

Westminster College School of Education

Teacher License programs in

- Elementary Education
- Secondary Education
- Special Education

Teacher Education Accreditation Council Inquiry Brief

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Section 1: Teacher Education Program Overview

Westminster College has been a part of the educational landscape in Utah and the Intermountain West since its founding in 1875 as the Salt Lake Collegiate Institute, a preparatory school under the auspices of the First Presbyterian Church of Salt Lake City. One hundred and thirty-five years later, Westminster exists as a fully independent, privately funded, nondenominational, comprehensive college offering undergraduate degrees in 33 majors and thirteen graduate degrees to approximately 2,600 full-time and part-time students. Westminster College states that its mission is to offer liberal arts and professional courses of study. In 2001 we joined the New American Colleges and Universities, a national consortium of 20 selective, small to mid-size independent colleges and universities dedicated to the purposeful integration of liberal education, professional studies, and civic engagement. The College has four schools, of Arts & Sciences, Business, Education, and Nursing & Health Sciences. Each school is administered by a dean, who reports to the Provost and Vice President of Academic Affairs. The professional programs come from the Schools of Education, Business and Nursing & Health Sciences.

Westminster has offered undergraduate degrees in Education for over 60 years, through the School of Arts and Sciences. The School of Education was created as a separate school in 1995. The School of Education is the smallest of the College's four schools, with 12 full-time faculty members and approximately 200 undergraduate and graduate students. In 2007 the School of Education initiated the Master of Arts in Teaching (MAT) program, replacing a non-degree post-baccalaureate program, the Teacher License Program (TLP), that had been in place since 1999. The MAT offers the same license options as the undergraduate teacher education program. The three license options for which we are seeking accreditation – Elementary Education, Secondary Education, and Special Education – are described below. Each is offered at both the undergraduate and graduate level. All these programs are competency based within a humanistic and developmental framework. Primary emphasis is placed on developing the knowledge, skills and dispositions that help prospective teachers meet the needs of diverse learners.

Elementary Education

For many years, students have had the option of majoring in Early Childhood Education (K-3) or Elementary Education (grades 1-8). Many students have chosen to take the additional courses to complete a dual major and receive both teaching licenses. At the urging of the Utah State Office of Education, we now offer a K-6 elementary education license rather than the two K-3 and 1-8 licenses, beginning with students who started the program in the fall of 2009. The K-6 license conforms more accurately to the current configuration of schools in Utah. All data in this Inquiry Brief are from the period when we still offered the two licenses. The Early Childhood and Elementary students have been combined in these analyses.

In the spring and fall of 2009, the School of Education faculty reviewed the Elementary Education major. Over the past eight years, the number of credit hours required for the Elementary Education major had crept up from 67 to 80. All the additions were made for good reasons, but the result was that the curriculum had become somewhat disjointed, and few students could complete the requirements for their undergraduate degree in eight semesters. The

faculty developed a new set of courses for the major that integrates key concepts in the program into fewer courses, resulting in better integration of material and fewer credit hours. Students beginning the program in 2010 will pursue these new requirements. These new courses also changed, though to a lesser degree, the requirements for secondary and special education. Both the old and new requirements for all three programs are shown in Appendix D.

Secondary Education

Students pursuing a secondary teaching license major in their teaching field and also complete the requirements for the secondary education program. The number of undergraduate students choosing to complete a secondary education license has declined steadily in the past ten years, to the point that we now have fewer than five undergraduate students completing the program each year. In 2007, the School of Education eliminated the requirement that secondary education students complete a teaching minor as well as a teaching major, thinking that the additional credit hours were a disincentive for potential students. However, the number of secondary education students continued to decline at the undergraduate level. Meanwhile, we were attracting twenty or more secondary education students each year in the new MAT program. We have now created an articulated program, effective with the fall semester 2010, through which Westminster students can take four education courses as undergraduates and then enter an accelerated version of the MAT secondary education program when they graduate. This program has generated a great deal of interest and has already enrolled the first student who has completed the required four undergraduate courses. While the majority of the students in the MAT program continue to come from other undergraduate institutions, we hope that this new program will attract an increasing number of Westminster College graduates.

Special Education

A Mild/Moderate Special Education (K-12) endorsement program was introduced to the curriculum in 1998, as a minor taken by students completing an Early Childhood, Elementary, or Secondary license. This program addressed the need of the state of Utah for more special education teachers. In 2007 a Mild/Moderate Special Education major was introduced, allowing students in both the undergraduate program and the MAT to complete a Special Education license without also completing a general education license. In 2010, a Severe track was added to the Special Education curriculum. Students can now choose to complete the requirements for either a Mild/Moderate or Severe endorsement to an Elementary or Secondary license, or as a stand-alone Special Education license.

Other programs

In addition to the undergraduate and MAT licensure programs, the School of Education also offers two graduate programs that are not addressed in this *Inquiry Brief*. The Master of Education (MED) Program is offered for licensed teachers or those who teach adults. Licensed teachers may earn an endorsement in Reading (Basic or Advanced), English as a Second Language, Special Education, or Distance Learning. A Certificate in Adult Learning is offered for students who are not licensed teachers and whose work involves teaching adults.

The Master of Arts in Community Leadership program, initiated in the Fall of 2009, is designed to prepare students for leadership roles in non-profit and community organizations. The program prepares graduates in three key areas: management and leadership, community organizing and advocacy, and communications. Students in the program take courses in the School of Education, School of Arts and Sciences, and School of Business.

Goals and Standards

The goals of the Teacher Education Programs at Westminster are summarized well by the three components of the TEAC Quality Principle I: Evidence of Student Learning. In Section 2 we discuss the specific program standards and how they are included in the three components and three cross-cutting themes of Quality Principle I.

Program demographics.

Table 1.1 shows the numbers of full-time faculty and students enrolled in the College and in the Teacher Education program. The Teacher Education Program enrolled only undergraduate students and certificate-only post-baccalaureate students (classified as undergraduates) until 2007. In 2007 a graduate licensure program, the Master of Arts in Teaching, was introduced.

Table 1.1 Number of Faculty and Students at Westminster College and in Teacher Education

Years	Undergraduate Students	Education Undergraduates	MAT Students	College Faculty	Education Faculty
2004-2005	1,899	179	--	119	12
2005-2006	1,835	159	--	121	12
2006-2007	1,927	150	--	119	12
2007-2008	2,021	129	23	130	12
2008-2009	2,067	115	62	132	12

Table 1.2 gives the breakdown on gender and ethnicity for the student population in education as well as the College.

Table 1.2 Number and Percentage of Undergraduate Students at Westminster College and in Teacher Education According to Gender and Ethnicity

Fall semester	Total College	Minority College	Male College	Female College	Total Education	Minority Education	Male Education	Female Education
2004	1,899	258(13%)	778 (41%)	1121 (59%)	179	16 (9%)	32 (18%)	147 (82%)
2005	1,835	260(14%)	773 (42%)	1062 (58%)	159	10 (6%)	23 (14%)	136 (86%)
2006	1,927	310(16%)	814 (42%)	1113 (58%)	150	13 (9%)	18 (12%)	132 (88%)
2007	2,021	357(17%)	852 (42%)	1169 (58%)	129	8 (6%)	19 (15%)	110 (85%)
2008	2,067	427(20%)	906 (44%)	1161 (56%)	115	16 (14%)	16 (14%)	99 (86%)

The MAT cohorts in the 2007-2008 and 2008-2009 years had 22% male and 78% female students, and 5% minority students.

Table 1.3 shows the numbers of elementary and secondary program completers. These figures are provided to give an idea of the relatively small size of our program; in Appendix B we discuss program completion rates, which are quite high.

Table 1.3 Number of All Program Completers

	2004-05	2005-06	2006-07	2007-08		2008-09		Total 2004-09	
	Ugrad	Ugrad	Ugrad	Ugrad	MAT	Ugrad	MAT	Ugrad	MAT
Elementary	42	31	30	28	8	26	12	157	20
Secondary *	19	13	14	15	9	4	8	65	17
Art	1	3	1	1			2	6	2
English	10	4	5	6	6		2	25	8
History/ Soc. Stud.	5	2	5	7		1	2	20	2
Math	3	2	2	1		3	1	11	1
Phys. Ed.					1			0	1
Science		2					1	2	1
Spanish			1					1	0
Theatre					2			0	2
TOTAL	61	44	44	43	17	30	20	222	37

*The specific secondary license areas reflect the students' major course of study. Thirty-three of the 65 undergraduate secondary students and one of the 17 MAT secondary students completed the requirements for another disciplinary area as well. Until 2007, undergraduate secondary education students were required to have both a teaching major and a teaching minor.

Table 1.4 shows the number of faculty in the department, their rank, their highest level of degree, ethnicity and gender. The roles and responsibilities of faculty at the college and school level are described in more detail in the *Standards of Capacity for Program Quality* section of this brief.

Table 1.4 School of Education Faculty Demographics (2009)

Faculty Member	Half time	Full time	M.Ed.	Ph.D.	Ethnicity	Male	Female
Instructors	1	0	1	0	100% C*	100%	0%
Assistant Professors	0	3	1	2	100% C*	0%	100%
Associate Professors	1	6	0	6	100% C*	29%	71%
Full Professors	0	2	0	2	100% C*	0%	100%

*Caucasian

Design and Nature of the Curriculum

The Teacher Education Program at Westminster is based on a student-centered philosophy with four primary strands. The specific coursework and field experiences are outlined in Appendix D, but an overview of program requirements is described in this section.

The first strand explores **pedagogical content knowledge** through courses taken in the School of Arts and Sciences and the School of Education. The early childhood and elementary options require a pedagogical methods course that presents a general framework for instructional methods and then specific methods courses related to teaching the Utah State Core Curriculum. Undergraduate elementary education majors must complete a teaching or academic minor. The secondary program requires a general instructional methods course, a content reading methods course, and a methods course in the student's major (and minor, if any).

The second strand explores **issues of diversity** related to race, gender, culture, socioeconomic status, abilities, learning styles and motivation. All teacher education students are required to take courses that address learning theory, diversity, classroom management, and foreign language or cultural diversity. As we developed the MAT program in 2007, one of the central themes of the program was the recognition of the cultural assets that marginalized populations bring to the classroom. This theme was inspired by the work on Funds of Knowledge by Norma González and others (González, Moll, & Amanti, 2005; Rosebery, MacIntyre, & González, 2001). This concept is introduced to the undergraduate and MAT students in the foundations course (EDUC 302 or MAT 600) and revisited throughout the program. Several program revisions, described below, have been made during the past five years to better address this strand, and we have revised our standards to reflect the increased emphasis in this area.

In 1998, the special education minor endorsement was offered for the first time. In addition to 24 credit hours of coursework and related field experiences in special education, the students complete an additional six weeks of student teaching in a special education setting after ten weeks of general education student teaching.

In 2007, a minor in English as a Second Language was offered at the undergraduate level for the first time. Students completing this minor qualify for an ESL endorsement on their elementary, secondary, or special education license. Following a finding in 2007 by the Office of Civil Rights that the school districts in the Salt Lake area were failing to meet the educational needs of English Language Learners, the school districts in the area now require that new teachers earn an ESL endorsement within a few years of being hired. Consequently, completing the ESL minor as part of a student's undergraduate program has become a popular option.

In past years, students in all the education programs have been introduced to concepts of special education and ESL in EDUC 320, Education in a Diverse Society (3 credit hours), which also continued exploration of issues of diversity in race, ethnicity, and gender that are introduced in the foundations course. In the new undergraduate curriculum initiated in the fall of 2010, racial, ethnic, and gender diversity are given more prominence in the foundations course and are revisited in the methods courses and the Teacher Work Sample required in student teaching. Issues of special education and ESL are introduced in two new courses, EDUC 311, English Learners in All Classrooms (2 credits), and EDUC 312, Specialized Educational Services (2

credits). This change gives more emphasis to each area of diversity and provides more flexibility for students who are minoring in Special Education or ESL who no longer have to repeat material in EDUC 320 that they have already had in their special education or ESL minor courses.

To promote opportunities for faculty and students to share experiences in more diverse contexts, the School of Education has offered May Term Study Trips to the Hopi/Navajo reservations every year since 2002; to Australia in 2003, 2005, and 2008; Mexico in 2002 and 2006; Guatemala in 2004 and 2007, Thailand in 2009 and 2010, and a comparative education course in Spain, Italy, and Greece in 2009. These courses have counted as four credits of the foreign language requirement. Full time students pay the cost of the travel, but do not have to pay tuition for the four credits that are granted for the May Term Trips. The MAT program includes an 8-day study experience in Cuernavaca, Mexico, after student teaching. The cost of this trip is included in the students' tuition.

We have also encouraged students to complete some or all of their student teaching experience on the Navajo Reservation or at an international school overseas. In the period from 2005 through 2009, 20 students took advantage of this opportunity, completing student teaching experiences in Germany, England, Hawaii, and Mexico. In the spring of 2009, one student did her full elementary student teaching experience in a school serving Native American students in southern Utah. Another student did her full elementary student teaching experience at a Department of Defense school in Italy. We are currently exploring other opportunities for future years.

With the new undergraduate Education requirements, effective in the fall of 2010, students have more options for fulfilling what was called the Foreign Language requirement, now re-named the Cultural Awareness requirement. They can complete two semesters of another language, participate in a May Term Study Experience, study abroad for a semester (including a student teaching semester), or present evidence of proficiency in another language.

The third strand comprises **field experiences** that give preservice teachers the opportunity to apply their knowledge and skills about teaching and learning in classrooms. The program offers a variety of well-supervised field experiences. Most faculty members supervise early field experiences and/or student teaching. Early field experiences are numerous with an emphasis on placements in diverse classroom contexts. The introductory undergraduate course, EDUC 302, requires a school observation for both elementary and secondary students. The introductory MAT course includes a placement in a community after-school program for both elementary and secondary students. The elementary methods courses for both undergraduate and MAT students each require 12-20 hours of placement in a school, and some have additional structured activities, including an outing to the Great Salt Lake with a group of fourth graders to conduct science experiments and prepare poster presentations on the experience, and structured activities in an after-school program for the language arts methods course. Secondary students, both undergraduate and MAT, are required to do two 30-hour placements, one in a middle school and one in a high school.

Student teaching is viewed by the faculty as an important time to reflect with the student teachers and their mentors. The classroom teachers who serve as mentors are an important part of the team. Each semester they attend two seminars on campus to discuss their roles as mentors and evaluators of the student teachers and to help the faculty and Director of Field Experiences with ongoing program evaluation.

Finally, in the fourth strand, preservice teachers explore and develop their own **philosophical approach to teaching** and continually reflect about ways to become educational and social agents of change in their schools and communities. The education curriculum is integrated so that preservice teachers prepare a philosophy of education assignment during the initial “Foundations” course in the program and revise it in later courses throughout the program. Portfolio development is introduced at the time the students are admitted to the program. Both undergraduate and MAT students develop a formative portfolio throughout the program. At the conclusion of the student teaching semester, the students formally present their portfolio to faculty, classroom mentors and peers.

Delivery System

The School of Education at Westminster is recognized for its concise and content-based teacher education program. As a small liberal arts institution with selected programs, Westminster College is dedicated to the integration of liberal education with career and professional programs.

The teacher education program offers small class sizes with individual advising and program planning. The average class size is 17 and few classes have over 25 students. The program is designed to be flexible. Students have options to complete the program at their own pace on a part time or full time basis. Many students attend Westminster College to pursue a bachelor’s degree and initial teacher licensure. Until 2007, students who had completed a bachelor’s degree could complete the licensure requirements in the Teacher License Program (TLP), which offered licensure courses in elementary or secondary education and could also, with additional courses, earn a Master of Education degree. In 2007 we introduced the Master of Arts in Teaching program through which post-baccalaureate students earn both a teaching license and a Masters degree in one integrated program. All Westminster teacher preparation options are offered on campus with accompanying services and support for students. There are no extension, complete distance learning, or weekend-only programs.

The majority of undergraduate students are admitted to the School of Education during the second semester of their sophomore year or the beginning of their junior year. We have significantly revised the undergraduate curriculum for students who enter the program in the fall of 2010 and later, integrating the essential concepts of the program into fewer courses and reducing the number of required credit hours in the program. We expect that this will allow both transfer students and students who enter Westminster as freshmen to complete their undergraduate education degree in four years of full-time study. The MAT program is completed in three semesters by full-time students.

Section 2: Claims and Rationale

Claims

Our three basic claims are that graduates of Westminster's teacher education programs demonstrate competence in the three components of TEAC Quality Principle I:

1.1 Subject matter knowledge: Graduates of our programs demonstrate subject matter competence in their courses, on objective tests, and in their teaching.

1.2 Pedagogical knowledge: Graduates of our programs demonstrate knowledge of effective pedagogical methods and the ability to implement these in the classroom for a wide range of students, in accordance with our INTASC-based School of Education Standards.

1.3 Caring teaching skill: Graduates of our programs demonstrate knowledge of and adherence to high professional standards and the ability to create a caring, equitable, respectful, and purposeful classroom, in accordance with our INTASC-based School of Education Standards.

We assess these claims through evaluating the students' attainment of the School of Education standards related to each Quality Principle. In 2000 the Education faculty defined 12 program standards, based in large part on INTASC and NCATE standards. Graduates of the teacher education program were assessed by these standards, which were in effect when we prepared the 2005 *Inquiry Brief*. In 2006, as the faculty reflected on the TEAC inquiry brief process and planned the new MAT program, we realized that these 12 standards did not adequately reflect some of the important characteristics of our programs, particularly the programs' emphasis on issues of cultural diversity. Consequently, the faculty developed a revised set of 20 standards for the teacher education programs. Tables 2.1 and 2.2 show how the former 12 standards and new 20 standards link to the three *Quality Principle I* components. The relationship of the SOE standards to the TEAC cross-cutting themes is addressed after Table 2.2, starting on page 12.

Students in the MAT program have been assessed by the new 20 standards since the beginning of the program in 2007. The new standards also took effect for undergraduate students who began our programs in the Fall of 2007. These students began to graduate in the Fall of 2009. Undergraduate students completing a teacher education program prior to the Fall of 2009 were still assessed with the earlier set of 12 standards. Throughout all these changes we have continued to assess the Teacher Education Programs with procedures consistent with those we described in our 2005 *Inquiry Brief*, and the basic claims made for the programs have been unchanged.

Both sets of standards are based on a constructivist approach to learning that incorporates the theoretical underpinnings about learning from Piaget and Vygotsky with the views of teaching presented by educators such as Dewey, Bruner, Schulman, and Gardner. Schon's work promoting reflective thinking is used to bridge these theories with the act of teaching and is an

important part of our programs' assessment process. We have learned a great deal from Darling-Hammond's thoughts on designing an effective teacher education program.

These standards are published in the Undergraduate and Graduate *Catalogs*, on our web site, and in program guides distributed to prospective students.

Table 2.1
Former School of Education Standards linked with *Quality Principle I* Components

Westminster School of Education Standards
Subject Matter Knowledge (1.1)
1. Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional and state standards.
2. Teacher candidates demonstrate their continued building of knowledge through inquiry, critical analysis and synthesis of subjects. (Learning to Learn cross-cutting theme)
Pedagogical Knowledge (1.2)
3. Teacher candidates reflect a thorough understanding of pedagogical content knowledge of the subject matter they teach, allowing them to provide multiple explanations and instructional strategies so that all students can learn.
4. Teacher candidates present the content to their students in challenging, clear, and compelling ways with an integration of appropriate technology. (Technology cross-cutting theme)
5. Teacher candidates know how students learn and how to make ideas accessible to them.
6. Teacher candidates consider school, family, and community context in connecting concepts to students' prior experiences and applying the ideas to real world problems. (Multicultural Perspectives cross-cutting theme)
7. Teacher candidates accurately assess and analyze student learning, and have a positive effect on learning for all students.
8. Teacher candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender and socioeconomic groups in classrooms and schools. (Multicultural Perspectives cross-cutting theme)
Caring Teaching Skills (1.3)
9. Teacher candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. (Learning to Learn cross-cutting theme)
10. Teacher candidates' work with students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state and institutional standards.
11. Teacher candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so. (Learning to Learn cross-cutting theme)
12. Teacher candidates collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning (Learning to Learn cross-cutting theme)

Table 2.2 shows how the new set of 20 standards, adopted in 2007, link to the three *Quality Principle I* components.

Table 2.2
Current School of Education Standards linked with *Quality Principle I* Components

Westminster School of Education Standards	
Subject Matter Knowledge (1.1)	
5.	Teacher Candidates will demonstrate knowledge of subject matter.
6.	Teacher Candidates will develop curriculum that connects knowledge about students to content specific instructional standards.
Pedagogical Knowledge (1.2)	
1.	Teacher Candidates will demonstrate understanding of learning as developmental.
2.	Teacher Candidates will demonstrate knowledge of multiple theories of learning.
4.	Teacher Candidates will apply systematic inquiry and reflection to understanding student learning.
7.	Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.
8.	Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning. (Multicultural Perspectives cross-cutting theme)
10.	Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology. (Technology cross-cutting theme)
12.	Teacher Candidates will connect learning to students' prior knowledge and experiences.
17.	Teacher Candidates will articulate their philosophy of education.
Caring Teaching Skills (1.3)	
3.	Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways. (Multicultural Perspectives cross-cutting theme)
9.	Teacher Candidates will create and manage a caring, equitable, respectful, purposeful classroom.
11.	Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning. (Learning to Learn cross-cutting theme)
13.	Teacher Candidates will use research and engage in reflection to improve student learning. (Learning to Learn cross-cutting theme)
14.	Teacher Candidates will demonstrate how their culture affects their teaching. (Multicultural Perspectives cross-cutting theme)
15.	Teacher Candidates will demonstrate how to learn about other cultures and language patterns. (Learning to Learn cross-cutting theme) (Multicultural Perspectives cross-cutting theme)

16. Teacher Candidates will work with parents and colleagues to create a shared set of expectations and supports for students' learning.
18. Teacher Candidates will demonstrate knowledge of how decisions affecting public education are made.
19. Teacher Candidates' work with students, families, and communities reflects the attitudes and practices expected of professional educators as delineated in professional, state, and institutional standards.
20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes. (Learning to Learn cross-cutting theme)

Cross Cutting Themes

1.4.1 Learning how to learn.

The concept of "Learning to Learn" is integrated throughout the program. Standards 2, 9, 11, and 12 from Table 2.1 (old standards) and standards 11, 13, 15, and 20 from Table 2.2 (new standards) specifically address the "learning to learn" theme. The process of keeping a portfolio and reflecting on artifacts in the portfolio is intended to develop this skill in students, as are the debriefing sessions that occur after every observation of a lesson by a mentor or College supervisor.

1.4.2 Multicultural understandings/perspectives.

Standards 6 and 8 from Table 2.1 and standards 3, 8, 14, and 15 in Table 2.2 specifically relate to the "multicultural understandings/perspectives" theme. All education students through 2009 have completed Diversity in Education (EDUC 320/MAT 605). In the new undergraduate curriculum, that begins in the fall of 2010, issues of diversity are introduced in the foundations course (EDUC 302) and two additional new courses, EDUC 311, English Learners in All Classrooms, and EDUC 312, Specialized Educational Services.

Students are placed primarily in Title I or Federally-designated Low Income schools for early field experiences and student teaching. In the past five years, 100% of the elementary MAT students and 88% of the elementary undergraduate students have had at least one Title I/Low Income placement before student teaching. For secondary education students, 80% of undergraduate students and 86% of MAT students have had a Low Income school placement before student teaching.

One of the core principles of the education programs is the acknowledgement of the cultural assets of marginal populations, inspired by the work of González and others on Funds of Knowledge (González, et al., 2005). Through readings and field experiences in EDUC 302 and MAT 600, students learn how to gather information on knowledge and competencies their students have developed through family and community contexts and how to use that knowledge in their teaching. This concept is reinforced throughout the program. An in-service workshop led by Norma González in April 2008 helped our faculty develop ways of integrating this concept into our methods courses.

1.4.3 Technology.

Standard 4 from Table 2.1 and standard 10 from Table 2.2 specifically relate to the “technology” theme. Technology skills are introduced in EDUC 303 or MAT 601 Teaching with Technology. Review of their field experience practicums and student teaching includes attention to their use of technology, and the new final portfolio presentation requires them to present evidence of their use of technology in their teaching.

Rationale

The past five years have been a continuous inquiry into the assessments that we apply to our students’ learning in our programs. In this *Inquiry Brief* we present assessment data gathered since our 2005 TEAC visit. Much of it is based on earlier assessment procedures. In this Rationale and in Section 3, Methods, and Section 4, Results, we will discuss the former assessment measures used from 2005 to 2009 in the undergraduate program and also discuss the new assessment procedures we have piloted with the MAT students graduating in May 2009. The new procedures address weaknesses in our assessments that were brought to light as a result of the 2005 TEAC accreditation process. The new assessment procedures are a more direct evaluation of the standards of our programs and will be used for all students in the future.

Both the earlier procedures and the new current procedures include the use of diverse types of evidence, including direct observation of the student’s teaching, assessment of the student’s reflection on his or her practice, grades, standardized examinations, and evaluations by third parties.

Former Assessment Procedures

The assessment procedures used for undergraduate students completing the Teacher Education Programs from the fall of 2005 through the spring of 2009 are based on the twelve School of Education Standards shown in Table 2.1. The primary assessment instruments used in these procedures are mid-term evaluations of student teachers by their mentor teachers and themselves (Measures 8a and 9) and surveys of alumni (measure 10), former mentor teachers (measure 6) and school district personnel (measure 18). For our assessment of Quality Principle 1.1, Subject Matter Knowledge, we also use students’ grades (measure 1) and Praxis examination scores (measure 2).

Quality Principle 1.1 Subject matter knowledge. *Westminster SOE standards 1 and 2 (former standards)*

We assess our students’ subject matter competence when they apply to the program, throughout their time in the program, and at the end of the program. We believe that it is important to assess the students’ content knowledge directly (through our admissions policies and with the Praxis examination) and also how their content knowledge is manifested in their classroom teaching (through an evaluation of their student teaching and through surveys sent to alumni, mentor teachers, and school district personnel).

Admissions.

Our admissions policies are designed to ensure students' subject matter competence. Undergraduate candidates must take the College Board Accuplacer writing and language usage tests before being admitted to the program. All undergraduate candidates must have a 2.75 grade point average in previous coursework to enter the program. This measures the student's liberal education and content major/minor knowledge. These requirements apply whether the student enters Westminster as a transfer student or as a freshman. Approximately half of our undergraduate students transfer from other institutions, generally after their sophomore year. Secondary candidates must have a major and/or minor in their teaching field(s) and a recommendation from their major advisor. Our Internal Audit, described in Appendix A, found that these policies have been followed throughout the time period assessed in this Inquiry Brief.

Praxis II examination.

Students in all of our programs take a content knowledge Praxis II examination prior to student teaching. Elementary Education and Special Education students take the Elementary Education Content Knowledge examination that measures their competence in Reading & Language Arts, Mathematics, Social Studies, and Science. Secondary Education students take the Praxis examination in their license area(s). Achieving the Utah passing score on these examinations is evidence of subject matter knowledge.

Midterm student teaching evaluations.

During the student teaching experience, students and their mentor teachers have completed an evaluation form at mid-semester. This 42-item evaluation includes items that assess each of the 12 School of Education standards. At week 4 of the student teaching experience, the mentor teachers come to the Westminster campus for a morning to receive training on completing this form. Three of the items on this form assess the students' subject matter knowledge. This gives us a measure of how the students' subject matter competence is expressed in their teaching. As shown in Section 4, Results, we have found a high correlation between the mentor and student evaluations of subject matter knowledge.

Surveys.

Surveys of our alumni, our mentor teachers, and school district administrators include an assessment of the content knowledge of graduates of our programs. Their responses are shown in the Results section.

Validity and reliability of our assessments of Quality Principle 1.1.

These procedures provide multiple measures of the students' content knowledge in the college classroom, in their teaching, and in independent assessments. Both the Accuplacer examination and the Praxis examinations are subjected to rigorous ETS standards for validity and reliability and have been vetted by the Utah State Office of Education as being appropriate measures of teachers' content knowledge.

The mid-term student teaching evaluation form was developed ten years ago by the School of Education faculty in consultation with teachers who served as mentors for our student teachers. The questions on the form (in Appendix F) were written to reflect the 12 standards then in effect in the School of Education, with additional questions of importance to the mentor teachers in areas such as classroom management. To improve the validity and consistency of responses on the mid-term student teaching evaluations, our Director of Field Placement conducts a workshop for mentor teachers during each semester in which they receive substantial training in completing the mid-term student teaching evaluation form that provides much of the data for these assessments. As reported in Section 4, we have found a high correlation between most of the mentor ratings and student ratings of the students' subject matter knowledge, ranging from .17 to .64. The one low correlation (.17) was due to secondary students rating themselves considerably lower than the mentor teachers on their ability to continue to build their subject knowledge.

Ratings by alumni, mentor teachers, and school district administrators are very similar for professionalism, ranging from 4.2 to 4.4, indicating a high reliability of the ratings.

As reported in Section 4, Results, we have found a strong correlation between elementary education students' scores on the Elementary Education Content Knowledge Praxis examination and their undergraduate GPA. The number of secondary students in each subject area who have taken the Praxis examination since its introduction in 2005 is still too small to compute a useful correlation.

Quality Principle 1.2 Pedagogical knowledge: *Westminster SOE standards 3-8 (former standards).*

Academic Standing.

In 2000, the School of Education faculty created a guide to align the program standards with courses and field experiences. It was reviewed and updated in fall of 2004. Table D-1 in Appendix D shows the *Quality Principle I* components and the 12 School of Education standards as they link to the education courses, field experiences, and admissions requirements.

A 3.0 cumulative GPA in education courses is required of all students. A minimum grade of C+ in all licensure courses is required of undergraduates. In credit/no credit education courses students must complete all course requirements to receive credit. Education courses may only be repeated once. These requirements for academic standing help to ensure that students are learning the skills and concepts required to meet the six School of Education standards related to pedagogical knowledge.

Midterm student teaching evaluations.

The midterm student teaching evaluations, described above, include an assessment by the mentor teachers and the students of the six standards related to students' pedagogical knowledge.

Surveys.

The alumni, mentor teacher, and school district administer surveys, described above, include assessments of three aspects of pedagogical knowledge.

Validity and reliability of our assessments of Quality Principle 1.2.

We are aware that course grades are influenced by a number of factors other than learning the course concepts, but the academic standing policies provide one important component of the assessment of pedagogical knowledge. They are supplemented by two other measures, the midterm student teaching evaluation that is completed by the student and the mentor teacher, and by the surveys completed by program alumni, former mentor teachers, and school district administrators.

The training that mentor teachers receive helps to ensure the validity and reliability of their ratings of our students. As reported in Section 4, we have found a high correlation between the mentor ratings and student ratings of the students' pedagogical knowledge, ranging from .44 to .68 on the six standards related to Quality Principle 1.2

Ratings by alumni, mentor teachers, and school district administrators are very similar for all areas of pedagogical knowledge, within 0.4 points or less in each of the three areas (on a five-point scale), indicating a high reliability of the ratings.

Quality Principle 1.3 Caring and effective teaching skill: *Westminster SOE standards 9-12 (former standards).*

Midterm student teaching evaluations.

The midterm student teaching evaluations, described above, include an assessment of the four standards related to Quality Principle 1.3.

Surveys.

The alumni, mentor teacher, and school district administer surveys, described above, include an assessment of the professionalism of our students.

Validity and reliability of our assessments of Quality Principle 1.3.

The training that mentor teachers receive helps to ensure the validity and reliability of their ratings of our students. As reported in Section 4, we have found a high correlation between most of the mentor ratings and student ratings of the students' pedagogical knowledge, ranging from .36 to .69 on all but one of the four standards related to Quality Principle 1.3. The one low correlation (-0.03) was due primarily to one secondary student who gave herself high ratings on the "disposition" standard despite very low ratings in this area by her mentor teacher and supervisor. Removing this one student from the calculations brings the correlation in this standard up to .33.

Ratings by alumni, mentor teachers, and school district administrators are very similar for professionalism, ranging from 4.5 to 5.0 on a five-point scale, indicating a high reliability of the ratings.

Cross-cutting themes.

