Monitoring the practice of school counseling with continuous, in-depth reflection and making adjustments as needed

The actual program design includes specific courses that must be taken in sequence. They include 38 semester hours of course work, three hours of practicum, and ten semester hours of internship (a full year), and three semester hours of seminar taken during the second year.

Two specific goals of the program relate to respect for diversity and fostering a safe, learning environment. School counselor candidates are expected to demonstrate multicultural competencies and respect for and sensitivity to all types of diversity including students with exceptionalities. Demonstrated respect for all people will enable the candidate to provide a safe, nurturing learning environment.

A goal of the Gonzaga School Counselor program is to identify and select students who present the strongest potential for success as school counselors. Indicators of counselor success are the demonstration of skills, the ability to resolve conflict, consistent interpersonal behaviors, recognition of strengths and weaknesses, a clear grasp of goals, and the knowledge of one's impact on others.

Administrator

The Leadership Formation Program (LFP) is a unique innovative program leading to the development and certification of school principals, program administrators, and superintendents.

The programs are delivered in a simulation model through a case study of the Mountain Lakes School District. Curriculum contents and simulations in the case study address current issues and problems in administration. The knowledge and skills required for certification as a principal, program administrator, or as a superintendent are addressed in a series of integrative core courses.

A team approach is used to work through the case study. Individuals seeking certification as principals, program administrators and superintendents are placed on teams with the goal of one representative from each role on the team. Team work, as well as perspectives from each role, are essential to resolving issues in the case study.

This unique program features and addresses performance indicators, assessment systems, and specific evidence used to document a positive impact on student learning. The set of core values that guide the School of Education Leadership Information Program, and upon which all program structures, processes, curricular decisions and instructional choices are based include:

- Leadership
- Equity and Excellence
- Transformational Change
- Collaborative Decision-Making
- Inquiry and Reflective Practice

The proficiencies that candidates are expected to demonstrate are articulated in the six ISLLC standards. They identify school administrators who are educational leaders who promote the success of all students:

- by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community
- by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth
- by ensuring management of the organization, operations, and resources for a safe, efficient learning environment
- by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources
- through professional leadership by acting with integrity, fairness, and in an ethical manner
- by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context

The Leadership Formation Program includes four phases of study:

- Phase I is an integrative core of courses
- Phase II is research and unit requirements
- Phase III is role specific elective courses

- Phase IV is the internship. The program is a six semester program including a full year of internship.

The Spokane area schools in which administrative candidates are placed for their internship experiences are minimally diverse racially and ethnically. However, there is considerable socio-economic diversity and many students with special needs and differing abilities. The Leadership Formation Program compensates for the lack of racial/ethnic diversity in the schools by requiring course work in the Integrative Core Courses which focuses on issues of diversity. Included, but not limited to, are:

- Requiring the candidate to create a School Improvement Plan (SIP) that utilizes skills and strategies to assure students and parents from diverse racial, ethnic, cultural and language groups work together cooperatively to develop a group identity that promotes the success of all students
- Providing knowledge of how to engage students in developmentally appropriate learning
- Demonstrating strategies to address issues related to diversities in the teaching and learning environment
- Enabling students to develop cultural sensitivity
- Demonstrating how to address the needs of all students
- Demonstrating an understanding of the cultural, language, and socio-economic diversity barriers to successful family partnerships
- Demonstrating partnership skills with diverse students and families in support of student academic performance
- Recognizing the diversity within the community and understanding the complex characteristics of ethnic, racial, and cultural groups with the United States
- Demonstrating how to collect, categorize and share data of racial, ethnic, and low socio-economic groups
- Demonstrating an understanding of the criteria of a culturally inclusive pedagogy that will ensure the success of all students
- Recognizing the importance of retaining and recruiting racial and ethnic minority staff

The Leadership Formation Program specifically focuses on activities in which school principals, program administrators, and superintendents can affect a Positive Impact on Student Learning. Actions which clarify the type of evidence the Leadership Formation Program will accept to document a positive impact on student learning are identified.

For each of the six ISLLC standards, a set of evidences which can be used to assess whether the administrative intern has met the standards have been identified. The Leadership Formation Program Candidate Profile includes self assessment forms for each standard providing the opportunity for each candidate to assess his/her level of knowledge, dispositions, and performance. The candidate rates himself/herself as having little, some, sufficient or exemplary knowledge/ability.

About once a month or four times each semester, candidates are required to submit a journal entry of 1,000 words on Blackboard. This journal is to represent in depth reflection about class discussion, the case study, readings or reactions to the program. Candidates also complete Integration Core Course assessments throughout the program. “Tutors” (faculty) provide

feedback regarding the candidate's performance based upon the guidelines, knowledge and skills, and performance standards identified in the course outlines. Each candidate schedules an hour and a half self assessment session with the faculty tutors. The candidate receives a "hard copy" of the assessment at the beginning of the next semester.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Experiences Working with Diverse Faculty

Teacher

Diversity is one of the School of Education's articulated core commitments, values, and dispositions expected of all candidates.

Although there is minimal racial and ethnic diversity among Gonzaga University faculty, there is some. The teacher education students have an opportunity to take courses from and interact with these faculty as well as ethnic and racially diverse faculty teaching the general education courses.

The university has developed a plan to increase the diversity among faculty. This plan has been approved by the academic vice-president and is making its way through the appropriate university governance channels. In addition, the School of Education has developed a plan, The School of Education Diversity Plan, to provide greater diversity among candidates, faculty, and experiences.

