Western Illinois University
NCATE Addendum Report

This Addendum and accompanying exhibits provide information in response to the questions and concerns included in the report from the off-site team's review of our Institutional Report. **Note:** Reviewers experiencing difficulties with any link can also access the report at [http://www.wiu.edu/coehs/ncate](http://www.wiu.edu/coehs/ncate)

### Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

1.4 Areas of concern related to continuing to meet the standard

1. There is no clear and accurate list of all programs in the unit.

The program list entered into the Manage Programs section on the AIMS website has been updated. NCATE required tables two and three have also been updated.

- [Revised Table 2: WIU Initial Teacher Preparation Programs and Their Review Status: 2010-2011](#)
- [Revised Table 3: WIU Advanced Preparation Programs and Their Review Status: 2010-2011](#)

The AIMS website now includes Agriculture Education which is an initial program approved by the Illinois State Teacher Certification Board. AIMS also includes two additional initial preparation programs, Music Education and Art Education. On June 26, 2008, the Music program was accredited by the National Association of Schools of Music (NASM) until 2016-2017. On May 13, 2010 the Art program was accredited by the National Association of Schools of Art and Design (NASD) through 2015.

- [Approval Letter from the National Association of Schools of Music (NASM)](#)
- [Approval Letter from the Schools of Art and Design (NASD)](#)

The AIMS system now reflects the Bilingual/ESL endorsement area. Since they are elementary education majors, data for candidates seeking this endorsement were reported within the ACEI SPA report. We will report the data from their unit level assessments as a distinct area. Candidates who qualify for the Bilingual/ESL endorsement also qualify for the temporary Transitional Bilingual endorsement, so this area should not be listed as a separate program.
Early childhood special education is an approval on the early childhood certificate and is not a separate program.

Information about the Communication Science Disorders (Speech and Language) program has been corrected in the AIMS system to reflect the fact that it is an advanced program that is accredited by The Council on Academic Accreditation (CAA) through March 31, 2017.

Approval Letter from The Council on Academic Accreditation (CAA)

The AIMS system has been updated and no longer indicates that we have programs entitled Supervision – District Level or Supervision – District Level/Alternative Certification. Those programs are now listed in the AIMS system as Superintendency (District Level) and Superintendency (District Level/Alternative Certification). The AIMS system confirms that they both were reviewed by the ELCC SPA in 2010 and were awarded full recognition until 2019.

The Technology Specialist program was recently approved by the Illinois State Board of Education and its first graduate completed the program this past spring. The Technology Specialist Assessments, Scoring Guides, Data Tables, and Summaries provide information about the performance of candidates to date.

The Special Education Graduate Program and the Elementary Education Graduate Programs are now listed in the AIMS system and in the Revised Table 3: WIU Advanced Preparation Programs and Their Review Status: 2010-2011

2. Data are not provided on all unit assessments.

The Universal Design Assessment, Reflective Paper #1, Reflective Paper #2, Disposition Check #3, Student Teaching Clinical Experience Final Evaluation, and the Western Teacher Work Sample are all unit-level assessments. They are not required to be included in SPA reports though some programs do use them for program data.

Universal Design Assessment Data Tables and Summaries Disaggregated by Campus
Reflective Paper #1 Unit Assessment Data Table
Reflective Paper #1 Unit Assessment Data Summary Disaggregated by Campus
Reflective Paper #2 Unit Assessment Data Table
Reflective Paper #2 Unit Assessment Data Summary Disaggregated by Campus
Disposition Check #3 Unit Assessment Data Table
Disposition Check #3 Unit Assessment Data Summary Disaggregated by Campus
Student Teaching Clinical Experience Final Evaluation Unit Assessment Data
Candidate performance on unit assessments, as described in the Unit Assessment Data Summaries above, indicate that candidates met state and institutional standards. The Unit Assessments Alignment Matrix provides an overview of the relationship between assessments and standards.

1.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

1. Follow-up studies of graduates and data tables of results for advanced programs.

Graduates of the Principal Program and their supervisors are surveyed annually with the Educational Administration Graduate Assessment. The survey provides specific information on the skills of our graduates related to the Illinois Professional School Leader Standards for the purpose of identifying areas of improvement for the WIU Principal Program. Additionally, the survey provides data about the usefulness or value of instructional and practicum experiences from the perspective of recent graduates. The graduates utilized a 4-point scale to respond to questions that asked “To what extent do you understand and to what extent does the subject use or practice Standard XYZ?” The employers utilized a 4-point scale to respond to corresponding questions that asked “To what extent does the subject of this survey understand and to what extent does the subject of the survey use or practice Standard XYZ?”

The data charts present data collected from graduates and their supervisors one year following their graduation. In 2008, data from the graduates indicate that 91 to 100% “completely” or “mostly” understood the Illinois Leadership standards and 52 to 90% reported that they used these standards “all” or “most” of the time. Data from their supervisors indicate that 80 to 100% “completely” or “mostly” understood the Illinois Leadership standards and 73 to 100% reported that the graduates used these standards “all” or “most” of the time. In 2009, data from the graduates indicate that 80 to 100% “completely” or “mostly” understood the Illinois Leadership standards and 60 to 100% reported that they used these standards “all” or “most” of the time. Data from their supervisors indicate that 100% “completely” or “mostly” understood the Illinois Leadership standards and 85 to 100% reported that the graduates used these standards “all” or “most” of the time. In 2011, data from the graduates indicate that 93 to 98% “completely” or “mostly” understood the Illinois Leadership standards and 79 to 99% reported that they used these standards “all” or “most” of the time. Data from their supervisors indicate that 82 to 97%
“completely” or “mostly” understood the Illinois Leadership standards and 63 to 84% reported that the graduates used these standards “all” or “most” of the time. Overall, the data from both graduates and their supervisors indicate that graduates understanding of Illinois Leadership standards is more developed than their use of those standards.

The School Counseling Program surveys their program graduates annually. In Spring 2011, 19 School Counseling graduates completed the survey. Data indicated a high level of satisfaction with the formal program course work, practicum, internship, interactions with their peers, and overall training. Responses to open-ended questions confirmed this data. Data from returned surveys are aggregated and open-ended responses are summarized. Departmental faculty analyze and discuss the data annually for program improvement.