1.4.1 Learning how to learn.

If we indeed teach our students to learn how to learn and instill the disposition for continued learning, we would expect to see evidence of this in our alumni. Two types of measures reflect this theme. The first is the high retention rate we see in our graduates (measure 15). Teachers who do not learn and adjust to the ever-changing environments of schools are less likely to remain in the profession than those who do. The second is reports from our alumni of their continuing professional advancement in terms of advanced study, leadership roles, professional recognition, publications, and presentations (measures 13, 14, 17, and 19). These are reported in Section 4, Results.

This theme is also assessed by the midterm student teaching evaluation (measures 8a and 9), which includes items that address this cross-cutting theme.

1.4.2 Multicultural perspectives.

The evaluation of the Multicultural Perspectives cross-cutting theme is based on the midterm student teaching evaluation (measures 8a and 9) and surveys of the program alumni, former mentor teachers, and school district administrators (measures 6, 10, and 18).

1.4.3 Technology.

The evaluation of the Technology cross-cutting theme is based on the midterm student teaching evaluation (measures 8a and 9).

Validity and reliability of our assessments of the cross-cutting themes.

The survey responses of our alumni regarding their professional activities after graduation have a high face validity for Learning How to Learn, and the rates of the activities are consistent across the various graduation years, with a steady increase in activities as the students become more experienced in the profession.

The training that mentor teachers receive helps to ensure the validity and reliability of their ratings of our students. As reported in Section 4, we have found a high correlation between the mentor ratings and student ratings on this instrument.

Ratings by alumni, mentor teachers, and school district administrators of our students' ability to teach all children effectively are all very similar, within 0.5 points on a five-point scale.

New Assessment Procedures

The assessment procedures used for MAT students graduating in the spring of 2009 are based on the twenty School of Education Standards shown in Table 2.2. The primary assessment instruments used in these procedures are final evaluations of student teachers by their mentor teachers and their College supervisor (Measure 8b), evaluations of the Teacher Work Sample completed during student teaching (Measure 8c), and evaluations of components of their portfolio (Measure 5). For our assessment of Quality Principle 1.1, Subject Matter Knowledge, we also use students' grades (measure 1) and Praxis examination scores (measure 2). As these students go into the field and teach for a few years, surveys of alumni (measure 10), former mentor teachers (measure 6) and school district personnel (measure 18) will also be part of the assessment process.

The new procedures address weaknesses in our assessments that were brought to light as a result of the 2005 TEAC accreditation process. The new assessment procedures are a more direct evaluation of the standards of our programs and have been used for all MAT students since the spring of 2009. The first undergraduate students to enter the program under the new set of 20 standards began to graduate in fall 2009, but the new assessment procedures described below will not be fully implemented for undergraduate students until the group that graduates in spring 2011.

Quality Principle 1.1 Subject matter knowledge: *Westminster SOE standards 5 and 6 (new standards).*

Admissions.

The admissions procedures that ensure subject matter competence upon entry to the program remain the same: Undergraduate candidates must take the College Board Accuplacer writing and language usage tests before being admitted to the program. All undergraduate candidates must have a 2.75 grade point average in previous coursework to enter the program. This measures the student's liberal education and content major/minor knowledge. Secondary candidates must have a major and/or minor in their teaching field(s) and a recommendation from their major advisor.

Applicants for the MAT program are required to have at least a 3.0 average in their undergraduate studies. We have accepted some students with less than a 3.0 average if there is other evidence of academic potential, such as a strong work record. These students enter the program on probation, pending the successful completion of their first semester with all grades of B or better. Secondary candidates must have a major and/or minor in their teaching field(s).

Praxis II examination.

Students in all of our programs take a content knowledge Praxis II examination prior to student teaching. Elementary Education and Special Education students take the Elementary Education Content Knowledge examination that measures their competence in Reading & Language Arts, Mathematics, Social Studies, and Science. Secondary Education students take the Praxis examination in their license area(s). Achieving the Utah passing score on these examinations is evidence of subject matter knowledge.

Final student teaching evaluation.

In previous years the final student teaching evaluation was a brief form that was completed only by the student's mentor teacher and was not directly related to our standards. The faculty developed a new final evaluation form that includes nine items, each directly linked to one of the new 20 School of Education standards. The form asks evaluators to rank the student on each standard on a five-point scale, and then write a narrative evaluation as well. The midterm evaluation completed by the student and mentor remains a valuable formative assessment tool, but the summative assessment of the student's experience is now completed at the end of the experience rather than only half-way through the experience. This new final evaluation is completed by both the mentor teacher and College supervisor, providing an increased measure of reliability. One of the standards assessed with the new final student evaluation is Standard 5: Teacher Candidates will demonstrate knowledge of subject matter. The final student teaching evaluation form appears in Appendix F.

Teacher work sample.

One of the important aspects of content knowledge is being able to apply this knowledge in one's teaching. For this reason, the faculty included Standard 6, Teacher Candidates will develop curriculum that connects knowledge about students to content specific instructional standards, under Quality Principle 1.1.

The faculty adopted a Teacher Work Sample during the student teaching experience as a more authentic assessment of students' competence as teachers (Renaissance Teacher Work Sample Consortium, n.d.). The Teacher Work Sample is a unit that the student develops, teaches, and analyzes during student teaching. The TWS includes the following components: Research on Context, Unit Theme, Assessments (pre and post), Learning Guides, Rubrics, Resources, and Daily Unit Reflections. Methods courses earlier in the program introduce each of these components to the students. Evaluation rubrics scored by the College supervisor assess eight of the 20 SOE standards, including Standard 6: Teacher Candidates will develop curriculum that connects knowledge about students to content specific instructional standards. The Teacher Work Sample rubrics appear in Appendix F.

Surveys.

As the current students graduate and go into the teaching field, surveys of alumni, past mentor teachers, and school district administrators will also be a part of the assessment of their content knowledge. We are developing a survey based on our new 20 standards that will be sent in the fall of 2010 to all MAT alumni and the undergraduates who completed the program with the new standards. A survey based on the new standards will be sent to past mentor teachers and school district administrators some time after that.

Validity and reliability of our assessments of Quality Principle 1.1.

These procedures provide multiple measures of the students' content knowledge in the college classroom, in their teaching, and in independent assessments. Both the Accuplacer examination

and the Praxis examinations are subject to rigorous ETS standards for validity and reliability and have been vetted by the Utah State Office of Education as being appropriate measures of teachers' content knowledge.

The mentor teachers and College supervisors who complete the final student teaching evaluation attend a workshop in mid-semester that includes extensive training in completing this form. The number of students in this first pilot group is small, and the range of scores on the 3-point scale is minimal, making correlations between the mentor teacher and supervisor ratings meaningless. As we move to a five-point scale in future years, and as we accumulate larger numbers of graduates assessed with these new procedures, we will be able to compute reliability estimates for this evaluation.

The Renaissance Teacher Work Sample Consortium has carried out a number of studies that demonstrate the validity of the Teacher Work Sample as an assessment of a student teacher's competence (Renaissance Teacher Work Sample Consortium, n.d.). As we developed the scoring rubrics for our TWS, the faculty in each license area (elementary, secondary, special education) worked closely together over the course of a semester to ensure that each faculty member applied the scoring rubrics in the same way, to ensure reliable scoring. We have not carried out a formal reliability study of our scoring. We hope to do this in a future year if we can get approval from our College administration for the additional load that this will require.

Quality Principle 1.2 Pedagogical knowledge: *Westminster SOE standards 1, 2, 4, 7, 8, 10, 12, 17 (new standards).*

Eight of the 20 SOE standards are related to Quality Principle 1.2. These standards are assessed through the students' work in methods courses, direct observation of the student in the classroom (Final Student Teaching Evaluation), evaluations of the student's reflections on a unit they plan and teach (Teacher Work Sample), and three scholarly papers that are included in the students' portfolios.

Academic standing.

A 3.0 cumulative GPA in education courses is required of both undergraduate and MAT students. A minimum grade of C+ in all licensure courses is required of undergraduates; MAT students must receive at least a B in every course or repeat the course. In credit/no credit education courses students must complete all course requirements to receive credit. Education courses may only be repeated once.

Final student teaching evaluation.

The Final Student Teaching Evaluation includes assessments of four of the eight standards related to pedagogical knowledge:

1. Teacher Candidates will demonstrate understanding of learning as developmental.
7. Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.

10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.
12. Teacher Candidates will connect learning to students' prior knowledge and experiences.

Teacher work sample.

The TWS assesses four of the standards related to pedagogical knowledge:

4. Teacher Candidates will apply systematic inquiry and reflection to understanding student learning.
7. Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.
10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.
12. Teacher Candidates will connect learning to students' prior knowledge and experiences.

Portfolio components.

The Philosophy of Teaching paper assesses two standards:

2. Teacher Candidates will demonstrate knowledge of multiple theories of learning.
17. Teacher Candidates will articulate their philosophy of education.

Two assignments assess standard 8: Guiding Question A, a paper on structural inequalities in education; and a case study of a student with special needs.

8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.

Surveys.

As the current students graduate and go into the teaching field, surveys of alumni, past mentor teachers, and school district administrators will also be a part of the assessment of their pedagogical knowledge.

The midterm student teaching evaluation, completed by the student and the mentor teacher, continues to be a valuable formative assessment of the student's pedagogical knowledge. However, it is not being used as a summative assessment in our new procedures. The summative evaluation of the student teaching experience is now completed at the end of the student teaching period rather than mid-way through.

Validity and reliability of the measures of Quality Principle 1.2 Pedagogical knowledge.

The different measures of the students' pedagogical knowledge have considerable face validity. They are based on direct observation of students in the classroom, evaluation of their reflections of their teaching, and papers articulating their knowledge of pedagogical principles. As we constructed the assignments and rubrics for the 20 School of Education standards, we followed content validity procedures, including specific measures of each standard.

The evidence for the validity and reliability of the Teacher Work Sample and final student teaching evaluation as assessments of standards related to Quality Principle 1.2 is the same as for Quality Principle 1.1.

As we developed the scoring rubrics for the two scholarly papers the faculty who teach these courses worked closely together over the course of a semester to ensure that each faculty member applied the scoring rubrics in the same way, to ensure reliable scoring

Quality Principle 1.3 Caring and effective teaching skill: *Westminster SOE standards 3, 9, 11, 13, 14, 15, 16, 18, 19, 20 (new standards).*

We have adopted a variety of assessment procedures to evaluate the ten SOE standards related to Quality Principle 1.3. These include direct observation of the student in the classroom (Final Student Teaching Evaluation), evaluations of the student's reflections on a unit they plan and teach (Teacher Work Sample), and three reflective papers that are included in the students' portfolios.

Final student teaching evaluation.

The Final Student Teaching Evaluation includes assessments of four of the ten standards related to caring teaching skills:

9. Teacher Candidates will create and manage a caring, equitable, respectful, purposeful classroom.
11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning
16. Teacher Candidates will work with parents and colleagues to create a shared set of expectations and supports for students' learning.
19. Teacher Candidates' work with students, families, and communities reflects the attitudes and practices expected of professional educators as delineated in professional, state, and institutional standards.

Teacher work sample.

The TWS assesses three of the standards related to caring teaching skills:

3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.

13. Teacher Candidates will use research and engage in reflection to improve student learning.
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.

Portfolio components.

Three elements of the students' portfolios evaluate standards related to Quality Principle 1.3. The final course in the MAT program is an eight-day trip to a location where students can explore the background of some of the many immigrants they will teach in Utah schools. All the groups so far have gone to Cuernavaca, Mexico, though we may visit other places in the future. The journal they keep while on this experience assesses two of the standards related to caring teaching skills:

14. Teacher Candidates will demonstrate how their culture affects their teaching.
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.

In one of the introductory courses in the MAT program, MAT 600, students study the political and social context of school policies. The paper they write in this course assesses standard 18:

18. Teacher Candidates will demonstrate knowledge of how decisions affecting public education are made.

The final paper in the program is a reflective paper about the personal journey the student has taken in his or her development as a teacher. This paper assesses standard 20:

20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes.

Validity and reliability of the measures of Quality Principle 1.3 Caring and effective teaching skills.

The different measures of the students' pedagogical knowledge have considerable face validity. They are based on direct observation of students in the classroom, evaluation of their reflections of their teaching, and papers articulating their knowledge of pedagogical principles. We followed content validity procedures in developing the rubrics for each of the standards related to Quality Principle 1.3, matching each standard to a specific rubric.

The evidence for the validity and reliability of the Teacher Work Sample and final student teaching evaluation as assessments of standards related to Quality Principle 1.3 is the same as for Quality Principle 1.1.

As we developed the scoring rubrics for the three reflective papers the faculty who teach these courses worked closely together over the course of a semester to ensure that each faculty member applied the scoring rubrics in the same way, to ensure reliable scoring

Cross-cutting themes.

In the MAT cohort that piloted the new assessment procedures in the spring of 2009, the cross-cutting themes were assessed with the same instruments as the three Quality Principles – the final student teaching evaluation, the Teacher Work Sample, and components from the portfolio.

Since then we have changed the students' final portfolio presentation at the end of their programs so that it focuses on the three cross-cutting themes. In future years this presentation will constitute part of the assessment of these themes. The rubric for assessing these presentations appears in Appendix F.

In future years we will also include survey data from alumni, mentor teachers, and school district administrators in the assessment of these themes.

Quality Principle 1.4.1 Learning how to learn.

Learning how to Learn is related to four of the new School of Education Standards:

Standard	Assessed by
11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning.	The Final Student Teaching Evaluation completed by the mentor teacher and the College supervisor
13. Teacher Candidates will use research and engage in reflection to improve student learning.	Teacher Work Sample
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.	Teacher Work Sample and the journal about the students' experience on the Mexico study trip
20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes.	Guiding Question C on the students' personal journey through the program.

Quality Principle 1.4.2 Multicultural perspectives.

Multicultural Perspectives is related to four of the School of Education standards:

Standard	Assessed By
3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity,	Teacher Work Sample

evaluate why all children may be responding or behaving in particular ways.	
8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.	Guiding Question A on structural inequalities in education, and the Case Study of a student with special needs.
14. Teacher Candidates will demonstrate how their culture affects their teaching.	The journal about the students' experience on the Mexico study trip
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.	Teacher Work Sample and the journal about the students' experience on the Mexico study trip

Quality Principle 1.4.3 Technology.

Technology is related to School of Education standard 10, assessed by the Final Student Teaching Evaluation and the Teacher Work Sample.

Validity and reliability of our assessments of the cross-cutting themes.

The different measures of the students' pedagogical knowledge have considerable face validity. They are based on direct observation of students in the classroom, evaluation of their reflections of their teaching, and papers articulating their knowledge of pedagogical principles.

The evidence for the validity and reliability of the instruments used to assess the three cross-cutting themes is the same as for Quality Principles 1.1 to 1.3.

Summary of Rationale

Tables 2.1 and 2.2 align the Westminster program standards with the TEAC *Quality Principle 1* components that constitute our Claims. The measures we use to assess these standards draw on diverse types of evidence, including direct observation of the student's teaching, assessment of the student's reflection on his or her practice, grades, standardized examinations, and evaluations by third parties. We have followed appropriate procedures to develop measures that have high validity and reliability of assessment.

Section 3: Methods of Assessment

This section of the Inquiry Brief describes the methods used to test the claims we are advancing about our graduates. Most of the data in this Inquiry Brief are based on the assessment procedures that were in place from 2005 through 2009. We have developed new assessment procedures that were piloted with the MAT class that graduated in May 2009. In this section we will describe first the former assessment procedures used to evaluate each claim, then the new procedures used for the single MAT cohort that graduated in May 2009.

The new procedures have been used for all subsequent cohorts in the MAT program. Because, unlike the MAT program, the undergraduate programs take more than one year from program entry to program completion, change occurs more slowly in the undergraduate programs. The new assessment procedures have been implemented in stages in the undergraduate programs, so as not to change the program requirements after the students have been admitted. Some of the new procedures were introduced for undergraduates completing in the fall of 2009; others in following semesters. Undergraduate students completing the program in the spring of 2011 will be evaluated with the same procedures as the MAT students, though some of the assessments will be based on different assignments.

The new procedures address weaknesses in our assessments that were brought to light as a result of the 2005 TEAC accreditation process. The new assessment procedures are a more direct evaluation of the standards of our programs.

Former Assessment Procedures (Used for undergraduate students from 2005 through 2009)

The measures used for both the former and current assessment procedures are all listed in Appendix E, Inventory of Evidence. The measure numbers referred to in the methods and results sections refer to the measure numbers in that appendix.

Quality Principle 1.1 Subject matter knowledge: *Westminster SOE standards 1 and 2 (former standards).*

Admissions policies.

The internal audit, reported in Appendix A, found that our admissions policies regarding students' entering test scores and grade point averages have been followed for the five years examined in this Inquiry Brief. These policies are designed to ensure that entering students are proficient in general education and/or secondary education content knowledge.

Measure 1 Grade point averages.

We collected overall Grade Point Averages for elementary education, secondary education, and other Westminster College graduates from the student data system. We also selected a random

sample of 20 elementary education students who entered Westminster as freshmen and computed a GPA, by hand, of the grades in their Liberal Education courses, College Algebra, and Math for Teachers (approximately 45-50 credit hours for most students). We also computed, by hand, the GPA in the teaching major for secondary education students who completed their bachelor's degree at Westminster. Our student data system does not compute a GPA in the major. We do not have access to the records of non-education students in these disciplines for comparative grade point averages.

Measure 2 Praxis II scores.

Our graduates' performance on the Praxis II Content Knowledge examinations is reported. Elementary and secondary results are reported separately, with the secondary results reported by subject area.

Measures 8a and 9 Midterm student teaching evaluations.

During the student teaching experience, students and their mentor teachers have completed an evaluation form at mid-semester. This 42-item evaluation includes items that assess each of the 12 School of Education standards. At week 4 of the student teaching experience, the mentor teachers come to the Westminster campus for a morning to receive training on completing this form. Three of the items on this form assess the students' subject matter knowledge. This gives us a measure of how the students' subject matter competence is expressed in their teaching. Elementary and secondary ratings were examined separately.

The mid-term evaluation form was changed in 2008. At the request of the mentor teachers who work with our students, we revised a number of the questions, to make the form clearer. This changed slightly the number of items mapped to each of the 12 standards. In the tables displaying results of the mid-term student teaching evaluations from the years that used the "old" form with years that used the "new" form, we used the average score on each of the 12 standards, no matter which mid-term evaluation form was used. Both the old and the new evaluation forms appear in Appendix F.

The midterm student teaching evaluation and many of the other assessment instruments used in our procedures use a five-point rating scale:

5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A.

TEAC provides some guidance to interpreting acceptable rating on a 5-point scale. TEAC suggests a 75% heuristic to guide decision-making. In applying the 75% heuristic, it is important to determine if the top point in the scale is empirically the maximum, not just theoretically possible. As an inspection of our findings reveals, the top score (5) was awarded frequently in the assessment process. Therefore, using the 75% heuristic, the "cut-score" dividing acceptable ratings and unacceptable ratings would be 3.75, but we have adopted the somewhat higher standard of 4.0 (80%) as an acceptable score on all five-point scales.

As a measure of reliability, correlations between mentor and student ratings were computed for the elementary students and the full secondary cohort, but numbers in each secondary discipline were too small to compute meaningful correlations.

We computed t-tests for the contrasts between the self-ratings of elementary students and secondary students and the mentor teachers' ratings of elementary and secondary students. This was useful to assess the relative strengths of the two programs in preparing students for the student teaching experience.

Measure 6 Survey of mentor teachers.

A survey about program preparation at Westminster College was sent in January 2010 to the 355 mentor teachers who have worked with student teachers from Westminster College during the last five years. We received responses from 193 (54%) of the mentors. Because responses were anonymous, we were not able to separate those who mentored elementary from those who mentored secondary students. One of the items on the survey asked the mentors to evaluate the students' content knowledge on a five-point scale. We considered a score of 4.0 to be an acceptable score, based on the heuristic discussed above.

Measure 18 Survey of school district administrators.

A similar survey was sent in the spring of 2010 to 17 district personnel who work in our partnership districts. The responses from nine (53%) directors who completed the survey were analyzed regarding our students' content knowledge. Because these administrators were evaluating all of our students who are working in their districts, their responses were not separated by elementary vs. secondary. One of the items on the survey asked the administrators to evaluate the students' content knowledge on a five-point scale, with a score of 4.0 considered acceptable. The mentor teacher and human relations director survey forms appear in Appendix F.

Measure 10 Survey of alumni.

A survey of program preparation at Westminster College was sent in the spring of 2008 to the 527 alumni who have earned initial teaching licenses from 1988 to 2007 (the past 20 years), for whom we have valid addresses. We received responses from 182 (35%) of the alumni. One of the items on the survey asked the alumni to evaluate their content knowledge on a five-point scale, with a score of 4.0 considered acceptable. Elementary and secondary ratings were examined separately. The alumni survey form appears in Appendix F.

Quality Principle 1.2 Pedagogical knowledge: Westminster SOE standards 3-8 (former standards).

Measures 8a and 9 Midterm student teaching evaluations.

The mid-term student teacher mentor and self evaluations of all student teachers, described above, include assessments of standards 3 through 8 in our former set of standards, which relate to Quality Principle 1.2. The ratings of elementary and secondary students are reported separately.

Measures 6, 10, and 18 Surveys.

The surveys of our mentor teachers, school district personnel, and alumni, described above, included assessments of our graduates' planning skills, classroom management, and ability to provide effective teaching for all students. Ratings of elementary and secondary students are reported separately.

Quality Principle 1.3 Caring and effective teaching skill: *Westminster SOE standards 9-12 (former standards).*

Measures 8a and 9 Midterm student teaching evaluations.

The mid-term student teacher mentor and self evaluations of all student teachers, described above, includes assessments of standards 9 through 12 in our former set of standards, which relate to Quality Principle 1.3. The ratings of Elementary and secondary students are reported separately.

Measures 6, 10, and 18 Surveys.

The surveys of our mentor teachers, school district personnel, and alumni, described above, included assessments of our graduates' professionalism. Ratings of Elementary and secondary students are reported separately.

Cross-cutting themes.

Quality Principle 1.4.1 Learning how to learn.

The Learning How to Learn theme is assessed with the midterm student teaching evaluation (measures 8a and 9), data on the retention of our graduates in the teaching profession (measure 15), and reports from alumni of their continuing study and professional activities (measures 13, 14, 17, and 19).

Quality Principle 1.4.2 Multicultural perspectives.

The evaluation of the Multicultural Perspectives cross-cutting theme is based on the midterm student teaching evaluation (measures 8a and 9) and surveys of the program alumni, former mentor teachers, and school district administrators (measures 6, 10, and 18).

Quality Principle 1.4.3 Technology.

The evaluation of the Technology cross-cutting theme is based on the midterm student teaching evaluation (measures 8a and 9).

New Assessment Procedures

The new assessment procedures were developed in the 2007-2008 and 2008-2009 school years and were used for the first time to assess MAT students graduating in the spring of 2009. They will be applied to all MAT students in future semesters and will also be applied to undergraduates who complete the program in the Spring of 2011 and subsequent semesters.

The scale used in all the new assessments was:

3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet

After using this 3-point scale for two semesters, the faculty and our mentor teachers decided to move to a five-point scale for most of the rubrics used in these assessment procedures, to allow for finer distinctions among students' proficiencies. In future reports we will use the five-point scale.

TEAC suggests a 75% heuristic to guide decision-making for scaled scores. In applying the 75% heuristic, it is important to determine if the top point in the scale is empirically the maximum, not just theoretically possible. As an inspection of our findings reveals, the top score (3) was awarded frequently in the assessment process. Therefore, using the 75% heuristic, the "cut-score" dividing acceptable ratings and unacceptable ratings would be 2.25, but as with the former assessment procedures, we adopted a slightly higher cut score of 2.4 (80%).

Quality Principle 1.1 Subject matter knowledge: Westminster SOE standards 5 and 6 (new standards).

Measure 1 Grade point average.

The admissions policies regarding students' entering grade point averages remain the same under our new assessment procedures, and these were followed for the pilot group of MAT students who graduated in 2009.

Measure 2 Praxis II scores.

The Praxis content knowledge examinations play the same role in the new assessment procedures as in the former procedures.

Measure 8b Final student teaching evaluation.

In previous years the final student teaching evaluation was a brief form completed only by the student's mentor teacher. The current final student teaching evaluation is a more comprehensive form that directly addresses nine of our standards. This new final evaluation is completed by both the mentor teacher and College supervisor, providing an increased measure of reliability. One of the standards assessed with the new final student evaluation is Standard 5: Teacher Candidates will demonstrate knowledge of subject matter. Both the mentor teacher and college

supervisor are asked to evaluate the student's achievement of this standard on a 3-point scale, with 2.4 being acceptable. The Final Student Teaching Evaluation form appears in Appendix F.

Measure 8c Teacher work sample.

The faculty adopted a Teacher Work Sample during the student teaching experience as a more authentic assessment of students' competence as teachers (Renaissance Teacher Work Sample Consortium, n.d.). The Teacher Work Sample is a unit that the student develops, teaches, and analyzes during student teaching. The TWS includes the following components: Research on Context, Unit Theme, Assessments (pre and post), Learning Guides, Rubrics, Resources, and Daily Unit Reflections. Methods courses earlier in the program introduce each of these components to the students. Evaluation rubrics scored by the College supervisor assess eight of the 20 SOE standards, including Standard 6: Teacher Candidates will develop curriculum that connects knowledge about students to content specific instructional standards. The college supervisor evaluates the student's achievement of this standard on a 3-point scale, with 2.4 being acceptable. The Teacher Work Sample rubrics appear in Appendix F.

Quality Principle 1.2 Pedagogical knowledge: *Westminster SOE standards 1, 2, 4, 7, 8, 10, 12, 17 (new standards).*

Measure 8b Final student teaching evaluation.

The Final Student Teaching Evaluation, described above, is completed by the mentor teacher and the College supervisor. It includes assessments of four of the eight standards related to pedagogical knowledge. Both the mentor teacher and college supervisor evaluate the student on each of these standards on a 3-point scale, with 2.4 being acceptable.

1. Teacher Candidates will demonstrate understanding of learning as developmental.
7. Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.
10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.
12. Teacher Candidates will connect learning to students' prior knowledge and experiences.

Measure 8c Teacher work sample.

The Teacher Work Sample documents the students' planning, execution, and reflection on a unit. The evaluation of this documentation by the College supervisor assesses four of the standards related to pedagogical knowledge, on a 3-point scale, with 2.4 being acceptable:

4. Teacher Candidates will apply systematic inquiry and reflection to understanding student learning.
7. Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.

10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.
12. Teacher Candidates will connect learning to students' prior knowledge and experiences.

Measure 5 Portfolio.

Two components of the students' portfolio assess three School of Education standards related to Quality Principle 1.2. The Philosophy of Teaching paper assesses two standards:

2. Teacher Candidates will demonstrate knowledge of multiple theories of learning.
17. Teacher Candidates will articulate their philosophy of education.

In EDUC 312 or MAT 605 the student completes a case study on a student with special needs. This case study assesses standard 8:

8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.

Measures 6, 10, and 18 Surveys.

As the current students graduate and go into the teaching field, surveys of alumni, past mentor teachers, and school district administrators will also be a part of the assessment of their pedagogical knowledge.

Quality Principle 1.3 Caring and effective teaching skill: *Westminster SOE standards 3, 9, 11, 13, 14, 15, 16, 18, 19, 20 (new standards).*

Measure 8b Final student teaching evaluation.

The Final Student Teaching Evaluation, described above, is completed by the mentor teacher and the College supervisor. It includes assessments of four of the eight standards related to caring teaching skills. Both the mentor teacher and college supervisor evaluate the student on each of these standards on a 3-point scale, with 2.4 being acceptable.

9. Teacher Candidates will create and manage a caring, equitable, respectful, purposeful classroom.
11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning
16. Teacher Candidates will work with parents and colleagues to create a shared set of expectations and supports for students' learning.
19. Teacher Candidates' work with students, families, and communities reflects the attitudes and practices expected of professional educators as delineated in professional, state, and institutional standards.

Measure 8c Teacher work sample.

The Teacher Work Sample, described above, assesses three of the standards related to caring teaching skills. The College supervisor assesses these standards on a 3-point scale, with 2.4 being acceptable:

3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.
13. Teacher Candidates will use research and engage in reflection to improve student learning.
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.

Measure 5 Portfolio.

Three components of the students' portfolio assess four School of Education standards related to Quality Principle 1.3. The final course in the MAT program is an eight-day trip to a location where students can explore the background of some of the many immigrants they will teach in Utah schools. All the groups so far have gone to Cuernavaca, Mexico, though we may visit other locations in the future. The journal they keep while on this experience assesses two of the standards related to caring teaching skills:

14. Teacher Candidates will demonstrate how their culture affects their teaching.
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.

In one of the introductory courses in the MAT program, MAT 600, students study the political and social context of school policies. The paper they write in this course, Guiding Question A, assesses standard 18:

18. Teacher Candidates will demonstrate knowledge of how decisions affecting public education are made.

The final paper in the program, Guiding Question C, is a reflective paper about the personal journey the student has taken in his or her development as a teacher. This paper assesses standard 20:

20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes.

Cross-cutting themes.

In this first pilot run of the new assessment procedures, we assessed the cross-cutting themes by using the same measures we used to assess the School of Education standards related to each theme.

Starting in the Fall of 2009, after we collected these pilot data, we changed the format of the students' portfolio presentation at the end of the program to directly address these cross-cutting themes. They are asked to demonstrate with artifacts from their portfolio how they have met each of these principles.

For this first cohort, the cross-cutting themes are assessed by looking at the students' results for the related SOE standards:

Quality Principle 1.4.1 Learning how to learn.

This theme is related to four School of Education standards:

11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning
13. Teacher Candidates will use research and engage in reflection to improve student learning.
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.
20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes.

Quality Principle 1.4.2 Multicultural perspectives.

This theme is related to four School of Education standards:

3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.
8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.
14. Teacher Candidates will demonstrate how their culture affects their teaching.
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.

Quality Principle 1.4.3 Technology.

This theme is related to one School of Education standard:

10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.

In future years, in addition to the measures above and the students' portfolio presentations, we will also have survey data from alumni, mentor teachers, and school district administrators to assess these three themes.

Section 4 Results

The Results section is organized in the same manner as the Rationale and Methods sections. We will first present the results from the earlier assessment procedures for undergraduate students completing our programs from fall of 2005 through the spring of 2009. Next we will present the results from the new assessment procedures used for the first time with the MAT students who completed the program in the spring of 2009.

Results of Former Assessment Procedures

In the tables below, we have combined the results for students completing the early childhood (K-3) and elementary (grades 1-8) programs, which were offered as separate licenses until 2009. The two programs were essentially the same, and many students completed both licenses by taking the two non-overlapping courses. At this point we offer only one elementary license, which prepares students for grades K-6. Because the post-baccalaureate students in the former Teacher License Program (TLP) took the same courses as the undergraduates, they are included in these data.

The former assessment procedures were applied only to the undergraduate and TLP students completing an education program through spring 2009. All Master of Arts in Teaching candidates have been assessed by the new assessment procedures.

During the period of time covered by the former assessment procedures (fall 2005 to spring 2009), the School of Education had three deans and three senior administrative assistants. This turnover in administrative personnel resulted in less than perfect data collection. During these four years, 99 early childhood/elementary education students and 48 secondary education students completed the programs. We have data from mid-term student teaching evaluations for 89 early childhood/elementary students and 41 secondary education students. One of the initiatives discussed in Section 5 is a more rigorous process for collecting and storing data.

Quality Principle 1.1 Subject matter knowledge.

Measure 1 Grade point average.

Table 4.1 compares the grade point averages of graduating education students vs. other students at Westminster College. Overall, education students have the same or slightly higher grades, compared to non-education students.

Table 4.1
Cumulative Grade Point Averages for Graduating Education Students
And Other Westminster College Students

	2005-06	2006-07	2007-08	2008-09
Elementary Education Majors	3.7	3.7	3.6	3.6
N	24	18	22	17
Secondary Education Students	3.3	3.6	3.5	3.5
N	7	8	12	3
Other Westminster Students	3.5	3.5	3.5	3.5
N	391	438	402	430

We selected a random sample of 20 elementary education students who entered Westminster as freshmen and computed a GPA of the grades in their Liberal Education courses, College Algebra, and Math for Teachers. The mean GPA for this sample in these courses was 3.4, with a standard deviation of 0.4.

