



**Offsite BOE Report:
Western Kentucky University
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The following report indicates areas of concern on which the Onsite BOE Team will focus during the upcoming visit. In addition, the last section for each standard is a list of evidence that the team plans to validate during the visit to ensure that the standards continue to be met. This validation will occur as the team interviews faculty, administrators, school-based partners, and other members of the professional community. Validation could also occur in the visits to schools and observations on campus. The validation list also includes some specific documentation that the team would like to review during the onsite visit. In some cases, the Offsite team members could not locate a document or open a link and have requested that the Onsite Team review those documents.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Statement about the evidence

All initial and advanced programs for teachers and programs for other school professionals have been approved by the state, or recognized by the Specialty Professional Association, or through a related professional accreditation. These include six master's level programs that are available completely on-line and two alternate route, initial programs for individuals who are employed in a school district.

Programs for Initial Teacher Candidates

Content knowledge of candidates for initial preparation programs is measured by Praxis II. Only candidates taking the Art Making, and Family and Consumer Sciences tests scored less than 88 percent in 2007-08. In addition each program has course-embedded assessments, called critical performances (CPs) to measure Kentucky Teacher Standards, one of which is Content Knowledge. The overall unit pass rate on these measures was 95 percent. Each program reports and analyzes the data annually in their Program Assessment Plan.

Candidate's content knowledge is also measured through follow-up surveys of exiting student teachers and alumni who completed the program one or more years ago and a Kentucky Standards Board survey of candidates and cooperating teachers. The data from these surveys indicated acceptable program quality and are included in program review for their Annual Program Reports.

Assessment of pedagogical content knowledge is one component of the unit-wide Continuous Assessment Plan, and each program has identified CPs to measure each standard. Three years of data indicate overall pass rates of at least 80 percent and in any cases where a particular score falls below this benchmark, it is addressed in the Annual Program Report.

Follow-up data from the WKU Teacher Survey and Kentucky Education Professional Standards Board survey show average scores on the overall preparation item as 3.36 on a 4 point scale. Two items that were less than acceptable related to working with students who have special needs and in response, three major program strands made changes to the curriculum and assessments to address this. Another measure of success that WKU has used is a three year measure of persistence (number of completers who remain in the field. Seventy-four percent of students graduating in a particular year are still in the field.

As part of the redesign process for the “planned fifth year” programs, additional feedback from recent graduates and employers was solicited. All items means were above “Good”.

The Teacher Work Sample and Student Teaching Evaluation form are used to determine professional and pedagogical knowledge and are used to determine if candidates can successfully complete and exit from their program. The TWS components have also been aligned with Kentucky Teacher Standards. The unit has established a score of “2 – developing” for program completion, but the unit’s goal is to have 80 percent of candidates achieve “3 – proficient” or higher. Any proficiency rates that are lower than the 80 percent benchmark are usually compensated for in the Student Teacher Evaluation and as for all assessment data, programs review and respond in the Annual Program Reports. The alignment of components/items in the TWS and Student Teaching Evaluation form with Kentucky Teacher Standards provides data on all areas of professional and pedagogical knowledge. Initial preparation candidates must also pass the Praxis Principles of Learning and Teaching and other exams such as Teaching Special Populations. WKU’s pass rates for three years was 96 percent and above.

Follow-up survey data from cooperating and resource teachers indicate an overall rating on all items to be above “3 – Good”. These surveys address professional and pedagogical knowledge and skills.

Two TWS components and two Kentucky Standards as measured on the Student Teaching Evaluation instrument particularly address a candidate’s ability related to student learning. Over a three year period (2006-09) the overall proficiency rates ranged from 74-79 percent.

Programs for Advanced Teacher Candidates

Advanced programs for teachers currently require a personal growth plan related to the Kentucky Teacher Standards in an entry course, evidence of growth in a portfolio submitted in a final course, and candidates’ demonstration of proficiency in all ten standards to pass the courses. In addition, some programs also include critical performances related to content and a written or oral comprehensive exam. A redesigned master’s program, which was implemented in 2010 in response to a Kentucky Education Professional Standards Board mandate, includes critical performances in all programs to measure each standard.

Data from critical performances in four shared courses in the advanced MAE programs in elementary, middle and secondary are presented in the IR. With the new program, assessments have been redesigned. Advanced candidates in IECE and Exceptional Education, mathematics,

and physical education complete CPs that indicate their ability to impact student learning (cite some data) Follow-up surveys of employers and first year mentors conducted by the Education Professional Standards Board at the start and the end of their year-long internship provide evidence of their preparation to help all students learn. At least 94 percent of candidates are proficient on each element in the first cycle (start of internship) and 99 percent in the last cycle.

Data on CPs in advanced programs for teachers are reported in the Institutional Report. The redesigned master's for elementary, middle and secondary education has a new assessment design. The EXED and IECE have key performances included in the WKU Electronic Portfolio and Accountability Systems (WKU E-PASS). The Physical Education program has course-based assessments. The pass rates on these measures range from 64 percent to 100 percent.

Programs for Other School Professionals

Praxis II or state licensure exams are required in programs for other school professionals. The overall pass rate is 96 percent, with a range of 82 percent for speech language pathology to 100 percent in most other areas. The communication disorders program is accredited by CAA, school psychology is recognized by NASP, and the school library media program is recognized by AASL. Programs that are not nationally reviewed use capstone assessments such as comprehensive exams, professional portfolios, a thesis or other culminating project. Pass rates over the last two years range from 83 percent to 100 percent.

Alumni and employer surveys are conducted by programs every year or every other year. Annual Program Reports include an analysis of the results and how any concerns will be/have been addressed. Survey data indicate that candidates are well-prepared to work in their field and create positive environments for student learning.

