

**Whitworth College State Site Visit
March 13-17, 2004**

Teacher Program

STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Operating Procedures, Membership, Meeting Times

The teacher PEAB at Whitworth College is in compliance with Standard I. Although the PEAB had serious attendance problems in 2002-2003, those problems have been resolved. The university replaced members who were not attending the meetings with new members and during the 2003-2004 school year; they have had almost 100 per cent attendance at their PEAB meetings. They meet four times a year and there are no vacancies on their membership list. Operating procedures are outlined in a set of bylaws by which the PEAB is guided.

Recommended rating: Acceptable

Collaborative Function

The bylaws require that the teacher education programs report annually to the PEAB the ways in which Whitworth candidates are prepared to work with students from cultures other than their own. The PEAB received a report from the coordinator of the intercultural education field immersion experience regarding experiences of teacher candidates during Jan-Term when candidates spend a month working in diverse cultures

They also received a report on a literacy project in elementary schools in collaboration with the Spokane School District. This project involves inviting parents to be part of translating children's literature from English into Russian. The Whitworth candidates work with both the Russian-speaking children and their families.

In addition, Dr. David Cherry, director of the master's in teaching (MIT) program, shared Teacher Work Samples as the newly adopted methodology by which MIT candidates will show evidence of their competence as well as the positive impact they have had on K-12 student learning. Examples demonstrating how teacher work samples are assembled and used as evidence for program completion and meeting certification requirements were presented and discussed with the PEAB members.

With the support of a grant from the Office of Superintendent of Public Instruction (OSPI), the Extended Placement Program (EPP) which requires candidates to spend a year in an elementary classroom prior to student teaching continued. The grant funds provided the EPP teachers with substitutes so they could spend time on campus with faculty to develop partnerships and a common understanding of changes in certification requirements. Several EPP schools are represented on the PEAB so these teachers were able to give the membership a first-hand report of the placement program.

Also with the support of a grant, the School of Education developed a partnership with an elementary school in the Mead School District focusing on gifted elementary children with four stated goals. The successful implementation of this program and its progress was reported to the PEAB in the spring.

The PEAB did not initiate any recommendations for the university during 2002-2003. However, they took under advisement recommendations and program revisions suggested by the university and assisted in the decision making process.

The PEAB developed a five-year plan for reviewing the program approval standards. During 2003-2004, the PEAB will review Standard IV, Program Design

Recommended rating: Acceptable

STANDARD 2: ACCOUNTABILITY

Learner Expectations

Learner expectations for teachers are clearly set out in the course catalog, brochures on the various degree options, advising forms, and the department's website. Undergraduate and graduate degrees as well as programs for adding endorsements are available with different entrance and exit criteria, depending upon which degree or certification is being sought. Each program has transition points, termed "benchmarks" where candidates are assessed and the expectations at each step are readily available to the teacher candidates. The conceptual framework formulated by the School of Education has guided the course offerings. Exhibits and interviews indicated teacher candidates are assessed according to the conceptual framework. Learner expectations reflect the Washington Administrative Code (WAC) standards and are addressed through coursework and field experience. For initial teacher preparation, the WACs align with Interstate New Teachers Assessment and Support Consortium (INTASC) and National Council for Accreditation of Teacher Education (NCATE) standards. Advanced teacher preparation aligns with National Board for Professional Teaching Standards (NBPTS). Another example of learner expectations reflecting state standards is the use of the new pedagogy assessment to evaluate undergraduate teacher candidates at the conclusion of student teaching. The pedagogy assessment is used both as formative and summative assessment at two different benchmarks for the Masters in Teaching (MIT) candidates. The pedagogy assessment is being piloted and is not yet required by the State of Washington for certification. The Assessment Plan formulated by the unit included a matrix that illustrated the alignment of competencies according to the WACs and the domains set out in the conceptual framework.