We also computed the GPA in the teaching major for secondary education students who completed their bachelor's degree at Westminster (Table 4.1a). For each discipline, the major GPA is above 3.0.

Table 4.1a
Major GPA of Secondary Education Students
Fall 2005-Spring 2009

Major	N	GPA	Standard Deviation
Art	2	3.2	0.2
English	10	3.4	0.3
History	8	3.6	0.3
Social Science	2	4.0	0.0
Mathematics	7	3.2	0.6
Physics	1	4.0	--

Measure 2 Praxis II examination scores.

Since the Utah State Office of Education began requiring teacher license candidates to take the Praxis examination in 2005, 163 undergraduates have taken a Praxis II content knowledge examination. Of these, 146 (89.6%) have achieved a passing score on one or more Praxis examinations. This high figure is an indication of the strong content knowledge of our students.

Table 4.2 shows an analysis of passing rates by program area; table 4.3 shows the scores obtained in each exam area.

Table 4.2
Results of Praxis II Content Knowledge Tests: Undergraduate Students
Fall 2005 through Spring 2009
 (Praxis results for MAT students are reported as part of the new assessment procedures.)

	Number of Students	Number Passing One or More Praxis Exam	Percent Passed
Elementary	116	104	89.7%
Secondary	47	41	87.2%
TOTAL	163	145	89.0%

Table 4.3
Praxis II Content Knowledge Examinations, by Area: Undergraduates
Fall 2005 through Spring 2009

Test		
Elementary Education Content Knowledge (0014) Utah Passing Score: 150	Mean	166.8
	S.D.	14.5
	N	113
	Passing	101 (89.4%)
Elementary Content Area Exercises (0012) Utah Passing Score: 150	Mean	156.0
	S.D.	4.2
	N	2
	Passing	2 (100%)
Education of Young Children (0021) Utah Passing Score: 150	Mean	154
	S.D.	--
	N	1
	Passing	1 (100%)
English Language, Literature, & Composition (0041) Utah Passing Score: 168	Mean	182.6
	S.D.	9.3
	N	13
	Passing	13 (100%)

World & US History (0941) Utah Passing Score: 156	Mean	156.7
	S.D.	12.0
	N	10
	Passing	8 (80.0%)
Social Studies (0081) Utah Passing Score: 159	Mean	168.4
	S.D.	15.3
	N	5
	Passing	4 (80.0%)
Mathematics (0061) Utah Passing Score: 138	Mean	152.2
	S.D.	20.0
	N	9
	Passing	7 (77.8%)
Art Content Knowledge (0133) Utah Passing Score: 159	Mean	184.0
	S.D.	--
	N	1
	Passing	1(100%)
French Content Knowledge (0173) Utah Passing Score: 161	Mean	179.0
	S.D.	--
	N	1
	Passing	1 (100%)
Spanish Content Knowledge (0191) Utah Passing Score: 161	Mean	175.0
	S.D.	--
	N	1
	Passing	1 (100%)
Biology Content Knowledge (0235) Utah Passing Score: 149	Mean	164.0
	S.D.	3.5
	N	3
	Passing	3 (100%)
Physics Content Knowledge (0265) Utah Passing Score: 136	Mean	166.0
	S.D.	--
	N	1
	Passing	1 (100%)

The pass rate for the Praxis examinations is very high, demonstrating strong content knowledge of our graduates. We provide a workshop in taking the Praxis examination each semester. If a

student does not pass the required Praxis examination, we provide instructional materials and tutoring in how to take the exam a second time. The figures shown above include three students who failed the Praxis exam on the first attempt and succeeded on a second attempt.

Utah grants a provisional teaching license to students who do not achieve a passing Praxis score. These students have three years to achieve a passing score. Students who successfully re-take the Praxis exam are then given a Level One Teaching License. Of the students represented in the table above who did not pass the Praxis exam, six are past that three-year limit, but we have no information about their current status. Two students have moved to states that require another competency examination, and they do not plan to re-take the Praxis.

Measures 8a and 9 Mid-term student teaching evaluations.

Table 4.4 shows the mid-term student teacher mentor evaluations and self evaluations of the School of Education standards related to Quality Principle 1.1. All these results are discussed in Section 5.

Table 4.4
Mentor Teacher and Student Teacher (self)
Midterm Student Teaching Ratings of Standards
Related to 1.1 Subject Matter Competence
Fall 2005 through Spring 2009
 (Standard Deviations are in parentheses)

Standard 1. Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional and state standards.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.1 (0.7)	4.4 (0.6)	.42
Secondary N = 38	4.1 (0.6)	4.4 (0.7)	.44
Art N= 3	4.0 (1.0)	4.7 (0.6)	
Biology N = 1	4.0 (--)	5.0 (--)	
English N = 14	4.2 (0.4)	4.3 (0.6)	
History/Social Science N = 14	3.9 (0.5)	4.2 (0.6)	
Mathematics N = 8	4.0 (0.8)	4.6 (0.5)	
Spanish N = 1	5.0 (--)	5.0 (--)	

Standard 2. Teacher candidates demonstrate their continued building of knowledge through inquiry, critical analysis and synthesis of subjects.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.3* (0.8)	4.5 (0.8)	.64
Secondary N = 38	3.8* (0.9)	4.5 (0.7)	.40
Art N= 3	3.7 (0.6)	4.3 (0.6)	
Biology N = 1	4.0 (--)	5.0 (--)	
English N = 14	3.9 (0.9)	4.5 (0.7)	
History/Social Science N = 14	3.9 (1.0)	4.3 (0.9)	
Mathematics N = 8	3.4 (0.5)	4.4 (0.5)	
Spanish N = 1	5.0 (--)	5.0 (--)	

Ratings are on a five-point scale: 5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A. We have set 4.0 as an acceptable rating.

*An asterisk indicates a significant difference ($p < .05$) between the self-ratings of Elementary students and Secondary students.

Measures 6, 10, and 18 Survey assessments of students' proficiencies.

Table 4.5 shows the evaluation of our students' content knowledge by former mentor teachers, school district administrators, and alumni on surveys administered in 2008 (alumni) and 2010 (mentor teachers and school district administrators).

Table 4.5
Ratings of Program Preparation by
Mentor Teachers, School District HR Directors, and Alumni
(Standard Deviations are in parentheses)

	Mentor Teachers	HR Directors	Elementary Alumni	Secondary Alumni
N	193	9	119	63
Content Knowledge	4.3 (0.6)	4.4 (0.5)	4.4 (0.7)	4.2 (0.7)

Ratings are on a five-point scale:
5 = Outstanding; 4 = Good; 3 = Average; 2 = Marginal; 1 = Poor
We have set 4.0 as an acceptable rating.

Quality Principle 1.2 Pedagogical knowledge.

Measures 8a and 9 Mid-term student teaching evaluations.

Table 4.6 shows the mid-term student teacher mentor evaluations and self evaluations of the School of Education standards related to Quality Principle 1.2.

Table 4.6
Mentor Teacher and Student Teacher (self)
Midterm Student Teaching Ratings of Standards
Related to 1.2 Pedagogical Knowledge
Fall 2005 through Spring 2009
 (Standard Deviations are in parentheses)

Standard 3. Teacher candidates reflect a thorough understanding of pedagogical content knowledge of the subject matter they teach, allowing them to provide multiple explanations and instructional strategies so that all students can learn.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.2* (0.5)	4.4 † (0.5)	.67
Secondary N = 38	3.9* (0.6)	4.2† (0.5)	.48
Art N= 3	3.8 (0.8)	4.6 (0.1)	
Biology N = 1	4.2 (--)	4.2 (--)	
English N = 14	3.9 (0.7)	4.2 (0.4)	
History/Social Science N = 14	4.0 (0.5)	4.2 (0.6)	
Mathematics N = 8	3.4 (0.6)	4.2 (0.6)	
Spanish N = 1	4.9 (--)	4.8 (--)	

Standard 4. Teacher candidates present the content to their students in challenging, clear, and compelling ways with an integration of appropriate technology.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	3.9* (0.6)	4.2† (0.6)	.65
Secondary N = 38	3.6* (0.5)	3.9† (0.6)	.50
Art N= 3	3.5 (0.2)	4.2 (0.4)	
Biology N = 1	4.0 (--)	4.6 (--)	

English N = 14	3.4 (0.6)	3.7 (0.5)
History/Social Science N = 14	3.7 (0.3)	3.9 (0.7)
Mathematics N = 8	3.5 (0.4)	4.0 (0.5)
Spanish N = 1	4.8 (--)	4.4 (--)

Standard 5. Teacher candidates know how students learn and how to make ideas accessible to them.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.1* (0.6)	4.4 [†] (0.6)	.66
Secondary N = 38	3.8* (0.7)	4.1 [†] (0.6)	.53
Art N= 3	3.7 (1.2)	4.3 (0.3)	
Biology N = 1	4.0 (--)	4.3 (--)	
English N = 14	3.8 (0.7)	4.1 (0.5)	
History/Social Science N = 14	4.0 (0.4)	4.1 (0.7)	
Mathematics N = 8	3.9 (0.5)	4.0 (0.5)	
Spanish N = 1	5.0 (--)	5.0 (--)	

Standard 6. Teacher candidates consider school, family, and community context in connecting concepts to students' prior experiences and applying the ideas to real world problems.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.2* (0.8)	4.4 [†] (0.7)	.68
Secondary N = 38	3.7* (0.7)	4.2 [†] (0.8)	.63
Art N= 3	3.7 (0.6)	4.7 (0.6)	
Biology N = 1	4.0 (--)	5.0 (--)	
English N = 14	3.6 (0.9)	4.0 (0.9)	
History/Social Science N = 14	3.9 (0.6)	4.2 (0.8)	
Mathematics	3.6	4.1	

N = 8	(0.9)	(0.5)
Spanish	5.0	5.0
N = 1	(--)	(--)

Standard 7. Teacher candidates accurately assess and analyze student learning, and have a positive effect on learning for all students.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.0 (0.8)	4.2 [†] (0.7)	.58
Secondary N = 38	3.8 (0.8)	3.9 [†] (0.7)	.68
Art N= 3	4.0 (1.0)	4.0 (1.0)	
Biology N = 1	4.0 (--)	5.0 (--)	
English N = 14	3.7 (0.9)	3.7 (0.6)	
History/Social Science N = 14	3.8 (0.8)	4.0 (0.8)	
Mathematics N = 8	3.6 (0.6)	3.9 (0.7)	
Spanish N = 1	5.0 (--)	5.0 (--)	

Standard 8. Teacher candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender and socioeconomic groups in classrooms and schools.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.2* (0.7)	4.4 [†] (0.6)	.66
Secondary N = 38	3.9* (0.7)	4.1 [†] (0.5)	.43
Art N= 3	3.8 (0.8)	4.3 (0.1)	
Biology N = 1	4.2 (--)	5.0 (--)	
English N = 14	3.7 (0.8)	4.1 (0.5)	
History/Social Science N = 14	4.1 (0.5)	4.1 (0.7)	
Mathematics N = 8	3.4 (0.6)	4.1 (0.4)	
Spanish N = 1	5.0 (--)	4.0 (--)	

Ratings are on a five-point scale: 5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A. We have set 4.0 as an acceptable rating.

*An asterisk indicates a significant difference ($p < .05$) between the self-ratings of Elementary students and Secondary students.

†A dagger indicates a significant difference ($p < .05$) between the ratings of Elementary students and Secondary students by the mentor teachers.

Measures 6, 10, and 18 Survey assessments of students' proficiencies.

Table 4.7 shows the evaluation of our students' pedagogical knowledge by former mentor teachers, school district administrators, and alumni on surveys administered in 2008 (alumni) and 2010 (mentor teachers and school district administrators).

Table 4.7
Ratings of Program Preparation by
Mentor Teachers, School District HR Directors, and Alumni
 (Standard Deviations are in parentheses)

	Mentor Teachers	HR Directors	Elementary Alumni	Secondary Alumni
N	193	9	119	63
Pedagogy				
- planning	4.3 (0.8)	4.4 (0.5)	4.3 (0.8)	4.4 (0.6)
- effective teaching of all children	4.2 (0.8)	4.7 (0.5)	4.3 (0.8)	4.3 (0.7)
- classroom management	3.8 (0.8)	4.2 (0.4)	4.3 (0.9)	4.2 (0.9)

Ratings are on a five-point scale:
 5 = Outstanding; 4 = Good; 3 = Average; 2 = Marginal; 1 = Poor
 We have set 4.0 as an acceptable rating.

Quality Principle 1.3 Caring and effective teaching skills.

Measures 8a and 9 Mid-term student teaching evaluations.

Table 4.8 shows the mid-term student teacher mentor evaluations and self evaluations of the School of Education standards related to Quality Principle 1.3.

Table 4.8
Mentor Teacher and Student Teacher (self)
Midterm Student Teaching Ratings of Standards
Related to 1.3 Caring Teaching Skills
Fall 2005 through Spring 2009
(Standard Deviations are in parentheses)

Standard 9. Teacher candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.5 (0.6)	4.7 (0.5)	.64
Secondary N = 38	4.4 (0.8)	4.7 (0.5)	.67
Art N= 3	4.3 (1.2)	4.5 (0.5)	
Biology N = 1	5.0 (--)	5.0 (--)	
English N = 14	4.2 (0.9)	4.7 (0.4)	
History/Social Science N = 14	4.6 (0.6)	4.7 (0.6)	
Mathematics N = 8	3.9 (0.8)	4.5 (0.7)	
Spanish N = 1	5.0 (--)	5.0 (--)	

Standard 10. Teacher candidates' work with students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state and institutional standards.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.5* (0.6)	4.7 (0.5)	.76
Secondary N = 38	4.1* (0.9)	4.5 (0.7)	.30
Art N= 3	4.3 (1.2)	4.7 (0.6)	
Biology N = 1	5.0 (--)	5.0 (--)	
English N = 14	3.9 (0.8)	4.2 (0.9)	
History/Social Science N = 14	4.4 (0.7)	4.4 (0.8)	
Mathematics N = 8	3.4 (0.8)	4.9 (0.2)	

Spanish N = 1	5.0 (--)	5.0 (--)
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Standard 11. Teacher candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.7* (0.5)	4.8 (0.5)	.36
Secondary N = 38	4.3* (0.7)	4.8 (0.5)	.05
Art N= 3	4.0 (1.0)	4.7 (0.6)	
Biology N = 1	5.0 (--)	5.0 (--)	
English N = 14	4.3 (0.5)	4.8 (0.4)	
History/Social Science N = 14	4.5 (0.8)	4.8 (0.6)	
Mathematics N = 8	3.9 (0.9)	4.9 (0.4)	
Spanish N = 1	5.0 (--)	4.0 (--)	

Standard 12. Teacher candidates collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.2 (0.7)	4.4 (0.7)	.66
Secondary N = 38	4.2 (0.7)	4.5 (0.5)	.64
Art N= 3	4.1 (1.0)	4.4 (0.5)	
Biology N = 1	4.7 (--)	5.0 (--)	
English N = 14	4.2 (0.7)	4.6 (0.5)	
History/Social Science N = 14	4.2 (0.7)	4.4 (0.6)	
Mathematics N = 8	3.9 (0.8)	4.4 (0.5)	
Spanish N = 1	5.0 (--)	5.0 (--)	

Ratings are on a five-point scale: 5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A. We have set 4.0 as an acceptable rating.

*An asterisk indicates a significant difference ($p < .05$) between the self-ratings of Elementary students and Secondary students.

†A dagger indicates a significant difference ($p < .05$) between the ratings of Elementary students and Secondary students by the mentor teachers.

Measures 6, 10, and 18 Survey assessments of students' proficiencies.

Table 4.9 shows the evaluation of our students' professionalism by former mentor teachers, school district administrators, and alumni on surveys administered in 2008 (alumni) and 2010 (mentor teachers and school district administrators).

Table 4.9
Ratings of Program Preparation by
Mentor Teachers, School District HR Directors, and Alumni
 (Standard Deviations are in parentheses)

	Mentor Teachers	HR Directors	Elementary Alumni	Secondary Alumni
N	193	9	119	63
Professionalism	4.5 (0.7)	5.0 (0.0)	4.7 (0.5)	4.7 (0.5)

Ratings are on a five-point scale:
 5 = Outstanding; 4 = Good; 3 = Average; 2 = Marginal; 1 = Poor
 We have set 4.0 as an acceptable rating.

Quality Principle 1.4.1 Learning how to learn.

Measures 13, 14, 17, and 19 Survey of alumni professional activities.

A survey of alumni from the past 20 years in 2008 included questions not included on earlier surveys, about professional activities and recognitions of the teachers in their careers.

Table 4.10
Alumni Professional Activities and Recognitions

	1988- 92	1993- 97	1998- 2002	2003- 07	TOTAL
N	17	26	66	74	183
Earned another degree at Westminster	7	7	20	20	54
Earned another degree elsewhere	12	15	45	26	98
Total advanced degrees	19	22	65	46	152
%	111.8%	84.6%	98.5%	62.2%	83.1%
Professional Recognition (National Board Certification, Teacher of the Year, ...)	10	9	20	18	57
%	58.8%	34.6%	30.3%	24.3%	31.1%
Leadership Position (department chair, professional organization chair, ...)	15	21	53	46	135
%	88.2%	80.8%	80.3%	62.2%	73.8%
Publications & Presentations	3	6	10	8	27
%	17.6%	23.1%	15.2%	10.8%	14.8%
Still teaching or school administration	17	25	62	69	173
%	100%	96.2%	93.9%	93.2%	94.5%
total alumni*	98	109	143	177	527
percent response rate	17.3%	23.9%	46.2%	41.8%	34.7%

*alumni of initial teaching license programs with good addresses

We have not identified comparative data for graduates of other institutions for these post-graduate activities, but it is encouraging to us that such a high proportion of our graduates have gone on for further study, assumed leadership positions in their profession, and achieved professional recognition.

Measure 15 Retention data.

The 2008 survey of alumni included several follow-up mailings for graduates from the classes of 1998 and 2003 (who graduated ten years and five years earlier), to get a higher response rate and a more accurate assessment of the career retention of these two groups. A high percentage of the respondents have remained in the classroom:

Table 4.11
Retention in the Profession of Graduates of 1998 and 2003
 %

Class	Alumni	Responded	Teaching	Teaching
1998 (ten years out)	32	21	17	81.0%
2003 (five years out)	56	51	47	92.2%

Nationally, twenty-five percent of new teachers leave by the end of their first year, while almost 40% have left after five years (Ingersoll, 2003). The high rate of retention in our program suggests that these graduates have been able to adapt to changing conditions in education and continue to teach long past the time that many other teachers have left the profession.

Measures 8a and 9 Mid-term student teaching evaluations.

Table 4.12 shows the mid-term student teacher mentor evaluations and self evaluations of the behaviors associated with Learning How to Learn.

Table 4.12
Mentor Teacher and Student Teacher (self)
Midterm Student Teaching Ratings of
Learning How to Learn
Fall 2005 through Spring 2009
 (Standard deviations are in parentheses)

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.4* (0.6)	4.5 (0.5)	.87
Secondary N = 38	4.1* (0.6)	4.5 (0.4)	.75
Art N= 3	4.1 (0.5)	4.4 (0.3)	
Biology N = 1	4.7 (--)	5.0 (--)	
English N = 14	4.1 (0.6)	4.5 (0.3)	
History/Social Science N = 14	4.2 (0.6)	4.5 (0.5)	
Mathematics N = 8	3.8 (0.5)	4.4 (0.4)	
Spanish N = 1	4.8 (--)	4.8 (--)	

Ratings are on a five-point scale: 5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A. We have set 4.0 as an acceptable rating.

*An asterisk indicates a significant difference ($p < .05$) between the self-ratings of Elementary students and Secondary students.

Quality Principle 1.4.2 Multicultural perspectives.

Measures 8a and 9 Mid-term student teaching evaluations.

Table 4.13 shows the mid-term student teacher mentor evaluations and self evaluations of the students' understanding of multicultural perspectives. The secondary education students rated themselves as less than the cut-score of 4.0 on this measure. In Section 5 we discuss changes we have made in our secondary education program in response to this finding.

Table 4.13
Mentor Teacher and Student Teacher (self)
Midterm Student Teaching Ratings of
Multicultural Perspectives
Fall 2005 through Spring 2009
 (Standard deviations are in parentheses)

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	4.2* (0.7)	4.2 [†] (0.6)	.80
Secondary N = 38	3.8* (0.6)	4.0 [†] (0.6)	.80
Art N= 3	3.7 (0.6)	4.2 (0.5)	
Biology N = 1	4.1 (--)	4.6 (--)	
English N = 14	3.7 (0.8)	3.8 (0.6)	
History/Social Science N = 14	4.0 (0.4)	4.1 (0.5)	
Mathematics N = 8	3.5 (0.6)	3.8 (0.4)	
Spanish N = 1	5.0 (--)	4.8 (--)	

Ratings are on a five-point scale: 5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A. We have set 4.0 as an acceptable rating.

*An asterisk indicates a significant difference ($p < .05$) between the self-ratings of Elementary students and Secondary students.

† A dagger indicates a significant difference ($p < .05$) between the ratings of Elementary students and Secondary students by the mentor teachers.

Measures 6, 10, and 18 Survey assessments of students' proficiencies.

Table 4.14 shows the evaluation of our students' pedagogical knowledge by former mentor teachers, school district administrators, and alumni on surveys administered in 2008 (alumni) and 2010 (mentor teachers and school district administrators).

Table 4.14
Ratings of Program Preparation by
Mentor Teachers, School District HR Directors, and Alumni
 (Standard Deviations are in parentheses)

	Mentor Teachers	HR Directors	Elementary Alumni	Secondary Alumni
Pedagogy <i>TEAC 1.2</i>				
- effective teaching of all children <i>SOE standards 3, 7</i>	4.2 (0.8)	4.7 (0.5)	4.3 (0.8)	4.3 (0.7)

Ratings are on a five-point scale:
 5 = Outstanding; 4 = Good; 3 = Average; 2 = Marginal; 1 = Poor
 We have set 4.0 as an acceptable rating.

Quality Principle 1.4.3 Technology.

Measures 8a and 9 – Mid-term student teaching evaluations.

Table 4.15 shows the mid-term student teacher self evaluations and mentor evaluations of the students' use of technology in their teaching. Both the elementary and secondary education students and the secondary mentor teachers rated the students as less than the cut-score of 4.0 on this measure. In Section 5 we discuss changes we have made in our undergraduate program in response to this finding.

Table 4.15
Mentor Teacher and Student Teacher (self)
Midterm Student Teaching Ratings of
Students' Use of Technology
Fall 2005 through Spring 2009
 (Standard deviations are in parentheses)

	Student Rating	Mentor Rating	Correlation
Elementary N= 89	3.9* (0.6)	4.2 [†] (0.6)	.65
Secondary N = 38	3.6* (0.5)	3.9 [†] (0.6)	.50

Art N= 3	3.5 (0.2)	4.2 (0.4)
Biology N = 1	4.0 (--)	4.6 (--)
English N = 14	3.4 (0.6)	3.7 (0.5)
History/Social Science N = 14	3.7 (0.3)	3.9 (0.7)
Mathematics N = 8	3.5 (0.4)	4.0 (0.5)
Spanish N = 1	4.8 (--)	4.4 (--)

Ratings are on a five-point scale: 5-outstanding, 4-good, 3-satisfactory, 2- marginal, 1-N/A. We have set 4.0 as an acceptable rating.

*An asterisk indicates a significant difference ($p < .05$) between the self-ratings of Elementary students and Secondary students.

† A dagger indicates a significant difference ($p < .05$) between the ratings of Elementary students and Secondary students by the mentor teachers.

Results of New Assessment Procedures

The new assessment procedures, described in Section 3 Methods, were applied for the first time to the 17 MAT students graduating in the spring of 2009, and will be applied to all MAT students in future semesters. They will also be applied to undergraduates who complete the program in the Spring of 2011 and subsequent semesters.

With two exceptions (secondary education students on Standards 8 and 18), the scores on all the rubrics for this small pilot group exceeded the cut score of 2.4. These results are discussed in Section 5.

Quality Principle 1.1 Subject matter knowledge.

Measure 1 Grades upon admission.

The undergraduate grade point averages presented by our entering MAT students are well above our 3.0 criterion. From Summer 2007 through Fall 2008, the average GPA of the 43 students entering the elementary MAT program was 3.3. The average GPA of the 38 students entering the secondary MAT program was 3.4; the average GPA in their teaching subject was 3.6.

Measure 2 Praxis II scores.

Since the MAT program was initiated in 2007, 85 MAT candidates have taken a Praxis II content knowledge examination. Of these, 81 (95.3%) have achieved a passing score on one or more Praxis examinations. This high figure is an indication of the strong content knowledge of our students.

Table 4.16 shows an analysis of passing rates by program area; table 4.17 shows the scores obtained in each exam area.

Table 4.16
Results of Praxis II Content Knowledge Tests: MAT Students
Spring 2008 through Spring 2010

	Number of Students	Number Passing One or More Praxis Exam	Percent Passed
<u>MAT Students</u>			
Elementary	39	36	92.5%
Secondary	46	45	97.8%
TOTAL	85	81	95.3%

Table 4.17
Praxis II Content Knowledge Examinations, by Area
Spring 2008 through Spring 2009

(Some students take more than one exam, so these numbers do not add up to the numbers in Table 4.16)

Test		
Elementary Education Content Knowledge (0014) Utah Passing Score: 150	Mean	170.4
	S.D.	16.3
	N	40
	Passing	37 (92.5%)
English Language, Literature, & Composition (0041) Utah Passing Score: 168	Mean	183.3
	S.D.	11.1
	N	17
	Passing	16 (94.1%)
Biology (0235) Utah Passing Score: 149	Mean	166.8
	S.D.	17.1
	N	8
	Passing	7 (87.5%)
World & US History (0941) Utah Passing Score: 156	Mean	177.0
	S.D.	14.9
	N	6
	Passing	6 (100%)

Art (0133) Utah Passing Score: 159	Mean	180.6
	S.D.	8.4
	N	5
	Passing	5 (100%)
Social Studies (0081) Utah Passing Score: 159	Mean	172.3
	S.D.	24.6
	N	4
	Passing	3 (75%)
Theatre (0640) Utah Passing Score: 600	Mean	680.0
	S.D.	88.9
	N	3
	Passing	3 (100%)
Mathematics (0061) Utah Passing Score: 138	Mean	166.0
	S.D.	15.6
	N	2
	Passing	2 (100%)
Business Education (0100) Utah Passing Score: 590	Mean	660.0
	S.D.	70.7
	N	2
	Passing	2 (100%)
Earth & Space Science (0571) Utah Passing Score: 153	Mean	172.5
	S.D.	3.5
	N	2
	Passing	2 (100%)
Physical Education (0091) Utah Passing Score: 152	Mean	152.0
	S.D.	--
	N	1
	Passing	1 (100%)
French (0173) Utah Passing Score: 161	Mean	200.0
	S.D.	--
	N	1
	Passing	1 (100%)

Spanish (0191) Utah Passing Score: 161	Mean	162.0
	S.D.	--
	N	1
	Passing	1 (100%)
Health Education (0550) Utah Passing Score: 670	Mean	730.0
	S.D.	--
	N	1
	Passing	1 (100%)

Measures 8b and 8c Student teaching evaluations and teacher work sample.

Table 4.18 shows the final student teaching evaluations by mentor teachers and College supervisors and the Teacher Work Sample rubric assessments of the School of Education Standards related to Quality Principle 1.1.

**Table 4.18
Final Student Teaching Evaluations and Teacher Work Sample Assessments of
Standards Related to Quality Principle 1.1
Spring 2009**

	Final Student Teaching Evaluation by Supervisor		Final Student Teaching Evaluation by Mentor Teacher		Teacher Work Sample Rubric	
	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7
5. Teacher Candidates will demonstrate knowledge of subject matter.	MEAN = 3.0 SD = 0.0	MEAN = 3.0 SD = 0.0	MEAN = 2.9 SD = 0.3	MEAN = 2.8 SD = 0.4		
6. Teacher Candidates will develop curriculum that connects knowledge about students to content specific instructional standards.					MEAN = 2.8 SD = 0.4	MEAN = 3.0 SD = 0.0

Ratings are on a 3-point scale:

3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet

We have set 2.4 as an acceptable rating.

Quality Principle 1.2 Pedagogical knowledge.

Measures 8b and 8c Student teaching evaluations and teacher work sample.

Table 4.19 shows the final student teaching evaluations by mentor teachers and College supervisors and the Teacher Work Sample rubric assessments of the School of Education Standards related to Quality Principle 1.2.

Table 4.19
Final Student Teaching Evaluations and Teacher Work Sample Assessments of
Standards Related to Quality Principle 1.2
Spring 2009

	Final Student Teaching Evaluation by Supervisor		Final Student Teaching Evaluation by Mentor Teacher		Teacher Work Sample Rubric	
	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7
1. Teacher Candidates will demonstrate understanding of learning as developmental.	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.4	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.4		
4. Teacher Candidates will apply systematic inquiry and reflection to understanding student learning.					MEAN =2.7 SD = 0.5	MEAN =3.0 SD = 0.0
7. Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.	MEAN =2.9 SD = 0.3	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.4	MEAN =2.7 SD = 0.5	MEAN =3.0 SD = 0.0
10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.3	MEAN =2.9 SD = 0.4	MEAN =2.9 SD = 0.3	MEAN =3.0 SD = 0.0
12. Teacher Candidates will connect learning to students' prior knowledge and experiences.	MEAN =2.9 SD = 0.3	MEAN =2.9 SD = 0.4	MEAN =3.0 SD = 0.0	MEAN =2.6 SD = 0.5	MEAN =2.8 SD = 0.4	MEAN =3.0 SD = 0.0

Ratings are on a 3-point scale:

3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
 We have set 2.4 as an acceptable rating.

Measure 5 Student portfolio components.

Table 4.20 shows the assessments of the remaining three School of Education standards related to Quality Principle 1.2, as demonstrated in the Philosophy of Teaching Paper, Paper on Structural Inequalities in Education, and Case Study assignment completed during the program.

**Table 4.20
Portfolio Assessments of Standards Related to Quality Principle 1.2
Spring 2009**

Assignment	Standard	Elementary N= 10	Secondary N=7
Philosophy of Teaching Essay	2. Teacher Candidates will demonstrate knowledge of multiple theories of learning.	MEAN =2.5 SD = 0.8	MEAN =2.7 SD = 0.5
	17. Teacher Candidates will articulate their philosophy of education.	MEAN =2.9 SD = 0.3	MEAN =2.9 SD = 0.4
Paper on Structural Inequalities in Education	8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.	MEAN =2.4 SD = 1.1	MEAN =2.3 SD = 1.5
Case Study of a student with special needs	8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0

Ratings are on a 3-point scale:

3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
We have set 2.4 as an acceptable rating.

Quality Principle 1.3 Caring and effective teaching skills.

Measures 8b and 8c Student teaching evaluations and teacher work sample.

Table 4.21 shows the final student teaching evaluations by mentor teachers and College supervisors and the Teacher Work Sample rubric assessments of the School of Education Standards related to Quality Principle 1.3.

Table 4.21
Final Student Teaching Evaluations and Teacher Work Sample Assessments of
Standards Related to Quality Principle 1.3
Spring 2009

	Final Student Teaching Evaluation by Supervisor		Final Student Teaching Evaluation by Mentor Teacher		Teacher Work Sample Rubric	
	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7
3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.					MEAN =2.9 SD = 0.3	MEAN =3.0 SD = 0.0
9. Teacher Candidates will create and manage a caring, equitable, respectful, purposeful classroom.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.6 SD = 0.5		
11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.4	MEAN =2.9 SD = 0.4		
13. Teacher Candidates will use research and engage in reflection to improve student learning.					MEAN =2.8 SD = 0.4	MEAN =3.0 SD = 0.0
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.					MEAN =2.8 SD = 0.4	MEAN =2.7 SD = 0.8
16. Teacher Candidates will work with parents and colleagues to create a shared set of expectations and supports for students' learning.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.3	MEAN =2.9 SD = 0.4		

19. Teacher Candidates' work with students, families, and communities reflects the attitudes and practices expected of professional educators as delineated in professional, state, and institutional standards.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.3	MEAN =3.0 SD = 0.0		
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Ratings are on a 3-point scale:
3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
We have set 2.4 as an acceptable rating.