The Technology Specialist Program is newly approved and has only had one graduate from its program to date. Faculty have created an Instructional Design and Technology Survey of Graduates to be used to determine the value of the program in the graduates’ careers. The survey will also assess graduates’ satisfaction with the program. Surveys will be sent to graduates who are two and five years out of the program. Returned surveys will be analyzed annually by all members of the Instructional Design Department. Items will be tallied and open-ended responses will be transcribed and summarized. The Chair will disseminate the analysis of the data to the departmental faculty and the Graduate Committee and revisions will be sent to the Unit (UTEC) for approval.

Previous follow-up studies of graduates from the School Psychology Program have provided limited data that was not found to be useful for program improvement. Consequently, the School Psychology Program is in the process of designing an online survey of program graduates to be administered after three years of experience. The survey will provide data about how the program training impacted graduates’ performance as a School Psychologist.

The Special Education, Elementary Education, and Reading Specialist Graduate programs have created surveys to assess graduates’ understanding and use of the standards for their respective programs. These surveys will be sent to candidates one and three years following graduation. Survey data will be analyzed by the Graduate Coordinator of each program and reported to the program faculty. The faculty will propose program revisions, when needed, which will be presented to the department’s Graduate Committee for approval. Any program or course revisions will be taken to UTEC and the college and university committees for approval.

Educational Administration Graduate Assessment
Principal Program Graduate Assessment Data Charts: 2011, 2009, and 2008
School Counseling Graduate Assessment Data Charts
2. **Summaries of the results of employer feedback on graduates.**

Two hundred fifty employers were asked to complete a follow-up survey concerning WIU teacher education graduates from 2007-2008 and 2008-2009 who would have been employed for one year at the time of each survey about graduates’ understanding and practice of the eleven Illinois Professional Teaching Standards, two Technology Standards, one Literacy Standard, and one Student Learning Standard related to content that were in place at that time.

The employers utilized a 4-point scale to respond to questions that asked “To what extent does this teacher understand and to what extent does this teacher use or practice Standard XYZ?” The range of employer responses (employer responses are reported in the second half of the linked document) indicated that 77-91% of the 2007 – 2008 graduates “Completely” or “Mostly” understood the standards listed above, and 71- 89% practiced those standards “All” or “Most” of the time. The range of employer responses indicated that 76-99% of the 2008-2009 graduates “Completely” or “Mostly” understood the standards, listed above and 69-96% practiced those standards “All” or “Most” of the time. Overall, employers reported that WIU teacher education program graduates exhibit high levels of understanding and use of the skills reflected in the eleven standards.

3. **Scoring guides and data for candidates’ dispositions in advanced programs.**

The Educational Leadership Department assesses the dispositions of their candidates in their Principal program and both Superintendency programs within courses and utilize components of the State content test.

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**Instructional Design and Technology Survey of Graduates**

**Special Education Graduate Survey**

**Elementary Education Graduate Survey**

**Reading Specialist Graduate Survey**

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Graduate and Employer Follow-up Study Responses of Graduates Understanding and Practice of Standards

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Rubric for the Assessment of Dispositions of Candidates in the Principal Preparation Program

Disposition Data Table for Principal Preparation Program

Rubric for the Assessment of Dispositions of Candidates in the Superintendent Preparation Program

Disposition Data Table for the Superintendency Preparation Program

Rubric for the Assessment of Dispositions of Candidates in the Alternative Certification Initiative for Superintendent Preparation Program
The School Counseling Program uses two different methods to evaluate the dispositions of their candidates during the program. Both methods of evaluation provide feedback on candidates’ ability to demonstrate behaviors that reflect the departmental personal and professional disposition list. Faculty evaluate candidate dispositions on a regular basis while candidates are engaged in coursework and program activities. Candidates are provided with information about the results of that evaluation through informal instructor conferences, personal interviews, and formal, written notification. This evaluation provides candidates with an ongoing assessment of their progress, addresses strengths and weaknesses, and encourages improvement through the identification of individualized plans for remediation as needed.

In addition, the School Counseling faculty conduct a joint annual review of all candidates who have been admitted to the program. Along with other components, this review evaluates the candidates’ personal and professional dispositions and results in personalized recommendations based upon faculty consensus. Candidates are notified of the results of this departmental evaluation in writing. Candidates whose performance is unsatisfactory are directed to meet with their advisors to discuss resolution of problem areas.

The Technology Specialist Program is newly approved and has only had opportunities to evaluate a small number of candidates. They use the same Disposition Assessment tool used with all initial candidates at five times throughout the program. All five administrations of the Disposition Assessment occur at the end of each Technology Specialist course.

The data for the 2009-2010 and 2010-2011 school years show that 100% of the candidates “met” or “exceeded” expected levels of proficiency on all six disposition indicators, providing strong evidence of candidates’ ability to meet the required professional dispositions.

The School Psychology program utilizes an assessment tool entitled Professional Work Characteristics. The checklist reflects 15 essential dispositions using a 5-point Likert scale that ranges from Needs substantial improvement (Close supervision and monitoring is called for in this area) to An area of exceptional strength (Greatly exceeds what is expected for a trainee at this level).

The professional work characteristics of the School Psychology candidates are assessed each of the four semesters that they are on campus. These checklists allow the faculty to provide ongoing feedback to candidates at the conclusion of each semester about their professional dispositions. As candidates get feedback from faculty, they are offered suggestions for addressing the issues that are raised. The candidates are encouraged to use practicum course time to practice
the professional skills that they would use in the public schools. The data, which is available in the link following the assessment rubric, shows that the mean rating of the Spring, 2011 candidates at the conclusion of their program was 3.49 out of 5 possible points. A rating of 3 indicates candidates are on target or above with their professional demeanor at this point in time.

Two methods are used to assess the dispositions of candidates in the Reading Specialist program, the Elementary Education Graduate program, and the Special Education Graduate program. In the first assessment, these programs use a disposition checklist that is aligned with the unit’s assessment of dispositions in the initial programs. Each of these three graduate programs utilize a second assessment that evaluates the use of dispositions in candidates' practice through the examination of action research projects, reflective papers, and practicum observations. Data indicate that candidates successfully demonstrate professional dispositions that impact students learning.

School Counseling Personal and Professional Disposition List
Technology Specialist Disposition Assessment Tool
Technology Specialist Disposition Data Table
School Psychology Professional Work Characteristics List
Reading Specialist Dispositions Assessment and Data Tables
Special Education Graduate Dispositions Assessment and Data Tables
Elementary Education Graduate Dispositions Assessment and Data Tables

4. Clarification of the data presented in the Disposition data tables – it is not known if the tables collapse data from all checkpoints and across all campuses.