The course syllabi identified which WAC standards were addressed in the specific course and included the criteria for assessing teacher candidates. Many of the assessments were competency-based and rubrics for scoring were designed by the professor. Review of portfolios revealed a checklist for requirements for the degree and certification, indicating teacher candidates clearly understood expectations. Interviews with graduates supported the fact that they understood the requirements. The requirements and criteria for meeting them were communicated to the teacher candidates in writing and explained during introductory courses, student teaching evaluations, and during advising appointments.

Recommended rating: Target

Positive Impact on Student Learning

The undergraduate and graduate teacher candidates are provided multiple opportunities to assess and document positive impact on student learning during coursework and field experiences. The college catalog listed coursework on assessment which is required for both initial certification and advanced level programs. Examination of an undergraduate candidate's Positive Impact Plan revealed an understanding of how to measure the effect of a particular teaching method. The positive impact plan requires the teacher candidate to pretest an entire class and design instruction to meet the needs of three students of varying abilities. At the conclusion, the candidate posttests the class and analyzes to what extent the instruction affected the three students' learning. This takes place during student teaching and the Positive Impact Plan becomes part of the candidate's portfolio. Evidence of reflective analysis was found in examples of coursework, interviews, and in candidate's positive impact plans.

MIT candidates address positive impact on student learning in the preparation of Teacher Work Samples. Evidence was provided by the unit of Teacher Work Sample Component 9, which documented research on student learning. Through this process, MIT candidates researched a specific instructional strategy, designed and implemented appropriate assessment, and analyzed the results of the assessment relative to student learning and their own future teaching. Interviews with faculty, examination of portfolios, examination of research projects, interviews with recent graduates and current student teachers all indicated a clear understanding of measuring and documenting positive impact on student learning. Principals and mentor teachers who currently have MIT candidates in their schools and classrooms stated that the candidates were effective in their teaching and were able document positive impact on learning. An interview with an MIT candidate provided evidence of a clear understanding of positive impact on student learning.

Recommended rating: Acceptable

Assessment System

The unit has in place an assessment system which is thorough, comprehensive, and systematic. A staff data survey provided evidence that the assessment system design began with examination of data that was already being collected and identification of the purpose of the data. The assessment system was developed by the unit faculty and Professional Education Advisory (PEAB) members and reflects the conceptual framework as well as WAC and national standards. Evidence of the conceptual framework and WAC standards being used to guide the assessment system was found in course syllabi, the construction of benchmarks, advising documents, matrices, and checklists in portfolios. Candidates in all programs are assessed according to the conceptual framework, WAC standards, and national standards as evidenced in portfolios. Candidate and faculty interviews also indicated that the conceptual framework was used to assess individual candidate's competencies in each of the five areas. Each program has identified benchmarks when candidate competencies are evaluated. Interviews indicated that the assessments utilized at each benchmark are evaluated annually by the unit faculty to ensure validity and reliability. PEAB members reported that they are involved in interviews prior to practicum and internship experiences and use the WAC standards to guide their interviews. In

addition, PEAB members receive data on placement and follow-up surveys. During interviews, School Counselor PEAB members gave examples of suggestions made to the unit regarding improvements in the school counselor program. The School of Education responded by incorporating the suggested changes.

Examples of performance evidence for teacher candidates pursuing initial certification are education course grades, GPAs, interviews, field evaluations, candidate self-reflections, Positive Impact Plans, Pedagogy Assessments and post-graduation surveys. The candidate must successfully complete the requirements at each benchmark before moving to the next benchmark. Each benchmark has multiple assessments ensuring decisions about candidates are not based on one measure. Data such as candidate performance on the Pedagogy Assessment illustrated the connection between the performance assessments and the candidates' successful program completion. An example of the unit using data from the benchmarks is that program assessments have been modified to align with the components of the Pedagogy Assessment.

The types of data the unit collects for teacher candidates pursuing advanced degrees is organized into six benchmarks, with the exception of elementary and secondary education Master's degrees since these candidates have already completed field experiences. Examples of evidence collected include test scores such as the GRE or MAT, official transcripts, teaching certificates, evaluations of practicum and internship experiences, GPA reviews during the program, research papers, and comprehensive examinations. Interviews with graduate school faculty indicated that work on the competency evidence required of graduate level special education candidates will continue to change due to the unique nature and wide variability of types of special education classrooms. Successful completion of the program is achieved only after all the assessments at each benchmark have been passed or requirements satisfied.