The affirmation of the value of diversity is reflected in the mission statement of the School of Education: "We promote, support, and respect diversity." The value of diversity is also affirmed in the fact that the university has an accommodations office which will assist students who need special accommodations in taking courses or examinations. The phone number for this office is in student handbooks, course syllabi, and other published documents.

Counselor

With limited racial and ethnic diversity among Gonzaga University unit faculty and in the Spokane area schools where students are placed for practicum and internship, there may be minimal opportunity for school counseling candidates to work with faculty or intern mentors who represent ethnic/racial diversity. However, there are some faculty of color at Gonzaga including one faculty member in the School of Education.

There is good gender diversity in the School of Education. Of the four regular faculty in the counseling department, two are men and two are women. The adjunct faculty are represented by five men and four women.

Exemplifying Gonzaga University's core value of commitment to service, many faculty maintain contact with diverse populations by volunteering at charitable organizations and other

organizations where diverse populations will be found, e.g., gospel missions, United Way, and various types of shelters.

Compensating for the lack of exposure to faculty and candidates of color, Gonzaga University emphasizes sensitivity to all types of diversity throughout course work in all its programs. In the counseling curriculum there is a significant emphasis on diversity in:

- EDCE 551 Diversity in Counseling
- EDCE 565 Assessment in Counseling
- EDCE 587 Child and Adolescent counseling
- EDCE 560 Critical Issues in Counseling which includes ethical issues of special populations
- EDCE 639 Counseling Theories

Affirmation of the value of diversity at Gonzaga University is shown through the development of a plan to hire more faculty of color throughout the university, and the School of Education Diversity Plan, developed to assist in the recruitment and retention of more faculty and students from diverse populations.

Administrator

A small faculty administers the Leadership Formation Program. Of the five tutors (faculty) one is African-American. Racial ethnic diversity in the Spokane area schools is minimal, which means there is little chance an intern's school district mentor will be a person of racial/ethnic diversity.

One of the strongest values of Gonzaga University's mission is service. Faculty and students are strongly encouraged to provide service to others and the community. Faculty vita provides evidence of service to community organizations which include persons of diverse populations. Volunteers serve such charitable organizations as United Way, the Gospel Mission, shelters for the homeless and abused, which provides opportunities for faculty and students to experience diverse cultures. These experiences help keep the necessary knowledge, skills and dispositions of faculty current and demonstrate the ethical dispositions, sensitivity, and service to diverse populations.

The School of Education and the university are making a good faith effort to increase the diversity among its faculty and students. The university has developed a plan to increase diversity among faculty and students which has been approved by the academic vice-president and is working its way through the governance channels toward adoption. The School Diversity Plan, created by the School of Education will provide an impetus for the School of Education to continue active recruitment and retention of candidates and faculty from diverse populations.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Experiences Working with Diverse Candidates

Teacher

The general student population at Gonzaga University is minimally diverse ethnically and racially. While there appears to be some ethnic/racially diverse students in each program, diversity is more often expressed in terms of gender, age, socioeconomic, and by diversity in abilities and learning styles. Students have opportunities to work with students of diverse populations in general education courses, in teacher preparation course work, in small groups on special projects, and in student teaching seminars.

Implementation of the recently developed School of Education Diversity Plan should provide greater opportunities for teacher candidates to interact with ethnically and racially diverse candidates.

Counselor

Of the forty-five students in the counseling program, three (or approximately 6.7 percent) are ethnically/racially diverse. Students have the opportunity to interact and work together in classes and at the Professional Seminar. Students also participate in group supervisory sessions (Group Facilitation) to expand the evaluation of their counseling skills.

An orientation meeting known as the Bozarth Retreat provides additional opportunities for candidates to spend time with candidates from cultures other than their own. Students enrolled in EDCE 695 Counseling Pre-Practicum are required to attend this two-day retreat and must stay overnight. The purpose of the retreat is to build group cohesiveness for graduate students who will be working very closely together for two years.

The Counseling Department is making a committed effort to increase diversity among its candidates. Traveling to colleges throughout the Northwest, they put on information workshops related to applying to graduate schools. The presenters then spend time talking individually with students who show an interest in Gonzaga University's school counseling program. These efforts have resulted in the recruitment of students from diverse populations.

Administrator

The very nature of the Leadership Formation Program (LFP) fosters collaboration and working together. Candidates are placed on teams at the beginning of the program. While candidates complete some activities independently, many of the learning activities are completed as part of the team, in groups, or in seminars. To the end that the LFP emphasizes extensive group work, candidates will have the opportunity to work with candidates of diverse populations in as much as they exist in the cohort. In the current cohort of 16 candidates, one candidate is Native American and one is Hispanic.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Experiences Working with Diverse Students in P-12 Schools

Teacher

While there is somewhat limited ethnic and racial diversity in the P-12 schools where Gonzaga University places its practicum and field experience students, there is some diversity in most classes. Most classrooms seem to have at least one or two racial or ethnically diverse students in them.

A wide range of diversity in socioeconomic backgrounds and abilities are represented in the practicum and field experience classrooms. Learning disabilities exist in almost all classrooms and include such severe forms as downs syndrome. Gifted students in the Spokane School District are accommodated through the Tessera program which is a pull-out program that uses high level problem solving and language skills.