The Disposition data tables for 2009-2010, 2008-2009, and 2007-2008 reflect data aggregated across the two campuses that was obtained on the Disposition Check 3 assessment. Since the original disaggregated data indicated no differences between the two groups the data was aggregated in the tables.

5. Provide more information regarding contemporary cognitive science theoretical framework and an explicit framework of the phases in the development of expertise in teaching (e.g., a picture of the model, examples of how it has been employed, etc.).

Contemporary cognitive scientists view learning as a function of information processing. This is elegantly expressed in the following quote by Pinker (1997): "The mind is what the brain does; specifically the brain processes information, and thinking is a kind of computation" (p. 21). Essentially, the human brain is an organ (or set of organs) designed to process information provided via the senses, and equipped with the capacity to model possible states of the world based on the information available to it, tailored to the goals of the individual. Such goals are centered on the physical, biological, and social environments in
which individuals are embedded, adapted to specific conditions and circumstances, and developmentally tuned and calibrated.

Cognitive scientists are also in wide agreement that the processing of information occurs at two levels (Bargh & Morsella, 2008; St. B. T. Evans, 2008) and that everyday learning and academic learning are related, but distinct (Geary, 1995, 2005; Willingham, 2010) processes. At Western, based on research in cognitive science, we have adopted and adapted the following big ideas:

- Cognition is what the brain does, and what the brain does is best construed as information processing
- Cognition operates on two levels, L₁ (implicit; largely unconscious and effortless) and L₂ (explicit; conscious and effortful)
- Cognitive development is natural and spontaneous (largely implicit), academic cognitive development (largely explicit) is not
- The mechanisms (brain/mind) and processes underlying cognitive development and academic cognitive development are related yet distinct
- Individuals differ both in terms of implicit cognitive mechanisms (largely innate and modular) and explicit cognitive dimensions (centered on general intelligence and problem solving in novel domains)
- Academic cognitive development involves a novice to expert developmental sequence that requires training and is domain specific

In accordance with these ideas, the WIU Teacher Preparation Program is grounded in the notion that teacher candidates begin as novices and move through a developmental process that leads them to initial expertise in their chosen profession. We operate from the assumption that great teachers, as is true of experts in every complex domain, are made rather than born. The achievement of expertise requires knowledge, commitment, reflection, action, and deliberate practice (Ericsson, 2006; Feltovitch, Prietula & Ericsson, 2006). Such an aim is directly connected to the knowledge, skills, and dispositions as defined in the target level of standard one in the NCATE framework.

Based on a combination of ideas adapted from contemporary cognitive science, research literature specific to the study of the development of expertise, and the NCATE focus on knowledge, skills, and dispositions, we have articulated an eight stage model of the development of expertise in teaching (Lindner, Carson, Dooley & La Prad, 2010). The model allows us to determine where an individual is, or should be, in the process of becoming an expert teaching professional, as well as where they need to be going if they are indeed to develop the characteristics of true expertise.

Contemporary Cognitive Science Framework Reference List
6. Supply examples of how the process of identifying the “big ideas” has been infused within or across programs.

As noted above, the WIU Teacher Education and Other School Professionals Preparation Program rests on a solid scientific foundation – cognitive science - and is dedicated to developing, and operationalizing, an explicit framework of the phases of the development of expertise in teaching and related professions.

To move candidates along the developmental path to expertise, we employ the notion of a learning progression based on the “big ideas” of a field or domain (Pellegrino, 2006). Learning progressions, in this light, are defined as: “...empirically grounded and testable hypotheses about how students' understanding of, and ability to use, core ... concepts and explanations and related ... practices grow and become more sophisticated over time, with appropriate instruction” (Duschl et al, 2007). The idea of a learning progression allows our program to organize the various content areas candidates must learn and also describe a route towards more sophisticated knowledge and understanding. It also allows us to specify the connections between ideas, domains, and practices candidates need to build an integrated knowledge framework and develop potential instructional strategies and learning tasks to help candidates move from one level of expertise to the next. Ultimately, the aim of this time and labor intensive process is to provide an integrated program operating on the basis of the best science and practices available.

With the above stated aims in mind, last year, faculty in the department of Educational and Interdisciplinary Studies (EIS), given their foundational role in candidate preparation, were the first Unit component asked to identify the core or “big ideas” that represent the central basis for the content of each course in the professional course sequence for education majors for which the department is responsible (EIS 201, 301, 302 and 401). A sample diagram and description of a more fully articulated version of the big ideas framework for EIS 301 illustrates how we are beginning to integrate the ideas into our initial teacher program. At this juncture, these are the only courses in the Teacher and Professional Education curriculum that have articulated a developed form of the curriculum restructuring necessitated by the “big ideas” framework. The reason for starting the process with these classes is that the majority of our candidates take one or more of the EIS courses as part of their professional core preparation across the Teacher Education Unit at Western.

Other programs and components of the Teacher and Professional Education Unit were introduced to the framework of big ideas during a Teacher and Professional Education Faculty Retreat in August of 2010, and on October 15, 2010, for the Elementary education program, and November 12, 2010, for the Secondary education programs, during our Continuing Conversations colloquia. During both of the latter two sessions, a panel of individuals from departments and programs in the Unit presented and discussed their perspectives on how
such a process might work in their areas of responsibility. The plan is to continue this process during 2011-2012 until all programs and departments involved in the Unit have gone through the process. This will be subsequently followed by an effort to integrate the use of the “big ideas” across programs. Given its complexity and the number of programs involved, we anticipate that the process will take a number of years to fully implement.

Hey, What’s the “Big Idea”? Document
Sample Diagram and Description of a More Fully Articulated Version of the Big Ideas Framework for EIS 301

7. Data from the Universal Design Assessment administered at Checkpoint 2 should be disaggregated for each campus as it is aligned to the conceptual framework elements.

The Universal Design (UD) Assessment data indicates that at least 87% of all candidates on both campuses scored at the acceptable or target levels for all six proficiencies. For at least one semester of the reported data, 100% of the Quad Cities candidates scored at the “Acceptable” or “Target” level for each of the six proficiencies. During at least one semester of the reported data, at least 93% of Macomb candidates scored at the “Acceptable” or “Target” level for each of the six proficiencies. Macomb candidates were least proficient on the “Assessment” indicator that evaluates their ability to adapt assessment techniques for diverse learners. Quad Cities candidates were least proficient on their use of “Perceptible Information” and “Tolerance for Error” as methods for adapting instruction for diverse learners. Overall, all candidates were most successful in their use of “Size and Space” to adapt instruction.