Recommended rating: Target

Data Collection, Analysis, and Evaluation

Documents reviewed provided evidence that the unit collects regular and comprehensive data pertaining to applicant qualifications, candidate proficiencies, competence of graduates, program effectiveness, program quality and unit operations. Across programs, each candidate is assessed at each benchmark, including a graduate follow-up survey or interview, as outlined in the assessment plan. Course evaluations, college supervisor evaluations, and on-site supervisor evaluations are collected as part of the assessment system. The course evaluations are summarized and reported to the Academic Dean, the Unit Dean, Program Director, and faculty member each semester. Faculty and PEAB members are regularly given data regarding candidate proficiencies. For candidates who are using an electronic portfolio, faculty and candidate both have access to the performance evidence. The Teacher Education Committee (TEC) also provides data to the unit. Interviews with representatives from this committee indicated that the data collection was helpful to them to improve content of courses offered outside the school of education.

Undergraduate teacher candidates' admission and completion dates, entering and cumulative GPA, WEST-B results, and passage of benchmarks are entered into a database. Some data is

stored in the candidate's files. The competency evidence required at each benchmark constitutes multiple assessments at multiple points and is from both external and internal sources. The Institutional Report indicated that average entering and cumulative GPA are calculated each semester. Candidates are assessed in each course and field experience and grades are documented on transcripts. The exhibits provided evidence that the unit is measuring the competence of graduates through graduate surveys, hiring principal surveys, and mentor teacher surveys. Interviews with PEAB members indicated that the unit receives feedback regarding candidate competence from this source as well.

MIT data was similar to undergraduate data and entered into a database from which summaries were produced. Candidate's files also contained data gathered such as transcripts and letters of recommendation. Data regarding MIT candidates' competence was gathered at each of the seven benchmarks for this program. The mentor teacher and college supervisor assess the candidate multiple times using a variety of measures. MIT candidates are assessed in each course and grade point average review is part of the assessment process. Documentation was provided by the unit of first year follow-up surveys for MIT graduates, hiring principals, and MIT candidate program evaluations.

The graduate teacher candidates in Special Education and Gifted and Talented are assessed at six benchmarks while Elementary and Secondary Education Candidates are assessed at four points during and after their programs. A review of grade point averages is part of the assessment system which provides data on performance in coursework. Summary statistics are calculated each semester and used by the unit to improve course offerings or field experiences.

Recommended rating: Target

Use of Data for Program Improvement

The unit provided evidence in the Institutional Report of major changes to the course offerings and performance assessments based on collection of data from internal and external sources. Evidence of these changes is in the course descriptions in the catalog, in syllabi, and was provided by interviews and review of exhibits.

Hiring principal surveys stated the need for extended placement in a school prior to student teaching. In response, the School of Education initiated the Extended Placement Program. To address the same issue for secondary candidates, the teacher candidates now spend thirty hours during EDU 351 in a secondary classroom. In social studies and science methods courses, candidates spend ten to twenty hours in a secondary classroom.

First year follow-up surveys and interviews of graduates indicated the need for increased training in working with parents. Course content was changed and additional information provided on communicating with parents. PEAB members, graduate surveys, and hiring principal surveys identified the need for increased training in literacy. Several changes were made to the curriculum as a result, including adding an endorsement in Reading. An increased need for regular classroom teachers to be better prepared to work with students with special needs was identified by graduates and hiring principals. The change that was implemented was all teacher