Student teaching candidates are required to plan documented learning activities which include diverse ethnic, socioeconomic and gender groups of students. Student work samples verify students are required to do a Diversity Profile of the school setting in which they are placed for field experience or student teaching. Some of the topics addressed in the profile include:

- Racial and ethnic composition of the classroom
- Socioeconomic backgrounds of the students
- Native languages spoken
- Modifications needed for English as a Language Learner (ELL) students
- Number of gifted and special needs students

Supervisors analyze data with the candidates and use feedback to assist the candidate in planning and modifying instruction.

Counselor

School counselor candidates have considerable opportunities to work with P-12 students who represent gender and socioeconomic diversity and with students with exceptionalities. There are also some opportunities for candidates to work with students who represent ethnic/racial diversity.

Counseling interns are asked to evaluate their intern mentor and intern site. These evaluations are submitted to the university supervisor and are available for future candidates to review. This provides an opportunity for candidates to select intern placements which not only provide good mentors, but which also represent greater diversity.

Feedback from peers, school district mentors, and university supervisors assist the candidate intern in achieving personal growth and well being. The feedback also assists the candidate in developing the skills essential to being a successful school counselor. Self reflection and the video taping of counseling sessions provide valuable feedback, as does observation and conferencing with the mentor counselor and the university supervisor.

Administrator

From the position of principal, central office administrator, or superintendent, the administrative candidate has opportunities to work with students of diverse populations. As a principal candidate, the intern is able to seek out, interact with, and get to know students who are racially, ethnically, socioeconomically diverse or who are children with special needs. Interns in a central office position, i.e., the program administrator or superintendent, have the opportunity to oversee and administer programs for diverse populations, e.g., special education, English as a Language Learner (ELL), etc.

Recognizing that the schools and districts in the Spokane area may contain limited ethnic/racial diversity, preparation programs at Gonzaga conscientiously weave elements of diversity throughout course content and experiences. In the Leadership Formation Program (LFP) the ISLCC standards provide many opportunities for candidates to participate in activities related to diversity.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Collaboration Between Unit and School Partners

Teacher

Practicum and student teaching placements are made within the greater Spokane area or within a radius of 25 miles of Spokane. Students must apply the semester prior to the semester in which they want to complete an in-school experience. This provides university staff the opportunity to work with school district personnel to obtain the best field placement for the candidate with as much diversity as possible.

Placing candidates in field experiences within a specified geographic area over time enables university supervisors to know the classroom cooperating teachers who are good mentors. The university attempts to use classroom teachers, who have repeatedly provided good field experiences for candidates in the past.

Counselor

The PEAB, representing counselors in the field, consists of practicing school counselors from districts where Gonzaga places counselor interns. It actively supports and collaborates with the Counseling Department in the implementation of the school counselor program. The PEAB interviews potential candidates and advises the Counseling Department regarding placements for practicum and internship students. It also interviewed two first year students regarding their thoughts about the preparation program after their first semester to assist the Counseling Department with program evaluation. The PEAB conducts exit interviews with the graduating students.

In addition, the PEAB reviews periodic progress reports of students serving in internships and makes recommendations to the university for programmatic changes. One such recommendation was to require every practicum candidate to observe at all levels—elementary, middle school, and high school. While these observations had been an expectation, as a result of the PEAB recommendation, the Counseling Department responded by developing a form for formally documenting these observations.

Administrator

A premise of the LFP is that solutions to problems faced by schools require the effort of a community of professionals, led by educational leaders, who can facilitate team learning and a shared vision around curricular, instructional, and assessment decisions that will result in increased learning for all students. This is exemplified in the LFP by the fact that the cohort of administrative candidates is divided into teams who work together from their respective roles to solve problems and seek resolutions to school and administrative issues.

A task force made up of a team of educators from Gonzaga University and superintendents, program directors and teachers was charged with making a recommendation to the dean regarding the administrative certification programs. Following careful study, a review of research on preparation programs, evaluation data, student success in job placements, and input from the PEAB, (which is composed of practicing school administrators), and the committee recommended to the dean that all administrative certifications programs at Gonzaga University be replaced by the Leadership Formation Program model. The model was forwarded to and approved through the appropriate university governance channels, culminating in approval by the Gonzaga University Board of Regents and by the State Board of Education in 2000.

Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Teacher

Teacher candidates at Gonzaga University have extensive supervised field experiences. Elementary teacher candidates must complete three field experiences prior to student teaching and secondary candidates must complete two. These field experiences are designed to provide developmentally appropriate opportunities for these candidates to observe experienced teachers, practice their emerging teaching skills and apply theory gained from university coursework to the art of teaching. While the cooperating teachers serve as mentors, university supervisors support and assist the cooperating teachers in the observation and evaluation of the teacher candidate by helping the candidate develop teaching, observation and reflective skills. This is accomplished through observation, written feedback and personal conversation. During the first field experience, teacher candidates are given a Field Experience Handbook that clearly articulates expectations, procedures, the guidelines, and forms to assist all individuals involved in the field experience process.

The culminating field experience is a full semester of student teaching, sixteen weeks of intensive field experience in which the candidate assumes full responsibility for the classroom under the direction of the cooperating teacher who must be a certified teacher in Washington and have at least three years of teaching experience. Candidates seeking certification in both special education and in elementary education complete student teaching in both the regular elementary education classroom and in special education. University supervisors and cooperating teachers provide regular, consistent support for student teachers through such processes as observation, conferencing, discussion, e-mail and the student teaching seminars.