In Fall, 2011, the 2010 Revised Principles of Universal Design have been introduced, enabling candidates to more fully understand and develop skills in applying strategies for accommodating students with a range of cultural and individual needs. Rubrics have been revised to collect data concerning these new principles. We will monitor candidate performance on these revised proficiencies.

Universal Design Assessment Data Table Disaggregated by Campus

**Standard 2: Assessment System and Unit Evaluation**

2.3 Feedback on correcting previous areas for improvement (AFIs)

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<tr>
<th>AFI Number &amp; Text</th>
<th>Apply to</th>
<th>AFI Rationale</th>
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<tbody>
<tr>
<td>AFIs continued from last visit:</td>
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1. The unit's assessment system for the School Psychology program does not include a mechanism for gathering data from employers of program graduates.  

| ADV | The unit assessment system does not collected data from employers of program graduates of the school psychology program. |

The School Psychology program recognizes the importance of surveying its graduates and their employers. Since the last NCATE visit, the program has been revised and resubmitted for SPA approval and is now approved. It has also undergone changes in leadership at the department chair and program chair designee levels. It is currently in the process of designing an online survey to distribute to graduates and their employers after three years of experience in the Summer of 2012 and annually thereafter.

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

1. **File of student complaints and unit's resolution of them.**

   Files will be available on-site.

2. **Methods used to evaluate initial and advanced candidate performance on dispositions.**

   The dispositions of initial candidates are assessed with the same indicators three times prior to graduation and certification. Two dispositions checks are completed prior to receiving approval to student teach and the third disposition check if completed prior to graduation/certification. Faculty evaluate initial candidates on Disposition Check #1 (DC1) as candidates complete EIS 302, Multicultural and Social Foundations of Education. During this course, candidates complete a focused experience, with a related reflective assignment, in schools with diverse populations. Additionally, EIS 302 faculty place a strong emphasis on the importance and meaning of the unit dispositions, encouraging candidates to reflect on their own dispositional behaviors and providing feedback as candidates address their personal growth. Teacher education faculty evaluate initial candidates again on Disposition Check #2 (DC2) during their content-specific methods courses and/or field experiences. In some departments like Curriculum and Instruction this evaluation is completed collaboratively. Prior to program completion and approval for certification student teaching mentor teachers complete a midterm and final evaluation of candidates using Disposition Check #3 (DC3). The student teaching mentor teachers share their evaluations of the candidates in a conference, allowing them to provide constructive suggestions and feedback directly to each candidate.

   Initial candidate dispositions are also evaluated in Reflective Paper #1 (RP1) and Reflective Paper #2 (RP2). RP1 occurs as a requirement for Admission to the Teacher and Professional Education Program. It requires candidates to discuss each disposition and develop a plan for addressing weaknesses related to dispositions.
Candidates complete RP2 while student teaching and as a requirement for graduation and certification. In RP2 candidates provide examples of the use of dispositions in effective teaching.

Rubric for Disposition Checks #1,2, and 3
Rubric for Reflective Paper #1
Rubric for Reflective Paper #2

Methods used to evaluate advanced candidates’ dispositions are explained earlier in this addendum in section 1.5.3.

**Standard 3: Field Experiences and Clinical Practice**

There are indeed variances between the field experiences identified in the IR Overview and Conceptual Framework Exhibit, the field experiences identified in the IR Standard 3 exhibits, and this Revised Table 7. The courses identified in the IR Overview and Conceptual Framework Exhibit are all courses that require a more substantive field component. The IR exhibits only included syllabi from those courses with a substantive field component. While several other courses include a field component, they reflect varied and unique programmatic expectations. Standard 3 IR exhibits for field experiences should have included descriptions for AGED 131, AGED 439, and MUS 332. Those descriptions are being provided in this addendum. The table above has been revised to include the bilingual education program and field experiences for the Elementary Education and Physical Education programs that were inadvertently omitted in the original report. In addition, the number of clock hours for EIS 303 and was corrected from 30 to 35 hours.

Revised Table 7: WIU Field Experiences and Clinical Practice by Program
AGED 131 Syllabus
Ag Ed 439 Syllabus
MUS 332 Syllabus

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

1. **Contracts or memoranda of agreement with partners.** (Although two blank sample contracts were included in the evidence, no actual copies of contracts or formal memoranda of agreement were provided.)

Contracts will be available on-site.

2. **Database that indicates candidates are being assured diverse field/clinical placements.** Who tracks these and all placements?
The unit maintains data about field/clinical placements for each initial candidate on the university mainframe computer system. Each semester, field and clinical experiences supervisors submit placement information for each candidate, including school, grade level, mentor teacher, and WIU supervisor, to CPEP to be entered into the system. Once the information is in the system, it can be viewed by program chairs to assist in the identification of appropriate future placements that ensure a diversity of field/clinical placements. The system physically maintains this information while the process assures placements in diverse settings.

**Unit Procedures to Facilitate Diverse Experiences**

3. **Evidence that demonstrates the unit and its partners design, implement, and evaluate field experiences and clinical practice.**

   Field and clinical mentor teachers complete a survey that provides data about the structure of the experiences, placement of the candidates, quality of interactions with candidates and WIU supervisors, amount and type of paperwork, and length of the experience. Open-ended questions also provide information about additional strengths and weaknesses of initial level field and clinical experiences. Data indicate that mentor teachers agree or strongly agree with the appropriateness of the experience and their involvement in placement and evaluation decisions.

**Mentor Teacher Survey Feedback and Data**

4. **How does the unit ensure that candidates in advanced programs participate in field experiences, practica, and internships that provide interaction with diverse student populations?**

   Each advanced program has established procedures for placements in field experiences, practica, and internships appropriate for program content and the employment status of candidates.

   The internship for the Principal program has been redesigned to comply with the new Illinois rules that will require interns to “be exposed to and to participate in a variety of school leadership situations in settings that represent diverse economic and cultural conditions.” The Superintendent internship is beginning the redesign process to comply with the new rules.

   Candidates in the School Counseling program complete practica and internships in sites that have a population that reflects diverse characteristics. The department requires approval of all placements prior to candidates’ working in those sites. Departmental approval allows for monitoring of diverse experiences for all candidates.
Technology Specialist program candidates use a Diversity Experience Tracking Sheet to document their experiences with students at different building levels, locations, gender, race/ethnicity, exceptionalities, and linguistic diversity to ensure experiences in diverse setting. The tracking sheet reflects eight required experiences and is included in the candidates’ portfolio. Candidate documentation data is systematically reviewed by the Technology Integration coordinator and/or the Technology Specialist review committee.