candidates are required to take two special education courses. PEAB member, local graduates and principals indicated a need for teacher candidates to have training in Understanding by Design curriculum planning methods. This information was added in introductory methods courses. As a result of candidates reporting that they have higher levels of technology skills than candidates two to three years ago, the unit determined that a separate technology course was not as effective as integrating technology training across the program offerings. Graduate and hiring principal surveys and interview results revealed the need for new teachers to address the learning needs of students who are Limited English Proficient (LEP). The unit faculty received training in ESL methodology and content to increase candidates' knowledge and skills in this area. The state has changed the endorsement competencies for elementary candidates and PEAB members have emphasized the need for increased content knowledge in history, political studies, and science. Two natural science courses were developed. Unit faculty worked with history/political studies faculty to ensure content for the new endorsements was being covered. New benchmark assessments have been developed based on the need for program and candidate accountability as well as PEAB and faculty feedback. Candidates, cooperating teachers and supervisors were all surveyed in spring 2003 regarding suggestions to improve student teaching. Several changes were made as a result of the data, including revisions to coursework, clarification and consolidation of performance evidence required at the end of student teaching, continued emphasis on training on the implementation of the Pedagogy Assessment, and the addition of an on-line discussion forum for candidates.

Changes have been made to the MIT program as a result of mentor and candidate surveys, faculty and supervisor feedback, changes in best practice research and state requirements, student advisory group suggestions, and graduate follow-up surveys. A literacy course was added for secondary candidates and emphasis on literacy was added for elementary candidates. Timing of methods courses, a social studies module added during the first summer, benchmark adjustments, course content additions and changes, a change from Action Research Projects to Teacher Work Samples, and increased supervisory training are all examples of changes implemented by the unit as a result of data.

Suggestions from the Graduate Student Advisory Board led to changes in the orientation sessions for new graduate students, on-line registration, and the graduate newsletter was updated to include articles addressing current student issues. Evidence of other use of data for program improvement was not found.

Recommended rating: Target

STANDARD 3: UNIT GOVERNANCE AND RESOURCES

Unit Leadership and Authority

The Dean of the School of Education oversees all of the unit operations and reports to the Vice President of Academic Affairs. The dean, assistant to the dean and assessment director make up the administrative team. Additionally each program in the unit has a director who oversees the day-to-day operations of his/her program and reports to the dean.

The unit provides excellent leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P-12 schools. Leadership in the School of Education, and the institution as a whole, has remained stable for several years.

The unit is viewed as a leader on campus. Many interviews on campus referred to the School of Education as having “great programs and strong students.”

Recommended rating: Target

Unit Budget

Individuals interviewed indicated that the budget allocated to the Division is proportional to the other units on campus. The Dean and faculty repeatedly stated that they had sufficient resources to meet their goals.

Recommended rating: Acceptable

Personnel

Faculty in the School of Education at the undergraduate and graduate levels are effectively engaged in teaching, scholarship assessment, advisement, collaborative work in P-12 schools, and service. Written policies are in place to describe faculty workload and professional development opportunities. The school has adequate support personnel. Both faculty and staff strive to provide students with an “education of heart and mind.”

Clinical faculty are valued in the School of Education and are provided necessary training and support to enhance their work with student teachers.

Recommended rating: Target

Unit Facilities

The unit has outstanding facilities on campus to support students learning. The building and grounds are well maintained and clean. The offices, classrooms and meeting spaces in the education building are particularly well designed for collaborative work.

Recommended rating: Target

Unit Resources Including Technology

The unit allocates resources across programs to prepare candidates to meet standards for their fields. State-of-the art technology is available and infused into the curriculum. Faculty and students have access to technology and know how to use it to enhance teaching and learning. Blackboard is used extensively.

Both students and faculty reported that they have access to adequate library resources. The curriculum library, housed in the university library, has wonderful work space and atmosphere for study. In general the curriculum library is adequate with the exception of dated textbooks that need to be replaced with more current material.

Recommended rating: Acceptable

Qualified Faculty

Based upon the vitae reviewed, education faculty have earned doctorates or exceptional expertise in their fields. Adjunct faculty are currently employed in PK-12 schools.

Interviews with administration and faculty disclosed a selection and retention policy for faculty that leads to strong teaching. For example, new faculty are mentored by experienced faculty during the first several years of employment.