Measure 5 Student portfolio components.

Table 4.22 shows the assessments of four of the school of Education standards related to Quality Principle 1.3, as demonstrated in the journal assignment from the Mexico study experience, a paper on structural inequalities in education, and the final reflective essay on their personal journey through the program.

**Table 4.22
Portfolio Assessments of Standards Related to Quality Principle 1.3
Spring 2009**

Assignment	Standard	Elementary N= 10	Secondary N=7
Journaling Assignment from Study Experience in Mexico	14. Teacher Candidates will demonstrate how their culture affects their teaching.	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.8
	15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.8
Paper on Structural Inequalities in Education	18. Teacher Candidates will demonstrate knowledge of how decisions affecting public education are made.	MEAN =2.4 SD = 1.1	MEAN =2.1 SD = 1.5
Reflective Paper on Students' Personal Journey in the MAT Program	20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes.	MEAN =2.8 SD = 0.6	MEAN =3.0 SD = 0.0

Ratings are on a 3-point scale:
3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
We have set 2.4 as an acceptable rating.

Cross-cutting themes.

In our current assessment procedures, the three cross-cutting themes are evaluated by components of the final student teaching evaluations, the Teacher Work Sample, and portfolio assignments. In future years, the students’ presentation of their portfolio and survey data from alumni, mentor teachers, and school district administrators will also assess these three themes.

For this cohort of students, all ratings of these themes are above the 2.4 cut score.

Quality Principle 1.4.1 Learning how to learn.

**Table 4.23
Final Student Teaching Evaluations and Teacher Work Sample Assessments
Related to Learning How to Learn
Spring 2009**

	Final Student teaching Evaluation by Supervisor		Final Student Teaching Evaluation by Mentor Teacher		Teacher Work Sample Rubric	
	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7
11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other’s practice with the goal of improving learning.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.4	MEAN =2.9 SD = 0.4		
13. Teacher Candidates will use research and engage in reflection to improve student learning.					MEAN =2.8 SD = 0.4	MEAN =3.0 SD = 0.0
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.					MEAN =2.8 SD = 0.4	MEAN =2.7 SD = 0.8

Ratings are on a 3-point scale:
3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
We have set 2.4 as an acceptable rating.

Table 4.24
Portfolio Assessments of Standards Related to Learning How to Learn
Spring 2009

Assignment	Standard	Elementary N= 10	Secondary N=7
Journaling Assignment from Study Experience in Mexico	15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.8
Reflective Paper on Students' Personal Journey in the MAT Program	20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes.	MEAN =2.8 SD = 0.6	MEAN =3.0 SD = 0.0

Ratings are on a 3-point scale:
 3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
 We have set 2.4 as an acceptable rating.

Quality Principle 1.4.2 Multicultural perspectives.

Table 4.25
Teacher Work Sample Assessment of Standards Related to Multicultural Perspectives
Spring 2009

	Elementary N= 10	Secondary N=7
3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.	MEAN =2.9 SD = 0.3	MEAN =3.0 SD = 0.0
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.	MEAN =2.8 SD = 0.4	MEAN =2.7 SD = 0.8

Ratings are on a 3-point scale:
 3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
 We have set 2.4 as an acceptable rating.

Table 4.26
Portfolio Assessments of Standards Related to Multicultural Perspectives
Spring 2009

Assignment	Standard	Elementary N= 10	Secondary N=7
Paper on Structural Inequalities in Education	8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.	MEAN =2.4 SD = 1.1	MEAN =2.3 SD = 1.5
Case Study of a student with special needs	8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0
Journaling Assignment from Study Experience in Mexico	14. Teacher Candidates will demonstrate how their culture affects their teaching.	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.8
	15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns.	MEAN =3.0 SD = 0.0	MEAN =2.7 SD = 0.8

Ratings are on a 3-point scale:
 3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
 We have set 2.4 as an acceptable rating.

Quality Principle 1.4.3 Technology.

Table 4.27
Final Student Teaching Evaluations and
Teacher Work Sample Assessments of Standards Related to Technology
Spring 2009

	Final Student Teaching Evaluation by Supervisor		Final Student Teaching Evaluation by Mentor Teacher		Teacher Work Sample Rubric	
	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7	Elementary N= 10	Secondary N=7
10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology.	MEAN =3.0 SD = 0.0	MEAN =3.0 SD = 0.0	MEAN =2.9 SD = 0.3	MEAN =2.9 SD = 0.4	MEAN =2.9 SD = 0.3	MEAN =3.0 SD = 0.0

Ratings are on a 3-point scale:
 3 = At Target (highly proficient) 2 = Acceptable (passing) 1 = Not Yet
 We have set 2.4 as an acceptable rating.

Section 5: Discussion and Plan

General Conclusion

The evidence presented in Section 4 demonstrates that graduates of our program meet the School of Education program standards and TEAC Quality Principles 1.1, 1.2, 1.3 and 1.4. A summary is provided below.

Former Assessment Procedures

Subject matter knowledge (1.1): School of education standards 1 and 2 (former standards).

Both the Education students' final grade point averages and their Praxis II scores show strong subject matter knowledge. The ratings of their student teaching by themselves and their mentor teachers, and the surveys of alumni, former mentor teachers, and school district administrators all show that the students demonstrate this knowledge in a classroom setting.

Pedagogical knowledge (1.2): School of education standards 3-8 (former standards).

The mentor teacher ratings of student teachers were above the 4.0 cut-score for all six of the standards related to Pedagogical Knowledge, except for the ratings of secondary education students on standards 4 (presenting content in compelling ways with appropriate technology) and 7 (assessing student learning), which each had average ratings of 3.9 from the mentor teachers. The secondary education students themselves were more critical in their evaluations, giving themselves ratings below 4.0 on all six standards. Elementary education students also rated themselves lower than their mentor teachers did in each standard, although with ratings over 4.0 in all areas except standard 4 (3.9 rating).

In contrast, both elementary and secondary education alumni rated their program preparation highly (4.2 or higher) in all three areas of pedagogical knowledge included on the 2008 survey of alumni. Surveys of mentor teachers and school district administrators also rated students highly in all three areas, except in classroom management, where the mentor teachers gave an average rating of 3.8 to our students' preparation.

Recognizing that some areas of Quality Principle 1.2 are stronger than others, we conclude that our students have met the standards related to Quality Principle 1.2. In the Curriculum Inquiries component of this section, we will discuss some of the measures we have taken to strengthen the secondary education program in pedagogical knowledge.

Caring teaching skills (1.3): School of education standards 6, 9-12 (former standards).

Mentor teachers and the students all rated the student teachers above the 4.0 cut-score on all four of the standards related to Caring Teaching Skills. Similarly, alumni, mentor teachers, and

school district administrators all rated our students highly (4.5 or higher) on “professionalism” on surveys. We conclude that our students have met the standards related to Quality Principle 1.3.

Learning how to learn (1.4.1).

The average ratings for this theme on the midterm student teaching evaluation were considerably above the 4.0 cut-score for both elementary and secondary students.

On surveys of alumni for the past 20 years, they reported a high level of professional activities after graduation: 83% have completed additional degrees, 74% have had leadership positions in the profession, and 31% have received recognition as teacher of the year, National Board certification, or similar honors. Their persistence in the teaching profession is considerably higher than the national average – 92% are still teaching five years after graduation, while 81% are still teaching ten years after graduation.

All these data indicate that our students continue to learn in the teaching profession after they graduate.

Multicultural perspectives (1.4.2).

Both the elementary education students and their mentor teachers rated the students above the 4.0 cut-score for this theme on the midterm student teaching evaluation. The secondary education students rated themselves below the cut-score (3.8) on this theme.

In contrast, education alumni, mentor teachers, and school district administrators rated students’ program preparation highly (4.2 or higher) in “effective teaching of all children”. Nonetheless, in light of the low rating given to secondary student teachers in this area, we have revised our undergraduate curriculum to strengthen the attention paid to multicultural perspectives in the undergraduate secondary education program. The concept of Funds of Knowledge is introduced in the first course in the program, EDUC 302, and revisited in the students’ preparation for the Teacher Work Sample that they complete during student teaching.

Technology (1.4.3).

While mentor teachers rated the elementary education students at 4.2 on this theme, the elementary students themselves, and both the secondary students and their mentors, all gave ratings of less than 4.0 on this measure. In response to these findings, we have revised the Technology of Teaching course to include more attention to pedagogical applications of the technology, as opposed to simply learning how to use the technology. We have also integrated more technology applications into the methods courses. We are also exploring a partnership with Spy Hop Productions, a youth media arts education organization, that will develop ways of including visual media in the various methods courses.

New Assessment Procedures

Acknowledging that the size of this initial group is small (ten elementary and seven secondary education students), we draw conclusions about their preparation based on the evidence in the new assessment procedures.

Subject matter knowledge (1.1): School of education standards 5 and 6 (current standards)

The MAT students' undergraduate GPAs indicate good content preparation in their undergraduate programs. Both the elementary and secondary MAT students have high B averages overall, and the secondary MAT's have a mean GPA of 3.6 in their teaching fields. The pass rate on the Praxis II examination is over 95% for students completing the MAT program. Assessments of the students' content knowledge in the final student teaching evaluation are all considerably above the 2.4 cut-score, as is the assessment of their ability to apply this knowledge in a classroom setting on the Teacher Work Sample.

We conclude that the students in this graduating class have met the standards related to Quality Principle 1.1.

Pedagogical knowledge (1.2): School of education standards 1, 2, 4, 7, 8, 10, 12, 17 (current standards).

Evaluations of all eight of the standards related to Pedagogical Knowledge, on the final student teaching evaluation, Teacher Work Sample, and three papers in the students' portfolios, are all above the 2.4 cut-score. We conclude that the students in this graduating class have met the standards related to Quality Principle 1.2.

Caring teaching skills (1.3): School of education standards 3, 9, 11, 13, 14, 15, 16, 18, 19, 20 (current standards).

Evaluations of all eight of the standards related to Caring Teaching Skills, on the final student teaching evaluation, Teacher Work Sample, and three papers in the students' portfolios, are all above the 2.4 cut-score, with the single exception of a 2.1 average rating of the secondary education students' understanding of how decisions affecting public education are made (standard 18). This material has proved difficult for our students because it is a new topic for many of them. We have taken steps to strengthen the instruction in this area. Because this is one data point out of thirty, we conclude that the students in this graduating class have met the standards related to Quality Principle 1.3.

Learning how to learn (1.4.1).

All ratings of standards related to this theme, on the Final Student Teaching Evaluation, the Teacher Work Sample, and two papers from the students' portfolios, were well above the 2.4 cut-score.

Multicultural perspectives (1.4.2).

All ratings of standards related to this theme on the Teacher Work Sample were above the 2.4 cut-score. On the portfolio assessments, secondary education students fell short of the cut-score on one of two measures of Standard 8. All other ratings were above 2.4.

Technology (1.4.3).

The ratings of this theme on the Final Student Teaching Evaluation and the Teacher Work Sample were well above the 2.4 cut-score.

Continuous Inquiry

In the 2005 *Inquiry Brief*, the faculty noted the following shortcomings in our assessment procedures:

- While the mid-term student teacher evaluation provides data on the standards and is completed by both the mentor and the student teacher, the final student teacher evaluation that the mentors complete on each student teacher is too broad and descriptive to gather usable evidence in a timely fashion.
- The School of Education needs to establish a more functional organizational system for data collection.
- While the numbers of responses to the alumni, administrator/human resource director and mentor (cooperating teacher) surveys were high, the survey questions only ask about the broad standard areas and need to be more specific to align with each standard.
- In reviewing Appendix E, the alumni survey needs to add items that provide information about rates of graduates' leadership roles, rates of graduates' professional service activities, and third-party professional recognition of graduates.
- As of July 2005, all graduates who receive a teaching license must pass a PRAXIS II standardized content test. These scores will give more information about how students meet the School of Education and TEAC Quality Principle 1.1 content standards and strengthen validity.
- The School of Education needs to provide a more formal assessment instrument to faculty supervisors as they interview students about their artifacts and reflections for all program standards in Measure 6.

We will describe here the inquiries we have carried out in the areas of Assessment and Curriculum that address these weaknesses.

Assessment inquiries.

We have focused in particular on the two weaknesses cited by the accreditation panel:

- With regard to two of the program's sub-claims for *Quality Principle I*,

while there was no evidence to suggest that the graduates did not “*reflect a thorough understanding of pedagogical content knowledge of the subject matter they teach, allowing them to provide multiple explanations and instructional strategies so that all students can learn*” or “*present the content to their students in challenging, clear, and compelling ways with an integration of appropriate technology,*” there was not sufficient evidence for these sub-claims either.

- With regard to *Quality Principle II*, the portfolio requires a stronger congruence between the evidence of learning measured by the portfolio and the formal evaluation criteria.

To address these concerns, we have added a Teacher Work Sample to the student teaching requirements, which evaluates eight of the School of Education standards. The Teacher Work Sample now constitutes a major part of the portfolio. Introductory and methods courses in both the undergraduate and MAT programs prepare students to carry out the TWS during student teaching. We have also revised the final student teaching evaluation form so that it now explicitly addresses nine of the School of Education standards. Between them, the final student teaching evaluation and the TWS assess 14 of the 20 School of Education standards. The other six standards are assessed via other artifacts that students include in the portfolio. Each of the 20 standards has an individual rubric, shown in Appendix F. The final portfolio presentation now focuses on the three TEAC cross-cutting themes. The midterm student teaching evaluation has become solely a formative assessment and is not used in the final summative assessment of the standards.

Another change is that the College supervisor, as well as the mentor teacher, completes the final student teaching evaluation. This adds an element of reliability to the final assessment.

The basic thrust of all these changes is that our assessment procedures are now more direct measures of our School of Education standards. We have also established clearer procedures for collecting, storing, and analyzing assessment data, with the two administrative assistants collecting and entering data into an electronic database, under the direction of the Director of Field Placement and the undergraduate and MAT program director.

As noted in the 2005 *Inquiry Brief*, we now have Praxis content knowledge scores available as a measure of subject matter competence, and these results are reported as measure 2. We are pleased that our students’ pass rate on the Praxis is 90%.

The alumni survey that was distributed to all graduates from the past 20 years in 2008 included the items that were suggested in the 2005 *Inquiry Brief*: rates of graduates’ leadership roles, rates of graduates’ professional service activities, and third-party professional recognition of graduates. This survey will be sent out every other year in the future. In Presidential Election years (2008, 2012, etc.), it will be sent to alumni from the past 20 years to determine a measure of the retention and career advancement of our graduates in the profession. In the off-election years, it will be sent only to recent graduates (five-year alumni) to ask their assessment of the quality of various aspects of our program.

We decided to retain the original five broad standard areas for the surveys of alumni, mentors, and HR directors that are reported in this *Inquiry Brief*. Since we had recently revised the School of Education standards (20 rather than the 12 that the alumni and mentors up to that point were used to), we decided that it would be confusing to them to send out a survey linked specifically to the new 20 standards, and if we had linked the survey to the old 12 standards, the data would not be particularly useful as we consider ways to improve our progress to the 20 standards. Now that future alumni will graduate with the 20 standards, future alumni surveys will be revised to address those standards more closely.

Curriculum inquiries.

We have made a number of curricular changes in the five years since our initial TEAC accreditation.

In the years from 2000 to 2007, the number of Education students dropped dramatically, to almost half their earlier levels. The post-baccalaureate Teacher License Program was attracting some students, but not enough to off-set the decline in undergraduates. In response, the School of Education developed a new graduate program, Master of Arts in Teaching, with the first cohort of students entering in the summer of 2007. After a successful first year of the program, we decided to start new cohorts twice a year, in the summer and the fall. This program provides a means for students who did not prepare for a teaching license as undergraduates to enter the profession. The MAT is based on the same standards as the undergraduate teacher education programs.

The faculty revised the School of Education standards in 2007, as they reflected on the TEAC accreditation process and as they designed the new Master of Arts in Teaching program. The revised standards better reflect the emphasis of the program on preparing students for teaching in today's diverse school settings.

As part of the TEAC review in 2005, the faculty collected data on the number of semesters students needed to complete the program, and continued to collect these data in subsequent years. Few students were able to complete the requirements for either elementary education or secondary education in eight semesters. The faculty made two changes to our undergraduate programs in response to this finding.

First, in the spring and fall of 2009, the faculty significantly revised the requirements for an elementary education major. Over the past eight years, the number of credit hours required for the Elementary Education major had crept up from 67 to 80. All the additions were made for good reasons, but the result was that the curriculum had become somewhat disjointed, and few students could complete the requirements for their undergraduate degree in eight semesters. The faculty developed a new set of courses for the major that integrates key concepts in the program into fewer courses, resulting in better integration of material and fewer credit hours.

Undergraduate students beginning the program in 2010 will pursue these new requirements. These new courses also changed, though to a lesser degree, the requirements for secondary and special education. The new requirements for all three programs, the programs for which we are seeking accreditation, are shown in Appendix D.

Second, in 2007 we eliminated the requirement that secondary education students had to have both a teaching major and a teaching minor. The requirement for a teaching minor had been added several years earlier to make students more “marketable” with the ability to teach two subjects in secondary school. But with the serious shortage of teachers in Utah, there was little advantage to being licensed in more than one subject. And the requirement for a teaching minor added almost a full year to the secondary education program. Many students required ten or more semesters to complete it. While this change made it possible to complete the requirements for a secondary education license in eight or nine semesters, the number of students entering the secondary education program remained low.

We were also concerned that undergraduate secondary education students received lower ratings on the midterm evaluation than elementary students, both from themselves and from their mentors, and this led to further changes. First, we revised the secondary instructional planning course to use “backwards design” (Wiggins & McTighe, 2005) as the key framework for the course. The MAT secondary methods course has used this framework from the beginning of the program, and students have found it an excellent model for designing curriculum. This change was made in the Fall of 2009, and only five students have completed the course since then, so we do not yet have data on whether this change has improved the planning and instruction skills of the secondary education students. Second, we have encouraged secondary students to focus on their content preparation as undergraduates and then enter the MAT program after graduation for their teaching preparation. This allows them to develop a stronger content base as undergraduates, and the MAT program has 13 hours of teaching methods courses rather than the nine hours in the undergraduate secondary education program. To facilitate the combined bachelor’s/MAT program, we designed an accelerated MAT program in which students take four education courses as undergraduates and then take a somewhat lighter load of education courses in the MAT program. Ten students have already registered their intentions to pursue this combined program after they complete their bachelors degree at Westminster.

In response to student interest and continuing high demand for special education teachers, we introduced a stand-alone major in Mild/Moderate Special Education in 2007 for both the undergraduate and MAT programs. In 2010 we added a Severe track to the major. The shortage of teachers with Severe Special Education licenses in Utah is even more pronounced than the shortage of Mild/Moderate Special Education teachers.

All these curriculum changes have been made in response to changing conditions and our continuous monitoring of the quality of our graduates.

Future inquiries.

We will continue to monitor the effectiveness of our new assessment procedures. The next survey of our recent graduates will include questions about the usefulness of the Teacher Work Sample in their professional development while in the program and also in their first years of teaching. We also plan to conduct a formal check of the reliability of the TWS scoring, having two or three readers evaluate the work samples of a sub-set of the students.

Our earlier assessment procedures included the students' self-evaluations on the mid-term student teaching evaluation form. In our current assessment procedures, self-evaluations are still an important component of the formative assessment on the mid-term student teaching evaluation, but they no longer play a role in the summative evaluation of each student at the end of the program. We will discuss the benefits of including a self-evaluation component in the summative evaluation of each student.

As we collect data on more students with the rubrics for the 20 standards, we will be able to see patterns of strengths and weaknesses among the students' achievement of the standards and address these in our program revisions. We have already begun this process with discussions in faculty meetings about which aspects of the Teacher Work Sample present the most difficulty for student teachers. As more students complete the new assessment process we will be able to supplement these anecdotal observations with quantitative data as well.

Classroom management continues to be a weaker area than other aspects of teaching for our students. We have modified the MAT curriculum so that MAT 640, a seminar completed in the semester before student teaching, now addresses issues of classroom management for elementary students.

Table 5.1 presents a history of changes to our programs since our initial TEAC accreditation visit.

Table 5.1 Program Changes and Their Prompts, 2006-present

Date	Change	Prompts for Change	Outcome
2006	Westminster Teacher Education programs accredited by TEAC; Quality Control System put into place.	The State required all education programs to be accredited by either NCATE or TEAC; after examination of the two systems, the faculty determined to pursue TEAC accreditation.	The Quality Control System has provided a framework for collecting and acting on assessment data in the program.

2006	Program standards revised	As the faculty reflected on the TEAC inquiry brief process and planned the new MAT program, we realized that the existing standards did not adequately reflect some of the important characteristics of our education programs, particularly our emphasis on cultural competence.	The new program standards have served as the framework for curriculum planning and assessment.
2007	Master of Arts in Teaching (MAT) program was introduced	The MAT program replaced the combined masters/licensure program, an amalgam of undergraduate and graduate courses leading to licensure but not directly to a masters degree.	Response to the program has been strong, with 25 or more students beginning the program each summer and another 20-25 beginning in the fall semesters.
2007	Teaching minor requirement eliminated for undergraduate secondary education students.	The total credit hours required for the College's liberal education courses, a teaching major, a teaching minor, and the secondary education program was far higher than the 124 needed for a bachelor's degree. Because of the shortage of teachers in Utah, being certified in two subject areas was no longer a particular advantage.	The intention was to encourage more students to enter secondary education, but there was little change in the number of candidates. Many students still needed more than 8 semesters to complete the secondary program. We began to encourage prospective secondary teachers to focus on their content major as undergraduates and then to enter the MAT program.
2007	Special Education major introduced.	Several students who pursued the dual elementary/special education major indicated that if a stand-alone special education major was available, they would prefer that. The need for special education teachers in Utah continued to be strong.	Two to four students each year have chosen to major in special education.

2008	Teacher Work Sample (TWS) introduced as a major component in the assessment of students in the program.	The TEAC response to our 2005 Inquiry Brief noted weaknesses in the assessment of our students' student teaching experience. The TWS provides a more authentic assessment of many of the standards of the Westminster education programs than the previous portfolio items did.	The TWS was piloted with the MAT students in the 2008-2009 school year, and is required for students entering the undergraduate program in the fall of 2009 and later.
2008	New K-6 license program introduced for undergraduate students	The State introduced the K-6 license to better match the current configuration of schools. We replaced the existing K-3 and 1-8 licenses with the new K-6 license.	The School of Education introduced the K-6 license for undergraduates beginning the program in 2009; the K-6 license was introduced for MAT students in 2010.
2008	Undergraduate secondary methods courses moved to the School of Education	The graduate secondary methods courses in the MAT program were designed to be administered by the School of Education; it was difficult coordinating undergraduate courses in Arts & Sciences with graduate methods courses in Education.	While the course numbers have moved to Education from Arts & Sciences, faculty in Arts & Sciences continue to be involved in the curriculum and appointment of teachers for these courses.
2009	Undergraduate elementary education curriculum revised.	From 2002 to 2009, changes in the College's Liberal Education requirements and the Elementary Education major requirements added 24 credit hours to the total hours needed to complete a major in Elementary Education. All these changes were made for good reasons, but the result was that few students could complete an Elementary Education major in 8 semesters.	The revised Elementary Education major reduced the number of required credit hours from 80 to 62. Methods courses were revised to integrate different subject areas, better preparing our students for the integrated curricula we expect them to create in their teaching.

2009	Severe Special Education program approved	The need for teachers certified in Severe Special Education in Utah is even greater than in Mild/Moderate.	The first classes in the new track will be offered in the fall of 2010.
2009	Accelerated MAT program approved	To encourage students in the Arts & Sciences to enter secondary education, we developed a way to blend their undergraduate studies with the MAT program.	The first student to enter this program will begin the MAT in the summer of 2010.

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Appendix A: Internal Audit Report

Introduction

The faculty in the School of Education (SOE) at Westminster College conducted an internal audit of the quality control system for the teacher education programs. The internal audit was performed by 11 full-time faculty members and the Dean. Findings were pooled by Associate Professor Lorel Preston. A draft of the plan for the internal audit was brought to the faculty in the fall of 2009. The components of the quality control system, explicit and supporting/monitoring mechanisms, and anticipated probes for each of the mechanisms were examined. Revisions of the plan, which included consideration of additional mechanisms and probes for each component, were discussed and agreed upon. Once the audit plan was in place, faculty members were asked to work in teams or individually to examine a specific part of the quality control system related to one of the components 2.3.1-2.3.4. For this, audit teams were created so that a newer faculty member was partnered with a faculty member who had participated on the last audit. A timeline for completing the data collection was also discussed and agreed upon.

Description of the Quality Control System (QCS)

The purpose of the internal audit is for the faculty to check and make judgments about how well the mechanisms for assuring quality of the undergraduate and graduate programs leading to licensure are working for each of the components of TEAC principle 2.3. Carrying out the audit requires the faculty to identify and examine a variety of mechanism/targets related to each of the following elements of the quality control system: (a) Quality of Curriculum, (b) Quality of Faculty, (c) Students, and (d) Support/Monitoring Elements. The first three elements include mechanisms that are explicit to the quality of the program. The fourth element includes mechanisms that serve in supportive/monitoring roles. These mechanisms work together to make up the quality control system for the School of Education programs leading to licensure.

Figure A.1 shows the quality control system and its links to TEAC's components of program quality.

Figure A.1 Quality Control System and Its Links to TEAC’s Components of Program Quality

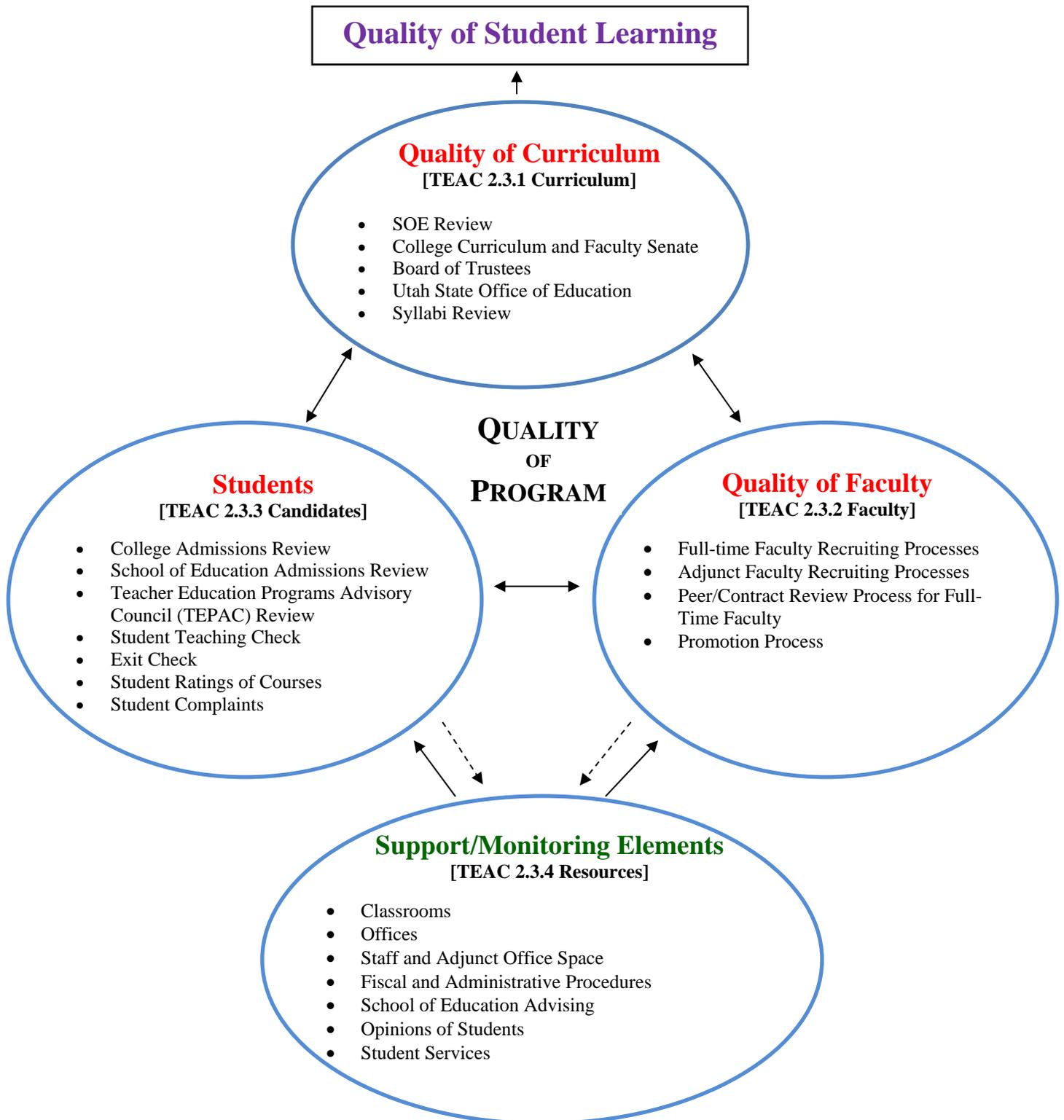


Table A.1 shows the explicit mechanisms for assuring quality and includes the probes by faculty. It conveys the mechanisms that are available for assuring quality of Curriculum (2.3.1); Faculty (2.3.2); and Students (2.3.3).

Table A.2 shows the support/monitoring elements for assuring quality and also includes the probes by faculty. It conveys the mechanisms that are available for assuring quality of a variety of Resources (2.3.4), including facilities, equipment and supplies; fiscal and administrative capacity; and student support services.