School Psychology candidates are required to meet the domains of training required by NASP Standard 5, which directly addresses student diversity in development and learning. Candidates are required to chart the number of students with whom they work during practicum and internship experiences. When a review of candidate documentation indicates limited exposure to diverse groups’ the candidate is required to participate in additional experiences with diverse populations.

To ensure the diversity of practica placements, the faculty in the Reading Specialist Program use school diversity data to select the sites for each of the K-6 and 7-12 practicum experiences for candidates at the WIU Quad Cities campus and the Springfield sites. The success of these tutoring experiences has resulted in consistent use of these diverse school settings. At the WIU Macomb campus, reading specialist candidates primarily work with children from the Macomb School District. Although Macomb is a district with diverse students, in an effort to provide a wide variety of experiences to candidates in the K-12 Reading Specialist Program, the practicum supervisor contacts the principals in the Macomb School District to share information about the reading practica with parents of English Language Learners. Because the Macomb School District does not offer a bilingual program for the children of international students studying at Western Illinois University, the practica provides a rich opportunity for English Language Learners to develop their literacy skills working one-on-one with graduate students who are currently full-time teachers. The English Language Learners were in grades Pre-K through high school and were from Mexico, Japan, China, the Philippines, Korea, Russia, Saudi Arabia, and the Congo in Africa.

The majority of candidates in the Elementary and Special Education graduate programs are full-time employees in schools that serve diverse cultural, linguistic, socio-economic, gender, ethnic, and/or exceptional populations. As candidates complete their action research project, they are required to focus on the learning needs of specific, diverse learners.

Diversity Experience Tracking Sheet
School Psychology Practicum and Internship Diversity
5. **Is a remediation plan somewhat consistent across programs and levels (for example, the one described by the psychology program), and how many candidates typically need one?**

At the initial level, remediation plans include the following components: 1) a statement of the area of concern, 2) the goals of remediation, 3) the steps that the candidate must take to address or remediate the area of concern, 4) potential sources of assistance and helpful materials, people, courses, etc., 5) the timelines for completion of the remediation plan, 6) the methods for evaluating whether the goals have been met, and 7) the individual(s) who will evaluate whether the goals have been met. Typically, about two to four field experience candidates and about one to three student teachers require a remediation plan during a semester.

Programs at the advanced level have components in their remediation plans that are similar to those used at the initial level. Each advanced program adapts these components to meet the needs of their candidates. The members of the graduate committee in the Educational Leadership Department, which includes the Principal and Superintendent programs, discuss the candidates’ problem and develop a customized remediation plan. In the School Counseling program two members of the faculty meet with the candidate to examine the problem and create a professional development plan. In the Technology Specialist program, individual faculty meet with the candidate to discuss the identified specific weaknesses. Candidates who continue to fail to meet expectations are referred to the Department Chair for discussion and the development of a remediation plan. The Reading Specialist program has developed specific remediation plans for each of the eight SPA assessments. The Elementary and Special Education graduate coordinators, along with the appropriate faculty member, follow the same process used for initial level candidates.

6. **How do WIU supervisors monitor field and clinical placements in locations at great distance from the university?**

WIU initial level field placements are made primarily within a 45-mile radius from each campus in order to allow candidates to attend classes while participating in field experiences. Field Supervisors use university vehicles or are reimbursed for use of their private vehicles to travel to sites for placement and monitoring purposes. They always put candidates in appropriate placements and attempt to place them within reasonable proximity of other field experience candidates so that they can try to schedule more than one visit per trip.

WIU clinical student teaching supervisors live in the areas where they supervise candidates, including Chicago and the Quad Cities. This allows them to facilitate student teaching experiences within a geographic area that is relatively close to where they live. Our model also utilizes university liaisons to assist with
supervision. The liaisons are members of the professional community in the district and, oftentimes school building, where student teaching candidates are placed.

Advanced practica and internship placements for the School Counseling and School Psychology programs attempt to follow procedures that are similar to those of the initial field experiences. Most placements in the Elementary, Special Education, Principal, and both Superintendent programs reflect the employment location of the candidate in the program. The Reading Specialist program meets at and utilizes specific school sites for practica.

**WIU Field and Clinical Supervisor Locations and Travel Expectations**

7. **How involved is UTEC with the design, implementation, and assessment of advanced programs?**

Advanced programs are designed to reflect their respective professional standards. When new programs, program changes, new courses, or course revisions occur, the documentation, including evidence for the change supported by data, are brought to UTEC for their approval, in addition to moving through the university curriculum change process. UTEC includes a representative for the advanced programs who also helps to inform UTEC of new professional requirements, such as the required redesign of the Principal program.

All advanced programs are required to submit an annual assessment report to the WIU Associate Provost and a second annual report to the Illinois State Board of Education (ISBE). The Assistant Dean for Teacher Education, who chairs UTEC, collaborates with the Associate Provost to determine appropriate requirements for the WIU annual assessment report and receives copies of those reports every year. In addition, all ISBE annual reports must be approved by the Assistant Dean for Teacher Education prior to their submission. Both annual reports include a requirement that program changes reflect needs that are documented with data.

8. **How does CPEP’s involvement differ for advanced programs?**

The WIU certification officer and a support staff person are housed in CPEP. Advanced programs that lead to certification, including School Counseling, Reading Specialist, School Psychologist, Speech-Language Pathologist, Principal, and Superintendent, submit their candidates to the certification office for final approval for certification. The certification officer confirms that each candidate meets certification requirements and submits an approval to the State for certification. Additionally, the certification officer evaluates transcripts when an individual seeks information regarding coursework needed to earn a new or additional certificate. The certification officer works closely with program
chairs to define the appropriate list of required coursework and to assist potential candidates in determining next steps to accomplish their professional goals.

The advising and field and clinical supervision personnel that are housed in CPEP serve initial candidates, as advanced programs provide those supports within their programs.

9. **Documentation of the collaborative activities between Elgin school district and the unit.**

   - [Summary of Activities with the Elgin Unit #40 School District](#)
   - [Elgin Interconnect Forum Meeting Agendas for Six Meetings](#)
   - [Elgin Interconnect Forum Meeting Agenda 4-15-11](#)

10. **Elaboration on special events, activities, etc. that involve cooperation between the unit and school partners.**

    - [Collaborative Activities Between Unit and School Partners](#)

11. **Description/evidence of training for mentor teachers at the initial level and site supervisors at the advanced level.**

    WIU Student Teaching Supervisors provide mentor training at the beginning of each semester for new and returning mentors. They utilize a [common agenda](#) to provide consistent training across multiple sites and mentors. If a mentor is unable to attend the group meeting, the university supervisor provides individualized on-site training information at the time of the initial meeting.