Data from key assessments related to creating positive environments for student learning indicate that candidates were very successful and these results have been nationally reviewed. Components of various critical performance measures in each program address the ability of candidates to positively impact student learning and create positive environments for student learning.

Dispositions

The unit reviewed the Conceptual Framework and revised dispositions to reflect a developmental continuum. Certain dispositions were identified that would be evaluated early in the program and others when candidates work with P-12 students. Rubrics that reflect the target level, at standard and below standard performance were also developed. All initial programs developed a Program Assessment Plan in 2007 that outlines mid-program level disposition data that would be collected. All advanced programs also identified mid- and final-program collection plans using the new unit-wide dispositions. These dispositions include characteristics associated with fairness and the belief that all students can learn. Proficiency rates on dispositions measured prior to student teaching for initial candidates are 97 percent and higher. During student teaching the unit-wide rate is 96 percent and higher. One hundred percent of advanced candidates

demonstrate proficiency. The Education Professional Standards Board survey items have been aligned with WKU dispositions and these all indicate a 3+ score on a 4 point scale.

1.2 Progress toward meeting the target level on this standard

The Program Assessment Plan and reflection on data in the Annual Program Report provides a mechanism for reviewing and analyzing data on candidate performance. The off-site team needed additional information to verify that all programs, in each delivery mode, have data generated in this system.

Feedback on correcting previous areas for improvement (AFIs).

No areas for improvement were cited for the previous BOE visit.

1.3 Areas of concern related to continuing to meet the standard. None

1.4 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) Clarification of endorsements offered. Tables in the IR do not include endorsements such as English as a second language. What endorsements are offered and approved by the state?
- (2) Follow-up data for advanced teaching and other school professional programs. What follow-up studies are conducted? What has the unit learned from the follow-up data?
- (3) Results of follow-up data on initial teacher completers that was collected by the state for 2009-2010. These surveys were conducted by the state, but were not available to the offsite team during its meeting.
- (4) Data on initial and advanced programs for teachers. What do the student learning data show about candidates' impact on student learning? What are the scales for the assessments identified in Table J and elsewhere? What is the scale and range for scores that are presented as mean scores? What data exist for 2009-2010? Why are data not presented for consecutive years for each program? What evidence indicates that candidates learn to be reflective? How does the unit know that candidates have developed proficiencies in the use of technology; considering school, family, and community contexts; and other areas at the target level? What happens to candidates when assessments are incomplete or candidates are not performing at acceptable levels?
- (5) Annual Program reports on other school professional programs. What is being learned from these data?
- (6) Assessment plan and critical performance measures for the redesigned master's program. What are the Critical Performance measures for this master's program?
- (7) Follow-up on IECE program assessments and pass rate. What assessments are used for this program? How are candidates performing on these assessments?
- (8) Data system for indicating that initial teacher candidates and advanced teaching candidates are meeting the 10 Kentucky Teacher Standards and the dispositions articulated in the conceptual framework. What assessments are used? How and when are data collected? How are the data used?

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Statement about the evidence

The unit-wide assessment matrices for initial and advanced preparation are aligned with the Kentucky Content and Pedagogical Teacher Standards and with the dispositions articulated in the conceptual framework. These systems appear to be regularly evaluated by the professional community, including university and P-12 professionals. The assessment measures focus on monitoring candidate performance at program admission, admission to culminating and final clinical experiences, and program exit. Furthermore, key assessments appear to be developed jointly by faculty to ensure the accuracy of each.

Annual Program Reports for several initial and advanced preparation programs and Annual Unit-Wide Assessment Reports for initial preparation programs display, in most cases, summaries of data collected regarding applicant qualifications (GPAs), the Kentucky Teacher Standards, dispositions articulated in the conceptual framework, and data from surveys gathered from student teachers and alumni. These data represent information collected from internal (faculty) and external (alumni) sources. The reports provide evidence that data for some programs are gathered regularly and are systematically compiled, aggregated, summarized, and analyzed. The program areas for which reports are written vary from one year to the next. The unit maintains its assessment system through the use of information technologies (The WKU E-PASS). No Annual Unit-Wide Assessment Report was located for advanced preparation. In addition, the web site regarding formal candidate complaints and documentation of their resolution could not be accessed.

Agendas and minutes of faculty meetings and Annual Program and Annual Unit-Wide Assessment Reports provide evidence that the unit regularly and systematically uses data to evaluate and make changes in courses (e.g., revised components of the LME 590 Portfolio), programs (e.g., an additional mathematics course for elementary education majors), and clinical experiences (e.g., supervised field experiences and lesson planning were incorporated in targeted courses in the revised program to facilitate preparation for student teaching). Points for future discussion, decisions made, and rationales for adjustments are articulated in these documents. In addition, faculty and candidates have immediate and ongoing access to candidate data through the WKS E-PASS electronic system.

2.2 Progress toward meeting the target level on this standard

The unit regularly evaluates the assessment system, engaging internal and external stakeholders, and has made ongoing changes in the system. For example, the unit redeveloped the Electronic Portfolio where critical performances are stored so that reports on candidate performance and program evaluation are more clearly standards based.

Multiple internal (faculty assessments) and external (alumni and employer surveys) assessments are used to monitor the performance of candidates. Likewise, the unit has developed the WKU E-PASS system.

Agendas and minutes of faculty meetings and Annual Program and Annual Unit-Wide Assessment Reports provide evidence that the unit regularly and systematically uses data to evaluate and make changes in courses, programs, and clinical experiences.