Students are encouraged to use technology. In addition to requirements and forms being published in printed format, degree requirements, course descriptions, department information, events and announcements, faculty and staff web pages, student teaching and field experience requirements, applications and forms and graduate admission information are published on the School of Education website. E-mail is used by teacher candidates and university supervisors to communicate on a regular basis during field experiences and student teaching. Many faculty use Blackboard to communicate with their advisees, students and others. Once registered, students are assigned a Blackboard username and password.

The School of Education supports high quality technology programs to ensure students have access to technology equipment, information and training. The School of Education ensures the integration of knowledge, skills and dispositions related to technology as modeled by faculty and implemented in the classroom by teacher candidates.

Field experiences provide candidates with the opportunity to apply their knowledge and to reflect on their pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. The desired outcomes of the teacher preparation program and candidate dispositions are clearly defined in the Advisement Handbook for teacher Certification.

Gonzaga University's conceptual framework is emerging. The unit has worked to develop a shared vision across the School of Education which has resulted in a set of goals which reflect the mission of the university and the School of Education. This shared vision will lead to the development of faculty and students who will become leaders who serve and influence their communities, create an environment which values diversity, who understand and adhere to ethical standards, who understand the consequences of using technology and its possibilities to positively impact humanity, who pursue meaningful research, who nurture a commitment to self assessment and personal growth, who develop as critical thinkers and collaborative problem solvers, and who provide a knowledge base from which to practice and serve the underserved.

A shared vision that reflects unit philosophy, mission, dispositions and the intended School of Education outcomes has been developed and it is the goal for all candidates to achieve this vision. The unit has chosen a transformation model to illustrate the development of leaders who serve. While the model is seen by the School of Education as revolving around active participation of students in problem solving, critical thinking and reflection, there does not appear to be a philosophical foundational statement which describes and connects the conceptual framework, the shared vision, and the model.

Counselor

In addition to translating theory from course work into practice with the students with whom the counselor will work, an emphasis of the program is placed on personal growth. Another major focus of the practica and internship is to assist the candidate in developing and implementing the individual's personal philosophy of counseling.

The supervised practicum requires at least 100 hours of field-based work over a full semester, as well as, actively participating in the practicum seminar. The practicum allows the candidate to apply the knowledge and skills from course work and the Pre Practicum (EDCE 695) experience. The practicum is designed to refine counseling and interviewing skills and to develop and practice new skills under supervision. The Pre Practicum and the Practicum are taken in the first and second semesters respectively during the first year of the program. During the second year, the candidate completes a year long (600 hours) internship under the supervision of a Washington certified school counselor who has had at least three years of school counseling experience, and a university supervisor.

The internship is designed to allow the candidate to apply his/her knowledge and skills in a supervised professional setting. Arrangements for the internship are developed between the student, the field supervisor, and the student's university supervisor. Most students remain in the practicum placement site for the internship, but since students evaluate the internship site and supervisor, these evaluations from previous intern candidates are available for review and assistance in obtaining a good internship placement. On site supervisors closely monitor the candidate and student activities, provide effective and appropriate feedback, work cooperatively with university supervisors, and encourage candidate participation in a variety of activities. Candidates also participate in group supervisory sessions in EDCE 664 Group Facilitation to assist in the evaluation and expansion of their counseling skills.

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Administrator

The administrative internship is a full year intern experience. Mentors for the principal, program administrator, and superintendent are experienced educators in their roles and are carefully chosen to meet the unique needs of this program. While a mentor must have at least three years of experience in the role, most have more and often may be a member of the PEAB. An internship does not take place until the candidate meets with the district superintendent and a “Statement of Acceptance” signed by the district superintendent is submitted to the program director.

Internship activities are considered to be any experience in which students engage in activities that develop administrative and personal skills needed for preparation as principals, program administrators, and superintendents. Expected outcomes of the internship experience are a sense of personal confidence and professional growth that result from successfully meeting new challenges, acquisition of skills and knowledge, exposure to various management roles, and service to the educational community.

Administrative interns make good use of technology. They use it to work on projects and activities and to communicate with each other and their tutors. Guided by the expectations of standard IV of the ISLLC standards, they also use technology to communicate with parents and make presentations required to meet course work and program activity requirements. In addition to other technology resources provided for the use of faculty and students, the School of Education uses Blackboard extensively. Using Blackboard allows students and faculty to share and react in discussion formats and can provide instant feedback to students.

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Recommended rating:

Teacher: Acceptable

Counselor: Acceptable

Administrator: Acceptable

Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help all Students Learn

Teacher

Entry and exit criteria exist for teacher candidates and may be found in multiple documents and on the website. Program outcomes, dispositions, entry and exit requirements can be found in the Advisement Handbook for Certification. Entry and exit requirements can also be found in the Student Teaching Handbook, the Standards and Fair Process Manual, and in various advising forms each student must complete.

Multiple assessments are used to evaluate a candidate's performance. Beginning with the first field experience, the field experience is supervised by the classroom teacher and the university supervisor. A list of observed teacher candidate behaviors identifies 13 behaviors on which the novice candidate should be assessed. Other assessments used throughout the field experiences include written assignments, video tapes, reflection papers, observation and conferencing, mid-term evaluations, and an exit interview with the Assistant Director of Field Experience. Seminars attached to each field experience and student teaching provide students with additional opportunities for reflection and sharing.

Students are continually assessed during all field experiences and student teaching. Cooperating teachers observe and provide feedback and assistance to teacher candidates in helping them develop their teaching, observation, and reflection skills through written feedback and conferencing.

Ten planned observations (and at least one unplanned observation) are conducted during the student teaching semester. A positive impact on student learning report must be submitted to the university supervisor immediately following an observed lesson. Mid term evaluations are completed by the cooperating teacher and the university supervisor.