Table A.1 Explicit Mechanisms for Assuring Quality 2005-2009

CURRICULUM		
	Mechanisms/Targets	Probes by Faculty
2.3.1 Curriculum	College Faculty Manual	<ul style="list-style-type: none"> Review procedures for curriculum approval; review guidelines for course syllabi.
	School of Education Review	<ul style="list-style-type: none"> Match recent course, program, and policy changes/revisions requiring SOE faculty approval with minutes of faculty meetings
	College Faculty Senate Committee	<ul style="list-style-type: none"> Match recent course, program, and policy changes/revisions requiring WM College faculty approval with minutes of Faculty Senate Committee meetings.
	Board of Trustees	<ul style="list-style-type: none"> Check to see if curriculum items were approved, as needed, at the Board of Trustee level.
	Utah State Office of Education	<ul style="list-style-type: none"> Check to see if any items approved in this time frame required approval from the Utah State Office of Education
	Course Syllabi	<ul style="list-style-type: none"> Check to see if School of Education course syllabi meet college guidelines (as indicated in the College Faculty Manual).
	Course Syllabi	<ul style="list-style-type: none"> Check to see if School of Education course syllabi include program standards, college-wide learning goals, and a course description match with college catalog.
QUALITY OF FACULTY		
	Mechanisms/Targets	Probes by Faculty
2.3.2 Faculty	Full-time faculty recruiting processes	<ul style="list-style-type: none"> Examine WM College recruitment/hiring processes for full-time faculty. Examine search committee schedules to see if college recruitment practices are reflected. Survey new hires to see if search procedures were followed.
	Adjunct faculty recruiting processes	<ul style="list-style-type: none"> Examine WM College recruitment/hiring processes for adjunct faculty. Survey sample of new hires to see if hiring processes were followed.
	Peer/Contract review of full time faculty	<ul style="list-style-type: none"> Examine WM college full-time faculty review process. Check that scheduled reviews were conducted for faculty members. Survey faculty who were reviewed to see if the process was followed.
	Promotion	<ul style="list-style-type: none"> Examine college promotion process. Survey faculty who were reviewed to see if the process was followed.
STUDENTS		
	Mechanisms/Targets	Probes by Faculty
2.3.3 Candidates (Admissions to Exit Procedures)	College Review	<ul style="list-style-type: none"> Check to see that "targeted students" from each program met College standards for admission

	School of Education Review	<ul style="list-style-type: none"> Match “targeted students” from each program with School of Education minutes
	Teacher Education Programs Advisory Council (TEPAC) Review	<ul style="list-style-type: none"> Check to see that “targeted students” were approved by members of TEPAC
	Student Teaching Check	<ul style="list-style-type: none"> Check School of Education records to show that each “targeted student” met School of Education standards to student teach
	Exit Check	<ul style="list-style-type: none"> Check with Licensing Coordinator to see that all of the “targeted students” met State and College standards
	Print and Online Materials	<ul style="list-style-type: none"> Check to see that print and online materials are in agreement Reviewed articulation agreement of SOE courses with Salt Lake Community College and the University of Utah
	WM Admissions Events for Recruiting and for Newly Admitted Students	<ul style="list-style-type: none"> Check on representation of SOE at admissions events for recruiting and for newly admitted students
2.3.3 Candidates (Student Complaints)	Complaints about Grades	<ul style="list-style-type: none"> Examine student appeals/grievance records during 2005-2009. Check grade appeals procedures to determine if the process is clear and available to all students
	Student Course Evaluations	<ul style="list-style-type: none"> Examine process for student course evaluations to make sure the process is clear and available to all students Check with faculty and adjunct faculty to see how they have used student feedback from course evaluations and other sources to revise their courses
	Other	<ul style="list-style-type: none"> Check with Dean of Students about student complaints/issues with the SOE

Table A.2 Support/Monitoring Elements for Assuring Quality 2005-2009

Support/Monitoring Elements		
	Mechanisms/Targets	Probes by Faculty
2.3.4 Resources (Quality of Facilities, Equipment, and Supplies)	Classrooms and Equipment	<ul style="list-style-type: none"> Check to see if selected classrooms are of sufficient size and properly equipped to deliver quality instruction Survey faculty and adjunct faculty to see if classroom and equipment needs are being met
	Faculty Offices	<ul style="list-style-type: none"> Survey faculty and adjunct faculty to see if office space needs are being met
	Staff Office Space	<ul style="list-style-type: none"> Check the SOE staff office space for size and equipment Interview staff for their opinions on facilities, equipment, and supplies
2.3.4 Resources (Fiscal and Administrative Capacity)	Fiscal and Administrative Procedures	<ul style="list-style-type: none"> Review the Westminster College Annual Report with Curtis Ryan, Vice President of Finance and Administration, for information about the College’s overall financial situation Consult with Paul Presson, Associate Provost for Institutional Research, for data on costs of instruction per credit hour in the School of Education and the College as a whole

	Travel and Supply Requests	<ul style="list-style-type: none"> Review travel and supply requests during 2005-2009
2.3.4 Resources (Student Support Services)	Opinions of Students within the Program	<ul style="list-style-type: none"> Check on student awareness, use, and satisfaction with the different student support services
	Student Support Services	<ul style="list-style-type: none"> Compile a list of all Student Services available on the Westminster Campus Verify that all SOE students have access to the services Learn from directors of student support services about the SOE student involvement—when possible and appropriate
	School of Education Advising	<ul style="list-style-type: none"> Meet with Charity Gleason (SOE Administrative Assistant) to go over expected contents of Undergraduate and MAT academic files Randomly select “target” undergraduate and MAT student academic files (2 in each program major—Elementary, Secondary, and Special Education—to see if they each contained an individualized program plan as well as the necessary file components. Check to see if targeted students received advising on a regular basis

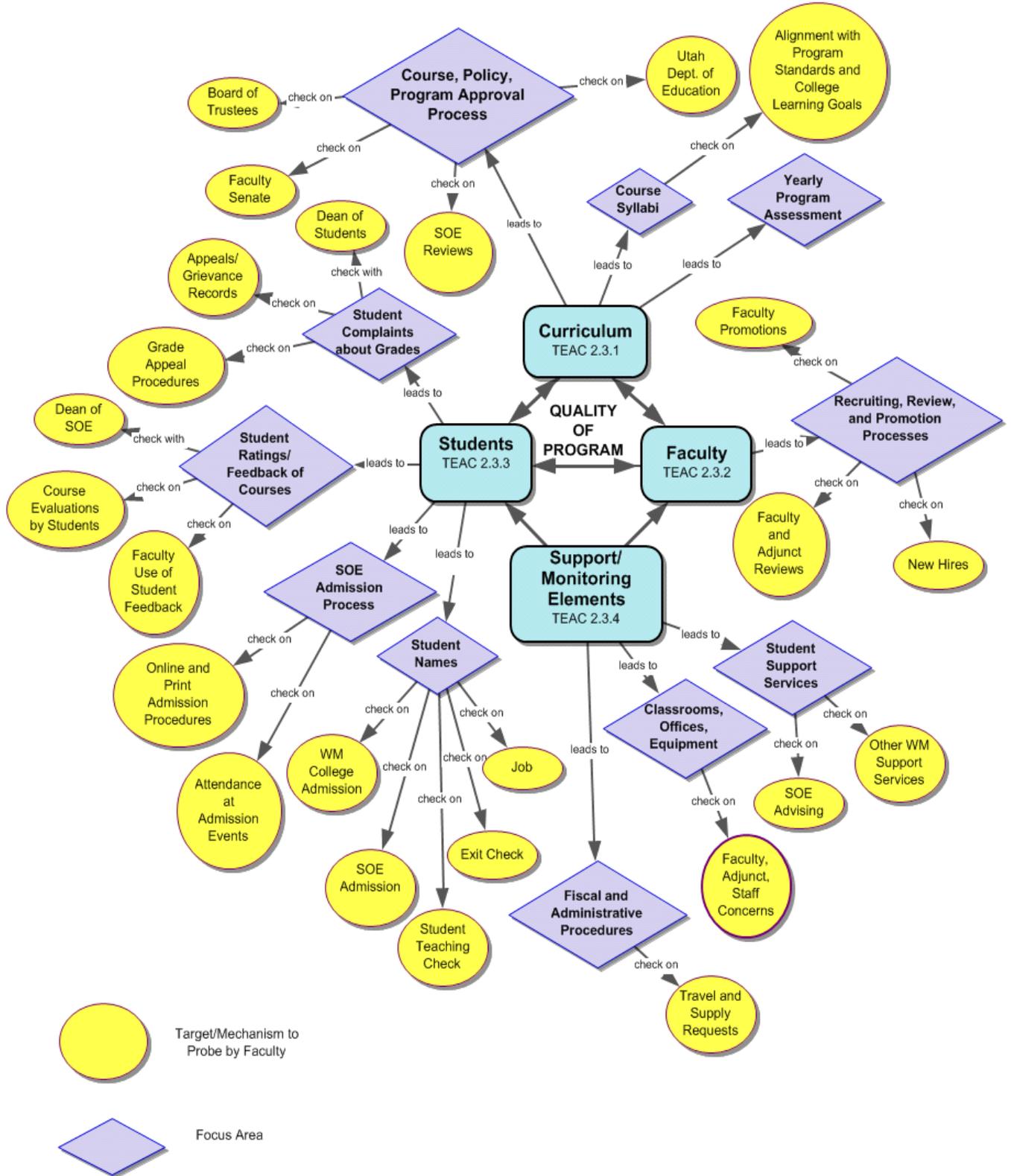
Procedures for the Audit

At the core of the audit trail presented in Figure A.2 is the framework for the quality control system (blue rounded rectangles) and its links to TEAC’s components of program quality. This is where the internal audit trail begins. The trail then branches out as the faculty teams/individuals each began a series of audit tasks related to one of the TEAC components within curriculum, faculty, students, or support/monitoring elements. The audit tasks were made up of a mechanism/target (yellow ovals) and a set of probe activities related to the targets within focus areas (purple diamonds). (The specific probes related to each mechanism/target are listed in Tables A.1 and A.2, above.) The arrows represent the audit trails the faculty pursued to examine the quality control system.

Each team/individual typically began by reviewing the prior report and activities that the previous team used for examining the probes. Most faculty teams/individuals used similar activities to start while expanding on the process when deemed necessary in order to gather additional relevant and/or more detailed information. For example, several teams/individuals (within 2.3.2, 2.3.3, and 2.3.4) developed surveys to ask targeted focus groups (e.g., faculty, students) questions related to their probes. One team (2.3.4/Student Support Services) first interviewed key personnel to better understand the tracking process of student information from admission to exit and then developed forms to assist in analyzing student files. All teams/individuals used sample sizes of at least 10% when an entire population was not analyzed. In cases where it was possible, and it made sense to do so, samples included representation from each of the licensure programs within the School of Education.

Figure A.2 Audit Trail for the Internal Audit

(Includes Quality Control System and Its Links to TEAC's Components of Program Quality)



Faculty worked in teams or individually as follows:

- **(2.3.1 Curriculum)** Joyce Sibbett and Peggy Cain reviewed all curriculum changes in the School of Education related to licensure during the 2005-2009 time period to see if procedures, as indicated in the College Faculty Manual, were followed. They looked into the School of Education 2005-2009 faculty meeting minutes, the College Curriculum committee minutes, the College Faculty Senate committee meeting minutes and asked to have the Board of Trustees minutes examined for all necessary approval of changes made to courses, policies, and programs in the School of Education related to licensure. They also examined whether any of the changes required approval from the Utah State Office of Education. A summary of the curriculum changes during the 2005-2009 time period is included in Addendum 2.3.1-A.

The team also sampled course syllabi to see how the School of Education course syllabi complied with the required college guidelines (as indicated in the College Faculty Manual). In addition, the team examined the syllabi for inclusion of program standards, college-wide learning goals, and a course description consistent with the college catalog description. The syllabi sample (n=9) included representation from each program: Elementary, Secondary, Special Education, and MAT. The syllabus findings and summary are included in Addendums 2.3.1-B and 2.3.1-C.

- **(2.3.2 Faculty)** Janet Dynak and Shamby Polychronis reviewed information regarding hiring/recruitment procedures for full-time, which is clearly outlined in the Westminster College Faculty Manual. They then identified all new full-time faculty hires from the 2005-2009 time period; there were a total of two. The team talked to the Human Resources Office (Darrin Jones) to verify that the positions were advertised nationally. They also examined the make-up of the search committees and candidate schedules to verify the make-up of the committee and the recommended onsite activities scheduled for the candidates (e.g., interviews with the dean, chief administrative officer, search committee; teaching and/or presentation to an audience of students and faculty). Additionally, they surveyed all new full-time faculty hires. Prior to the survey, the new hires were provided with a copy of the procedures and asked to review them. They were then surveyed (see Addendum 2.3.2-A) to see if recruitment and hiring processes were followed.

The team also reviewed information regarding hiring/recruitment procedures for adjunct faculty, which is outlined in the Westminster College Faculty Manual. They sampled over 10% of adjunct hires about recruitment and hiring experiences. Adjunct faculty members were randomly questioned and two regular adjunct faculty members were asked to review the faculty manual with regards to the adjunct faculty recruiting/hiring processes prior to filling out a questionnaire (see Addendum 2.3.2-B) to provide additional validation that hiring/recruitment processes were followed. In addition, the team verified with the dean that the new hires meet or exceed the minimum requirements

outlined for adjunct instructors in the Westminster College Faculty Manual.

Janet Dynak and Shamby Polychronis also reviewed college procedures for full-time faculty contract reviews and promotion processes. They checked to see that scheduled reviews were conducted for all faculty members up for contract review and promotion. In addition to verifying procedures (e.g., through reviewing the reports of the committee chairs), they then surveyed all faculty reviewed (see Addendum 2.3.2-C), and all faculty promoted (see Addendum 2.3.2-D), within the 2005-2009 time frame to check that the processes were followed.

- **(2.3.3 Candidates-Admissions to Exit Procedures)** Tim Carr and Barbara Marsh randomly selected files from 5 elementary, 5 secondary, 4 Special Education, and 5 MAT students from the 2005-2009 academic years. These files were reviewed, along with minutes from the School of Education faculty meetings for that time period, to verify that admissions procedures (which are different for undergraduate elementary students, undergraduate secondary students, and MAT students) were followed. Additionally, the files were reviewed to verify that student teaching and licensing policies and procedures were followed. More specifically, the team examined the student folders from admission to exit of the program to see that procedures were followed.

They began by reviewing College standards and then checked to see if the targeted students met the College standards for admission by examining each individual student file. They then matched selected students with the School of Education minutes after reviewing admission procedures of the School of Education. They also checked to see that selected secondary students were approved by members of the Teacher Education Programs Advisory Council (TEPAC). Each secondary student was approved for student teaching by the appropriate TEPAC member. The team then checked School of Education records to show that each targeted student met School of Education standards to student teach. Finally, they checked with the licensing coordinator to see that all of the selected students met School of Education and state standards for completing the program.

- **(2.3.3 Candidates-Student Complaints)** Lorel Preston examined processes in which students would be able to voice their complaints related to courses and grades in the School of Education. One process available to students is providing feedback through student course evaluations. She reviewed the process to make sure that it is readily available to all students. She then checked with faculty and adjunct instructors to see how they gather student feedback (including course evaluations) and use student feedback to make changes in their teaching and/or revise their courses. She did this by first designing a questionnaire (see Addendum 2.3.3-B) to send to all current full-time faculty and adjunct faculty. The questionnaires were sent out by the School of Education Administrative Assistant. A total of 12 faculty/adjunct faculty completed the survey (see Addendum 2.3.3-B). This included most faculty and a few adjuncts. Data were collected

and reviewed to determine whether (and how) faculty and adjunct faculty use student feedback from course evaluations and/or other data collection strategies to revise their courses.

Another channel students have available to them to voice specific complaints is the appeals/grievance process. Lorel Preston examined the process to verify that it is accessible to all students. She then checked on appeals/grievances during 2005-2009 by checking with the Dean's records to see if the process was followed.

With regard to other channels for voicing complaints, Lorel Preston checked with the Dean of Students about numbers of student complaints/issues raised by students to see how many student complaints in the School of Education compared to the rest of the college.

- **(2.3.4 Resources-Quality of Facilities, Equipment, and Supplies)** Kristi Jones checked to see if classrooms targeted for School of Education use are of sufficient size and properly equipped to deliver quality instruction. Procedures for requesting equipment and supplies for instructional and research purposes were reviewed. Procedures for acquiring informational technology support services, as well as technology use and availability were also reviewed. To get a sense of faculty views on facilities, Kristi also created a survey (see Addendum 2.3.4-A) and asked all faculty and adjunct faculty to provide feedback about their classroom, office, and supply needs. Thirteen faculty and three adjunct faculty completed the survey. In addition to faculty and adjunct faculty facility, equipment, and supply needs, Kristi Jones also checked into the School of Education staff needs.
- **(2.3.4 Resources-Fiscal and Administrative)** Carolyn Jenkins and Robert Shaw reviewed the Westminster College Annual Report with Curtis Ryan, Vice President of Finance and Administration, for information about the College's overall financial situation. They also reviewed the organizational structure and the internal administrative structure of the School of Education. In addition, they consulted with Paul Presson, Associate Provost for Institutional Research, for data on costs of instruction per credit hour in the School of Education and the College as a whole. In addition, they reviewed travel and budget requests during the 2005-2009 period to examine the process and the number of requests that were funded.
- **(2.3.4 Resources-Student Support Services)** Heidi Van Ert and Marilee Coles-Ritchie, in order to facilitate their examination of student support services, compiled a list of all student services available on the Westminster College campus (see Addendum 2.3.4-B). They then developed a set of descriptions of the support services based upon website information (see Addendum 2.3.4-C). They sent letters via email to the directors of the services asking for verification of the accuracy of the descriptions they developed (see

Addendum 2.3.4-D). In the letter, they asked for assurance that all School of Education students had access to the services offered. They also asked for data on the numbers of School of Education students served (when possible and appropriate) to show student involvement from the School of Education. Letters received back can be found in Addendum 2.3.4-E. The team gathered additional information through the directors, as well as online and written materials, about the processes and procedures related to the following student support services: disability services, financial aid, advising, technology, and library.

To learn about student support services from the views of the students, Heidi Van Ert and Marilee Coles-Ritchie developed a survey on Survey Monkey for students to complete (see Addendum 2.3.4-F). The survey was sent out via the Dean's office to all students in the Undergraduate and MAT programs at the start of the Fall Semester, 2009. There was a survey response from 22.9% of the students. Results can be found in Addendum 2.3.4-G.

With regard to the School of Education advising, the team first met with Charity Gleason, SOE Administrative Assistant at the time, to go over contents of Undergraduate and MAT academic files. This meeting was to clarify the specific components of the files and determine a helpful order for the materials placed in the files. In order to facilitate a more effective and standardized process for the audit (and for the SOE), the team developed checklists for both the Undergraduate and MAT academic files listing the necessary components, as well as the order that they are to be placed/found in the student academic files (see Addendum 2.3.4-H). After working with a student work-study assistant to reorganize and check off materials, student files were randomly selected in each of the programs (2 each from Elementary, Secondary, MAT, and Special Education) to determine if they contained an individualized program plan as well as the necessary file components. The samples are included in Addendum 2.3.4-I. They also clarified the advising procedures for the School of Education.

Following the completion of the audit tasks, faculty teams/individuals were asked to report back in a written format what they found out about the quality of the mechanism(s). The written comments, along with task notes, were given to Professor Lorel Preston, who compiled the findings and drafted the internal audit report. The draft of the report was presented to the faculty for their review, discussion, and approval on March 30, 2010. Comments and feedback from that discussion and subsequent follow-up conversations were used to complete the *Discussion* section of the audit report.

Findings

The findings of the faculty on the internal audit are summarized in Table A.3: Summary of Findings for Explicit Mechanisms of the Quality Control System and Table A.4: Summary of Findings of Support/Monitoring Elements of the Quality Control System. The tables include the strengths and the weaknesses recognized during the audit along with holistic judgments of each of the components of TEAC element 2.3.

Supporting data, addendums, and reports are located in the School of Education office or the Dean's office.

**Table A.3 Summary of Findings for Explicit Mechanisms
of the Quality Control System
2005-2009**

CURRICULUM	
Findings	
2.3.1 Curriculum	<ul style="list-style-type: none"> • The college has a clear and consistent procedure for reviewing and approving the curriculum, which is outlined in the College Faculty Manual. • In all cases, the School of Education faculty voted appropriately in regularly-scheduled faculty meeting to make curricular changes. Items requiring further approval were sent to the appropriate committees. • Approval of 100% of items requiring the College Curriculum Committee approval was verified in minutes of scheduled meetings. • Approval of 100% of items requiring Faculty Senate approval was verified in minutes of scheduled meetings. [Note: In the case of the Senate, some minutes were initially difficult to track down for approval verification. This situation is not likely to occur in the future because of a new process for recording and posting minutes in a central location available to all faculty members (which began fall of 2007).] • Approval of 100% of items requiring Board of Trustees approval was verified either in the minutes of scheduled meetings or by the Provost. [Note: One item requiring Board approval was not listed in the minutes, but was verified in a conversation with the Provost.] • There were no items requiring approval by the Utah State Office of Education during 2005-2009. <p>Note: A summary of the curriculum changes during the 2005-2009 time period is included in Addendum 2.3.1-A.</p> <ul style="list-style-type: none"> • The college has a clear set of guidelines for items to be included in all course syllabi, which is outlined in the College Faculty Manual. • In the sample (n=9) of course syllabi that included representation of at least 2 syllabi from each program (Elementary, Secondary, Special Education, and MAT) we found that: <ul style="list-style-type: none"> ○ One requirement (statement about the syllabus being subject to change) showed up on only 12% of the syllabi in the sample. ○ Course descriptions for 38% of the sample closely matched the description in the college catalog, though not word for word. ○ School of Education standards were listed on 63% of the sample syllabi. ○ College-wide learning goals were not directly listed on any of the sample syllabi. <p>Note: The syllabus findings and a summary are included in Addendums 2.3.1-B and 2.3.1-C.</p> <p>Holistic Judgment of Component 2.3.1: The QCS is operating as it was intended.</p>

QUALITY OF FACULTY

Findings

**2.3.2
Faculty**

- The college has clearly articulated procedures for recruitment/hiring of full-time and adjunct faculty members, which are outlined in the College Faculty Manual.
- In all cases of recruiting and hiring, Peer/Contract review, and Promotion processes outlined in the faculty manual were followed.
- **Full-time faculty recruiting processes:** There were two new full-time faculty hires and a dean hire since the last review. Processes were examined for all new hires through a variety of approaches (e.g., talking with the Human Resources Director, talking with the search committee chairs, reviewing search committee schedules—particularly for the on-site activities for short-list candidates, asking new hires to complete a survey (see Addendum 2.3.2-A) following their review of the recruitment/hiring processes). We found that all positions were adequately described and consistent with the guidelines. All positions were advertised nationally as well as posted on the Westminster College web site. Search committee membership for each committee was consistent with the procedures. All short-list candidates had the necessary credentials and were asked to participate in similar on-site activities. In addition, the survey results of new hires (given after they reviewed the recruitment/hiring procedures) indicated that all processes were followed. All were contacted in a timely fashion about the status of their application during the hiring process. All were notified of a request for an interview and job offer in a timely fashion. Upon hire, all reported that they were given adequate information from Human Resources for all benefits.
- **Adjunct faculty recruiting processes:** A national search is not required for these positions; rather, the selection of adjuncts typically begins with the program chair or administrator recommendations, which must be approved by the dean of the school and the chief academic officer. Selection of these persons should be consistent with the academic standards of Westminster. The team sampled over 10% of adjunct hires (which, in this case, two) and verified with the dean that the new hires met or exceeded the minimum requirements outlined for adjunct instructors. In addition, the new hires completed a questionnaire (see Addendum 2.3.2-B). A review of the questionnaire results indicated that the recruitment/hiring procedures were followed for all new hires. Upon being hired, they were provided information about the college, their role as a faculty member, and services the campus has to offer. They were provided a sample syllabus and faculty support to plan their course(s). They continue to be asked to teach courses in a timely fashion so that they can adequately prepare.
- **Peer/Contract review of full-time faculty:** We found that there were six full-time faculty peer reviews scheduled during 2005-2009. After examining the review processes through a variety of approaches (talking to the committee chairs, reviewing committee reports, verifying committee membership), we found that all scheduled reviews were conducted according to contract review processes as outlined in the College Faculty Manual. In addition, all six faculty members were surveyed (see Addendum 2.3.2-C) about their experiences after being asked to examine the review process outlined in the College Faculty Manual. All six faculty members reported that the steps outlined in the faculty manual were followed.

	<ul style="list-style-type: none"> • Promotion: There were four full-time faculty members promoted during 2005-2009. After examining the procedures in a similar way to the peer/contract review procedures, we found that all promotion reviews were conducted according to processes as outlined in the College Faculty Manual. Similarly, in addition to reviewing committee membership and reports, the three faculty members were surveyed (see Addendum 2.3.2-D) about their experiences and reported that the promotion steps outlined in the faculty manual were followed. <p>Holistic Judgment of Component 2.3.2: The QCS is operating as it was intended.</p> <ul style="list-style-type: none"> •
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STUDENTS	
	Findings
2.3.3 Candidates (Admission to Exit Procedures)	<ul style="list-style-type: none"> • A total of 19 student files were reviewed to verify that admissions, student teaching, and licensing policies are operating as intended. The sample included student files randomly selected from each program, as follows: 5 elementary, 5 secondary, 5 MAT, and 4 SPED. • All of the student files and School of Education minutes that were reviewed indicate the application, admission, student teaching, and program completion processes were followed during 2005-2009. Information was gathered and compiled using a checklist (see Addendum 2.3.3-A) based on review of individual student files, discussions with licensing coordinator and admissions counselors, and a review of printed and online materials. • 100% of targeted students met college requirements, as shown in student individual files. • 100% of targeted students met School of Education Admission requirements as shown in records of votes included in School of Education faculty meeting minutes. • 100% of targeted secondary students were approved by members of TEPAC as per policy and student approval was discussed in faculty meetings. • 100% of targeted students had student teaching applications on file. Student teaching licenses were on file for 100% of students who were either moving on to, or had completed, student teaching. This included 84% of the sample. The targeted students without a student teaching license in their files were too early in the program to have received it. • Letters of intent and letters of recommendation were found on file for 100% of the targeted students who completed the program. • Print and online materials for admissions procedures are in agreement. Information is clear, concise, and direct. • The School of Education Dean and faculty have consistently participated in admissions/recruiting/newly admitted student events. • Articulation agreements of School of Education courses with Salt Lake Community College and the University of Utah are in place for transfer students. The articulation agreements continue to be reviewed yearly.

<p>2.3.3 Candidates (Student Complaints)</p>	<ul style="list-style-type: none"> • The College Catalog (p. 75) describes the College grievance/appeal procedure. The procedure clearly indicates that students may request the procedure for individual schools. The School of Education grievance/appeal procedure was last revised in January of 2000. It is available in the Dean’s office. • During the 2005-2009 time period there was one grievance initiated (in 2006) but the student did not follow through with it. (The Grievance File is available in the Dean’s office.) • Results of the faculty survey on using student feedback (see Addendum 2.3.3-B and 2.3.3-C indicate that 75% of the faculty considers student feedback from course evaluations in their planning. However, only 17% of the faculty indicated it to be “very useful” and only “25% indicated it to be “useful most of the time.” A relatively high percentage (41%) indicated it is “useful only sometimes” and the rest (17%) indicated that it is “not very useful.” • The part of the student course evaluations that the faculty find most useful is the written comments—mentioned by 67% of the faculty surveyed. • Several reasons were provided as rationale for the low percentage of usefulness of the student course evaluations. First is the typically low rate of response from students, which continues to be a frustration for faculty since the start of the online course evaluation procedure. A second reason is the difficulty of getting results when the course enrollment is low. Although there is now an option to “merge” courses with low enrollment, the process is not clear to faculty. A third reason is the uncertainty about whether the evaluations are psychometrically sound due to issues related to low response rates and questions about whether the sample reliably represents the class. The issues about the sample are further complicated because the course evaluations are typically completed outside the context of the class—potentially increasing the likelihood for only either highly satisfied or somewhat disgruntled students to respond. Fourth, the components on the evaluations do not always provide a good fit with course components, making it difficult to get specific course feedback. • Though student feedback through course evaluations is often met with mixed satisfaction, it is clear that faculty value student feedback and consider it in their course planning. Many faculty (83%) described alternative strategies for gathering student feedback specific to their courses. Some of these strategies were informal, such as talking with students during office hours and after class. Other strategies were more structured, such as using weekly evaluations and end-of-semester evaluations designed specifically to match course components. • Another route open to students to voice complaints is through the College Dean of Students, Mark Ferne. In an interview (March 16, 2020) to learn from him about student satisfaction with the School of Education, he stated, “I can’t remember the last time I had a student complaint about the School of Education.” <p>Holistic Judgment of Component 2.3.3: The QCS is operating as it was intended.</p>
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**Table A.4 Summary of Findings of Support/Monitoring Elements
of the Quality Control System**

2005-2009

Support/Monitoring Elements	
Findings	
<p>2.3.4 Resources (Quality of Facilities, Equipment, and Supplies)</p>	<ul style="list-style-type: none"> • The School of Education is now housed in the lower level of Malouf Hall. This move provides more space (office and storage), as well as two classrooms, a conference room, and a commons room dedicated to the School of Education. • All full-time faculty members have individual offices equipped with computers that are kept in working condition, updated with college specifications, and supported by the Instructional Services personnel at the college. Adjunct faculty share access to an office that is also similarly equipped. Computers are regularly reimaged and upgraded each summer. According to the Computer Support Manager (Winter Morse) the upgrades are performed each summer so that there is less interruption to faculty (many of whom do not teach over the summer). These upgrades have been performed each summer and were last performed summer of 2009. The next upgrades are scheduled for summer of 2010. In addition to regularly scheduled upgrades, at any time faculty may request hardware or software computer support by calling the helpline, which provides service from 7:30 am – 6:00 pm. The support personnel are available to help right away during this time with office technology problems or with classroom equipment. They also have a support person on call from 6:00pm – 11:00 pm. Once faculty call the helpline, informational services will put in a work order for the help request if they are not able to solve the problem immediately. Orders are typically processed within 24 hours. • In addition to the campus support, informational services also provide off campus support to faculty members. For example, upon request, faculty may acquire educational software for work from home use licenses for Windows or Microsoft Office. They may also check out laptops, web cams, and other technology, that might be needed for out-of-town use or attendance at a conference. Faculty members also have remote access to their computers via a remote system recently set up so that they can access the work on their computer from any site with internet access. • Requests for instructional and/or research equipment and supplies are made through the dean and approved based on funds availability and need. Depending on the nature of the purchase, upon approval of the request, the dean may suggest that the faculty member purchase the items and then submit receipts to the administrative assistant for reimbursement, or a purchase order may be placed. All such requests have been approved during 2005-2009. • Results of a survey about facilities, supplies, and equipment concerns completed by 13 faculty and 3 adjunct faculty suggest low concern in many areas (less than 20% of survey completers had concerns). • There are currently four classrooms designated primarily for the School of Education. Results of the survey suggest that there are concerns about classroom space (57%), whiteboard attributes and availability (37%), classroom lighting (37%), heating and cooling of classrooms (32%) and classroom technology (31%). • There are also faculty concerns about the heating and cooling of offices (46%),

<p>2.3.4 Resources (Fiscal and Administrative Capacity)</p>	<ul style="list-style-type: none"> • The organizational structure of the School of Education is in line with the other schools of the College. The internal administrative structure of the School of Education has varied from year to year as student enrollment has fluctuated and new programs have been developed. Currently, two faculty members serve as program chairs. Professor Peggy Cain serves as the director of two graduate programs, the Master of Education program and new Master of Arts in Community Leadership program (initiated in 2009). Professor Shamby Polychronis serves as the director of the teacher license programs (undergraduate and Master of Arts in Teaching). Faculty and administrative feedback indicates the organizational plan is effective for the size of the School of Education. • The Dean of the School of Education participates in the annual budget-setting process of the College along with the other school Deans and the Senior Administrative Team. Each school is asked to develop a list of budget items which are reviewed by this group. Technology requests for all the schools are grouped together in a parallel process, and a prioritized list of technology items is presented to the budget group by Information Services. All major budget items requested by the School of Education have been approved during the 2005-2009 period, sometimes in the same year and sometimes in the following year. This is true of budget requests from the other schools as well. • The cost of instruction per enrolled hour in 2008-2009 was \$490 for the undergraduate education program and \$488 for the MAT program. These costs include a pro-rated assessment of College-wide academic support programs as well as the School of Education budget expenses. The College average for each enrolled student hour in 2008-2009 was \$365 for undergraduate programs and \$514 for graduate programs. The undergraduate education program costs more per hour than the College-wide undergraduate average because of our small class sizes and the need to supervise the extensive field experiences that we provide in our programs. The MAT program cost per hour is comparable to the College-wide average for all graduate programs except Nursing. The per-hour cost for Nursing is higher than the MAT program because of even more extensive costs for clinical supervision. • In regard to requests travel, all requests were granted during the 2005-2009 time period.
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**2.3.4
Resources
(Student Support
Services)**

- There are now many more Student Support Services available to Westminster College students than there were during the last review (26 compared to 7). All 26 of the Westminster Student Support Services are open, accessible, and available to School of Education students. Clear descriptions for these services are available on the college web site. The descriptions and availability to education students of each of these services was verified by the team through email contact with the directors of each service. The team gathered further information about processes and procedures through the directors, as well as online and written materials, related to the following student support services: disability services, financial aid, advising, technology, and library.
- The college has clearly articulated procedures for requesting disability services (see Addendum 2.3.4-J). All new students are notified of the availability of disability services and the procedures for how to begin a request for services via their new student registration packet. We found that only a small number of Education students request services. Because of confidentiality issues, education faculty members are notified that a student has requested disability services only if the student requests accommodations. The policies and procedures governing student disability services are carefully followed, as this office reports to the Office of Civil Rights (OCR).
- The college has extensive opportunities for student financial aid (particularly for undergraduates). Every student that is admitted and applies for financial aid receives a financial aid packet. We learned that the policies and procedures governing student financial aid are carefully followed and that 98% of all Westminster undergraduates receive some form of financial aid.
- The college has a variety of technology services available to all students. Once students are admitted and registered, students are eligible for these services. Students are often directed to the Computer Lab through the Start Center, but most students learn about these services and how to access them during Freshman Orientation. During Freshman Orientation students attend a 45-minute group session with the Computer Support Manager to learn about the services available to them. They receive instructions on accessing their computer account, email, internet, Angel, and a variety of other technology support services. They also receive a packet that provides them with additional information. During this orientation session students also learn about the three main ways to access campus technology support: (1) online (via the computer support icon within “My Westminster”); (2) phone helpline (available 7:30 am – 6:00 pm and some after hours); and (3) in person (in the Computer Lab). Students are also able to print from computers in the library and the computer lab (and several other places on campus) at no additional charge.
- The college has a variety of library support services for all students. In addition to being open over 90 hours a week during the regular academic year, the library maintains an extensive curriculum section focused on up-to-date educational materials acquired directly from textbook publishers. The library also maintains a variety of online support services, such as ERIC, with a significant amount of full text availability. The library regularly (yearly) adds materials identified by reference librarians as relevant to the curriculum and study of education, paying particular attention to new programs (for example, spending more than \$1000 in a single year on ESL). The library also has procedures (available online or through a librarian) for faculty, staff, and students to request items (books, videos, technology) to be added to the library. If items cannot be acquired to purchase, the library will support students through interlibrary loan procedures (available online or with the help of a librarian). Generally, according to the director, the library has ordered almost everything requested that serves the curriculum and supports student needs. Other support services the library provides include the following: study rooms, computer lab, group instruction sessions for students (typically requested by faculty), reference

	<p>support.</p> <ul style="list-style-type: none"> • During one of the first course students take in the School of Education students are introduced to advising policies and procedures. During this time they are assigned to work with the program director (undergraduate or MAT) to develop a program plan for their course of study. Those who have content minors (typically elementary undergraduate students) will also work with a content minor advisor to identify courses still left to take in the minor. These courses are worked into the program plan prepared by the program director. Students continue to receive regular advising regarding their program plans throughout their studies. Key times students are asked to meet with a faculty member, the program director, the field placement coordinator, or the dean are prior to registration for each semester, prior to student teaching, and prior to graduation/licensure. Special days are designated and advertised in the School of Education for each of these key times. When a student meets to discuss their program plans notes are made in the students advising file. Major changes to a program plan, however, should go through the program director or dean. The team sampled 2 student files in each major (Elementary and Secondary) for both Undergraduate and MAT students, as well as two student files in Special Ed. Upon reviewing the academic files the team found that 100% of the students had working program plans and had been regularly advised. • A checklist for standardizing organization and filing of the various components in the academic files was developed during the audit tasks to help accomplish the task of reviewing the files. This more standardized approach to filing components was discussed with faculty and staff. (Further organizing and standardizing of files needs to be done in the area of the Special Education Major.) Of the sample files that were reviewed—two in Elementary and Secondary for both Undergraduate and MAT students, as well as 2 students in Special Ed, the team found that two files (20%) had some missing components. One file was missing a supervisor evaluation for math and the mentor evaluations for reading, language arts, and social studies. Another file was missing a “Declaration of Intent” form. • From the student survey we learned that students who used a service were generally satisfied—especially with the Computer Lab and Library services. Other services receiving high ratings: free Parking Permits and Student Account Services. <p>Holistic Judgment of Component 2.3.4: The QCS is operating as it was intended.</p>
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Conclusion

1. How well is the quality control system working for our program?

In reviewing the results of the internal audit of the Quality Control System, the faculty found that it is working as intended. The initial probes provide effective starting points for the audit process, allowing faculty to examine relevant mechanisms/targets associated for each of the elements of the quality control system. There appears to be a sufficient number of necessary and effective audit tasks to uncover how certain processes are working within the School of Education. In most cases the systems were found to function smoothly and properly.