    The Educational Leadership Department, which included the Principal and Superintendent program, utilizes their detailed Intern Handbook to train internship supervisors.

    The Department of Counselor Education conducts a mandatory site supervisor training for all practicum/internship site supervisors annually. The most recent [training](#) was on September 16, 2011.

    At this time, the Technology Specialist program has only placed one candidate with a site supervisor and provided individualized training to that supervisor. They are currently in the initial stages of developing a handbook.

    The School Psychology program collaborates with all School Psychology programs in the state to train supervisors. They jointly offer day-long annual supervisor training and also offer a training course that teaches supervision skills to practicing school psychologists.
All practica in the Reading Specialist program, which are conducted with struggling readers in after school programs, are supervised by the department reading faculty. Faculty observe candidates during each weekly session and complete an observation form aligned with program standards.

Candidates in the Special Education Graduate program conduct an action research project during their field experience, which is completed in the candidates’ classrooms. Faculty observe candidates as they teach one or more lessons to ensure that they are modeling best practices as they conduct their research.

Candidates in the Elementary Education Graduate program complete their field experiences in their classrooms. As part of this capstone experience, candidates videotape their instruction and use that information to critique their practice and identify an aspect of their teaching for further investigation in the Action Research Project. Candidates are required to regularly submit sections of the project, which are evaluated by faculty using a common rubric.

**Typical Student Teacher Mentor Teacher Meeting Agenda**
**Principalship and Superintendency Site Supervisor Guidelines**
**School Counseling Site Supervisor Training Agenda – 9/16/11**
**School Psychology Intern Supervisor Training Schedule**

### Standard 4: Diversity

#### 4.3 Feedback on correcting previous areas for improvement (AFIs)

**AFIs continued from last visit:**

<table>
<thead>
<tr>
<th>AFI Number &amp; Text</th>
<th>Apply to</th>
<th>AFI Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidates have limited opportunities to interact with diverse faculty.</td>
<td>ITP, ADV</td>
<td>Candidates have limited opportunities to interact with faculty who represent multiple racial/ethnic groups in the unit. Although efforts are being made by the unit and institution, not all candidates are ensured interactions with diverse faculty.</td>
</tr>
</tbody>
</table>

Western has sought to diversify its faculty in the same way it is successfully diversifying its student body. The approximately 20% of the faculty who contribute to this diversity reflect a dedicated pattern of hiring that has increased steadily over the past two decades. As one example, the fifteen-member department responsible for providing all educational foundations courses consists of faculty members with the following diversity characteristics: two under-represented, two international,
two recently naturalized citizens, and one physically disabled person. Several in the
same department who would be categorized as non-minority have extensive
experience living, working, and conducting research in developing countries and are
fluent in languages other than English. These individuals regularly present and
publish on international and minority issues. Even with a narrowly defined
understanding of diversity that excludes consideration of sexual orientation, class
and religious background, and rural-urban tension, the composition and the role of
this one department ensure that every teacher education candidate interacts with
diverse faculty.

Nevertheless, owing to its geographic location and its mandated mission to the
region, Western realizes that it must regularly adjust its operational definition of
diversity. For instance, a number of the Spanish-speaking residents of the region
come not from Mexico but from Central and South America and arrive with very
different cultural experiences compared to their Mexican-American counterparts.
The tri-state region is also seeing an increase in the number of French-speaking
Africans and those whose first language is Portuguese. With more than 135 distinct
first languages being spoken in Illinois schools, helping prepare our candidates for
linguistic and cultural experiences which cannot be fully anticipated is critical.

Classroom and field experiences are essential in preparing candidates for both the
expected and the unexpected, but Western also utilizes other strategies. Consider
the following examples.

- Our collaboration with the Golden Apple Scholars program supports the
recruitment and preparation of a diverse group of bright and talented high
school graduates who have the promise for successful careers as excellent
teachers in high-need schools. The Scholars are mentored by diverse and/or
diversity-supportive Western faculty.

- Teacher education candidates are encouraged to participate in
Undergraduate Research Day. In many instances the research presented
results from candidate-mentor research efforts such as the recent
investigation of mental health issues among Latinos in McHenry County by
Dr. J. Q. Adams and one of his students.

- The interview exercises in EIS 302 (Multicultural and Social Foundations of
Education) provide exposure to diverse students and faculty in schools but
also allow candidates to interact with international students and the faculty
of the Center for International Studies and its Western English as a Second
Language program.

Such direct opportunities to work with diverse faculty are complemented by a
host of complementary possibilities. Such possibilities abound on campus and
include presentations and conferences such as the following:
• Just this fall, Western initiated its Difficult Conversations series. Intended for faculty, students, staff, and administration, these forum discussions provide participants with a chance to discuss topics that are typically avoided.

• COEHS recently sponsored a series of workshops/presentations about engaging and educating recently-arrived Islamic students. An Army officer facilitated many of these, helping candidates understand complex cultural considerations and allowing them to see the more human face of our military engagement in Central Asia.

• As part of Western’s Expanding Cultural Diversity Project and with support from the WIU Diversity Cadre, the Illinois Association for Cultural Diversity (IACD) again sponsored a speakers series and its summer diversity conference – a conference now in its third decade of operation. This year’s conference saw a record number of student participants. The series and the conference are designed to provide large and small group diversity exchanges and to prepare participants to be change agents in their schools, their communities, and the workplace. The work of the IACD is supported by that of Western’s Multicultural Resource Development and Advising Center.

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

1.a. “Evidence of proficiency mastery; Scoring guides and student samples show a direct linkage to the diversity proficiencies outlined by the unit for courses identified. Assessments and data related to candidates' proficiencies for helping all students learn. What assessments provide data on the candidates’ diversity proficiencies?”

Four initial level unit assessments are linked to the diversity proficiencies at the initial level and provide data to document candidates’ abilities. These assessments are Disposition Check 3 (DC3), Universal Design (UD), Student Teaching Clinical Experience Evaluation (STCEE), and the Western Teacher Work Sample (WTWS). The data from these assessments by diversity proficiency is found in the Proficiencies Data Table.

Program assessments at the advanced level are also linked to diversity proficiencies.