Recommended rating: Acceptable

Modeling Best Professional Practices in Teaching

The School of Education is known on campus as a leader. Faculty and staff provide cross-campus workshops to enhance the scholarship of teaching.

Within the unit, teaching by the faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields. This is based on faculty and student interviews in addition to group interviews with student teachers. These interviews provided the following examples of "modeling best practice."

- connect instruction to standard
- connect teaching to assessment
- employing a variety of teaching styles
- engage in professional development to stay current
- use research to inform practice
- employ tools related to diversity
- use rubrics to assess student work
- integration of curriculum

Recommended rating: Target

Modeling Best 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 all programs within the unit:

- presentation within the institution
- grant writing
- workshops for PK-12 educators
- presentation at professional conferences at the local, state, and national level

Recommended rating: Acceptable

Modeling Best Professional Practices in Service

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

- volunteer work in the community
- service to the institution via committee work
- professional association work
- presenting workshops, internally and externally
- working on state committees with OSPI
- faculty work with P-12 colleagues
- faculty mentor candidates at professional meetings

There are multiple examples of service provided by the faculty, staff, and students

Recommended rating: Target

Collaboration

Education faculty collaborate on a regular basis, cross-campus and externally with PK-12 colleagues. Methods classes are taught with educators in the schools. The PK-12 educators are given adjunct status on campus, and they are directly involved with the preparation of the teacher candidates. The collaboration leads to discussion within the unit regarding the teaching process and how to constantly seek improvements in the program.

Recommended rating: Acceptable

Unit Evaluation of Professional Education Faculty Performance

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

Recommended rating: Acceptable

Unit Facilitation of Professional Development

Data from faculty evaluations are used to identify specific professional development activities for the unit. All faculty are encouraged to be continuous learners, and faculty mentors are set up for new faculty. The unit is a true learning community with professional development opportunities available for all.

Recommended rating: Target

STANDARD 4: PROGRAM DESIGN

Design, Implementation, and Evaluation of Curriculum and Experiences

Curriculum and field experiences include objectives to familiarize candidates with diverse populations, develop the knowledge, skills, and dispositions necessary to teach all students, and provide opportunities to practice and demonstrate these proficiencies in various field experiences. This is evidenced by a review of course syllabi, resource guides, grant proposals, resource material, and descriptions of field experiences. Brochures indicate the unit schedules additional programs that bring special speakers, panels, and groups of diverse students to campus for the purpose of exploring issues of diversity and providing opportunities for candidates to interact with diverse students from P-12 schools. An ESL grant was written to infuse into the curriculum of current education courses material that meets the needs of students with English limited proficiency.

Field placement records indicate good-faith efforts to place candidates in schools with diverse populations. This is accomplished by an interview with candidates prior to placement, knowledge of student diversity in particular schools, and cooperation with P-12 school administrators and mentor teachers. Notable is the January Term that provides a unique opportunity for candidates to engage with a culture that differs from their own and the Host Family Program that requires candidates to spend time with the family of a student with a disability.

The unit assesses the candidate's knowledge, skill, and dispositions through course requirements, student reflections and the Pedagogy Assessment instrument. Candidates are required to develop a notebook following the January Term in which they reflect on their experience with a culture other than their own. A Student Teaching Diversity Observation Log requires candidates to report observations with special education, multicultural, and gifted and talented students in the field.

Recommended rating: Target

Experiences Working with Diverse Faculty

The unit recognizes the challenge of increasing diversity among its faculty. Diversity has increased by two faculty members since the last site visit. The faculty is represented by:

Asian Americans - 2
Native American - 1

Fulltime education faculty is represented by:
Women - 11
Men - 6

Adjuncts:
African American - 1
Asians - 2

Several faculty members have special expertise regarding diverse populations:

Margo Long – Gifted and Talented

Gordon Watanabe – Intercultural communication

Changnam Lee – Special Education

O.J. Cotes – Native American culture

A review of Leadership Retreat Minutes documents discussions on the need to increase knowledge and skill of existing faculty, integrate diversity into the curriculum, review search policy, use minority faculty as adjuncts, mentor minority faculty adjuncts, increase emphasis in searches for staff, student workers, and graduate assistants. A Long Range Strategic Plan has been developed to encourage neighborhood service related projects and increase faculty involvement in multicultural programs.