2.3 Feedback on correcting previous areas for improvement (AFIs)

AFIs corrected from last visit:

AFI	Apply to	AFI Rationale
Assessment system data are not used to inform unit operations.	ADV	Documentation from agendas and minutes of faculty meetings and Annual Program and Annual Unit-Wide Assessment Reports provide evidence that the unit regularly and systematically uses data to evaluate and make changes in courses, programs, and clinical experiences.

AFIs continued from last visit:

AFI Number & Text	Apply to	AFI Rationale
Not all programs use the unit assessment system to aggregate, analyze, and report candidate data.	ADV	Evidence not found that this AFI has been corrected.
Inconsistencies exist in providing feedback to inform programs across the unit.	ITP,ADV	Evidence not found that this AFI has been corrected.

2.4 Areas of concern related to continuing to meet the standard. None

2.5 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) System for collecting, aggregating and reporting data at transition points. Why are data for each standard/values of each component not reported by all programs for consecutive years? Are programs on different reporting cycles? Is there a report that compiles the data at a unit level?
- (2) Process and procedures for ensuring “consistency in assessment” and “fairness in assessment.” How are these verified across the range of assessments used at both the initial and advanced preparation levels? (also relates to Standard 1)
- (3) Exit, alumni, and employer surveys. Where are follow-up data for each program? How generic are the data collected across programs? What are the differences across programs? (Tables 5 and 6 suggest that different assessments are required by different programs.) What is the unit learning from employers about the competence of completers?
- (4) Instrument(s) used to evaluate unit operations. What evaluations of unit operations have been conducted over the past few years? What has the unit learned from these evaluations?
- (5) Annual Unit-Wide Assessment Reports for advanced preparation. What reports exist for advanced teaching and other school professionals?
- (6) Operation of the unit assessment system. What evidence documents that *all* programs at the initial and advanced preparation levels collect, compile, aggregate, summarize, and analyze data? What evidence documents that *all* programs at the initial and advanced preparation levels use the unit assessment system to aggregate, analyze, and report candidate data?
- (7) Use of data to inform *all* programs at *both* the initial and advanced preparation levels. What data are reviewed by faculty? How often? What changes have resulted from the review of assessment data at the advanced level?
- (8) Disaggregated data for online and alternate route programs. What data indicates how candidates in these programs are performing on assessments? What has the unit learned from the data?

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Statement about the evidence

Office of Teacher Services (OTS) personnel and College of Education faculty collaborate with P-12 public school administrators, boards of education, and practitioners to provide quality field experiences and clinical practices for initial teacher education candidates. Site coordinators at the unit's extended campuses work with part-time faculty members and local educators to ensure appropriate field experience placement. OTS personnel prepare and maintain memoranda of understanding with 33 school districts throughout the unit's service region.

Course instructors often initiate the field experience placements by providing a list of students, majors, and school preferences to the OTS. The OTS serves as a liaison between the course instructors and school principals or school placement coordinators as they match candidates with practitioners. Candidates spend 45- 310 hours in field experience activities, depending upon the program (IR Table 7). Initial candidates develop their pedagogical content knowledge, skills, and dispositions through a variety of field experience activities, including classroom observations, tutoring individuals, and teaching small groups of children. They document their experiences on field summary reports. P-12 practitioners and faculty members use the unit-wide dispositions rating scale to provide feedback on candidates' performances.

To qualify for student teaching clinical experiences, candidates must be admitted to Teacher Education; file a formal application to the OTS one semester in advance of the student teaching semester; attain senior standing (>90 credit hours); complete all required professional education courses; complete 75 percent of their content courses; earn a GPA ≥ 2.5 (overall, professional education, content area); and earn disposition ratings at the standard level or above. OTS personnel screen applicants before sending placement requests to school partners. Final placements are determined by the principals and prospective supervising teachers.

According to Kentucky legislation (16 KAR 5:040 Section 2), supervising teachers need to hold valid Kentucky teaching certificates for each grade and subject they teach. Moreover, they must have either a Rank II certification or a minimum of 15 hours of approved credit toward a Rank II certification within five years of hosting a student teacher. They must have at least three years of teaching experiences on a Professional Teaching Certificate and have taught in the present school system for at least one year prior to hosting a student teacher. Supervising teachers cannot be probationary or emergency certified. They must have received current Kentucky Internship Program (KTIP) training. Principals also select supervising teachers who have demonstrated effective classroom management techniques, model best practices, exhibit content knowledge, use multiple assessments to inform instruction, and value a diverse student population.

OTS personnel prepare and disseminate placement packets and Student Teacher Handbooks to candidates, supervising teachers, and principals. The handbook clearly delineates the responsibilities of the student teacher, supervising teacher, and university supervisor for the

candidate's 16-week clinical experience. Other handbook items include an attendance policy, student experience logs, student self-assessment on mastery of the Kentucky Teacher Standards, suggested schedule, and daily and weekly evaluation charts. Candidates have an opportunity to gain peer feedback during the required, bi-weekly student teaching seminars. After an initial observation period, they are eased into teaching responsibilities. The supervising teacher, student teacher, and university supervisor determine when the candidate is ready to assume full control of the classroom. Usually, candidates teach full-day for a minimum of one week per placement, or a minimum of two out of sixteen weeks during the student teaching semester.