Diversity Assessments Linkage to Diversity Proficiencies – Initial Level
Initial Level Diversity Proficiencies Data Table
Diversity Assessments Linkage to Diversity Proficiencies – Advanced Level

1.b. “What is the unit learning from these assessments?”
The NCATE off-site review team noted that the unit takes diversity and our responsibility to promote the learning of all candidates seriously. As they noted, WIU “has devoted considerable effort toward ensuring that its conceptual framework and course offerings help candidates develop the knowledge, skills, and professional dispositions to facilitate learning of students from diverse backgrounds.” We believe, as the critical theorist and multicultural educator Peter McLaren explains, “You can’t teach people anything . . . You have to create a context in which they can analyze themselves and their social formations and lives” (Singh, 2006). Such a context is reflected in the WIU conceptual framework, curriculum, and clinical experiences. An extensive evaluation of how and to what level our candidates meet these established diversity proficiencies is found in the report *The Assessment of Candidate Diversity Proficiencies*. A brief summary of the report’s findings is provided below.

“WIU’s Teacher and Professional Education unit has six diversity proficiencies:

1. Acknowledging cultural and individual differences.
2. Adapting instruction and assessment to cultural and individual differences.
3. Connecting classroom activities to cultural and individual differences.
4. Incorporating multiple perspectives of cultural and individual differences into their professional behavior.
5. Contributing to the classroom and/or school climate that values cultural and individual differences.
6. Communicating in a culturally responsive and respectful manner.

Four assessments provide data that are used to evaluate the extent to which the unit prepares candidates to demonstrate acceptable performance relative to each of these diversity proficiencies. Two of these assessments, Disposition Check 3 (DC 3) and the Student Teaching Clinical Experience Evaluation (STCEE), are scored by mentor teachers and assess dispositional and performative dimensions of teaching. The other assessments, the Western Teacher Work Sample (WTWS) and the Universal Design for Learning (UD), are evaluated by program faculty and assess use of formal and procedural knowledge. Overall, all candidates demonstrated acceptable or target performance on the indicators for the diversity proficiencies assessed using DC 3 and the STCEE, with two-thirds of the candidates demonstrating target level performance. Overall, the data from the WTWS and the UD indicate that on average 40% of candidates were rated at the target level, 57% were rated at the acceptable level, and 3% were rated as unacceptable. With 97% of the candidates demonstrating acceptable or target level performance on the WTWS and the UD, the unit is successful in assisting candidates in developing and using the formal and procedural knowledge embedded in the diversity proficiencies. The number of candidates earning acceptable or target ratings for each of the four assessments provides evidence that the unit prepares
candidates to integrate their knowledge and understanding of individual and cultural diversity into their professional behavior, instruction, assessment, and classroom environment in ways that can ultimately positively impact the learning of all students.

*The Assessment of Candidate Diversity Proficiencies*

1.c. **Placements for the advanced programs. How diverse are these experiences? What is the diversity of the students in these schools?**

*Diversity Demographics for Advanced Program Placements*

2. **Examples of cooperating teacher assessments of candidates’ ability to work with students from diverse populations. Quality of candidates’ experiences working with students from diverse populations. What experiences are provided? How does the unit ensure all candidates have experiences?**

Copies of student teaching mentor teacher assessments of the abilities of four candidates to work with students from diverse populations are available at the following links.

- [Candidate A Diversity Proficiency Assessment Evaluation](#)
- [Candidate B Diversity Proficiency Assessment Evaluation](#)
- [Candidate C Diversity Proficiency Assessment Evaluation](#)
- [Candidate D Diversity Proficiency Assessment Evaluation](#)

Candidates also have opportunities to work with diverse populations during their field and clinical experiences. In EIS 302 (Multicultural and Social Foundations of Education), candidates complete a required observation in a diverse school setting to assist them in understanding the range of diversity in many school settings. Upon completion of this observation, candidates create written reflections in which they begin to consider the knowledge and skills they will need as future teachers to ensure that all students learn. In addition to this required observation in a diverse school setting, the unit maintains a database that tracks the experiences of each candidate. The Illinois School Report Card is used to identify the diversity characteristics of each experience. This information is also maintained in the database.

3.a. **Data on how candidates are meeting proficiencies necessary to work effectively with students from diverse populations?**

Data on WIU’s six diversity proficiencies is found in the [Proficiencies Data Table](#). An [analysis](#) of the data indicates that 100% of the candidates earned acceptable or target ratings from their mentor teachers in the dispositional and performative assessments of their ability to work effectively with students from
diverse populations. Ninety-seven percent of candidates earned acceptable or target ratings from program faculty in the assessment of their ability to use formal and procedural knowledge embedded in the diversity proficiencies to impact the learning of diverse students.

3.b. What are candidates expected to learn?

WIU Teacher and Professional Education candidates are expected to be able to recognize and acknowledge cultural and individual differences and adapt instructional and assessment activities to cultural and individual differences. While working with students, they are expected to connect classroom activities to cultural and individual differences.

Candidates are expected to incorporate multiple perspectives of cultural and individual differences into their professional behavior and make contributions to the classroom and/or school climate that show that they value cultural and individual differences.

Candidates are expected to communicate in a culturally responsive and respectful manner in all aspects of their practice.

3c. What are they learning? What do the data indicate about the programs’ preparation of candidates to help students from diverse populations learn at the same levels?

Data indicate that candidates are meeting expectations for these proficiencies. The second and third diversity proficiencies specifically focus on candidates’ ability to help students from diverse populations learn at the same levels. Data from nine items of the Student Teaching Clinical Experience Evaluation (STCEE) indicate that 81% of candidates earned target ratings and 19% earned acceptable ratings for their ability to "adapt instruction and assessment to cultural and individual differences." Data from fourteen evaluation items included in the Western Teacher Work Sample (WTWS) indicate that 35% of candidates earned target ratings and 60% earned acceptable ratings for this competency. Additionally, data from six items of the STCEE indicate that all candidates earned acceptable or target ratings for their ability to "connect classroom activities to cultural and individual differences." Data from six items assessed in the WTWS provide additional support for this competency, with 40% of candidates demonstrating target levels of performance and 57% demonstrating acceptable levels of performance in the evaluation of their ability to connect activities with students’ background experiences and individual needs.

4.a. Plans for increasing the diversity of faculty and candidates?
Plans for increasing the diversity of faculty and candidates are outlined in the WIU Faculty Recruitment Plan, COEHS Faculty Search Plan, WIU Student Recruitment Plan and COEHS Enrollment Management Plan Summary.