Recommended rating: Acceptable

Experiences Working with Diverse Candidates

The university and unit recognize the lack of a significantly diverse student (candidate) population, which mirrors the lack of diversity in the region. Both have made a strong commitment to increasing enrollment and retention of diverse candidates and have developed programs for achieving this goal. Efforts at ensuring retention include the Whitworth Diversity Program, a week-long celebration of diversity with candidates representing various cultures.

Although still a challenge, the ethnic and cultural diversity among candidates is increasing due to several programs providing financial support to students of diversity. Examples include the Act Six Scholarship program in which ten undergraduate students each year from diverse ethnic/cultural backgrounds from an inner-city (Tacoma) are provided with four-year scholarships. The university recently received a \$100,000 grant to provide scholarships to minority undergraduate students. The unit also provides a Graduate Ethnic Minority Scholarship equal to a 25 percent tuition discount to students of color. These financial aid programs are described on brochures and made available to candidates.

The unit also brings to campus a Future Teachers of Color Conference in which candidates can interact with potential candidates of color.

Recommended rating: Acceptable

Experiences Working with Diverse Students in P-12 Schools

Field experiences are designed to provide candidates with multiple opportunities to interact with diverse students in P-12 schools. Field placements are well documented and indicate the diversity of schools where placements are made. Evidence of candidates working with diverse students includes the Host Family Program, the Homework Helpers Program, the Medicine Wheel Program, Community Partners Program, the January Term Intercultural Experience, and the Wellpinit School District Partnership, a Native American school district. Candidates are also

required to complete the Student Teaching Diversity Observation Log, in which candidates report observations with special education, multicultural, and gifted and talented students in the field.

The unit also brings to campus diverse students from P-12 schools. Examples include holding a Future Teachers of Color Conference and Project Get Ready, a program that brings 9th grade students of color to campus and pairs them with teacher education candidates.

Recommended rating: Acceptable

Collaboration Between Unit and School Partners

The Professional Education Advisory Board (PEAB) works with faculty on program design, implementation of the program, assessment of candidates, and evaluation of the program. Minutes of meetings show evidence that the PEAB meets the required four times per year and responds to recommendations from PEAB members.

Faculty, school administrators, and mentor teachers cooperate in the field placement of candidates. This occurs at the time of initial placement and at those times when it is determined that a particular placement is not a good match.

Several adjuncts in the program teach content methods courses, and their schools allow them to teach the course at their school.

School districts and the unit cooperate in efforts to bring diverse students to campus. Examples include the Future Teachers of Color Conference and the Project Get Ready, a program that brings 9th grade students to campus.

Evidence also shows that the unit develops grant proposals for bringing advanced training to teachers in neighboring school districts. Examples include the Eisenhower Grant, a partnership with the Northwood Middle School for renewal of math and science education and a grant proposal to improve the knowledge and skills of teachers who teach English Language Learners.

Recommended rating: Acceptable

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

Candidates are provided multiple field experiences that presents opportunities to demonstrate their knowledge, skills, and dispositions to effectively work with all students. They reflect on significant areas of their teaching experience including content, pedagogy, professionalism, and dispositions. Candidates regularly meet with their university supervisors and mentor teachers to review their progress – noting successes and areas needing improvement. Lesson plans include designing alternative teaching/learning strategies for students with exceptionalities. Candidates must receive a successful evaluation on the Pedagogy Assessment instrument.