Only two teams identified areas in which the QCS did not appear to run as smoothly as

anticipated. As indicated in the findings, Peggy Cain and Joyce Sibbett ran into a problem verifying some School of Education curriculum decisions requiring Faculty Senate approval because the minutes were difficult to track down. This was due to the fact that Faculty Senate meetings were not kept in a central location prior to fall of 2007. Thus, some curriculum decisions took longer than anticipated to validate as requests for minutes were made. This difficulty is not likely to be a problem in the future, however, because as of the fall of 2007 the Faculty Senate now archives their records in a central location.

Heidi Van Ert and Marilee Coles-Ritchie also ran into an area where the QCS did not appear to run as smoothly as anticipated when reviewing the contents of student files. As indicated in the internal audit procedures, and further described in the following section, this team resolved the problem by clarifying the specific components of the files and developing a checklist for both the Undergraduate and MAT academic files. The checklists were approved by the faculty to be used immediately. Thus, this difficulty is also not likely to be a problem in the future.

2. Is there evidence that the program was improved by the faculty's efforts and/or is there a plan to investigate whether the program was improved by the actions the faculty and administrators take in their QCS?

There is evidence that the program was improved by the faculty's efforts. For example, in carrying out audit tasks related to student support services within the Student element of the QCS, the team (Heidi Van Ert and Marilee Coles-Ritchie) found difficulty in reviewing student academic files. The team found that it was unclear what components should be in the folders due to a lack of consistent organization. The team met with the Administrative Assistant to clarify the specific components of the files and determine a helpful order. The team then developed checklists for both the Undergraduate and MAT academic files listing the necessary components, as well as the order that they are to be placed/found in the student academic files. This checklist was brought before the entire faculty for discussion. With minor suggestions/revisions of their draft, the checklists appear as Addendum 2.3.4-H. The team, with the assistance of work study students, used the checklists to organize each of the student folders in the Undergraduate and MAT programs. This clarification and reorganization made it easier for them to continue with their audit task. Further organization and standardization of files is needed in the area of the Special Education Major. It is anticipated that the development of this organizational procedure will continue to be used as student files are created and grow so that there is a clear path of materials from each student's entrance into their program to the completion of their program. The clarification of the student files will help with ongoing student advising within the School of Education.

Additionally, the expansion of several other probe tasks throughout the QCS since the last audit will help with ongoing program improvement.

- Within the curriculum component, the team (Peggy Cain and Joyce Sibbett) included the probe of checking course syllabi for inclusion of program standards and college-wide learning goals. The team found that although the

School of Education standards relevant to each course were listed on the syllabi, most course syllabi did not include specific connections to the college-wide learning goals. Because of this awareness, increased consideration will now be given to communicating to faculty and adjunct faculty the importance and the expectation to make explicit connections to the college-wide learning goals on course syllabi.

- Within the student component, the team (Tim Carr and Barbara Marsh) included a new probe task—checking on representation of the School of Education at admissions events for recruiting and for newly admitted students. The School of Education recognizes the importance of being personally available to provide information about the programs to interested and newly admitted students. The Dean regularly seeks out School of Education faculty and current students to attend these events with the intent of program improvement.
- Within the student component, the probe task of examining student services led this team (Heidi Van Ert and Marilee Coles-Ritchie) to compile a detailed list of all student services available on the Westminster Campus to students in the School of Education. Sharing this compilation with faculty is aimed at increasing faculty/adjunct faculty awareness of the types of services they may be able to direct their students to seek out. For example, several faculty members already make an effort to make students aware of the Writing Center and the Math Tutoring Center. The team examining this probe brought many additional student services to the attention of the faculty that may benefit students in the School of Education.

Discussion

After an opportunity for all faculty members to review the draft of the internal audit of the Quality Control System, the faculty met on March 30, 2010 to discuss the findings of the audit and to consider future directions.

Discussions of the findings suggest that the following prior problems and weaknesses identified in previous reports have been improved and/or resolved:

- Previously we identified that we were not formally approving May Term courses and May Term Trips in the School of Education. We found this problematic, especially when some of these courses are likely to replace a foreign language requirement. This issue has been resolved. As of the start of the 2007-2008 academic year, faculty members are now required to bring proposals to the faculty for approval before they are approved outside the School of Education.

- Previously we identified that faculty receive student feedback on course evaluations six or more weeks after the term has ended. This was recognized as too late to incorporate suggestions into planning for the next semester. With the College's shift to online student course evaluations, the timeliness of feedback has been resolved. However, other issues with online student course evaluations (as mentioned in the findings) have introduced other issues related to student feedback (e.g., lower number of students who complete the evaluation). For the past year we have scheduled certain class periods in computer laboratories at the end of the semester to allow students to complete the on-line course evaluations. This has greatly increased the response rate.
- Previously we identified a need for more storage and more room. With the move to the new location the School of Education acquired more room and more storage. The renovation of classrooms in the former Dick Science Building this year has included another classroom and large storage closet used primarily by creative arts, social studies, science, and mathematics methods courses.

Discussions about the implications of the findings suggest that the annual program reports of the School of Education for the College are very similar to the data collection requirements for the TEAC audit. We consider this a strong point, especially because the School of Education is considered a model for the rest of the College in terms of assessment rigor.

Discussions about further action include the following:

- Because the last five years have brought many changes in the School of Education programs, we will examine whether the current committee structure of the School of Education (Undergraduate, MAT, MED) effectively meets our needs or should be revised. One alternate model under consideration is to have an Elementary committee and a Secondary committee rather than an Undergraduate committee and MAT committee.
- We intend to develop a "checklist" for issues of professionalism to help students recognize their responsibilities and to help faculty more directly deal with students experiencing difficulties complying with the professional standards for teaching.
- We intend to include careful and timely communication to faculty and adjuncts about the specific college guidelines for course syllabi. We also intend to communicate to faculty and adjuncts the additional pieces of information that the School of Education encourages instructors to include on syllabi.

Discussions about the internal audit process suggest the following changes/modifications to the Quality Control System:

- After a poll of the faculty during the discussion it was determined that examining some probes more frequently would improve the program and help the QCS run more

smoothly. For example, the faculty decided that a review of the student files would be useful to do each semester. The plan for this example is to make the review of student files a part of the administrative assistant's job description. She will ensure that all of the required elements are organized in the folders, particularly for all new students. The schedule that the faculty decided upon for probes of other components is as follows:

- 2.3.1 Curriculum: Status Quo—every five years for most probes; syllabi guidelines will be communicated as reminders and course syllabi will be sampled every year.
- 2.3.2 Faculty: Status Quo—every five years.
- 2.3.3 Candidates: Every year for some probes; every semester for folders of all new students; every five years (and as needed) for probes related to student feedback of course evaluations.
- 2.3.4 Resources: Every year.

The faculty made the following recommendations for conducting future audits:

- We should shift faculty roles in the audit process so that different faculty members have the opportunity to examine different audit tasks the next time. Not only will this enhance faculty expertise in more details of the audit process, it will provide fresh perspectives for each audit task.
- As part of reviewing the audit procedures, we should continue to review each component of the Quality Control System—specifically the previously identified probe tasks for each target/mechanism—to determine if additional and/or revised probes should be considered.

List of Addenda for Each Component in Internal Audit

2.3.1 Curriculum

- Addendum 2.3.1-A-Summary of Curriculum Audit Findings
- Addendum 2.3.1-B- Syllabi Findings
- Addendum 2.3.1-C-Summary of Syllabi Findings

2.3.2 Faculty

- Addendum 2.3.2-A Faculty Hiring Survey
- Addendum 2.3.2-B Adjunct Faculty Hiring Survey
- Addendum 2.3.2-C Contract Review Survey
- Addendum 2.3.2-D Promotion Review Survey

2.3.3 Candidates:

Admissions to Exit

- Addendum 2.3.3-A Candidate File Item Checklist

2.3.3 Candidates:

Student Complaints

- Addendum 2.3.3-B Faculty Survey: Ways Student Feedback is Used (and Gathered)
- Addendum 2.3.3-C Results of Faculty Survey: Ways Student Feedback is Used (and Gathered)

2.3.4 Resources

Facilities

- Addendum 2.3.4-A Faculty/Adjunct Survey of Facilities, Supplies, and Equipment

2.3.4 Resources

Fiscal & Administrative

2.3.4 Resources

Student Support Services

- Addendum 2.3.4-A Faculty/Adjunct Survey of Facilities, Supplies, and Equipment
- Addendum 2.3.4-B List of Westminster College Campus Services and Resources
- Addendum 2.3.4-C Descriptions of Student Support Services
- Addendum 2.3.4-D Sample Letter Emailed to Student Support Services Directors
- Addendum 2.3.4-E Letters/Emails Received in Response to Our Queries from Student Support Services Directors
- Addendum 2.3.4-F SOE Student Survey of Student Support Services
- Addendum 2.3.4-G Results of SOE Student Survey of Student Support Services
- Addendum 2.3.4-H File Component Checklist
- Addendum 2.3.4-I Sample Academic File Review Data for Undergraduates and MAT students
- Addendum 2.3.4-J Information about Disability Services Requests
- Addendum 2.3.4-K Information about Student Financial Aid Requests

Appendix B: Evidence of Institutional Capacity for Program Quality

3.1.1 Curriculum

All Westminster College students seeking an undergraduate degree must complete liberal education requirements and a major with a minor or electives that total a minimum of 124 credits. During the time period during which data for this *Inquiry Brief* were gathered, the Elementary Education and Early Childhood majors required 74-80 credit hours. After a substantial revision in 2009, the Elementary Education major now requires 62 credit hours. The Special Education major requires 75 credit hours. Majors in other Schools at the College range from 50 to 102 credit hours, with a mean of 67.9 credit hours.

The teaching majors completed by secondary education students require in all cases the same number of credit hours, or more credit hours, than the equivalent academic major. Elementary education majors must complete 41-51 credit hours of Liberal Education courses, plus additional courses in mathematics.

The Master of Arts in Teaching program requires 45 credit hours for the elementary education license, 39 credit hours for the secondary license, and 49 credit hours for a special education license. Requirements for other Masters Degree programs at the College range from 30 hours to 64 hours.

3.1.2 Faculty

All of the faculty members in the School of Education have advanced study in their fields with 86% having doctorate degrees. Seventy-five percent of the faculty members at Westminster have doctorate degrees. Twenty-nine percent of the School of Education faculty are male; 52% of the college faculty are male. All Education faculty members who teach methods courses have worked in grades K-12, for an average of over 17 years. Appendix C lists the faculty of the School of Education.

Table B-1 shows average salaries, by rank, in each of the schools of the College.

Table B-1 – Average Salary, by Rank (2009-2010)

Rank	Education		Arts & Sciences		Nursing & Health Science		Business	
	N	Average Salary	N	Average Salary	N	Average Salary	N	Average Salary
Assistant Professor	4 (30.8%)	\$49,601	22 (31.0%)	\$51,239	10 (62.5%)	\$69,898	7 (21.9%)	\$72,947
Associate Professor	7 (53.8%)	\$61,716	27 (38.0%)	\$59,692	2 (12.5%)	\$64,975	14 (43.8%)	\$78,903
Professor	2 (15.4%)	\$78,331	22 (31.0%)	\$74,684	4 (25.0%)	\$86,070	11 (34.4%)	\$85,604

At all ranks, market factors have driven the salaries of faculty in the schools of Nursing & Health Sciences and Business higher than those in the schools of Education and Arts & Sciences. A large percentage of the faculty in the School of Education are at the rank of Associate Professor. One faculty member will apply for promotion to Full Professor in the coming year; two others are considering applying in the following year.

The number of adjuncts hired each semester from Fall 2005 to Spring 2009 has ranged from ten to 22. All adjuncts have both extensive experience in the schools and advanced degrees at a minimum of the master's level, or the equivalent coursework beyond a bachelor's degree. Adjunct faculty in the teaching license programs are selected particularly for their K-12 teaching experience. They are selected to teach in areas where the curriculum can be strengthened through adding a curriculum specialist in a particular method or content area. Over the last four years, adjunct faculty have taught an average of 28% of the total credit hours in the School of Education. This is below the College average of 34% for the same period. Adjunct faculty receive support from a college-wide Director of Adjunct Services, and the pay rates for adjuncts are uniform across the College. Appendix C lists the adjuncts who taught for the School of Education in 2008-2009.

The College-wide standard teaching load is 24 semester hours. The average class size in the School of Education is 17 students. The average class size in the School of Arts and Sciences has ranged from 14 to 16 students, in the School of Business 17 to 19 students, and in the School of Nursing 20 to 27 students. Certain disciplines, including Education, have credit loads that reflect clinical time with students. In Education, supervision of student teachers has a credit ratio of one student to one credit. All student teachers are supervised by regular or adjunct faculty members.

The guidelines for benefits, professional development and scholarship, travel, sabbaticals, leaves, and shared governance are all uniform across the college. The college provides evidence of effective teaching and assessment through three forms of faculty evaluation: contract and promotion review, student evaluations, and administrative evaluations. During contract review and promotion review, teaching skill is a high priority. The contract review and/or promotion process is headed by peer review committees. This process is valued by the teacher education faculty who have developed personal portfolios that serve as models for our preservice teachers who develop portfolios as a form of assessment during their program of study.

3.1.3 Facilities

Office Space

The classroom and office accommodations are comparable to those of faculty in the other schools of the College. In the fall of 2006, the School of Education moved to newly-renovated offices in Malouf Hall. Prior to that time, the School of Education was housed in one wing of Carlson Hall, a dormitory. The new quarters include 17 offices for faculty, staff, and adjunct faculty, a main office, a large commons room with basic kitchen facilities, a conference room, and four classrooms. The hallway across from the main office and classrooms faces onto a sunny garden that attracts humming birds, bees, and butterflies. The building is wheelchair-accessible. Westminster College provides all faculty members and staff members with

computers. Computers are replaced on a rotational basis among schools and staff divisions of the College. All of Malouf Hall has wireless accessibility.

Classroom Space

The classrooms used by Education courses are equivalent to those used by other disciplines. The four classrooms in Malouf Hall are used primarily for Education courses. All are equipped with a computer and projector, a digital document camera, and whiteboards. One classroom has a SmartBoard. Three large storerooms provide storage space for mathematics, science, and art instructional supplies. The renovation this summer of spaces formerly occupied by science laboratories includes the renovation of a large classroom and adjoining storage room for the use of the mathematics, science, creative arts, and social studies methods courses.

3.1.4 Fiscal and Administrative Support

Westminster College is in good financial condition. Even after the economic downturn, the 2009 market value of the endowment fund is \$46.12 million. There has been an operating fund surplus for 26 consecutive years. Enrollments have increased steadily over the past ten years. Westminster College has been ranked by *US News and World Report* as a top tier institution for fifteen consecutive years and has been included in the Princeton Review's *Guide to the 371 Best Colleges* for three years.

Faculty and administrative feedback indicates that our organizational plan is effective for the size of the School of Education. It is in line with the other schools at Westminster College. The programs of the School are administered by the Dean and two Program Directors. Prof. Peggy Cain serves as the director of two graduate programs, the Master of Education program and Master of Arts in Community Leadership program. Prof. Shamby Polychronis serves as the director of the teacher license programs (undergraduate and Master of Arts in Teaching). Each program director receives 6 hours of released time each semester (half their regular load), and has a ten-month contract. The program directors advise students in their programs and work with the Dean on course staffing and program assessment. Department chairs in other schools of the College receive from one to six hours of released time per semester.

Policy decisions of the School of Education are made by the faculty as a whole. The School of Education faculty meets every other week during the academic year. Each of the programs of the school has a faculty committee as well: Undergraduate programs committee, MAT committee, and MED committee. These meet as needed throughout the year. As a new program, the MAT committee has met most often since the program began in 2007. Any major changes in a program are discussed in the program committee then brought to the full faculty for discussion and decision. School of Education faculty members also serve on all the College-wide committees.

The Teacher Education Program Advisory Committee (TEPAC) is comprised of faculty members from Arts and Sciences disciplines that have secondary teaching majors or minors. They meet with the Dean of the School of Education as needed to discuss changes in the secondary education program and also provide recommendations for students from their disciplines who are applying for the secondary education program.

The School has a full-time director of field placement, two full-time administrative assistants, and three work-study students who each work an average of 20 hours per week. We are the only School with a full-time director of field placement, even though each of the other Schools also requires field experiences.

The cost of instruction per enrolled hour in 2008-2009 was \$489.68 for the undergraduate education programs compared to the College average of \$364.80. The undergraduate education program costs more per hour than the College-wide undergraduate average because of the need to supervise the extensive field experiences that we provide in our programs.

The cost of instruction per enrolled hour in 2008-2009 was \$487.82 for the MAT program, compared to the College-wide average of \$513.81 for graduate programs. The graduate programs in Nursing, Public Health, and Counseling Psychology have the highest per-credit cost in the College; they have even more extensive field experience requirements than the MAT program does.

3.1.5 Student Support Services

Financial Aid

Financial aid is awarded based on financial priority without regard to majors or programs of study. Westminster College maintains a significant program of merit-based and need-based financial aid to support new and continuing students. In addition, significant numbers of restricted endowed scholarships are awarded to education students through specific donor preference. While Westminster College receives little state funding, the School of Education receives some T. H. Bell state scholarship funds for students who plan to complete the education program and teach in Utah.

Westminster does not award institutional financial aid to MAT students, but the College has a differential tuition scale for different graduate programs. While the tuition in 2009-2010 is \$1,139 per credit hour in the MBA program, the cost per credit hour for the MAT program is \$555, less than half the cost of the MBA credits. Essentially, the College is awarding a 51% tuition grant to every MAT student. In addition, the Stafford Loan Forgiveness Program and TEACH grants help some of our students defray the cost of the MAT program.

Campus Resources

Both our undergraduate and MAT students have full access to all campus resources, which comprise some 26 services including a Writing Center, Health Services Center, Counseling Center, Health and Wellness program, financial aid counseling, services for students with disabilities, free parking, free bus passes, and a Concierge Desk that offers discounted tickets for cultural and sporting events in the city.

The START Center serves as the initial advising center for undergraduate students at the College before they declare a major. The Center hires an education major each semester to meet with students who are considering one of the education programs to help them plan their initial

semesters to prepare them for an elementary, secondary, or special education program. After they declare a major or program in Education, students are advised by Education faculty. Advising of MAT students is also done by the Education faculty.

Program completion

In the period from fall 2002 through fall 2008, the School of Education admitted 259 students to the undergraduate teacher education program. Most students apply to the program in their sophomore or junior year; about half as transfer students from other institutions.

From the beginning of the Master of Arts in Teaching program in the summer of 2007 through the fall of 2008, the MAT program admitted 81 students in three cohorts: summer 2007, summer 2008, and fall 2008.

Table B-2 shows the completion rates for each program. The overall completion rate for the undergraduate program is 84%. The completion rate for the MAT program is 91%.

Of the 35 admitted students who did not complete the undergraduate program, 21 withdrew from the College, 13 switched to another major, and one failed student teaching and withdrew. Of the six MAT students who did not complete the program, two left for medical reasons, one adopted a child, one accepted an international service opportunity, one decided he was unable to complete the program while continuing to work full-time, and one decided after the initial field experiences that teaching was not for her. The new adoptive mother and the service worker have expressed interest in returning to the program at a later time.

The high completion rates are an indication of the careful mentoring and support that our faculty provides for students.

Table B-2
Program completion rates
Through December 2009

Undergraduate Teacher Education Programs	Number of students	Percent
Total students admitted Fall 2002 through Fall 2008	259	
Completed Early Childhood/Elementary license	125	
Completed Secondary Education license	58	
Completed Special Education license as a major	1	
Completed a license in the MAT program after the BA	2	
Total program completers	186	84%
Withdrew or switched majors	35	16%
Currently enrolled	37	
Basis for percentages (admitted minus currently enrolled)	221	
<hr/>		
Master of Arts in Teaching Program	Number of students	Percent
Total Students Admitted Summer 2007 through Fall 2008	81	
Completed Early Childhood/Elementary license	29	
Completed Secondary Education license	29	
Total program completers	58	91%
Withdrew	6	9%
Currently enrolled	17	
Basis for percentages (admitted minus currently enrolled)	64	

Job Placement

Education students are particularly well supported in seeking and finding teaching positions. The director of the Career Resource Center arranges individual interviews on the Westminster College campus each semester with surrounding school districts. The director of the Career Resource Center and the director of field placement assist students in compiling a credential file that is used for interviews and is available to be sent elsewhere for employment purposes. Table B-3 shows the first-year placement results from 2005-2009.

**Table B-3
Job placement of students in the first year after graduation**

Undergraduates	Teaching in Utah	Teaching elsewhere	Not Seeking	Looking	No Information
2005-2006					
Elementary/Early Childhood	24	1	3	1	2
Secondary	12	0	0	0	1
2006-2007					
Elementary/Early Childhood	21	0	1	0	4
Secondary	9	1	1	0	2
2007-2008					
Elementary/Early Childhood	14	1	2	0	2
Secondary	13	0	2	0	1
2008-2009					
Elementary/Early Childhood	19	0	0	0	1
Secondary	2	0	1	1	0

MAT Students

2007-2008					
Elementary/Early Childhood	6	0	1	1	0
Secondary	5	1	1	1	1
2008-2009					
Elementary/Early Childhood	8	1	1	1	1
Secondary	8	0	0	0	0

Overall, 146 of the graduates (88% of the 166 students actively seeking a teaching position) obtained a teaching job in the first year after graduation. (This assumes that none of the “no information” students obtained teaching jobs; the job placement rate may actually be somewhat higher.) The majority of those “not seeking” entered a graduate program immediately after completing their teaching license. One entered the Peace Corps, one went on a mission for her church, one became ill and spent a year recovering, and two became new mothers and postponed their teaching careers. Three moved out of state with spouses to areas with little need for new teachers.

3.1.6 Student Feedback

Course evaluations are used by all faculty to guide course revision. Students also evaluate mentor teachers during their fieldwork. These evaluations are used by all faculty to guide course revision and by the Field Placement Director to guide future mentor selection.

As described in the Graduate and Undergraduate *Catalogs*, all Westminster students have the right to appeal course grades, ineligibility for financial aid, and tuition and fee charges. When education course grades are appealed, an appeals committee is formed to review the case when the dean, faculty member(s) and student cannot solve the problem. Only one grievance has gone

to an appeals committee in the past five years. In addition, education students have the right to appeal a decision denying them admission to the Teacher Education Program or denying them the opportunity to student teach. The students have fifteen days after receiving a denial letter to petition the dean, in writing, for reconsideration. In the past five years, no appeals of these decisions have been initiated.

Grievance processes are in place for students with disabilities, students who believe they have been sexually harassed or have been accused of sexual harassment, students who believe they have been discriminated against, students charged with violation of law and college discipline, and students who believe that their education records contain inaccurate or misleading information. These policies are spelled out in the yearly *Student Handbook*, available on the web.

Table B-4
References to institutional documentation of program capacity

Capacity Dimension	Source of Evidence
3.2.1 Curriculum	
Document showing credit hours required in the subject matter are tantamount to an academic major	See Appendix B, section 3.1.1, and <i>Undergraduate Catalog</i>
Document showing credit hours required in pedagogical subjects are tantamount to an academic minor	See Appendix B, section 3.1.1, and <i>Undergraduate Catalog</i> , pp. 268-281, and <i>Graduate Catalog</i> , pp. 123-136
3.2.2 Faculty	
Majority of the faculty have a terminal degree (major or minor) in the areas of course subjects they teach	See Appendix C and <i>Undergraduate Catalog</i> , pp. 432-449
3.2.3 Facilities	
Documents showing appropriate and adequate resources	See Appendix A and Appendix B, section 3.1.3.
3.2.4 Fiscal and Administrative	
Documents attesting to the financial health of the institution	See Appendix B, section 3.1.4, and <i>2009 President's Annual Report</i>
Documents showing program administrators are qualified for their positions	Vitae of Dean Shaw and Profs. Cain and Polychronis
Documents showing resources are adequate to administer the program	See Appendix A.
Documents showing institutional support for faculty development	See Appendix B, section 3.1.4, and <i>2009-2010 Faculty Development Grants & Awards (on Angel)</i>
3.2.5 Student support	
Documents showing adequate student support services	See Appendix A.
Documents showing the drop-out and program completion rates	See Appendix B, Table B-2.
3.2.6 Policies	
Documents showing an academic calendar is published	<i>Undergraduate Catalog</i> , pp. 2-4 <i>Graduate Catalog</i> , pp. 2-6
Documents showing a grading policy is published and is accurate	<i>Undergraduate Catalog</i> , pp. 72-74 <i>Graduate Catalog</i> , pp. 57-59
Documents showing there is a procedure for students' complaints to be evaluated	See Appendix B, section 3.1.6, and <i>Undergraduate Catalog</i> , p. 77 <i>Graduate Catalog</i> , pp. 60-61 <i>Student Handbook</i>

Appendix C: Faculty Qualifications

Table C.1 Profile of Program Faculty School of Education Westminster College

Name	% Time in SOE	Rank	Degree	Institution	Year	Field of Degree	Years of K-12 experience	Course Assignments	Years at Westminster	Years at Rank
Peggy Cain	100%	Associate Professor	Ph.D.	University of Wisconsin – Madison	1998	Adult Education	0	Foundations, Diversity, Adult Learning (MED and MACL Director)	12	4
Tim Carr	100%	Assistant Professor	M.A.	University of San Francisco	1986	School Administration	23	Learning Theory, Character Development	10	1
Marilee Coles-Ritchie	100%	Assistant Professor	Ph.D.	University of Utah	2006	Education: Culture & Society	8	Research Methods, ESL	3	3
Janet Dynak	100%	Professor	Ph.D.	Michigan State University	1990	Teacher Education	22	Language Arts Methods	13	5
Peter Ingle	0%*	Associate Professor	Ph.D.	University of Utah	1999	Special Education	9	Service Learning, Research Methods	12	4
Carolyn Jenkins	75%	Professor	Ph.D.	University of New Orleans	1997	Special Education	13	Science Methods and Special Education	14	1
Kristi Jones	100%	Associate Professor	Ph.D.	University of Utah	2000	Cultural Foundations-Literacy	9	Early Childhood and Literacy	9	3

Barbara Marsh	100%	Assistant Professor	M.Ed.	Westminster College	1999	Education (+ Endorsements in Supervision and Gifted & Talented)	32	Secondary Methods and Curriculum Development	2	2
Shamby Polychronis	100%	Assistant Professor	Ph.D.	University of Utah	2006	Special Education	2	Special Education (MAT and Undergrad Director)	3	3
Lorel Preston	100%	Associate Professor	Ph.D.	University of Utah	2000	Mathematics Education	8	Math Methods	14	8
Robert Shaw	100%	Dean, Associate Professor	Ph.D.	University of Chicago	1977	Educational Psychology	2	Learning Theory, Research Methods	3	3
Joyce Sibbett	100%	Associate Professor	Ph.D.	University of Utah	1998	Educational Studies	9	Diversity and Research Methods	13	8
David Stokes	17%*	Associate Professor	Ph.D.	University of Utah	1996	Cultural Foundations	1	Technology	14	9
Heidi Van Ert	100%	Associate Professor	Ph.D.	University of Utah	1993	Special Ed, Gifted Ed, Art Therapy	14	Creative Arts Methods	11	5

*Prof. Ingle was a full-time member of the School of Education until 2008. He is now the full-time Director of the Learning Coalition, but continues to teach some courses in the School of Education each year.

Prof. Stokes was a full-time member of the School of Education until 2008. He is now the Associate Director of the Division of New Learning. He continues to teach one or two courses in Technology of Teaching each semester and in the summer.

Table C.2 Profile of Adjunct Faculty Teaching in Undergraduate and MAT Programs, School of Education, Westminster College

Note: Not all adjuncts are used every semester.