Student teachers', supervising teachers', and university supervisors' responsibilities are clearly delineated in the unit's *Student Teaching Handbook*. OTS personnel host separate orientations for student teachers, supervising teachers, and university supervisors. The Director of OTS maintains contact with university supervisors and supervising teachers throughout the semester. The university supervisor visits at least six times; four of those visits involve formal evaluations of candidates' teaching efforts using forms aligned with KTIP documents and the Kentucky Teacher Standards (KTS). Candidates and supervising teachers dialogue about the candidates' progress using daily and weekly KTS-aligned evaluation sheets to facilitate their efforts. University supervisors and supervising teachers formally evaluate candidates' skills and dispositions midway and at the end of their student teaching semester. Candidates also complete Teacher Work Samples (TWS) which include contextual factor descriptions, classroom management plans, and lesson plans. All forms are aligned with the KTIP and KTS standards. To successfully complete the student teaching experience, candidates need to earn a C or better, earn a 2+ rating on their TWS and 7+ ratings on the KTS evaluations (with no standard rated below "developing"), and be rated "standard" or higher on at least 11 of the 12 unit dispositions. From 2007-2009, almost 100 percent of the initial candidates completed the program successfully.

Candidates in alternative route programs for initial certification or other professional roles participate in early field and final clinical experiences. Each program has its own entry and exit requirements (see IR Table V). Program coordinators or designated faculty work with candidates, P-12 partners, and community professionals to select field and clinical experiences that will align with course and program goals and that take place in diverse locations. Some programs (such as School Counseling P-12) have developed comprehensive practicum handbooks which clearly define participants' roles and responsibilities. Supervisors of field and clinical experiences must have demonstrated success in their field. For example, supervisors for school psychology candidates must be state-certified, have 3 years experience, be recommended or approved by the special education director, and have received positive evaluation from previous students. Candidates work with university faculty and peers to reflect upon their strengths and areas for growth and to develop and implement professional growth plans. Candidates' evaluation instruments are aligned with relevant professional standards (e.g. Library Media Education practicum students are evaluated using standards developed by the American Association of School Librarians and International Society for Technology in Education). Practicum students provide feedback about the supervisors' efforts as well as the quality of the practicum experiences.

Candidates in alternative route programs for initial certification or for other professional roles spend 10-155 hours in field experiences and up to 1200 hours in clinical experiences, depending

upon the program (IR Table 7). For example, Interdisciplinary Early Childhood Education candidates spend five weeks (>125 hours) in an infant, toddler, or preschool placement and 6-10 hours in related seminars. Initial candidates in the Library Media Education program participate in 120 hours in a library media or educational technology setting. Advanced candidates in the School Counseling program complete 120 hours of clinical practice.

University faculty and supervisors/mentors observe and collaboratively assess candidates' performance. Initial and advanced candidates' proficiencies are measured differently according to their program. For example, candidates seeking alternative certification complete a KTIP-style teacher work sample to demonstrate their ability. Candidates in the MA in Physical Education have an exit exam. MA Literacy candidates complete clinical or field experiences in eight courses. School Counseling candidates create action plans and portfolios. Initial and advanced candidates complete projects aligned with their field's professional standards. For example, candidates in the MA in IECE create a case study based upon IECE new teacher standards. Education administration and leadership candidates complete professional portfolios aligned with ISLLC Standards. Most advanced candidates are successful in completing their internships and field experiences; several programs have a 100 percent success rate.

The unit develops initial and advanced candidates' technology proficiency. Initial candidates' ability to use technology is evidenced through their use of ACTIV Boards, WebQuests, PowerPoints, United Streaming videos, and electronic portfolios. Advanced candidates complete course-based projects that involve data analysis, assistive technology, technology integration, test scoring, and internet searches. They also develop their research and data analysis skills in embedded course projects. For example, communication disorders candidates interpret research (CD 500), school counselor candidates take three classes in which they analyze data and current research (CNS 552, CNS 590, and CNS 660), and education administration and leadership candidates work with P-12 faculty to align curriculum to state standards and identify areas of perceived need.

Each initial and advanced program identifies at least one clinical field placement or other related experience where candidates are placed in settings with ≥ 11 percent diversity (IR Table X). Of the participating school districts, 13 schools had ≥ 30 percent diversity and the majority of schools had a large percentage of students on free and reduced lunch. The Bowling Green area is the home of an International Refugee Center. More than 20 languages are spoken within the community's schools. This city also has a growing Muslim presence.

3.2 Progress toward meeting the target level on this standard. Not applicable to this standard

3.3 Feedback on correcting previous areas for improvement (AFIs). No areas for improvement were cited for this standard in the previous visit.

3.4 Areas of concern related to continuing to meet the standard. None

3.5 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) Preparation of candidates for their field experiences. How do instructors prepare candidates to “use a variety of scenarios to orient candidates to the classroom prior to actual field experiences?” What are some examples? How does the unit ensure that all candidates have access to these scenarios?
- (2) Field experiences and clinical practice with students from diverse groups. How does the unit systematically verify, validate, and record candidate participation in diverse and multiple settings? How does the unit track these placements? What are the requirements for advanced programs? What are the requirements for advanced teaching? What is the status of the SKyTeach program? What are the required field experiences and clinical practice for Sky Teach?
- (3) Sample of the “field summary report” form and field experience “guidelines” that the OTS and course instructor prepare for the cooperating teachers. Are the same guidelines used across courses and programs? If not, why not? Who reviews these forms and guidelines? How is the information used?
- (4) Procedure if a candidate has an unsuccessful field or clinical experience. How does the unit monitor success? What steps are taken if a candidate is not being successful?
- (5) Orientation sessions for supervising teachers. What orientations are provided? What is the content of those orientation sessions?
- (6) Development of technology skills by candidates in alternate route programs. How does the unit ensure that these candidates are using technology in their field experiences and clinical practice?
- (7) Understandings between advanced teacher leader programs and their P-12 or community professional partners. What written understandings exist?
- (8) Samples of advanced teacher leader candidate’s professional growth plan. What are the requirements for these growth plans? How are they being used by programs?