Recommended rating: Acceptable

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

Undergraduate and MIT candidates must meet all requirements – called benchmarks – at identified transition points in the programs. Undergraduates must maintain a 3.0 GPA in order to gain admission to the program and receive a grade of “C” or higher in all education and endorsement courses. MIT candidates are required to have a 3.0 undergraduate or prior graduate GPA for admission to the program and must maintain a grade of “C” in all education and endorsement courses. Candidates are required to pass the Washington Educator Skills Test-Basic as of September 2002, pass the Praxis II in all endorsement areas effective September 1, 2005 and meet the competencies on the Pedagogy Assessment. Teacher candidates regularly reflect on their knowledge, skills, and disposition to help all students learn with their supervisors and mentor teachers.

Recommended rating: Acceptable

STANDARD 5: KNOWLEDGE AND SKILLS

Content Knowledge for Teacher Candidates

Teacher candidates at Whitworth College are grounded in a liberal arts and science education through their general education requirements. For a degree in Elementary Education, candidates must complete a major in elementary education and earn twenty credits in an endorsable area. Secondary education candidates are required to complete a secondary education program and a major in an endorsable content area. MIT candidates must have a major in an undergraduate field prior to admission to the program; they must then meet competency requirements for a subject area endorsement.

Full admission to the School of Education requires a minimum cumulative GPA of 3.0 and the passage of all three sections of the WEST-B by Benchmark 2 in the Undergraduate program and Benchmark 1 in the MIT program.

Teacher candidates obtain their content knowledge and skills through carefully planned coursework, research, and reflection on their current knowledge and practice. Their knowledge of content is evaluated with performance assessments, including basic skills testing, E-folio entries, cooperating teacher and college supervisor critiques, and graduate surveys. As an example of content knowledge in mathematics (MA107), candidates learn to use quantitative thinking and analysis along with their technical skills to describe and predict student-learning patterns. This knowledge enables teachers to modify their teaching to meet students' needs.

In the MIT program at Benchmark 5 and the completion of the student teaching practicum, candidates are evaluated on their ability to plan, prepare, instruct, assess, manage classroom diversity, and demonstrate professional responsibilities. On surveys and in on-site interviews, mentor teachers give MIT candidates excellent ratings. One mentor teacher said she would accept a Whitworth MIT student teacher with no reservations; she would interview candidates from other schools before she made her decision whether to accept the individual as a student teacher.

Recommended rating: Undergraduate: Acceptable; MIT: Target

Pedagogical Content Knowledge for Teacher Candidates

Cooperating teacher evaluations of the candidate's field experience, supervisor evaluations on the Pedagogy Assessment, and employing principals' surveys, all praise the teacher candidates' ability to use multiple instructional strategies and skills. In interviews with cooperating teachers, they stated their delight with the candidates' technical abilities/skills. Lesson plans and on-site classroom observations were positive testimony to Whitworth's candidates' use of varied strategies to engage and enable their students.

Undergraduate candidates had graded performance assessments in their EFolios, with a reflective piece explaining how these assessments demonstrate their competencies and skills.

In the MIT program, candidates demonstrated their pedagogical knowledge and skills in their Teacher Work Sample. These portfolios detailed their use of various instructional methods; integration of technology into lesson plans; adaptation of lesson plans to better address local school culture; and adjustment of resource needs to the availability of resources in local classrooms.

The National Education Technology's Standards for Teachers are used as program basics. However, candidates' technology competency is assessed within education courses.

Recommended rating: Target

Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The Professional Teaching Certificate Program at Whitworth is still in its infancy with its first graduates in the fall of 2004. The program is built on three standards (Effective Teaching, Professional Development, and Leadership), and has three sections: Pre-assessment Seminar (including the development of a professional growth plan), a Core, and a Culminating Seminar in which competencies will be demonstrated).

Teacher candidates are assessed by their Cooperating teachers as "demonstrating a high level of professional and pedagogical skill." Principals evaluated first year teachers as competent in pedagogical and professional skills, with candidates' ranking highest in cultural sensitivity and collegial collaboration and lowest in the area of reading.

As part of their teaching practicum, candidates are required to have written unit plans. These plans must include a description of the students (physical, cultural, academic, and special needs); the classroom (physical arrangements, grouping patterns); learning targets for each lesson with reference to specific EALRs; multiple approaches to learning; collaboration with families to support student learning; opportunities for an inclusive, supportive learning community; modifications for student diversity, ESL, gifted, and special needs; and documentation of critical thinking and problem solving skills being used.