In addition, the student teacher's abilities are assessed with the performance based pedagogical assessment instrument (PPA). This assessment is completed by the university supervisor with possible assistance from the cooperating teacher.

Following the successful completion of student teaching, a teacher candidate must go before a review board for a final assessment. The review board, consisting of a district representative (usually the cooperating teacher) a member representing the professional association, and the university supervisor, interviews the student and then votes whether or not to recommend the candidate for certification based on the student teaching experience and the interview.

It is hoped that the review Board will be a positive culminating experience for the teacher candidate, focusing on the learning gained in student teaching, on assessing areas of strengths, and areas for future growth. In a further attempt to assess strengths and weaknesses, the candidate is required to develop a "draft" professional growth plan which will provide some direction for future professional development and an entry into the Professional Certificate program.

Recommended rating: Target

Counselor

The entry and exit requirements are clearly identified in the School Counselor Preparation Program Handbook, the Standards and Fair Process Manual, and the Graduate Catalogue. Once the potential candidate has completed all other admission requirements, the individual is interviewed by the PEAB. The PEAB votes to admit, defer, or not admit the candidate. The PEAB also serves in an advisory function to the university in the internship placement.

Both the field experiences and the internship provide opportunities for reflection and include feedback from peers, the mentor counselor, and the university supervisor. The intern's field experiences allow the candidate to develop and demonstrate the knowledge, skills, and dispositions for helping all children and to assist the candidate to grow personally and professionally.

Multiple forms of evaluation are used to assess the candidate's competencies related to course work, state, and national standards. Practicum and internship competencies related to the standards are individually identified and each one must be signed off and dated by the field or university supervisor. Individually identified competencies related to the required course work must be signed off by the university professor responsible for the course.

School counselor candidates must also develop a Professional Portfolio which contains artifacts and reflections in a narrative format that demonstrate what the candidate knows and is able to do as a school counselor. The portfolio is developed throughout the program and contains a video tape and evidence of the intern's knowledge, skills and reflections that address the required standards of the program.

An oral exam focusing on the portfolio is conducted by three people consisting of representatives from the university, the PEAB, and the candidate's site supervisor. The portfolios are presented to the oral's committee well in advance of the exam and are evaluated by each committee member using the Professional Portfolio Rubric.

Additional assessments include a written comprehensive examination of the degree program which is required by the state of Washington and an additional oral examination focusing on the program.

Administrator

The LFP is based on the National Interstate School Leaders Licensure Consortium (ISLLC) standards which are performance-based. The admission requirements and all program activities are supported by these six standards. The desired program outcomes for administrative interns are very clearly listed in the Graduate Catalogue. The information presented also includes a description of the uniqueness of the program.

Admission requirements and procedures are listed in the Standards and Fair Process Manual. Once the individual submits the required documents, a three member admission committee reviews the candidate's materials, assesses the candidate's qualifications and recommends the candidate for the program.

The LFP places a very significant emphasis on the assessment of its intern candidates; rubrics are provided for assessment activities. Assessment begins with the admission to the program and continues throughout its entirety.

After potential candidates have been identified, the candidate is scheduled for two interviews with the admission's team. The first interview focuses on personal and professional characteristics of the applicant. The second interview involves a simulated administrative team meeting centered on an educational problem. This activity provides an opportunity for the admission's team to assess the candidate's abilities to work in groups and to engage in group problem solving.

At entry to the program, candidates must complete the LFP Candidate Profile. This self inventory assessment is designed to provide a personal profile of the candidate's leadership assets based on the ISLLC standards. Following the completion of the self assessment, a LFP Profile is formulated and submitted to the faculty tutors to assist in identifying strengths and weaknesses of the candidate and in the designing of the internship plan.

Other assessments include those completed during the Integrative Core Courses and a reflective journal in which candidates respond to a specific set of questions. Formative assessments are completed throughout the semester and a summative evaluation is completed at the end of the semester by the faculty tutors. During this assessment the candidate's performance is reviewed and assessed based upon the guidelines, knowledge, skills, and performance standards required in the program. This review is accomplished in a 90-minute interview with the faculty tutors.

The Leadership Portfolio Assessment is used as an intern planning activity and as an exit activity for certification. It is designed to allow candidates to demonstrate their understanding and implementation of the standards underlying the program. The portfolio guides the candidate through a series of structured activities performed during the internship. The process of developing the Portfolio begins during the first year of the program under the guidance of a faculty tutor and culminates at the completion of the program. Forms are provided in the administrative manual for all of the assessments which include the signatures of field and university supervisors.

Recommended rating:

Counselor: Target

Administrator: Target

Professional Certificate Admission Criteria

Admission criteria are clearly identified and communicated in program materials, and are consistent with state standards for admission. Candidate files provided evidence that the program had documentation to verify applicant qualifications.

Recommended rating: Acceptable

Professional Certificate Instructional Design and Delivery

The Gonzaga Professional Certificate program has a clear design that is articulated and communicated effectively. It allows candidates to earn just the Professional Certificate or to integrate Professional Certificate activities into a Master's degree program (thus far, however, only a small number of candidates have elected to work toward the Master's degree).

The program components specified in WAC are present, and a review of course syllabi indicated that the pre-assessment and culminating seminars provide a structure in which candidates can design and implement a plan for fulfilling Professional Certificate objectives. In addition, the Gonzaga program has chosen to embed core activities within courses tailored to provide candidates with structured opportunities to develop the capacity to fulfill their Professional Growth Plans.