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Statement about the evidence

The theme of supporting diverse populations is integrated throughout the professional education unit's conceptual framework and program design and practices. The unit's mission statement notes that faculty members prepare "practitioners and educational leaders who can facilitate the learning of all children." Belief statements 1-3 state that all children can learn, all children have the right to a quality education, and diversity in school settings enriches the learning environment and enhances teaching and learning opportunities (IR and CF). Furthermore, diversity is one of the unit's targeted dispositions. Candidates' dispositions toward diversity are evidenced through three behaviors: (1) accepting others who are different in ability, race, gender, or ethnicity; (2) displaying respectful and responsive behavior toward ideas and views of others; and (3) interacting in a polite and professional manner with those perceived as different from self. Initial and advanced candidates' diversity dispositions are formally assessed in all rating instruments, both as a specific item plus as an inferred part of Kentucky Teacher Standards (KTS) 3 and 4 ratings.

Candidates' diversity dispositions are also formally assessed through critical performances in key courses and experiences in each unit program. For example, IECE majors scored between 78 percent-100 percent proficient in their IECE 321 and IECE 421 critical performances; between 98 percent-100 percent of secondary education candidates exhibited proficiency in several critical performances in SEC 352. Diversity experiences vary by program (see Table Y in IR). Candidates majoring in exceptional education undertake multiple diversity-related critical performance tasks. All initial candidates and some advanced candidates complete KTIP-style teacher work samples which focus upon identifying the students' cultural context and specific needs, creating goals to address these needs, assessing all students' existing knowledge and skill base, and designing/ implementing developmentally appropriate instruction based upon these data. Candidates pursuing degrees in education-related fields also address diversity within the context of their field's focus. For example, communication disorders candidates assess and continually review their Knowledge and Skills Acquisition (KASA) competencies each semester and write/implement remediation plans as needed. School psychology and library media education candidates' diversity dispositions are formally evaluated; both groups scored high in their disposition proficiency. The literacy program added a required course, LTCY 527, in which candidates construct strategic plans to overcome literacy barriers related to diversity. Candidates in the school counseling program take a required course, CNS 555: Social and Cultural Diversity in Counseling. In 2008-09, candidates scored 100 percent proficient on their personal culture critique assessments in that course. Aggregated candidate critical performance-disposition ratings range from 2.4-3.0 on a 3-point scale across the unit's programs (see Table Z in IR).

According to the 2007-08 EPSB New Teacher Survey Report, student teachers and interns have acquired the diversity dispositions. Student teachers, interns, cooperating teachers, and resource teachers used a four-point scale (excellent, good, fair, poor) to rate student teachers' and interns' diversity dispositions for multiple items:

- Item 9 – varying instruction for diverse student's needs: 84.76% excellent or good
- Item 22 – identifying social or emotional problems: 76.55% excellent or good
- Item 23 – understanding IDEA; 78.39% excellent or good
- Item 24 – dealing with students who have behavioral issues: 72.94% excellent or good

Field experiences target school settings that are culturally diverse, rural, and/or low-income. Because Bowling Green hosts and International Refugee Center, more than 20 languages are spoken in the local schools and there is a growing Muslim population from Bosnia. Every initial and advanced program identifies at least one clinical field placement or other related experience where candidates are placed in settings with ≥ 11 percent diversity (IR Table X). Of the participating school districts, 13 schools had ≥ 30 percent diversity and the majority of schools had a large percentage of students on free and reduced lunch. Initial candidates self-report the demographics of the student populations they serve during field experiences (see program assessments). In 2008-09, 817 candidates reported that 17 percent of the students were ethnically diverse and 48 percent of students qualified for free or reduced lunches. Eighty-eight percent of the candidates worked with at least one student with a special need (mostly learning disabled or gifted/talented); 93 percent worked with a student representing a diverse ethnic group (mostly African American or Latino/Hispanic). These statistics are similar to the self-reported demographic data the previous two academic years.

Advanced literacy candidates serve the diverse Bowling Green student population in various venues, including: providing diagnostic services for struggling readers, coaching an academic team, assisting with school-wide events, and consulting on literacy related grants. Candidates' proficiency toward the diversity disposition is evaluated throughout their field experiences and clinical experiences. Cooperating teachers rank candidates' ability to instruct children with special needs with scores of 2.78-3.10 on a 4-point scale (Tables U1-2 in IR). Since 2007, candidates' ratings for valuing diversity range from 99 percent-100 percent before and during student teaching and during advanced academic experiences (See Tables S1-4 and Table T in IR).

Candidates have opportunities to work with diverse faculty members. The institution has the highest percentage of African American faculty members in the state. All candidates at all sites have equitable access to these faculty members. According to Table 8 in the IR, approximately 10 percent of the 105 initial teacher preparation faculty members are faculty of color, and 71 percent are female. Of the 117 professional education faculty members in advanced programs, 12 percent are faculty of color, and 53 percent are female. These data reflect professors who teach both undergraduate and graduate courses. The unit's faculty diversity is similar to the institution's diversity: 11 percent are faculty of color, and 48 percent are female (n=1120). Blacks or African Americans are the most prevalent minority faculty population. The 515 school-based faculty who supervise clinical practices are mostly female (88 percent) and White (98 percent). Furthermore, a review of faculty vitae indicates that several faculty have made presentations or written publications focusing upon diversity. Many faculty also have served as

teachers, administrators, or specialists in public school settings. Since 2008, 12 initial candidates have completed a portion of their student teaching experiences in Germany, Mexico, Spain, or Belize. Because the institution is the new home for the Kentucky Institute for International Studies, the unit anticipates that unit faculty will teach (and candidates will attend) study abroad courses in various countries around the world.