Name	Highest Degree	Institution	Gradn Year	Field of Degree	Course Assignments	Years @ WC
Allen, Cathi	M.Ed.	U. of Utah	1988	Teacher Rsrch/Action Rsrch	Reading	1
Anderson, Deana	M.Ed.	U. of Utah	2003	Teaching & Learning	Writing, Literacy	6
Christensen, Jill	B.S. + SIOF Coach Training	U. of Utah	1981	Elementary Education	ESL Methods	2
Clark, Shaunna	M.Ed.	U. of Utah	1978	Elementary Education	Supervision	3
Condie, M. Michelle	B.S. + 40 hours	U. of Utah	1971	Elementary Education	Observation/Supervision	1
Delgado, Tom	M.F.A.	Yale U.	2009	Tech Design & Light Design	Meth of Teaching Sec School Theatre	1
Fackrell, John	B.A. + 60 hours	Weber State U	1977	Art	Meth Teaching Sec School Art	2
Fuchs, Judy	B.A. + 30 hours	U. of Utah	1974	English	Observation/Supervision	3
Georgelas, Chris	M.A.	U. of Phoenix	2001	Organizational Management	Methods of Teaching Sec. School Business	1
Gustin, Jordan D. (J.D.)	M.Ed	Westminster College	2007	Adult Learning	Methods of Teaching Sec. School Physical Education	1
Hackford-Peer, Kim	M.Ed.	U. of Massachusetts	2001	Social Justice	Educ in a Diverse Society	2
Homer, Keith	M.Ed.	U. of Utah	1995	Secondary Educ/Foreign Languages	Meth Teach Sec Schl Foreign Lang	1
Hughes, Gayle	B.S. + 40 hours	U. of Utah	1966	Elem Education	Observation/Supervision	2
Jacobson, Jennifer	M.A.	U. of Phoenix	2002	Curriculum & Inst.	Meth of Teach Sec Schl Hist & Social Science	2
Keyes, David	M.Ed.	U. of Utah	1985	Literacy	Sec. Instructional Planning, Supervision	1
Lambert, Kathlynn	M.A.	U. of Utah	1994	Math & Science	Special Education Methods; Math for Elem Teachers	4
Lindahl, Kristen	B.A. + TESL Cert (PhD in process)	U. of Utah	2000	Spanish	ESL Instruction	7

Lusty, Jodi	M.A.	U. of Cambridge	2007	Children's Literature	Childrens/Adolescent Lit	2
Malouf, Chelsea	M.Ed	Pepperdine U.	1999	Teaching & Learning	Reading	5
Merrill, Charsti	M.AT	Grand Canyon U.	2002	P.E.	Elementary P.E. Methods	6
Morasco-Engtow, Jacqueline	M.S.	Central CT State U.	1995	Science Education	Healthy Lifestyles	8
Morris, Vanae E.	Ed.D.	U. of Phoenix	2007	Educ Leadership	Supervision	2
Mower, DeAnna	M.A	U. of Utah	2002	Linguistics	Educ in a Diverse Society	1
Robbins, Kelly P.	Ph.D.	U. of Utah	2009	Special Education	Special Ed. Assessment	1
Shepard, Charlene	M.S.	U. of Utah	1989	Cognition/Instruction/Reading	Social Studies Methods	3
Stevens, Tracy	Ph.D.	U. of Utah	2006	Soc Foundations of Educ	Exploring Communities	11
Stott, Larry	Ph.D.	U. of Utah	1974	Educ Admin	Meth of Teaching Sec Math	8
Thomas, Ryan N.	Ed. Specialist	U. of Wyoming	1997	Educ Leadership	Supervision	1
Wallace, Anne	M.Ed.	Westminster College	2000	ESL	ELL/Language Acquisition	7
Wallace, Mindy	M.Ed.	Utah State U.	1997	Educ Language Dev.	ESL Methods	5
Wright, Carolyn	M.Ed.	Grand Canyon U.	2003	Adolescent Educ in Tech Use	Methods of Teaching Sec. School English	2
Young, Sarah	M.Ed.	Lesley U.	2005	Middle School Curr	Methods of Teaching Sec Schl Science	1
Zimmerman, Mary B.	B.S. + 40 hours	U. of Houston	1971	Special Education	Special Education Methods	4

Appendix D: Program Requirements

Table D-1 shows the School of Education standards and courses in effect while most of the data in this Inquiry Brief were collected.

Table D-2 shows the new program requirements and standards that are currently in effect. The Graduate and Undergraduate Catalogs have complete program descriptions.

Table D-1
Quality Principle I Components with Education Courses and Field Experiences
Aligned with the former 12 School of Education standards

Note: courses marked with an asterisk (*) include a field observation and practicum component.

Subject Matter Competence

School of Education Standard	Early Childhood & Elementary Education		Secondary Education
1. Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional and state standards.	220	351*	331 Student Teaching
	221	360	
	340	361	
	341*	362	
	342*	368*	
	343*	Student teaching	
	344*	teaching	
2. Teacher candidates demonstrate their continued building knowledge through inquiry, critical analysis and synthesis of the subject(s).	346*		Student teaching
	341*	351*	
	342*	355	
	343*	360	
	344*	368*	
	346*	Student Teaching	

Pedagogical Knowledge

School of Education Standard	Early Childhood & Elementary Education		Secondary Education
3. Teacher candidates reflect a thorough understanding of pedagogical content knowledge of the subject matter they teach, allowing them to provide multiple explanations and instructional strategies so that all students can learn.	220	346*	320 330* 331 Student teaching
	221	351*	
	320	360	
	340	361	
	341*	362	
	342*	368*	
	343*	Student teaching	
	344*	teaching	
	345		
	4. Teacher candidates present the content to their students in challenging, clear, and compelling ways with an integration of appropriate technology.	302	
303		368*	
341*		Student teaching	
344*		teaching	

5. Teacher candidates know how students learn and how to make ideas accessible to them.	220 221 315 320	342* 360 Student teaching	315 320 330* 331 Student teaching
6. Teacher candidates consider school, family, and community context in connecting concepts to students' prior experiences and applying the ideas to real world problems.		302 340 342* 360 368* Student teaching	302 330* 331 345 Student teaching
7. Teacher candidates accurately assess and analyze student learning, and have a positive effect on learning for all students.		343* 351* 354 355 360 Student teaching	330* 331 Student teaching
8. Teacher candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender and socioeconomic groups in classrooms and schools.		320 360 Student teaching	320 330* 331 Student teaching

Caring Teaching Skill

School of Education Standard	Early Childhood & Elementary Education	Secondary Education
9. Teacher candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice.	305 320 344* 346* 355 360 368* Student teaching	305 320 331 Student teaching
10. Teacher candidates' work with students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state and institutional standards.	305 342* 360	305 331
11. Teacher candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.	220 221 305 360 Student teaching	305 331 Student teaching
12. Teacher candidates collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.	302 343* 360 368* Student teaching	302 331 Student teaching

Cross-Cutting Themes

Cross-Cutting Theme	Early Childhood & Elementary Education		Secondary Education	
1.4.1 Learning How to Learn	220	344*	302	
	221	346*	305	
	302'	351*	320	
	305	355	331	
	320	360	Student Teaching	
	341*	368*		
	342*	Student		
	343*	Teaching		
1.4.2 Multicultural Perspectives		302	302	
		320	320	
		340	330*	
		342*	331	
		360	345	
		368*	Student teaching	
		Student teaching		
1.4.3 Technology		302	302	
		303	303	
		341*	Student	330*
		344*	teaching	331
			Student teaching	

Table D-2
Quality Principle I Components
with Education Courses and Field Experiences
Aligned with the new 20 School of Education standards

Note 1: Unless otherwise noted the course prefix is EDUC for 200- and 300-level courses or MAT for 600-level courses. The course numbers represent the new courses in the curriculum that takes effect in the fall of 2010.

Note 2: Courses marked with an asterisk (*) include a field observation and practicum component of 12 to 20 hours per course.

Note 3: TWS refers to the Teacher Work Sample completed during the student teaching experience

Note 4: “Student Teaching” is evaluated by the mentor teacher and college supervisor at the conclusion of the student teaching experience.

1.1 Subject Matter Competence

School of Education Standard	Early Childhood & Elementary Education		Secondary Education		Special Education	
5. Teacher candidates will demonstrate knowledge of subject matter.	220	630	311	Undergrad	220	630
	221	631	381-390	Major/	311	663*
	252	663*	Major	Minor	363*	664*
	311	664*	Courses		364*	667*
	363*	665*		616-625	365*	Student
	364*	667*	Student		367*	Teaching
	365*	Student	Teaching		Student	
	367*	Teaching			Teaching	
6. Teacher Candidates will develop curriculum that connects knowledge about students to content specific instructional standards.	311	600*	311	600*	311	600*
	312	602	312	602	363*	602
	363*	605	391	605	367*	605
	367*	663*	TWS	TWS	391	663*
	391	667*			SPED 308*	667*
	TWS	TWS			TWS	673
						TWS

Admissions requirements related to TEAC Quality Principle 1.1:

- Undergraduate teacher education candidates must pass the Accuplacer writing and language usage test, and have a cumulative GPA in their previous courses of at least 2.75. Secondary education candidates must have a major and/or minor in their intended teaching area(s) and a recommendation from their major advisor.
- MAT candidates must have a bachelor’s degree from an accredited college or university with a cumulative GPA of 3.0. Students with less than a 3.0 GPA may be admitted if there is other evidence of academic potential, such as a strong work record. These students enter the program on probation, pending the successful completion of their first semester with all grades of B or better. Secondary education candidates must have a major and/or minor in their intended teaching area(s).

Exit requirement related to TEAC Quality Principle 1.1:

- Students are required to take a Praxis II content knowledge examination before their student teaching experience. Starting January, 2011, a passing score on the Praxis is required for a Utah license.

Table D-2 (cont.) 1.2 Pedagogical Knowledge

School of Education Standard	Early Childhood & Elementary Education		Secondary Education		Special Education	
1. Teacher Candidates will demonstrate understanding of learning as developmental.	252 363* 364* 367* Student Teaching	604 630 663* 664* 667* Student Teaching	Student Teaching	604 611 613* Student Teaching	363* 364* 367* SPED335/336* SPED340/341* Student Teaching	604 630 663* 664* 667* 671/681* 672/682* Student Teaching
2. Teacher Candidates will demonstrate knowledge of multiple theories of learning.	302	604	302	604	302	604
4. Teacher Candidates will apply systematic inquiry and reflection to understanding student learning.	311 363* 365* 367* 391 TWS	602 640 663* 665* 667* TWS	311 330* 391 TWS	602 611 612 613* TWS	311 363* 365* 367* 391 SPED 308* SPED335/336* TWS	602 640 663* 667* 671/681* 673 TWS
7. Teacher Candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.	311 363* 364* 365* 367* 391 Student Teaching TWS	640 663* 664* 665* 667* Student Teaching TWS	311 330* 391 Student Teaching TWS	613* Student Teaching TWS	311 363* 364* 365* 367* 391 SPED 308* SPED335/336* Student Teaching TWS	640 663* 664* 667* 671/681* 673 Student Teaching TWS
8. Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning. (Multicultural cross-cutting theme)	302 312	600* 605	302 312	600* 605	302	600* 605
10. Teacher Candidates will demonstrate multiple effective teaching strategies including the use of technology. (Technology cross-cutting theme).	302 303 311 363* 364* 365* 367* 391 TWS Student Teaching	601 640 663* 664* 665* 667* TWS Student Teaching	302 303 311 391 381-390 TWS Student Teaching	601 613* 616-625 TWS Student Teaching	302 303 311 363* 364* 367* 391 SPED335/336* SPED340/341* SPED 385* TWS Student Teaching	601 640 663* 664* 667* 671/681* 672/682* 674* TWS Student Teaching

12. Teacher Candidates will connect learning to students' prior knowledge and experiences.	311 363* 364* 365* 367* 391 TWS Student Teaching	630 663* 664* 665* 667* TWS Student Teaching	311 330* 345 391 TWS Student Teaching	611 613* 614* TWS Student Teaching	311 363* 364* 365* 367* 391 TWS Student Teaching	630 663* 664* 667* TWS Student Teaching
17. Teacher Candidates will articulate their philosophy of education.	302 365*	604 665*	302	604	302 365*	604

Table D-2 (cont.)

1.3 Caring Teaching Skill

School of Education Standard	Early Childhood & Elementary Education		Secondary Education		Special Education	
3. Teacher Candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.	302 311 312 391 TWS	600* 604 605 606 TWS	302 311 312 391 TWS	600* 604 605 606 610 TWS	302 311 391 SPED 303 SPED335/336* SPED385* TWS	600* 604 605 606 671/681* 674* TWS
9. Teacher Candidates will create and manage a caring, equitable, respectful, purposeful classroom.	305 311 Student Teaching	630 640 Student Teaching	305 311 Student Teaching	610 612 Student Teaching	305 311 SPED 385* Student Teaching	630 640 674* Student Teaching
11. Teacher Candidates will work collaboratively with peers, K-12 students, colleagues, and faculty to critique each other's practice with the goal of improving learning. (Learning to Learn cross-cutting theme)	367* Student Teaching	607 667* Student Teaching	Student Teaching	607 Student Teaching	367* SPED 377 Student Teaching	607 667* 677 Student Teaching
13. Teacher Candidates will use research and engage in reflection to improve student learning. (Learning to Learn cross-cutting theme)	311 312 365* 367* 391 TWS	604 605 640 665* 667* TWS	311 312 391 TWS	604 605 612 TWS	311 365* 367* 391 SPED335/336* TWS	604 605 640 667* 671/681* TWS
14. Teacher Candidates will demonstrate how their culture affects their teaching. (Multicultural cross-cutting theme)	302 311	600* 605 606 640	302 311	600* 605 606 612	302 311	600* 605 606 640
15. Teacher Candidates will demonstrate how to learn about other cultures and language patterns. (Learning to Learn cross-cutting theme) (Multicultural cross-cutting theme)	302 311 391 TWS	600* 605 606 TWS	302 311 391 TWS	600* 605 606 612 TWS	302 311 391 TWS	600* 605 606 612 TWS

Table D-2 (cont.)

1.3 Caring Teaching Skill

School of Education Standard	Early Childhood & Elementary Education		Secondary Education		Special Education	
16. Teacher Candidates will work with parents and colleagues to create a shared set of expectations and supports for students' learning.	305 311 312 Student Teaching	605 630 640 Student Teaching	305 311 312 Student Teaching	605 610 Student Teaching	311 SPED 377 SPED 385* Student Teaching	605 630 640 674* 677 Student Teaching
18. Teacher Candidates will demonstrate knowledge of how decisions affecting public education are made.	302	602 607 640	302	602 605 612	302	602 607 640
19. Teacher Candidates' work with students, families, and communities reflects the attitudes and practices expected of professional educators as delineated in professional, state, and institutional standards.	311 312 Student Teaching	602 605 Student Teaching	311 312 Student Teaching	602 605 Student Teaching	311 SPED 303 Student Teaching	602 605 Student Teaching
20. Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes. (Learning to Learn cross-cutting theme)	305 365*	640 665*	305	610 612	305 365*	640 665*

Cross-Cutting Themes

Cross-Cutting Theme	Early Childhood & Elementary Education		Secondary Education		Special Education	
1.4.1 Learning How to Learn	302 305 311 312 365* 367* 391 <u>TWS</u> Student <u>Teaching</u> Portfolio Presentation	600* 604 605 606 607 640 665* 667* <u>TWS</u> Student <u>Teaching</u> Portfolio Presentation	302 305 311 312 391 <u>TWS</u> Student <u>Teaching</u> Portfolio Presentation	600* 604 605 606 607 610 612 <u>TWS</u> Student <u>Teaching</u> Portfolio Presentation	302 311 367* 377 391 SPED 335/6* <u>TWS</u> Student <u>Teaching</u> Portfolio Presentation	600* 604 605 606 607 640 667* 671/681* 677 <u>TWS</u> Student <u>Teaching</u> Portfolio Presentation
1.4.2 Multicultural Perspectives	302 311 312 391 <u>TWS</u> Portfolio Presentation	600 605 606 640 <u>TWS</u> Portfolio Presentation	301 311 312 391 <u>TWS</u> Portfolio Presentation	600 605 606 <u>TWS</u> Portfolio Presentation	302 311 391 <u>TWS</u> Portfolio Presentation	600 605 606 640 <u>TWS</u> Portfolio Presentation

Cross-Cutting Theme	Early Childhood & Elementary Education		Secondary Education		Special Education	
1.4.3 Technology	303	601	303	601	303	601
	391	<u>TWS</u>	391	<u>TWS</u>	391	<u>TWS</u>
	<u>TWS</u>	Student	<u>TWS</u>	Student	<u>TWS</u>	Student
	Student	<u>Teaching</u>	Student	<u>Teaching</u>	Student	<u>Teaching</u>
	<u>Teaching</u>	Portfolio	<u>Teaching</u>	Portfolio	<u>Teaching</u>	Portfolio
	Portfolio	Presentation	Portfolio	Presentation	Portfolio	Presentation
	Presentation		Presentation		Presentation	

Appendix E: Inventory of Measures and Indicators for TEAC *Quality Principle I*

Type of Evidence	Available		Not Available	
	<u>In the <i>Brief</i></u> Reasons for including the results in the <i>Brief</i> (Location in <i>Brief</i>)	<u>Not in the <i>Brief</i></u> Reasons for not including in the <i>Brief</i>	<u>For future use</u>	<u>Not for future use</u> Reasons for not including in future <i>Briefs</i>
Grades				
1. Student grades and grade point averages	Quality Principle 1.1 Pp. 26-27, 30, 37, 53			
Scores on standardized tests				
2. Student scores on standardized license or board examinations	Quality Principle 1.1 Pp. 27, 30, 38-40, 53-56			
3. Student scores on admission tests of subject matter knowledge for graduate study				We do not require graduate admission tests.
4. Standardized scores and gains of the program graduates own students				Utah does not currently track this.
Ratings				
5. Ratings of portfolios of academic and clinical accomplishment	[Not a part of our former assessment procedures] Quality Principles 1.2, 1.3 in new assessment procedures Pp. 32-33, 58, 60, 62, 63			
6. Third-party rating of program's students	Quality Principles 1.1, 1.2, 1.3, 1.4.2 Pp. 28-29, 41, 45, 48, 52			
7. Ratings of in-service, clinical, and PDS teaching				District information is confidential
8a. Ratings by cooperating teacher of practice teachers at mid-semester	Former assessment procedures: Quality Principles 1.1, 1.2, 1.3 All cross-cutting themes [not a part of our new assessment procedures] Pp. 27-29, 40-47, 50-53			

8b. Ratings by cooperating teacher and college supervisors, of practice teachers at end of student teaching	[Not a part of our former assessment procedures] Quality Principles 1.1, 1.2, 1.3 in new assessment procedures Pp. 30-32, 56-61, 63			
8c. Ratings by college supervisors, of practice teachers' work samples	[Not a part of our former assessment procedures] Quality Principles 1.1, 1.2, 1.3 in new assessment procedures Pp. 31-33, 56-63			
9. Self Ratings of Student Teachers	Former assessment procedures: Quality Principles 1.1, 1.2, 1.3 All cross-cutting themes [not a part of our new assessment procedures] Pp. 27-29, 40-47, 50-53			
10. Alumni Ratings of program preparedness	Quality Principles 1.1, 1.2, 1.3, 1.4.2 Pp. 28-29, 41, 45, 48, 52			
Rates				
11. Rates of completion of courses and program	Quality Principle 3.2.5 p. 106			
12. Graduates' job placement rates	Quality Principle 3.2.5 p. 107			
13. Rates of graduates' professional advanced study*	Quality Principle 1.4.1 Pp. 28, 48-50			
14. Rates of graduates' leadership roles*	Quality Principle 1.4.1 Pp. 28, 48-50			
15. Graduates' career retention rates**	Quality Principle 1.4.1 Pp. 28, 48-50			
Case studies and alumni competence				
16. Evaluations of graduates by their own pupils				District information is confidential
17. Third-party professional recognition of graduates (e.g. NPTS)*	Quality Principle 1.4.1 Pp. 28, 48-50			
18. Employers' evaluations of the program's graduates	Quality Principles 1.1, 1.2, 1.3, 1.4.2 Pp. 28-29, 41, 45, 48, 52			

19. Graduates' authoring of textbooks, curriculum materials, etc.*	Quality Principle 1.4.1 Pp. 28, 48-50			
20. Case studies of graduates' learning and accomplishment				No plans to research this in the near future.

* The data in Measures 13, 14, 17, and 19 were included in the “For Future Use” column in our 2005 Inquiry Brief, and they have been included in the data for this *Inquiry Brief*.

** Measure 15 was included in the “Not for Future Use” column in the 2005 *Inquiry Brief*, but we were able to collect these data in our alumni survey.

Appendix F: Assessment Instrument Forms

Measure 1 -- GPA

Institutional Research Office provided data on Grade Point Averages using an internal database program.

Measure 2 – Praxis II Scores

Praxis II data were compiled from ETS reports sent to the School of Education

Measure 5 – Portfolio Components

The portfolio that students complete as part of the program includes a number of assignments that relate to the School of Education standards. The rubrics shown below evaluate seven standards that are related to Quality Principles 1.2 and 1.3.

The philosophy paper assesses standards 2: Teacher Candidates will demonstrate knowledge of multiple theories of learning, and 17: Teacher Candidates will articulate their philosophy of education

MAT Rubric Final Philosophy Paper Spring 2009

Category	3 points: At Target	2 points: Acceptable	1: Not yet	Comments
Content: Beliefs about Purposes of Education	Describes in detail what writer believes should be 3 or more major purposes of public education in the United States today and in the near future. Valid reasons why these should be the purposes of education in the US today are given.	Describes in some detail what writer believes should be 3 of the major purposes of public education in the United States today and in the near future. Reasons why these should be the purposes of education in the US today are given but rationales aren't all clear or well-connected to the purposes.	Identifies what writer believes should be fewer than 3 major purposes of public education in the United States today. Reasons why this should be the purpose of education in the US today are not given, not clear, or are unconnected to the stated purpose.	
Beliefs about learners	Describes in detail what writer believes about how students learn. Writer incorporates learning theory(ies) and understandings of similarities and differences among learners.	Describes without detail what writer believes about how students learn. Writer makes limited use of learning theory(ies). Writer addresses without detail similarities and differences among learners.	Writer fails to describe how students learn, does not incorporate learning theory, and fails to address similarities and differences among learners.	
Beliefs about Teaching/ Pedagogy	Describes in detail what writer believes are the most effective pedagogies for his/her grade level and content area(s). Writer addresses in detail how	Describes without detail what writer believes are effective pedagogies for his/her grade level and content area(s). Writer addresses without detail	Writer fails to identify effective pedagogies for a specific grade level and content area. Writer does not	

	he/she approaches the concept of teaching all learners.	how he/she approaches the concept of teaching all learners.	discuss how he/she approaches the concept of teaching all learners.	
Beliefs about Curriculum	Describes in detail what writer believes should be the main steps in the process of developing curriculum, including who should be part of the decision-making and what the place of the state core curriculum is.	Describes without detail what writer believes should be the main steps in the process of developing curriculum, including who should be part of the decision-making and what the place of the state core curriculum is.	Writer fails to identify his/her beliefs about what should be the process for developing curriculum, including who should be part of the decision-making and what the place of the state core curriculum is.	
Beliefs about Classroom Management	Describes in detail key principles of the writer's approach to classroom management and major aspects of the writer's classroom management plan.	Describes without detail key principles of the writer's approach to classroom management and some aspects of the writer's classroom management plan.	Writer fails to identify principles in his/her approach to classroom management. Writer fails to identify aspects of his/her management plan.	
Coherence	Beliefs in each section are congruent with other beliefs and the paper presents a unified belief system.	One or more sections contradict another section(s) at the level of basic philosophical beliefs.	Sections of the paper contradict each other and the paper does not connect together in a unified whole.	
Content: Organization	Organization is a logical progression of ideas and is unified and complete.	One or more major lapses in the logical progression of ideas is evident.	Compositions are entirely illegible or otherwise unscorable. An example would be a response that is off topic or incoherent.	
Conventions	Exhibits excellent control of grammatical conventions appropriate to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling. Paper, short form references, and reference list are correctly formatted in APA, 5 th ed. style. Direct quotes are used judiciously; writer paraphrases ideas from other sources and gives appropriate credit.	Exhibits reasonable control of grammatical conventions appropriate to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	Lacks control of grammatical conventions appropriate to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	

Note: This paper is designed to draw upon your MAT coursework. No additional research is expected. However, you are expected to use and cite at least three specific course readings where appropriate in your paper (e.g., specific learning theories, classroom management approaches, etc.)

Total score _____

The case study on a student with special needs, carried out in MAT 605, assesses standard 8: Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning.

Grading Rubric for MAT 605: Direct Service Case Study

1. Conduct a 'Personal Interest Inventory' with the child **(10 points)**.

Specific information regarding the student's strengths, skills and disability and its implications are addressed.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete
Describes student using professional discourse and terminology learned during class.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete

2. Provide 5 hours of tutoring services to the child based on his/her specific needs. The tutoring services can be completed together or individually. **(20 points)**.

Specific examples from tutoring sessions, family interviews/visits, school curriculum, and/or student work are provided as support for discussion.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete
Person-first language is used in all discussions of student and family.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete
A positive (rather than deficit) model is used when discussing the student, family, and/or school.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete
Service hours are accounted for through detailed analysis and/or time sheet.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete

3. Interview the child, parent(s), and/or service provider about the skills, attributes, influences, etc. (Funds of Knowledge) that may contribute to the child's performance in school and overall knowledge base **(10 points)**.

Funds of knowledge analysis centers around interaction between student and family.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete
Specific examples from family interviews/visits are provided as support for discussion.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete

4. Present a summary of the case study during the final night of class using PowerPoint (**10 points**). The presentation should be no longer than 10 minutes, and include four slides: (1) highlights of the “Personal Interest Inventory’, (2) summary of the tutoring services including activities, experience, and outcomes, (3) information gleaned from the Funds of Knowledge interview, and (4) five suggestions for differentiating the learning experience to better serve that particular child.

Each of the above-mentioned slides/topics are present	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete
Presenters are professional and stay within the allotted time frame.	1=Not Present	2=Ineffective	3=Moderate	4=Extensive	5=Complete

Comments:

Total Points: _____

Points for Standard 8: 45-50 = 5; 35-44 = 4; 25-34 = 3; 15-24 = 2; 0-14 = 1

Guiding Question A, on structural inequalities, assesses standards 8: Teacher Candidates will demonstrate how factors such as exceptionalities, gender, and class affect learning, and 18: Teacher Candidates will demonstrate knowledge of how decisions affecting public education are made. The portion of the rubric evaluating these two standards is in bold.

MAT Rubric Question A Spring 2009

Category	20 points	10 points	No Score/0	Comments
Content: Part A 20 points	Provides clear and in-depth coverage of how ONE STRUCTURE or combination of structures from the suggested list negatively affects learning and opportunities for learning among members of one or more of the suggested groups. References scholarly sources of concepts and information. (Suggested length 3 pages.)	Describes how one structure or combination of structures negatively affects learning or opportunities for learning among members of one or more of the suggested groups. Effects are not delineated clearly or thoroughly. Weak use of references.	Effects of structure on learning or opportunities for learning are not described or connections are not clear.	
20 points	Provides clear and in-depth coverage of how a SECOND STRUCTURE or combination of structures from the suggested list negatively affects learning and opportunities for learning among members of a second group or groups. References scholarly sources of concepts and information. (Suggested length 3 pages.)	Describes how one structure or combination of structures negatively affects learning or opportunities for learning among members of one or more of the suggested groups. Effects are not delineated clearly or thoroughly. Weak use of references.	Effects of structure on learning or opportunities for learning are not described or connections are not clear.	
Content: Part	Provides clear and in-depth	One or two reforms are	Reform is not	

B 20 points	coverage of one or two key structural reforms that would reduce the inequity described in Part A, FIRST SECTION. Provides clear and in-depth description of the reform(s) and how it/they would address the structural inequities to make schooling more equitable. References scholarly sources of concepts and information. (Suggested length 3-4 pages.)	described, but how they would reduce inequities is not clear. Writing does not demonstrate student's understanding of root causes of inequities and how they can be reduced. Weak use of references.	described nor are the ways the reforms would reduce inequities described.	
20 points	Provides clear and in-depth coverage of one or two key structural reforms that would reduce the inequity described in Part A, SECOND SECTION. Provides clear and in-depth description of the reform(s) and how it/they would address the structural inequities to make schooling more equitable. References scholarly sources of concepts and information. (Suggested length 3-4 pages.)	One or two reforms are described, but how they would reduce inequities is not clear. Writing does not demonstrate student's understanding of root causes of inequities and how they can be reduced. Weak use of references.	Reform is not described nor are the ways the reforms would reduce inequities described.	
Content: Elaboration Credit/No Credit	Standard 8: Description in paper shows that writer knows how factors such as exceptionalities, gender, and class affect learning.	Effects on learning of factors such as exceptionalities, gender, and class are touched upon, but not described clearly.	Effects on learning of factors such as exceptionalities, gender, and class are not described.	
Credit/No Credit	Standard 18: Description shows writer knows how decisions affecting public education are made. At least one example of a specific reform is described in a way which accurately includes who would be the relevant policy-makers carrying out such reform(s).	Description of reforms does not clearly or accurately describe which policy-makers would be carrying out the reforms.	No mention of relevant policy-makers is included in the paper.	
	10 points	5 points	No score/0	
Content: Organization 10 points	Organization is a logical progression of ideas and is unified and complete.	One or more major lapses in the logical progression of ideas is evident.	Compositions are illegible or otherwise unscorable. An example would be a response that is off topic or incoherent.	
	10 points	5 points	No score/0	
Conventions 10 points	Exhibits excellent control of grammatical conventions appropriate to the writing task;	Exhibits reasonable control of grammatical conventions appropriate	Lacks control of grammatical conventions	

	sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling. Paper, short form references, and reference list are correctly formatted in APA, 5 th ed. style. Direct quotes are used judiciously; writer paraphrases ideas from other sources and gives appropriate credit.	to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics, including use of capitalization, punctuation, and spelling.	appropriate to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics, including use of capitalization, punctuation, and spelling.	
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Total score _____/100 points

The journaling assignment in MAT 606, a study experience in Cuernavaca, Mexico, assesses standards 14: Teacher Candidates will demonstrate how their culture affects their teaching, and 15: Teacher Candidates will demonstrate how to learn about other cultures and language patterns.

MAT 606	Rubric for journaling assignments			
After the travel seminar:	Due April 27 for those graduating Due May 7 for part-time students			
IV. Knowledge of Self, Cultures, and Contexts:	1 Not Met	2 Acceptable	3 At Target	
Standard 14. Teacher candidates will demonstrate how their culture affects their teaching.	Candidate describes one substantial way his/her culture affects his /her teaching. 'Substantial ways' include the core values and expectations he/she brings to the classroom.	Candidate describes two substantial ways his/her culture affects his/her teaching. 'Substantial ways' include the core values and expectations he/she brings to the classroom.	Candidate describes, in detail, three or more substantial ways his/her culture affects his/her teaching. 'Substantial ways' include core values and expectations he/she brings to the classroom.	_____/5 points
Standard 15. Teacher candidates will demonstrate how to learn about other cultures and language patterns.	Candidate describes one way the travel experience helped him/her learn about another culture.	Candidate describes, in detail, two ways the travel seminar experience helped him/her learn about another culture.	Candidate describes, in detail, three or more ways the travel seminar experience helped him or her learn about another culture.	_____/3 points
Standard 15. Teacher candidates will demonstrate how to learn about other cultures and language patterns.	Candidate describes one way he/she plans to learn about other cultures as a practicing teacher.	Candidate describes, in detail, two ways he/she plans to learn about other cultures as a practicing teacher.	Candidate describes, in details, three or more ways he/she plans to learn about other cultures as a practicing teacher.	_____/3 points

Guiding Question C, on the student’s personal journey through the program, assesses Standard 20: Teacher Candidates will recognize when their own professional attitudes and practices may need to be adjusted and are able to make appropriate changes. The portion of the rubric evaluating this standard is in bold.

MAT Rubric Question C Spring 2009

Category	25 points	13 points	No Score/0	Comments
Content 25 points	Provides clear and in-depth coverage of writer’s personal journey in his/her development as a teacher from the beginning to the end of the MAT program. Specific events, insights, readings, experiences, etc. that impacted the writer are identified and their impact described. References scholarly sources of concepts and information accurately.	Describes writer’s personal journey. Few examples of specific events, insights, readings, or experiences that impacted the writer are identified or their impact on the writer is not described. Sources of ideas and information not referenced or referenced incorrectly or inconsistently.	Describes briefly the writer’s journey. No specific impacts on writer are identified. No growth in thought is shown. No references to sources of ideas and information.	
25 points	Describes how writer will collaborate with other professionals and community members to create more equitable curriculum and pedagogies. Specific examples of such practices are described. References scholarly sources of concepts and information accurately.	Describes in general terms how writer will collaborate with other professionals and community members but few or no specific examples of such practices are described. Sources of ideas and information not referenced or referenced incorrectly or inconsistently.	Does not mention how writer will collaborate with others or such description is minimal with no detail.	
20 points	Standard 20: Describes a time when writer recognized that his/her professional attitudes and practices needed to be adjusted. Describes what changes writer made as a result.	Mentions a time when writer recognized his/her professional attitudes and practices needed to be adjusted, but description is brief and does not express adequately what changes were made as a result.	Does not describe a time when writer recognized the need for change in attitudes or practices nor what changes were made as a result.	
	15 points	8 points	No Score/0	
Content: Organization 15 points	Organization is a logical progression of ideas and is unified and complete.	One or more major lapses in the logical progression of ideas is evident.	Compositions are entirely illegible or otherwise unscorable. An example would be a response that is off topic or incoherent.	
	15 points	8 points	No Score/0	
Conventions 15 points	Exhibits excellent control of grammatical conventions appropriate to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling. Paper, short form references,	Exhibits reasonable control of grammatical conventions appropriate to the writing task; sentence formation; standard usage including agreement, tense, and case; and mechanics, including use of capitalization,	Lacks control of grammatical conventions appropriate to the writing task; sentence formation; standard usage including	

	and reference list are correctly formatted in APA, 5 th ed. style. Direct quotes are used judiciously; writer paraphrases ideas from other sources and gives appropriate credit.	punctuation, and spelling.	agreement, tense, and case; and mechanics, including use of capitalization, punctuation, and spelling.	Total _____/100 points
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Beginning in fall, 2009, the final portfolio presentation assesses students' competence in the three cross-cutting TEAC themes: Learning to Learn, Multicultural Perspectives and Technology. The form actually used in the portfolio presentations includes sufficient space to write comments.