Documentation provided by the program verified that Professional Growth Plans are created with the assistance of Professional Growth Teams having the requisite membership of the candidate, the university advisor, a colleague, and a representative of the school district. An examination of final candidate work products indicated that all required products had been completed.

Interviews with candidates elicited strong positive feedback that the content and structure of the program had provided the necessary support to achieve the Professional Certificate standards.

Recommended rating: Acceptable

STANDARD 5: KNOWLEDGE AND SKILLS

Content Knowledge for Teacher Candidates

Undergraduate teacher candidates at Gonzaga University receive a strong background in the liberal arts as they earn their teaching certificate. They take the same general education courses required of all students at Gonzaga University. In addition, they have a content area major that they complete. There is too little data from performance on the Washington Educator's Skills Test-Endorsement (Praxis II) to make any kind of determination about mastery of endorsement content; however, the early returns are promising.

Graduate admissions standards for teacher candidates include: a bachelor's degree from an accredited institution, an undergraduate grade point average of 3.0 or above during the last two years of the bachelor's degree. In addition, each program has a staged admission. That is, after initial admission, additional requirements must be met before a candidate is allowed to continue in the teacher education program.

Teacher candidates receive strong feedback on their content knowledge as noted through review of faculty comments on the rough draft lesson plans. A common rubric for assessment is used across most lesson plans. It includes an assessment of how well they are aligned with appropriate state standards.

Lesson plans are appropriately aligned with the Essential Academic Learning Requirements (EALR's) and with Grade Level Expectations (GLE's). In addition, most of the lesson plans show alignment with professional organization standards (e.g. National Council for the Teaching of Mathematics (NCTM)).

Student teacher supervisors and cooperating teachers reported that content knowledge is a strong area for the student teachers. Final student teaching assessment aggregated data from across two years show that student teachers are rated as proficient in their content knowledge by their university supervisors.

In summary, it appears that teacher candidates know the subject matter that they plan to teach. Furthermore, sample lesson plans show that they can relate it to important principles and concepts delineated in professional, state and institutional standards

Recommended rating: Acceptable

Content Knowledge for Other Professional School Personnel

Counselor

In addition to rigorous admissions processes, candidates are regularly assessed throughout the program. These assessments cover content knowledge, skills and dispositions.

Counselor portfolios show strong knowledge of counseling procedures across a variety of counseling tasks. The program takes a developmental approach seeking to implement a Comprehensive Guidance Program. While position papers and various artifacts provide strong evidence of candidates' abilities to assist with implementation of Individualized Educational Plans for students with identified disabilities, there is little evidence that candidates understand the role they can play in identification of students with disabilities.

In short, there is sufficient evidence that candidates for school counselors know their fields as shown by their ability to explain principles and concepts delineated in professional state and institutional standards.

Administrator

Admission requirements for the candidates for principal, program administrator, and superintendent programs set criteria for a very basic level of content knowledge, skills, and dispositions. Continuing assessment across the program assures that appropriate development of content knowledge, skills, and dispositions is occurring.

Candidates for any of the three administrator programs offered participate in an innovative integrated administrative core. This problem-based, project-oriented program is built around a simulated school district. Within the context of the simulation, each of the candidates plays the role for which they seek certification. That is, the principal candidates play principals in the simulation, the program administrators play program administrators for the simulated district and the superintendent candidates play a variety of superintendent positions.

The problems posed in the simulation are designed to require acquisition of the appropriate content and skills for each of the three types of positions. One of the examples provided in interview had to do with budget. The faculty working with students determined that content information and skills with budget management was weak in their candidates. As a result, a budget project/problem was inserted into the simulation. The candidates were provided with information about budget through lecture and readings. They were then asked to apply that information to the problems of the simulated district.

An extensive interview process focusing on assessment of content, skills, and dispositions occurs at the end of the integrative core. If students pass the assessments, they are allowed to continue into the internship.

In short, there is sufficient evidence that candidates for principal, program administrator, and superintendent know their fields as shown by their ability to explain principles and concepts delineated in professional state and institutional standards.

Recommended rating:

Counselor: Acceptable

Administrator: Acceptable

Pedagogical Content Knowledge for Teacher Candidates

The lesson plans of teacher candidates that were reviewed showed a wide variety of instructional strategies and projects including: direct instruction, guided instruction, questioning, worksheets, comparison and contrasts, and project based inquiry.

The reviewed lesson and unit plans also showed integration of a number of different subjects. For example, social studies units showed integration of art, mathematics, and reading measures into their social studies units. One of the social studies lesson plans even suggested which specific reading measures could be taken during an oral reading exercise.

Lesson plans also show consistent integration of technology through web-resources. URL's are used as additional resources, and even some lessons are built around web-searches.

Candidates also show appropriate awareness of student development.

The entire set of lesson plans reviewed showed appropriate assessment. Across the lessons a wide variety of assessments were shown. Some of the lessons showed aggregated student results of pre and post tests from before and after the lessons along with reflections by the candidate about the effectiveness of the lessons.

Recommended rating: Acceptable

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Overall student teaching evaluations for candidates are strong. They show significant growth across their student teaching experience moving from a “developing” teacher to a “proficient” teacher. There are also a few “distinguished” scores.

Candidates show appropriate knowledge of state requirements for teachers. Candidate products reviewed included some unit/lesson plans with associated student products showing student performance before and after the unit/lesson. These were accompanied by candidate reflection on how a positive impact on student performance was made.