The Teacher Work Sample of the MIT candidate shows their personal leadership skills; ability to create a culture, curriculum, and instruction for a diverse student body; use of assessment data to

profile student learning; setting appropriate learning goals; use of multiple assessment modes to assess student learning; utilizing evaluations to make instructional decisions; and using reflective practices to improve their personal teaching style.

Recommended rating: Acceptable, approaching Target

Dispositions for All Candidates

Whitworth College's Conceptual Framework is the strong foundation on which the School of Education establishes its disposition theory and practice. The Framework has five domains, each influencing disposition.

- 1) Scholar --- In interviews candidates routinely talked of life-long learning.
- 2) Guardians --- Faculty modeled servant leadership with their students in hallway conversations. Candidates spoke passionately about their "January Experience" and how it affected their personal need to be an advocate for children and youth.
- 3) Community Members --- Candidates expressed valuing collaborative relationships among teachers, students, and their families in developing classroom and school environments where learning takes place.
- 4) Effective Practitioners --- The phrase "making a positive impact on student learning" was far from being a "foreign" phrase. Understanding this phrase is seen as being fundamental to becoming an educator.
- 5) Visionary Leaders --- Whitworth's teacher candidates believe in the worth and ability of every human being.

Beginning with this school year, Initial and MIT candidates are evaluated and advised on their dispositions at Benchmarks 1, 2, and 3. Candidates spoke of integrating their faith into their vision, and how their vision did impact their teaching.

Recommended rating: Target

Student Learning for Teacher Candidates

Undergraduates become well versed on the concept of "making a positive impact on student learning." Students are paired with a special needs student for a semester. During this time the candidate designs a single subject intervention with assessment strategies with the cooperating teacher's approval. Using this intervention the candidate tutors the student, gathers and analyses the assessment data, and does an analysis of the impact the intervention had on the student.

Also, candidates construct a Positive Impact Plan during their student teaching experience. This plan is a comprehensive seven-part plan that becomes a part of the candidate's final portfolio. The parts of the plan are: 1) a pretest on a specific unit based on an Essential Academic Learning Requirement (EALR); 2) a discussion with the cooperating teacher concerning the results of the pretest; 3) the designation of three students with different levels of ability; 4) analysis of the skills of the three students; 5) the design of specific instruction to meet the learning needs of the three designated students; 6) a post test on the unit; and 7) the candidate's findings and reflections on instruction and student learning.

The MIT candidate's approach to identifying student learning has a more research-oriented approach. Not only do they do more in depth training in research and assessment, they also learn to do more quantitative and qualitative data analysis. They learn to interpret and use assessment data to better understand student learning and communicate that understanding to their students and their families.

While the Professional Teaching Certificate program has only just begun, the Positive Impact Plan component is planned to be a vital part of this program.

Recommended rating: Target

Accolades

1. The faculty, administration, staff, and students live the Whitworth Mission Statement in providing an education of mind and heart as evidenced by strong student/faculty relationships.
2. The unit has developed an assessment system for collecting, analyzing, and utilizing data to effect program change.
3. The Whitworth governance system is stable and dynamic, with the School of Education recognized as a leader by other units of the Institution.
4. The School of Education prepares teacher candidates to effectively teach all students. Diversity issues are infused in curricular and field experiences along with other planned campus activities.
5. The HOST family program and JAN Term Multicultural experiences are exceptional programs unique to Whitworth.
6. The P-12 partnerships are truly collaborative and characterized by open communication with the unit.
7. Educator candidates have a clear understanding of having a positive impact on student learning.
8. State-of-the-art technology is available and infused into the curriculum.
9. The degree of commitment and involvement by PEAB members is exemplary.

Recommendations:

1. Continue to refine the implementation of the assessment system.
2. The library collection in the curriculum lab needs to be updated.