This format for the final portfolio presentation was used for the first time in the fall of 2009; after the data for this Inquiry Brief were collected. It is included here to shown how we are currently assessing the cross-cutting themes in the portfolio presentations.

**MAT STUDENT TEACHER
PORTFOLIO PRESENTATION RUBRIC**

Student's Name: _____ Date: _____

Evaluator: _____

Criteria for Evaluation

Please use the following scale to rate the student according to the criteria given for the portfolio presentation:

<u>5: Outstanding</u> Skillful articulation of response with strong connection to TWS	<u>4: Very Good</u> Effective articulation of response with good connection to TWS	<u>3: On Track</u> Adequate articulation of response with some connection to TWS	<u>2: Not Yet</u> Weak articulation of response or weak connection to TWS	<u>1: No Evidence</u> Misses key purpose of question or lacks connection to TWS
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Note to evaluators: Since this information will be used for on-going program assessment, it is critical that you provide a **numerical rating** for each response (please only record whole numbers).

Demonstrate with Teacher Work Sample (TWS) how. . .

I. . . . you have used reflection to improve your teaching and students' learning.

Rating _____
Comments:

II. . . . you have developed and used a variety of technologies (calculators, computers & computer programs, manipulative materials, smart boards, etc.) in your teaching.

Rating_____

Comments

III. . . . you have incorporated multicultural perspectives (gender, race, individual differences, social class, and ethnic and cultural perspectives) into your teaching.

Rating_____

Comments:

IV. . . . you have used pre and post assessments to improve your teaching and students' learning.

Rating_____

Comments:

Measure 6

Westminster College School of Education Mentor Survey Spring 2010

Approximately how many Westminster College student teachers have you mentored in the past five years? 1-3 4-5 5+

The following areas are those that our students are evaluated on before, during, and after student teaching. While we realize that students differ, on the whole, consider the student teachers you have had in determining a rating for each of the following areas.

Content Knowledge

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Planning Skills

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Effective Teaching for All Students

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Classroom Management

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Professionalism

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How available are Westminster student teacher supervisors?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How supportive are the Westminster student teacher supervisors?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How well do you feel the supervisors monitored student teachers?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How well does the School of Education seek input from student teacher mentors?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Have you viewed our student teachers' portfolios? Yes No

How valuable do you feel the students' portfolios were to the beginning of the student teaching experience?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Additional Comments:

Measure 18

Westminster College School of Education Human Resources/Administrators Survey Spring 2010

To the best of your knowledge, approximately how many Westminster College graduates have been hired in your district in the past five years? 1-5 6-10 10+

The following areas are those that our students are evaluated on before, during, and after student teaching. Consider the teachers from Westminster that have been hired in your district and determine a rating for each of the areas below.

Content Knowledge

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Planning Skills

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Effective Teaching for All Students

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Classroom Management

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Professionalism

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Overall, how would you rate the preparedness of Westminster graduates?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How well do Westminster graduates tend to perform over time?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How do Westminster graduates tend to serve as leaders?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

How do you feel your input is sought after, valued, and used by Westminster faculty?

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Have you used candidate portfolios during the hiring process? Yes No

If so, please rank the quality of Westminster graduates' portfolios.

1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

Additional Comments:

Measures 10, 13, 14, 15, 17, and 19

The alumni survey collected data on their perceptions of program preparation (Measure 10) and also their retention in the field (Measure 15) and their post-graduate activities and recognitions.

**Westminster College
School of Education Alumni Survey
2008**

Why are we doing this survey? Information from our alumni is very helpful to us as we improve our programs. In addition, our accrediting agency, the Teacher Education Accreditation Council (TEAC) requires this information when they assess our program every five years. Individual information you provide, with or without your name, will not be shared with anyone. Only summary reports will be given to any persons at Westminster or outside the college.

If you would rather complete the survey on-line, you can do so at www.westminstercollege.edu/educationsurvey.

Name & address (optional, but very useful to us!): _____

Address:

Email address:

Phone:

Please list the Westminster degree(s) or program(s) you completed:

Degree or program	Subject Area	Year completed

Please list your employment since completing the most recent program or degree at Westminster. For teaching positions, please list the grade levels or subjects.

Employer	Position	Grades or subject areas	Dates

Please list any degrees or certificates you have earned since completing the most recent program at Westminster.

Degree or Certificate	Institution	Year completed

Please list any professional recognitions you have received (local or national awards, etc.):
Please list any leadership positions you have held in an educational setting (department chair, committee chair, officer of a professional organization, etc.):

Please list any published articles, curricular materials, conference presentations, etc., for which you are the author or co-author:

How likely is it that you will continue teaching for at least three more years?

I am not teaching now Very unlikely Unlikely Likely Almost certain

Thinking back on your program at Westminster College, how well do you think the program prepared you in each of the following areas for a career as a classroom teacher? Please circle one.

- Content Knowledge
1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding
- Planning Skills
1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding
- Effective Teaching for All Students
1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding
- Classroom Management
1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding
- Professionalism
1-Poor 2-Marginal 3-Average 4-Good 5-Outstanding

If you are teaching on the Wasatch Front and are willing to serve as a mentor teacher for Westminster students, please check here and be sure your contact information is listed at the top of this survey: _____

If you would like to be involved in Westminster Alumni events, please check here and be sure you have listed your contact information at the top of this survey: _____

Please comment on your experience in the education program at Westminster College:

Measures 8a and 9

The midterm student teaching evaluation form is completed by the mentor teacher and the student. This constitutes a major portion of our earlier assessment procedures. However, in our current procedures, this evaluation is used as formative evaluation only and does not contribute to the summative evaluation of the student's achievement of the School of Education standards.

WESTMINSTER COLLEGE
SCHOOL OF EDUCATION
Student Teacher Midterm Evaluation
(Used Spring 2005 through Fall 2007)

*Numbers in parentheses after an item indicate which
School of Education standard that item assesses (in the former set of 12 standards).
Cross-cutting themes associated with each item are also indicated in parentheses.*

Student Teacher _____ Date _____ Semester _____
Mentor Teacher _____ College Supervisor _____
School _____ District _____

This midterm evaluation form is a tool to assess the student teacher's progress in the student teaching experience thus far. This may serve as an informal guide for both mentor and student teacher to formulate goals for the remainder of the experience. Both the student teacher and the mentor teacher fill out individual forms and then, have a conference to discuss their findings. Give as many specific examples as you can in the conference to explain your ratings. The Westminster College supervisor is available for any questions and/or concerns you may have.

Please use the following scale to rate the student according to the criteria given for the student teaching experience:

- 5 - indicates outstanding progress
- 4 - indicates good progress
- 3 - indicates satisfactory progress
- 2 - indicates marginal progress
- NA - indicates not applicable at this time

	Student Teacher	Mentor
Knowledge of Content		
1. Has a good understanding and knowledge of the content (1)	_____	_____
2. Assumes the responsibility for researching and applying new information available <i>(learning to learn, technology)</i> (2)	_____	_____

Planning Skills

- | | | |
|---|-------|-------|
| 1. Creates organized and effective lesson plans
(<i>technology</i>) (3) | _____ | _____ |
| 2. Develops and uses media, technology and supplementary materials appropriately
(<i>learning to learn</i>)(4) | _____ | _____ |
| 3. Shows preparedness, flexibility, and Adaptability (3) | _____ | _____ |
| 4. Has relevant materials and supplies ready in advance (5) | _____ | _____ |

Effective Teaching for All Students

- | | | |
|--|-------|-------|
| 1. Gives directions simply and clearly (4) | _____ | _____ |
| 2. Maintains effective pacing in lessons and time (4) | _____ | _____ |
| 3. Uses effective questioning techniques, including recall, critical thinking, analysis, and synthesis where appropriate (5) | _____ | _____ |
| 4. Creatively implements existing curriculum (5) | _____ | _____ |
| 5. Encourages active participation of all students
(<i>multicultural perspectives</i>) (3) | _____ | _____ |
| 6. Uses large group instruction effectively (3) | _____ | _____ |
| 7. Promotes critical thinking (3) | _____ | _____ |
| 8. Teaches to an objective (3) | _____ | _____ |
| 9. Selects and uses formal and informal assessment methods to evaluate teaching effectiveness and students' performance (7) | _____ | _____ |
| 10. Makes smooth transitions from one activity to another (3) | _____ | _____ |
| 11. Uses small groups effectively (3) | _____ | _____ |
| 12. Differentiates curriculum and instruction, including adaptations and accommodations
(<i>multicultural perspectives</i>) (8) | _____ | _____ |

- | | | |
|--|-------|-------|
| 13. Understands and utilizes strategies to meet the needs of diverse learners (<i>multicultural perspectives</i>) (4) | _____ | _____ |
| 14. Uses individual instruction effectively (<i>multicultural perspectives</i>) (3) | _____ | _____ |
| 15. Motivates students to learn using practical applications that connect to students' interests and prior experiences (<i>multicultural perspectives</i>) (6) | _____ | _____ |

Classroom Management

- | | | |
|---|-------|-------|
| 1. Is able to quickly gain and maintain attention of all students (4) (<i>multicultural perspectives</i>) | _____ | _____ |
| 2. Establishes positive student/teacher relationships (<i>multicultural perspectives</i>) (8) | _____ | _____ |
| 3. Identifies potentially disruptive situations and intervenes as appropriate | _____ | _____ |
| 4. Encourages positive social skills in students | _____ | _____ |
| 5. Is consistent in expectations and responses to student behavior (8) | _____ | _____ |
| 6. Establishes and maintains rules and routines that are fair and appropriate to students (8) | _____ | _____ |
| 7. Appears comfortable with students and school (8) | _____ | _____ |

Professionalism

- | | | |
|--|-------|-------|
| 1. Demonstrates professional growth through reflection and action research case study (<i>learning to learn</i>) (2) | _____ | _____ |
| 2. Accepts suggestions and constructive criticism in a mature manner and is open to change (<i>learning to learn</i>) (11) | _____ | _____ |
| 3. Respects confidential information | _____ | _____ |
| 4. Maintains accurate records effectively (12) | _____ | _____ |
| 5. Interacts in a positive manner with peers and other professionals (9) | _____ | _____ |
| 6. Is prompt and dependable | _____ | _____ |

7. Works with parents and community to support students' development <i>(multicultural perspectives)</i> (10)	_____	_____
8. Dresses appropriately for school activities	_____	_____
9. Speaks clearly, distinctly, and voice is well-modulated; uses age-appropriate vocabulary and concepts (3)	_____	_____
10. Uses correct grammar, spelling, and punctuation; demonstrates legible handwriting (3)	_____	_____
11. Projects poise and confidence	_____	_____
12. Exhibits enthusiasm for teaching	_____	_____
13. Coordinates/collaborates with mentor, supervisor, other professionals, other candidates and support staff as necessary <i>(learning to learn)</i> (9)	_____	_____
14. Attends school meetings and activities, including grade level/department meetings, parent conferences, faculty meetings (10)	_____	_____

Based on the grid sheet of standards, list three areas of strength that have been demonstrated by the student teacher. Artifacts showing these strengths could be selected for the portfolio.

- 1.
- 2.
- 3.

Based on the grid sheet of standards, list three areas that the student teacher needs to focus upon during the remainder of this experience.

- 1.
- 2.
- 3.

Share these forms with the Westminster College supervisor as soon as possible after the conference has taken place. Please discuss any questions or concerns with the supervisor.

WESTMINSTER COLLEGE
SCHOOL OF EDUCATION
Student Teacher Midterm Evaluation
(Used spring 2008 through spring 2009)

Numbers in parentheses after an item indicate which School of Education standard that item assesses (in the former set of 12 standards). Cross-cutting themes associated with each item are also indicated in parentheses.

Student Teacher _____ Date _____ Semester _____
Mentor Teacher _____ College Supervisor _____
School _____ District _____

This midterm evaluation form is a tool to assess the student teacher’s progress in the student teaching experience thus far. This may serve as an informal guide for both mentor and student teacher to formulate goals for the remainder of the experience. Both the student teacher and the mentor teacher fill out individual forms and then, have a conference to discuss their findings. Give as many specific examples as you can in the conference to explain your ratings. The Westminster College supervisor is available for any questions and/or concerns you may have.

Please use the following scale to rate the student according to the criteria given for the field experience:

- | | |
|--|---|
| 5 – <i>outstanding</i> (skillfully meets expectations) | 2 – <i>not yet</i> (needs more work) |
| 4 – <i>very good</i> (effectively meets expectations) | 1 – <i>no evidence</i> (does not meet expectations) |
| 3 – <i>on track</i> (meets expectations) | NA – not applicable at this time |

	Student Teacher	Mentor Teacher
Subject Matter and Curriculum Goals		
1. Demonstrates understanding of subject matter. (1)	_____	_____
2. Develops curriculum that connects knowledge about students to content specific instructional standards. (<i>multicultural perspectives</i>) (6)	_____	_____
Preparation/Planning		
1. Coordinates with classroom curriculum and student goals (e.g., determines student needs, communicates/plans with mentor). (<i>multicultural perspectives</i>) (9)	_____	_____
2. Prepared with workable, meaningful, and developmentally appropriate written lesson plans that integrate lesson concepts with language/communication practice opportunities for reading, writing, listening, thinking, and/or speaking. (<i>multicultural perspectives</i>) (3)	_____	_____

- | | | |
|---|-------|-------|
| 3. Includes specific standards-based content objectives appropriate for age and educational background of students. (<i>multicultural perspectives</i>) (3) | _____ | _____ |
| 4. Identifies other objectives (e.g., language, intended learning outcomes, integration). | _____ | _____ |
| 5. Identifies and uses supplementary materials (e.g., graphs, models, visuals). (<i>technology</i>) (4) | _____ | _____ |
| 6. Lesson plans include assessments that connect to objectives . (7) | _____ | _____ |
| 7. Differentiates content to varying developmental levels of student proficiency. (8) | _____ | _____ |
| 8. Plans creative and meaningful activities that integrate lesson concepts with language/communication practice opportunities for reading, writing, listening, and/or speaking. | _____ | _____ |

Building Background/Connecting Content Knowledge to Knowledge about Students

- | | | |
|--|-------|-------|
| 1. Explicitly links concepts to students' backgrounds and experiences. (<i>multicultural perspectives</i>) (6) | _____ | _____ |
| 2. Explicitly links past learning and new concepts. (5) | _____ | _____ |
| 3. Emphasizes key vocabulary (e.g., introduce, write, repeat, and highlight) for students. (3) | _____ | _____ |

Comprehensible Input (Facilitating student access to content)

- | | | |
|--|-------|-------|
| 1. Uses age-appropriate speech, vocabulary, and concepts for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners). (3) | _____ | _____ |
| 2. Explains academic tasks clearly and distinctively. (4) | _____ | _____ |
| 3. Uses a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, technology). (<i>technology</i>) (3) | _____ | _____ |

Strategies

- 1. Utilizes a variety of effective teaching strategies and technologies which engage students’ diverse cognitive levels, learning styles, and processes (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring). (*technology*) (3) _____ _____

- 2. Uses scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level). (5) _____ _____

- 3. Uses a variety of question types including those that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions). (5) _____ _____

- 4. Differentiates instruction to a variety of student proficiencies and special needs. (8) _____ _____

Classroom Management

- 1. Establishes and maintains rules and routines that are fair and appropriate to students. (8) _____ _____

- 2. Demonstrates consistency of expectations and responses to student behavior. (8) _____ _____

- 3. Identifies potentially disruptive situations and intervenes as appropriate. _____ _____

- 4. Gains and maintains student attention. (4) _____ _____

- 5. Facilitates smooth transitions from one activity/instruction to next. (3) _____ _____

Practice/Application

- 1. Provides hands-on materials, manipulatives, and/or other technologies for students to practice using new content knowledge. (4) _____ _____

- 2. Provides activities for students to apply content and language knowledge in the classroom. _____ _____

- 3. Provides activities that integrate language/communication skills (i.e., reading, writing, listening, thinking, and/or speaking). _____ _____

Lesson Delivery and Instructional Interaction

- 1. Provides frequent opportunities for positive interactions and discussion between teacher/student and among students, and encourage elaborated responses. (*multicultural perspectives*) (5) _____
- 2. Uses group configurations that support language and content objectives of the lesson. (3) _____
- 3. Provides sufficient wait time for student responses. (5) _____
- 4. Supports content objectives clearly. (3) _____
- 5. Supports language/communication objectives clearly. _____
- 6. Engages students most of the time (most students taking part/on task). (5) _____
- 7. Paces lessons appropriately to the students' ability levels. (4) _____

Review/Assessment

- 1. Provides a review of key vocabulary and concepts. (4) _____
- 2. Provides feedback to students regularly on their output (e.g., language, content, work). (5) _____
- 3. Conducts assessments (informal and formal) of student comprehension and learning throughout lesson to evaluate students' understanding of lesson objectives and to reflect on teaching effectiveness. (*learning to learn*) (7) _____
- 4. Differentiates assessment to a variety of student proficiencies and/or special needs. (8) _____

Professionalism

- 1. Demonstrates professional growth through reflection and action research case study. (*learning to learn*) (2) _____
- 2. Accepts suggestions and constructive criticism in a mature manner and is open to change. (*learning to learn*) (11) _____
- 3. Respects confidential information. _____
- 4. Maintains accurate assessment records effectively through the use of technology and other means. (*technology*) (12) _____
- 5. Dresses appropriately for school activities. _____

- | | | |
|---|-------|-------|
| 6. Uses correct grammar, spelling, and punctuation; demonstrates legible handwriting. (3) | _____ | _____ |
| 7. Projects poise, confidence, and enthusiasm for teaching. | _____ | _____ |
| 8. Demonstrates promptness, dependability, and a positive demeanor when interacting and collaborating with mentor, supervisor, other professionals, other candidates, and support staff. (<i>learning to learn</i>) (9) | _____ | _____ |
| 9. Attends school meetings and activities, including grade level/department meetings, parent conferences, and faculty meetings. (<i>multicultural perspectives</i>) (10) | _____ | _____ |
| 10. Works with parents and community to support students' development. (<i>multicultural perspectives</i>) (10) | | |

Based on the grid sheet of standards, list three areas of strength that have been demonstrated by the student teacher. Artifacts showing these strengths could be selected for the portfolio.

- 1.
- 2.
- 3.

Based on the grid sheet of standards, list three areas that the student teacher needs to focus upon during the remainder of this experience.

- 1.
- 2.
- 3.

Share these forms with the Westminster College supervisor as soon as possible after the conference has taken place. Please discuss any questions or concerns with the supervisor.

Measure 8b

This final student teaching evaluation was used for the first time for MAT students graduating in Spring 2009. It is completed by the mentor teacher and the College supervisor and assesses nine of the 20 new School of Education standards.

A note on the scales used. In Table 4.11, the rubrics for each standard were scored on a 1-3 scale in which 1 was not passing, 2 was acceptable and 3 was "At Target", meaning highly proficient. We used this scale for a year in all the rubrics, but both our faculty and the mentor teachers of our students requested a change to a five-point scale to allow them to reflect more variations in accomplishment among our students. Consequently, the rubrics shown here ask raters to use a five-point scale.

The Final Student Teaching Evaluation assesses standards 1, 5, 7, 9, 10, 11, 12, 16, and 19

WESTMINSTER COLLEGE SCHOOL OF EDUCATION

Student Teacher Final Evaluation

Student Teacher _____ Date _____ Semester _____

Mentor Teacher _____ College Supervisor _____

School _____ District _____

Completed by: _____

Please use the following scale to rate the student teacher:

5 – *outstanding* (skillfully meets expectations)
4 – *very good* (effectively meets expectations)
3 – *on track* (meets expectations)

2 – *not yet* (needs more work)
1 – *no evidence* (does not meet expectations)
NA – not applicable at this time

I. Knowledge of learners and their development:

_____ 1. The Teacher Candidate demonstrates understanding of learning as developmental. (SOE 1)

II. Knowledge of subject matter and curriculum goals:

_____ 2. The Teacher Candidate demonstrates knowledge of subject matter. (SOE 5)

_____ 3. The Teacher Candidate develops and implements assessments that measure student learning and drive the design of differentiated instruction and intervention. (SOE 7)

III. Knowledge of teaching:

- _____ 4. The Teacher Candidate creates and manages a caring, equitable, respectful, purposeful classroom. (SOE 9)
- _____ 5. The Teacher Candidate demonstrates multiple effective teaching strategies including the use of technology. (SOE 10)
- _____ 6. The Teacher Candidate connects learning to students' prior knowledge and experiences. (SOE 12)

IV. Professionalism:

- _____ 7. The Teacher Candidate works collaboratively with peers, K-12 students, colleagues and faculty to critique each other's practice with the goal of improving learning. (SOE 11)
- _____ 8. The Teacher Candidate works with parents and colleagues to create a shared set of expectations and supports for students' learning (SOE 16)
- _____ 9. The Teacher Candidates' work with students, families, and communities reflects the attitudes and practices expected of professional educators as delineated in professional, state, and institutional standards. (SOE 19)

Please attach a typed narrative evaluation that addresses each of the four general areas listed above

Measure 8c

The Teacher Work Sample has been required for MAT students graduating in the spring of 2009 and later. It assesses standards 3, 4, 6, 7, 10, 12, 13, and 15. Elementary and Secondary students are assessed by similar but somewhat different rubrics. As the first Special Education majors will be student teaching next year, we are also developing a rubric for Special Education students.

Standards/Competencies Assessed by Teacher Work Sample- Elementary Education

I. Knowledge of Learners and their development:	Not Met 1	Acceptable 2	At Target 3
3. Teacher candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways.			
Components of evaluation: <ul style="list-style-type: none"> • Daily Unit Reflection Target Items (at top of from) 	Reflections lack insight and effectiveness and more than one daily reflection and/or target item is missing.	Reflections are productive and insightful. Missing one daily reflection and/or target items over the course of the unit.	Reflections are productive and insightful. All target items on daily unit reflections have been addressed over the course of the unit.
4. Teacher candidates will apply systematic inquiry and reflect to understanding student learning. [connect to Standard I to differentiate from competency 13]			
Components of systematic inquiry and reflection: <ul style="list-style-type: none"> • Unit Pre-Assessment and Formal Summative Assessment • Learning Guides • Daily Unit Reflections 	Systemic inquiry and analysis of assessment outcomes/feedback are not evident.	Systemic inquiry and analysis of assessment outcomes/feedback are evident in the pre-and post assessments and learning guides.	Systematic inquiry and analysis of assessment outcomes/feedback are evident across all componenets.
II. Knowledge of Subject Matter and Curriculum Goals:	Not Met 1	Acceptable 2	At Target 3
6. Teacher candidates will develop curriculum that connects knowledge about students to content specific instructional standards.			
Components of curriculum design: <ul style="list-style-type: none"> • Research on Context • Resources (Annotated Bibliography) • Unit Objectives • Unit Essential Questions • Unit Personal Objectives • Unit Pre-Assessment 	Connection between content specific instructional standard and knowledge about students is not evident in any of the	Connection between content specific instructional standards and knowledge about students is evident; however, one or more components are not	Curriculum design has a strong connection between content specific instructional standards and knowledge about students. All components are aligned.

<ul style="list-style-type: none"> • Learning Guides • Daily Unit Reflections 	components.	aligned.	
III. Knowledge of Teaching:	Not Met 1	Acceptable 2	At Target 3
7. Teacher candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention.			
<p>Components of assessment and instructional decisions:</p> <ul style="list-style-type: none"> • Unit Pre-Assessment and Formal Summative Assessment • Learning Guides • Daily Unit Reflections 	Instruction is not differentiated nor effectively based on the assessments.	Differentiated instruction and interventions are evident and somewhat based on the assessments.	Differentiated instruction and interventions are solidly based on effective assessments.
10. Teacher candidates will demonstrate multiple effective teaching strategies including the use of technology.			
<p>Components of effective teaching strategies:</p> <ul style="list-style-type: none"> • Learning Guides • Daily Unit Reflection 	Multiple effective strategies are not evident.	Multiple strategies are evident but improvement is needed.	Multiple strategies are evident and effective.
12. Teacher candidates will connect learning to students' prior knowledge and experiences.			
<p>Components of connecting prior knowledge:</p> <ul style="list-style-type: none"> • Research on Context • Unit Pre-Assessment • Learning Guides • Daily Unit Reflection 	Instruction and assessment are not based on students' prior knowledge.	Instruction and assessments are somewhat connected to students' prior knowledge.	Instruction and assessment are strongly connected to student' prior knowledge.
13. Teacher candidates will use research and engage in reflection to improve student learning [connect to Standard II to differentiate from competency 4]			
<p>Components of research to improve student learning:</p> <ul style="list-style-type: none"> • Resources (Annotated Bibliography): Categories should include a balance of text, electronic resources, experts, and community members. • Daily Unit Reflection • Research on Context 	Resources and research data are ineffective and the analysis does not reflect the modifications needed to improve future student learning.	Resources and research data are moderately effective. Analysis somewhat reflects the modifications needed to improve future student learning.	Resources and research data include an effective balance across categories. Analysis is reflects thorough consideration of modifications needed to improve future student learning.

IV. Knowledge of Self, Cultures, and Contexts:	Not Met 1	Acceptable 2	At Target 3
15. Teacher candidates will demonstrate how to learn about other cultures and language patterns			
Components for researching culture and language patterns: <ul style="list-style-type: none"> • Research on Context • Resources (Annotated Bibliography) • Daily Unit Reflection 	Descriptions of students' cultural and linguistic influences are not evident.	Descriptions of students' cultural and linguistic influences are evident across two components.	Descriptions of students' cultural and linguistic influences are demonstrated across all components.

Standards/Competencies Assessed by Teacher Work Sample -- Secondary Education

Teacher candidates will, with sensitivity to exceptionalities and cultural diversity, evaluate why all children may be responding or behaving in particular ways. **(Standard 3)**

Criteria	Not Yet	Acceptable	At Target
Academic evaluation included on daily reflection sheet	Missing more than one day of unit	Missing one day of unit	Every day of unit
Behavioral evaluation included on daily reflection sheet	Missing more than one day of unit	Missing one day of unit	Every day of unit

Teacher candidates will apply systematic inquiry and reflection to understanding student learning. **(Standard 4)**

Criteria	Not Yet	Acceptable	At Target
Pre-Assessment <ul style="list-style-type: none"> • Interests • Motivation • Learning styles • Prior knowledge 	More than one area missed and/or rationale statements not provided	One area missed and/or rationale statements not provided	All areas addressed and rationale statements provided
Pre-Assessment results graphed and conclusions drawn	Graph and/or conclusions incomplete and do not indicate how they will impact learning guides	Graph and conclusions somewhat complete and only partially indicate how they will impact learning guides	Graph and conclusions are complete and indicate how they will impact learning guides
Post Assessment	More than one prior knowledge question missed and/or rationale statements not provided	One prior knowledge question missed and/or rationale statements not provided	All prior knowledge questions addressed and rationale statements provided
Post Assessment results graphed and conclusions drawn	Graph and/or conclusions incomplete and do not indicate how they will impact future learning guides	Graph and conclusions somewhat complete and only partially indicate how they will impact future learning guides	Graph and conclusions are complete and indicate how they will impact future learning guides

Comparison or pre/post academic questions	Less than ninety percent of academic questions analyzed	Ninety percent of academic questions analyzed	All academic questions analyzed
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Teacher candidates will develop curriculum that connects knowledge about students to content specific instruction standards. **(Standard 6)**

Criteria	Not Yet	Acceptable	At Target
Unit Template	More than one component not aligned with core, pre-assessment, and research on context	One component not aligned with core, pre-assessment, and research on context	All components aligned with core, pre-assessment, and research on context
Learning Guide Template	Fewer than four aligned with learning guide format and unit template	Four aligned with learning guide format and unit template	All five aligned with learning guide format and unit template
Grade-level appropriate Learning Guides	Fewer than four aligned	Four aligned	All five aligned

Teacher candidates will develop and implement assessments that measure learning and drive the design of differentiated instruction and intervention. **(Standard 7)**

Criteria	Not Yet	Acceptable	At Target
Informal and formal formative assessments included in learning guides	Missing in more than one learning guide	Missing in one learning guide	Included in all learning guides
Informal and formal assessment drives the design of differentiated instruction and intervention	Missing in more than one academic reflection	Missing in one academic reflection	Included in all daily academic reflections

Teacher candidates will demonstrate multiple effective teaching strategies including the use of technology. **(Standard 10)**

Criteria	Not Yet	Acceptable	At Target
Multiple teaching strategies, including, but not limited to: <ul style="list-style-type: none"> • content literacy strategies • differentiation of instruction • SPED and GT accommodation • grouping patterns used throughout the unit's learning guides as identified in unit organizer 	Less than eight strategies used	Eight to nine strategies used	Ten or more strategies used
Different types of technology used throughout the unit's learning guides as identified in unit organizer	Less than two types used	Two types used	Three or more types used

Teacher candidates will connect learning to students' prior knowledge and experiences. **(Standard 12)**

Criteria	Not Yet	Acceptable	At Target
Learning guides connect to students' prior knowledge as indicated from the results of the pre-assessment	More than one learning guide does not connect	All but one learning guide connects	All learning guide connects
Learning guides connect to the students' interest, motivation and learning styles as indicated from the results of the pre-assessment	More than one learning guide does not connect	All but one learning guide connects	All learning guide connects
Learning guides connect to the students' funds of knowledge as indicated from the results of the pre-assessment	No learning guides connect	One learning guide connects	Two or more learning guides connect

Teacher candidates will use research and engage in reflection. **(Standard 13)**

Criteria	Not Yet	Acceptable	At Target
Ten to fifteen pieces of text (resources/references)	Less than eight pieces of text	Eight or nine pieces of text	Ten to fifteen pieces of text
Inclusion of expository, narrative, atypical, and electronic forms of text	Less than three forms of text	Three forms of text	Inclusion of all four forms of text
APA format	More than three errors	Three errors	Zero to two errors
Annotation of each resource (reflection)	Less than eight annotations	Eight to nine annotations	Ten to fifteen annotations

Teacher candidates will demonstrate how to learn about other cultures and language patterns. **(Standard 15)**

Criteria	Not Yet	Acceptable	At Target
Compiled information from in-depth interview of a student's family (protocol from MAT 602) or research on context	No funds of knowledge are delineated.	One specific example of possible familial funds of knowledge is addressed.	Two or more examples of possible funds of knowledge for the family are delineated.
Field notes from CIA Part I general observations in the school community (outline provided) or research on context	Student language patterns and culture are not specific to the school community.	Student language patterns and culture are discussed in general, not addressed throughout the entire school day.	Specific student language patterns and culture are observed and discussed as they occurred in classrooms, hallways, and in groups throughout the day.
Part II notes on surrounding community (outline provided) or research on context	Less than six characteristics of the surrounding community are addressed.	Six to seven characteristics of the surrounding community are addressed.	Eight to twelve characteristics of the surrounding community are addressed.

UNIT REFLECTION

Criteria	Not Yet	Acceptable	At Target
Academic evaluation included in unit reflection <ul style="list-style-type: none">• Preparation• Content knowledge• Instructional strategies• Assessment	More than one area missing	One area missing	All areas addressed
Classroom management included in unit reflection	Not included		Included