Compared to the other five Kentucky state universities, this institution has three times the number of students of color in teacher preparation programs. Table 9 in the IR delineates the candidates' demographics. In the area served by the institution, 83 percent of the population is White, and 60 percent is female. In fall 2008, 90 percent of the 2,255 initial candidates were White and 74 percent were female; 92 percent of the 1,280 advanced candidates were White, and 81 percent were female. The highest minority candidate population is Black or African Americans.

The unit created the Minority Recruitment and Retention Center (MRRC) to actively recruit and retain diverse candidates. Up to 30-35 candidates have been involved in the MRRC program. The center coordinator visits middle schools, high schools, and community colleges to focus on Western events in addition to participating in college fairs and open houses to discuss education careers and to share scholarship information. He brings aspiring teachers to campus and works with the Male Leadership Academy, Multicultural Cadet Corp, and Future Educators of America (FEA) groups. To support current students' needs, the MRRC coordinator supports ACT, Praxis II, resume writing, and interview workshops for all students. He involves students in professional development sessions, and meets with them regularly. Institution faculty members collaborate with the Kentucky Department of Education and Kentucky Alliance of Black School Educators to identify and prepare teachers of color to become administrators. The unit offers dual credit for introduction to education courses and supports FEA clubs throughout the region. These "grow your own" efforts have brought 12 initial candidates of color to the unit's programs per year.

The institution's strategic plan, *Challenging the Spirit*, evidences the university's efforts to increase diversity in the student and faculty populations. The university "is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged, and socially responsible citizen-leaders of a global society" (see p. 79 in IR). The institution has included two diversity-related goals to (1) grow high quality, diverse and engaged student body and (2) enhance excellence through premier faculty and staff. The Chief Diversity Officer oversees the diversity initiatives. The President appoints Diversity Enhancement Committee members to support the Chief Diversity Officer's efforts. The institution's website delineates a plethora of diversity-related campus activities. Since its inception the number of faculty of color teaching education and other courses has steadily grown.

Advanced candidates also focus upon developing their diversity proficiency. For example, the education administration and leadership program developed cohorts of 8 participants in the Administrative Leadership Institute, a collaborative project with the Kentucky Department of Education, Kentucky Alliance of Black School Educators, and the institution. They also collaborated with the Green River Region Education Cooperative to pilot a program to reach diverse candidates in rural areas through tuition scholarships and varied course delivery methods.

Exceptional education faculty members recruit candidates through the institution's Black Student Caucus and Project TREE effort. Ten percent of the school psychology candidates are ethnically diverse due to the program's efforts to provide minority scholarships and graduate assistantships to undergraduate candidates who show promise.

4.2 Progress toward meeting the target level on this standard. Not applicable to this standard

4.3 Feedback on correcting previous areas for improvement (AFIs). No areas for improvement were cited for this standard at the previous visit.

4.4 Areas of concern related to continuing to meet the standard. None

4.5 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) Links to the institution's diversity plan and recruitment/retention practices. These links were not working at the time of the offsite meeting. What information do those sites contain related to this standard?
- (2) Goals and activities of the following groups that contribute to addressing diversity: International Committee, Male Leadership Academy, Multicultural Cadet Corp, and Future Education Association. How does the dual credit introduction to education course contribute to increasing candidate diversity?
- (3) The MRRC director's recruitment and retention efforts. What efforts are underway? How effective have the efforts been over the pass few years?
- (4) The incorporation of diversity in the Professional Certificate for Principals and GSKYTeach programs. What proficiencies related to diversity do candidates develop in these programs?
- (5) The roles of the Administrative Leadership Institute, Green River Region initiative, Project TREE, and the Bowling Green After School initiatives in addressing diversity issues. How does the unit work with these initiatives to increase and retain diverse candidates and faculty in the unit?

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Statement about the evidence

According to the IR and faculty vitae, faculty in the professional education unit is qualified for their teaching assignments and other professional roles they assume. The IR and faculty vitae provide evidence that all unit faculty members hold terminal degrees in the teaching area and or have validated experience for the roles they assume in the unit. The unit has an established protocol to evaluate credentials and experience of all faculty members who do not hold the terminal degree. According to the IR, this protocol requires the department heads and the dean to submit documents of the qualifications of persons without terminal degrees to the provost for approval.

The unit follows guidelines established by the Kentucky Professional Standards Board for the selection of cooperating teachers. According to the IR, 100 percent of the unit's cooperating teachers are licensed in the area they are supervising. Clinical faculty members are required to submit resumes and two letters of reference to the Director of the Office of Teacher Service for assessment and evaluation. Additionally, all new and returning clinical faculty members are required to participate in a mandatory training.

According to the IR, faculty have expertise in their teaching fields and model current research-based practices in their instruction that are consistent with the conceptual framework beliefs and values which are aligned to the Kentucky Teacher Standards. Evidence of instruction linked to the conceptual framework was not evident in the syllabi reviewed. Program assessments are planned such that faculty members structure instruction and assessments so that all candidates have an opportunity to demonstrate proficiency on each Kentucky Teacher Standard. Since instruction is aligned to the Kentucky Teacher Standards faculty work collaboratively to plan assessments that ensure candidates have an opportunity to demonstrate appropriate dispositions and engage in reflection.

Faculty members utilize a wide variety of instructional strategies and techniques. Faculty use technology as a tool and as an instructional delivery mechanism. The incorporation of technology is an integral part of the instructional delivery program. Faculty utilizes technology via the Internet, Blackboard, PowerPoint, DVD and other computer based technologies. The integration of technology at WKU has been facilitated by special **WKU e-train** project provided by the state of Kentucky.

Faculty participates in an annual review of their teaching, scholarship and service. Tenured professors participate in post-tenure review. Faculty members are required by policy to share the

results of *Student Input to Teaching Effectiveness* for their courses, and they must address areas of concern that are identified.