Recommended rating: Acceptable

Professional Knowledge and Skills for Other School Personnel

Counselor

Counselor candidates are aware of the professional standards. However, while position papers show that candidates understand the value of family/community involvement, little evidence in the exhibit room was observed showing that they have practiced it.

Candidate knowledge of current literature and research in the area appears good. In addition, counselor candidates understand the importance of diversity and fair treatment of all students. They also understand the importance of referrals and of working collaboratively with other school and community personnel and agencies. Candidates demonstrate an understanding of school policy and how they work within it. Reflections in one of the portfolios regarding a run-away situation show that counselor candidates know how to work within the school system appropriately following local law, school policy, and making appropriate referrals.

In summary, it appears that counselor candidates have an adequate understanding of the professional knowledge expected in their fields and delineated in professional state and institutional standards. They know their students, families, and communities and use current research to inform their practice, and support student learning through their professional practice.

Administrator

Administrative candidates demonstrate their professional knowledge and skills within the context of the integrated core simulation described above and across their internships. The problems and projects of the simulation are designed to allow them to both acquire and demonstrate their professional knowledge and skills. A major part of the simulation in all of the problems and projects is to learn how to work within the roles they are assigned.

The internship in the second year continues the problem-based, project-oriented learning model but with real problems in real buildings and districts. Through these projects, administrative candidates demonstrate their professional knowledge and skills.

In summary, it appears that candidates for principal, program administrator, and superintendent certificates have an adequate understanding of the professional knowledge expected in their fields and delineated in professional state and institutional standards. These candidates use technology extensively in their simulations. They know their students, families, and communities and use current research to inform their practice, and support student learning through their professional practice.

Recommended rating:

Counselor: Acceptable

Administrator: Acceptable

Dispositions for all Candidates

Dispositions expected of all candidates enrolled in the School of Education's programs are aligned with Gonzaga University's Mission Statement and its six core values of dignity of the human person, pursuit of excellence, truth, freedom, justice, and service. Within the past two years, faculty members in all five academic departments have developed mission statements, and have identified program specific dispositions for their program completers. These dispositions are all based on four common headings. Gonzaga's SOE candidates are expected to demonstrate the following dispositions: (1) Beneficence, Value, Integrity and Respect for all persons; (2) Leadership by Example; (3) Other-Centeredness; (4) Excellence in Education. The table at the

end of this section further shows the relationship of specific program dispositions, the four core dispositions of the School of Education, and the six core values of Gonzaga University.

Interviews with Gonzaga's candidates in both initial and advanced programs revealed that they are knowledgeable about the dispositions and behaviors expected of them as they complete their programs. Without exception, candidates espoused the importance of "service learning" and "service leadership." However, while they easily gave examples of both classroom and field based exercises devoted to "serving the underserved," which is purportedly one of the nine elements of Gonzaga's Conceptual Framework, they were not aware that this link to a SOE Conceptual Framework existed.

Knowledge about dispositions is infused throughout the coursework within specific programs at both the initial and advanced levels. The faculty in the SOE promotes these dispositions by modeling these behaviors and character traits in their interactions with candidates and colleagues. The content in the coursework, practica, field experiences and internships provides authentic opportunities for candidates to examine their personal perspectives and beliefs related to these dispositions. Faculty members study changes in candidates' dispositions as they assess performance over time in class assignments, portfolio/journal entries, and in their planning for work with K-12 students and clients.

Student teaching and internship evaluations submitted by college supervisors and cooperating teachers verify that dispositions are being assessed. The Department of Teacher Education uses a "Yellow Lights" process to provide an early warning system for teacher candidates who might be experiencing difficulty exhibiting expected dispositions in the teacher preparation program.

Cooperating teachers stated that Gonzaga University's teacher candidates demonstrated the dispositions essential to success in contemporary classrooms. It was evident during the interviews that they are impressed with these candidates' dedication to service, passion for teaching with functionality, and their calling to be leaders in instructional settings. "In a nutshell, Gonzaga graduates are always at the top of any school district's list of potential teacher hires."

At the time of the visit, none of the programs at either the initial or advanced levels presented aggregated performance data related to candidate dispositions, but the most valid assessment of dispositions seems to occur during student teaching, clinical practice, and performance of administrative duties in field settings. Several of the strategies being used to assess candidate dispositions include the use of reflective reports, microteaching, case studies, and observation rating instruments.

Candidate Dispositions in SOE Departments

Department	Dispositions	SOE Dispositions	GU * Values
Teacher Education	Value human diversity	1	D, J
	Promote leadership thru example	2	P
	Model growth & dev in profession	4	T, F, S
Counselor Education	Decision making	2	T, P
	Beneficence	1	J
	Conflict resolution	2	D, T, J
	Integrity	1, 4	D
	Justice	3	J
	Respect dignity & worth	1, 3	D, T, F
Special Education	Child/Family Advocacy	3	D
	Collaboration	2, 4	P
	Showing empathy/caring	1, 3	J, S
	Data-based decision making	2, 4	T, D
	Respect opinions of others	1	T, F
	Acting in positive/supportive manner	2, 4	P, D
Education Leader- ship & Admin.	Displaying honesty	1, 4	D, T
	Person centeredness	3	D
	Creating opportunities for others' growth	3, 4	S, P
	Student centered	1	D, J
	Supportive of change	2, 3	P, T, F
Sport & Phys Ed	Accepting responsibility for creating a positive environment	3, 4	P, S
	Promote/model a fit/active life	2	F, S
	Recognize diverse abilities, values & contributions	1	J, T
	Promote emotional well-being & physical safety	1, 3	D, P
	Ethical/professional behavior	2	J, T, D

*Gonzaga's Core Values: [D] dignity of the human person; [P] pursuit of excellence, [T] truth, [F] freedom, [J] justice, [S] service

In summary, candidates are familiar with dispositions expected of their professions. Their work with students, families, and communities, reflects the dispositions delineated in professional, state, and institutional standards.