According to the IR, during the 2008-2009 academic year, 86 (70 percent) of the 123 faculty (excluding adjunct and part-time faculty) reported that they had published, presented or developed manuscripts. Faculty performance regarding teaching, scholarship, and service is well defined in the University Faculty Handbook. According to the IR, WKU faculty submitted 186 manuscripts for publication, 15 books or chapters in books, 62 journal articles published, and other professional works during the 2008-2009 academic year. Additionally, during this same year, 26 faculty members reported securing \$4,305,032 in external funding.

Faculty members self assess themselves each year on their teaching, research, and service, and prepare an annual report on which they reflect on how they compare with the departmental established criteria. Upon meeting with the department chair they must provide evidence of their self assessment and during their assessment meeting with the department chair, they must reach consensus regarding their performance. If a faculty member is deemed to be deficient by the department chair in any area, the department head prepares an improvement plan with goals.

According to the IR, faculty are able to receive faculty development support from the department chair and dean. An additional \$10,000 has been set aside to support faculty development earmarked for teaching. Faculty development is determined by the faculty members' annual evaluation. During the 2008-2009 academic, 71 (58 percent) of the 123 faculty reported participation in 285 professional development activities.

5.2 Progress toward meeting the target level on this standard. Not applicable to this standard

5.3 Feedback on correcting previous areas for improvement (AFIs). No areas for improvement were cited for this standard at the previous visit.

5.4 Areas of concern related to continuing to meet the standard. None

5.5 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) Reflection of the conceptual framework in instruction. How is the CF incorporated into instruction as shown in syllabi, assessments, or other sources?
- (2) Faculty scholarship. In what types of scholarship are faculty involved? How actively involved in scholarship are faculty members? How is the information on scholarly development being collected digitally? What is the unit learning from these data? How does this information inform the growth and improvement of faculty?
- (3) Faculty service to and participation in public schools. In what types of service to public schools are faculty engaged? What information is being collected in Digital Measures? How do faculty members participate in P-12 schools? To what extent do faculty provide service and are engaged in schools?

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Statement about the evidence

The Dean of the College of Education and Behavioral Sciences (CEBS) serves as the unit head for the preparation of teachers and other school personnel. The governing body of the unit is the Professional Education Council (PEC). The Council reviews and approves course and program changes and new or revised policies related to education. The Dean and the Director of the School of Teacher Education have responsibilities for the management, coordination, and operation of education-related programs. All programs in the unit are managed and overseen by the University's Office of Academic Affairs.

The Director of the Office of Teacher Services works with department heads to oversee orientation of candidates to education, academic advising, certification, and other routine processes involved from entry to educator preparation through matriculation, certification, and/or advanced credentials.

The Dean's Office has two Associate Deans who are assigned specific management and coordination duties. One Associate Dean is responsible for curriculum and academic program areas; the other Associate Dean is responsible for planning, assessment and accountability of programs. The Dean's Office also has a Director of Educational Technology and a manager of the Educational Technology Center.

The Dean directs unit personnel to involve an inclusive body of stakeholders who contribute to program design, implementation, and evaluation. Evidence of this involvement includes the Professional Education Council, advisory boards and councils within and outside the college, the Educational Leadership doctoral program, redesigned Teacher Leader master's degree, Kentucky Teacher Internship Program (KTIP), mentoring in the field and in clinical experiences, focus groups, and stakeholder participation in ongoing unit-wide assessment and annual program reports. There is evidence of collaboration and commitment across university colleges in program design, implementation, evaluation, program and assessment reports, and in grant development and implementation (e.g., STEP and SKyTeach initiatives).

Evidence was provided that the university and professional education unit's recruitment and admission policies are clearly and consistently articulated in university catalogs, unit materials, calendars, publications, advertising, brochures, and online resources. Additionally, information and content regarding application processes and program requirements, including key transition points, are part of an annual review process required by the university whereby revisions are addressed systematically as appropriate. The unit has processes in place to ensure accessibility, accuracy, and transparency for candidates and constituents.

One of the Associate Deans oversees student services, including advising and counseling. Candidates are required to attend an orientation meeting to guide them through the admission process. The unit has full time advisors and adequate support staff who supports candidates in addition to the support candidates in identified programs receive from faculty advisors. Unit faculty members are required to participate in university professional development on advising which include an array of documented sessions. Examples of how advanced programs offer orientations include as part of beginning program courses, Blackboard orientation modules, or faculty office hours at off-campus sites.

The CEBS's budget is comparable to other budgets of units on campus. Evidence indicates that funding is adequate to support curricular programs and the preparation of educator preparation candidates to meet standards. The unit budget supports teaching, scholarship, and service that extend beyond the unit to make a positive impact in the P-12 community. According to the operating budget for 2007-08, the unit allocation was \$10,940,159, representing a four percent increase across the college and all academic departments. In response to ongoing state budget reductions, the overall operating budget for the college decreased by 3 percent (\$10,940,159 in 2007-08 to \$10,624,660 in 2008-09). Although recent faculty salary increases were minimal (\$504 with some additional funds for salary compression and market adjustments), faculty received additional compensation during a period of budgetary cuts.

The CEBS has adequate funds for equipment allocations, in light of anticipation of new equipment costs associated with the new CEBS building, which provides evidence of institution's commitment to the CEBS. The new facility will consist of 112,600 gross square feet and will include state-of-the-art architecture and technology. Allocations for faculty travel to support scholarship and service and funds for internal grants are appropriate to meet standards.