Recommended rating: Acceptable

Student Learning for Teacher Candidates

Candidate work clearly focuses on student learning. Review of their lesson plans developed from early courses show that from the beginning of the program, candidates focus on the learning of their students. The lesson plans are clearly aligned with state standards—EALR’s or GLE’s—and include activities appropriate to the standards. Furthermore, the assessment included in the lessons is designed to let the candidates know how well their lessons have helped students in achieving the standard.

There is limited but clear evidence for positive impact on student behavior. One of the portfolios reviewed included pre-post data on student work. This particular unit was in a middle school math course. Students were learning formula for various geometric shapes. The lesson in question had to do with the formula for an ellipse. In the pre-test, students couldn’t develop an appropriate formula. In the post test, students could. The candidate reflection accompanying this demonstration presented an interesting reflection on the pretest results. Students did show some learning from earlier units in the pretest because some of them tried to modify the formula for a circle to fit the ellipse. Reflection by the candidate after the lesson showed awareness of the relationship of the student learning to state standards.

In summary, candidates focus on student learning in their development of meaningful learning experiences appropriate to student developmental and learning experiences. Furthermore, the assessments they use in their instruction serve to show student learning.

Recommended rating: Acceptable

Student Learning for Other Professional School Personnel

Counselor

Counselor candidates show a clear understanding of student development throughout their written work. They also understand the importance of developing a positive environment for all students. The diversity of the clients they will serve is noted in the work on families. Candidates also have a clear understanding of the policy context within which they work. Counselor candidates show a clear understanding of the comprehensive guidance model and use it to support student learning directly and indirectly.

Examinations of counselor portfolios show position papers delineating counselor responsibility for student learning and development of specific plans to encourage and account for such learning. Internships allow candidates an opportunity to apply this learning in school settings.

Administrator

The integrative core of the administrative program has its foundation in a problem-based project-oriented simulation designed to help principal, program administrator, and superintendent candidates develop the administrative structures necessary to support student learning. Specifically, candidates explore problems designed to help them learn how to develop and maintain vision, develop a culture to sustain student and staff learning, and manage learning environments through collaboration with the various elements of the community within an appropriate ethical and moral environment.

Specific problems that have been explored through simulation in recent years include: drastic cuts in the state per-pupil allocation, opening and closing school buildings, and selection and adoption of new curriculum.

Administrative internships allow candidates opportunities to assist schools in support of student learning through a variety of projects based in real schools and districts. For example, one of the program administration candidates was asked to head a team to develop recommendations for a district regarding low math scores. He assembled a committee of interested stakeholders, led them in a review of appropriate materials, developed with them a set of recommendations and was responsible for presenting them to the superintendent's cabinet and the local school district.

Recommended rating:

Counselor: Acceptable

Administrator: Acceptable

Professional Certificate

Examination of candidate work samples verified that candidates had addressed all essential standards and criteria. The coordinator expressed the belief that the depth and quality of candidate products was not yet consistent—a view shared by the visiting team—but the overall quality is within expectations for the first-round implementation of a state-required certification program.

Recommended rating: Acceptable

Commendations

1. The Special Education Publications and Presentations with student authorship presents a record that any institution would be proud to claim.
2. Clearly printed and web-based communication with students regarding expectations, requirements, and deadlines, eliminates miscommunication.
3. A strong commitment to the use of technology is evident at all program levels.
4. An outstanding service contribution record to the P-12 schools, the community and professional associations by students and faculty.
5. The counseling program's alignment of curriculum with the National Board Standards (NBPTS).
6. The School of Education facilities are welcoming, functional, and aesthetic.
7. The professional certificate program assures that students understand the requirements and process of how to obtain their second level of certification. The information is presented in a positive manner to assist students with an understanding of how this can be reasonably accomplished.
8. Multiple field experiences enable students to link theory into practice.
9. Teacher PEAB agendas are not limited to program issues only; they also address state policy matters.
10. Students in the special education program significantly benefit from the close, respectful, supportive relationship they have with the faculty.
11. Development and use of Mountain Lakes virtual school district simulation is powerfully unique.

Recommendations:

1. The unit needs to develop a philosophical foundational statement as part of their conceptual framework that provides a view of learning, the role of the teacher, and describes the kind of teacher the program is preparing.
2. Although a significant collection of student data exists, systematic analysis of the data at the unit level needs to be implemented.
3. Increase use of information technology to enhance the collection and analysis of data to inform program improvement.
4. Allocate funds to increase the investment in professional development of faculty.
5. The results of regularly conducted faculty evaluations must be used to improve teaching, scholarship, and service of unit faculty.
6. Key assessments of the certification competencies, including knowledge, skills and dispositions, should be aligned across the various programs and departments and aggregated, and used to inform program decisions.
7. Enhance the communication between departments within the School of Education.
8. Continue to develop a collaborative relationship with the College of Arts and Sciences.
9. Budgetary allocations to the unit must be at a level sufficient to support high quality programs.