Based on fiscal and other evidence provided in the IR and Exhibit Room, the university and unit appear to be committed to the support of maintaining and enhancing program quality, increasing student enrollment in educator preparation programs, moving to hybrid and alternative delivery modes for programs, and exploring efficiencies in scheduling to address enrollments, mentoring and support for candidates, and in response to candidate and constituent feedback.

The unit follows campus-wide policies in the *WKU Faculty Handbook* concerning faculty workload, tenure and promotion, and other faculty-related matters as policies articulate in the handbook. Faculty members maintain a typical teaching load of 12 credit hours per semester for an annual load equivalent of twenty-four semester credits. This load represents approximately 75 percent of the total annual workload of a faculty member with 25 percent of the work plan devoted to research and service. Faculty who teach in graduate programs maintain assignments of 18-24 credit hours per academic year, negotiable with evidence of productivity in research or creative activity equivalent to the load reduction. Processes are in place to ensure fairness and equity in agreed upon deviations from the typical faculty workload. The university has a mechanism in place to determine teaching load for laboratory course and instructional programs where typical hour equivalents are not applicable. Work load policies encourage faculty engagement in a range of professional activities aligned with the mission of the university and unit that include teaching, research and/or creative activity, and service. For supervision of clinical practice, supervision of 4.5 student teachers constitutes an equivalent teaching load of 3

credit hours. Department Chairs have a typical teaching load of twelve credit hours per year. The Dean, Associate Deans, and Assistant Deans teach from one to two courses each semester depending on the extent of their responsibilities and negotiated in their annual workload agreement. Part-time instructors are evaluated by department heads as is specified in the *WKU Part-Time Faculty Handbook*.

Policies and practices related to instructional improvement and professional advancement of faculty through research and service may be approved on a limited basis in accordance with transparent and articulated guidelines presented in the IR and exhibit room. The Faculty Welfare and Professional Responsibilities Committee is a standing committee of the University Senate and makes recommendations for the work of faculty as scholars, teachers and service providers and provides a mechanism for faculty grievance.

There are various forms of support for faculty professional development in the unit. The Dean sets aside adequate recurring funds for these purposes. These include an “Excellence” fund to which faculty may apply; the Office of Academic Affairs provides additional funds to the CEBS for faculty development and competitive funds for a Unit Productivity Award; the Provost’s office provides a Provost’s Initiatives for Excellence (PIE) grant; and other university entities on campus provide by application or competitive sources for faculty development.

One or more office associates are provided to departments and programs as determined by faculty size and numbers of candidates. Unit central administrators, a grants administrator, an Educational Technology Center (an arm of the WKU Library system and housed in the CEBS), an Office of Teacher Services, a Minority Teacher Recruitment Center, an alternative route coordinator, and student workers provide support for the unit and its operations. A mechanism is in place for the Dean to request additional personnel support through the Provost’s office. The Dean ensures that support personnel are engaged in administrative council and staff meetings through the supervisory and governance structures of the unit.

Additionally, the unit ensures resources to maintain and enhance operations to support candidates meeting standards in their field of study. The Dean and his cabinet oversee annual requests to secure resources for personnel, equipment, and infrastructural needs including capital improvements. The unit also encourages personnel to seek and secure internal and external funding for research, professional development, and enhancement of educational programs.

Evidence exists that the proportion of personnel including administrators, faculty, and staff, classrooms, faculty offices, library, technology, and other university facilities and infrastructure support the various teaching, research, service and other activities of faculty and staff in the unit and that these elements and structures adequately, and in some cases more than adequately, support the program and field and clinical experiences of candidates in educator preparation programs. Evidence is provided of technology hardware and software and personnel to more than adequately support programs and candidate experiences. Software purchases and evidence of mechanisms for access of educational and research software for candidates, faculty and part-time faculty is well documented. The WKU Libraries’ holdings and the Educational Resources Center provide university and unit access to print and electronic resources and academic materials. Departments within the CEBS have a faculty member who works with a library liaison to ensure

support for the unit related to library services and to collaborate to expend annual allocations for books and other library resources.

Accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternative route programs, is supported through electronic means through the WKU Libraries which provide reference and research assistance online or by telephone. WKU Libraries also mails and delivers electronic resources to on-campus and off-campus students. A majority of the libraries' online databases are accessible from remote access through the proxy server, and satellite campuses have professional librarians or trained staff to assist candidates.

6.2 Progress toward meeting the target level on this standard. Not applicable

6.3 Feedback on correcting previous areas for improvement (AFIs). No areas for improvement were cited for this standard at the previous visit.

6.4 Areas of concern related to continuing to meet the standard. None

6.5 Evidence for the Onsite BOE Team to validate during the onsite visit

- (1) Roles of Associate Deans. Is the Director of the School of Teacher Education also an Associate Dean for curriculum and academic programs? Or are these separate positions? What are the responsibilities of the other Associate Dean who appears to oversee research (web information/directory title compared to title in the IR) and structures for oversight and support of grants management in the unit and outside of the unit?
- (2) Candidates' access to faculty advisement. Do all candidates have access to faculty advisement? It appears that some program candidates have access only to advisors through the Office of Teacher Services. How adequate is the advisement for candidates? How do faculty advisement assignments affect faculty loads?
- (3) Specific data and fiscal information related to off-campus sites including Glasgow, Elizabethtown and Owensboro campuses.
- (4) Comparative budget information . How does the budget for CEBS compare with other university units, especially units with clinical components?
- (5) Resources and support for the school psychology program (condition from last visit). How have these changed since the previous visit?
- (6) Resources for online programs. How do these compare to online programs in other academic and professional areas? How adequate are the resources?

Sources of Evidence

Western Kentucky University's Institutional Report
Annual Reports and Program Reports in NCATE's Accreditation Information Management System (AIMS)
Website and Exhibits of Western Kentucky University