4.b. What do the results of recruitment efforts indicate? What plans does the unit have to improve in this area?

The U.S. Census Bureau reported in 2010 the following ethnic breakdown for the citizens of Illinois: 14.5% African-American, 15.8% Hispanic, and 63.7% Caucasian. This statewide distribution stands in sharp contrast with that found in west-central Illinois. Western Illinois University's main campus in Macomb is located in the center of McDonough County. The ethnic breakdown for citizens of McDonough and the five contiguous counties surrounding it indicates that 2.9% are African-American, 3.0% are Hispanic, and 92.2% are Caucasian. The difference between these two distributions has required that Western employ complex recruitment and retention strategies in its attempt to build a diverse educational environment, and the University has been unusually successful in this effort. Consider the following examples:

- Institutional Research's most recent Fact Book reveals that over the past five years, 9.8% of Western’s students have been African-American and 5.3% have been Hispanic. The pattern reflects steady increases each year in the number of students from both groups.
- Although Western experienced a 13.5% decline in the number of applications received from Caucasian students in the past year, the University experienced a 43.6% increase in the number of applications received from African-American and Hispanic students.
- In the fall of 2011, 9.2% of incoming freshmen were Hispanic, and 18.2% were African-American, making this the most diverse incoming class in Western’s history.
- Coincidentally, the University now has its first African-American president and its first African-American dean.

While considerable progress has been made, challenges remain. Graduate enrollment for African-American and Hispanic students in COEHS programs is slightly higher than the overall means for the University, which reveal African-American graduate student enrollment of 4% and Hispanic enrollment of 2.6% in the fall of 2010. The remarkable progress the University has made in its undergraduate efforts will be difficult to match at the graduate level, principally because the vast majority of COEHS graduate students are fully employed and commute to campus from non-urban and less diverse regions.

In light of successes and challenges, the COEHS Enrollment Management Plan Summary specifies objectives to continue to increase the diversity of candidates and faculty:
Goal: Implement programs to increase the diversity mix among its undergraduate and graduate students, staff, and faculty while meeting optimal enrollment levels for the various academic programs.

a. Objective: Assure that all professional programs within COEHS have established a diverse program advisory board that meets yearly and includes key stakeholders.

b. Objective: The College will facilitate and further effective collaboration among academic units to develop, implement, and maintain “Program-2-Program” agreements on a continuing basis. As the majority of students from underrepresented groups enter higher education through community colleges, it is anticipated that implementing these programs will increase the diversity mix as well as overall student enrollment.

c. Objective: Facilitate and coordinate departmental outreach and recruitment initiatives to ethnically and internationally diverse students and organizations such as African-Americans, Asian-Americans, Chinese, Indian, Nepalese, Taiwanese, and International Friendship.

d. Objective: Maintain and improve collaboration and communication with university centers serving diverse student populations such as the Gwendolyn Brooks Cultural Center, Casa Latina Cultural Center, Women’s Center, and Veterans Resource Center.

e. Objective: Maintain and improve collaboration and communication with the Financial Aid and Scholarship Offices so that funding for scholarships is increased and communication of available financial support is communicated widely to students.

f. Objective: Implement specific and appropriate identification and intervention strategies for individuals who may be considered to be “at risk” (p 11).

With the above plans, goals, and objectives, WIU will continue to increase the diversity of its faculty and candidates. WIU’s recent recognition as one of 32 higher education institutions in the nation identified for helping students stay on track and graduate will assist our efforts. As noted in the "Beating the Odds" news release, Western has been recognized by the Center for Student Opportunity’s “College Access and Opportunity Guide” for its retention of first-generation and low-income students and was one of thirteen institutions nationally to receive a “Best Practice” recognition from the Pell Institute for the Study of Opportunity for the retention of first-generation and low-income students. Western was one of just fifteen colleges and universities, and the only Illinois university, cited as a “best practice” model institution by the Southern Regional Educational Board for retention and graduation rates. Further, WIU
was the only Illinois and the only Midwestern public university among twenty public institutions recognized by The Education Trust for successful graduation rates for Hispanic students.

**Standard 5: Faculty Qualifications, Performance, and Development**

5.4 Areas of concern related to continuing to meet the standard

(1) **Currency of scholarship**

The currency of faculty scholarship can be viewed in faculty vitae collected this fall and the Faculty Scholarly Summary Table prepared last spring.

(2) **Service: Contemporary K-12 engagement**

Contemporary K-12 engagement can be viewed in faculty vitae and this list of recent activities with school partners.

(3) **Modeling best practices, assessing own practice; use of technology; diversity in the curriculum.**

As noted in our Institutional Report, faculty members in the Teacher and Professional Education Program at Western "use a variety of strategies to enhance candidate learning including multimedia, online discussion and collaborative group projects. Unit faculty members also integrate technology into their instruction." Unfortunately, given the limitations of syllabi, the extent to which this happens is not always visible within that specific vehicle. Syllabi do allow one to determine the kinds of activities and assignments candidates are expected to engage in, but they do not fully, or explicitly, reveal what the instructors in those courses do on a daily basis. However, since syllabi are used by candidates and outside evaluators as they attempt to discern what happens in particular courses, in the future we will require our instructors to include a specific, explicit statement in the syllabus regarding their pedagogical approaches. We hope that requiring this statement will clarify how each instructor intends to utilize pedagogy to ensure candidate learning.

One mechanism that departments currently use to evaluate faculty in terms of their pedagogy is the annual Retention, Promotion, and Tenure (RPT) evaluation required of all tenure-track faculty. In addition to student, peer, and chair observations and evaluations of teaching, faculty members are encouraged to describe and explain their pedagogical philosophy as well as
how that philosophy is operationalized in their daily practice. The use of specific best practices, integration of technology, and approach to diversity issues is part of that presentation and also reflected in the peer/chair evaluations of faculty performance in teaching. Given the contractual nature of the RPT process, we hesitated to include specific examples but could supply examples if requested on-site.

As also noted in our Institutional report, Unit faculty members "have participated, or are currently participating, in the Faculty Innovators program established by COEHS. In addition, technology training is available for all TPEP faculty through Western's Center for Innovation in Teaching and Research (CITR)." Faculty have access to classrooms that are well-equipped with technology. Attendance at presentations offered through CITR enables faculty to learn about the application of best practices in the use of technology as well as other innovative instructional strategies. A sample of the variety of offerings available to faculty through CITR can be viewed at: http://www.wiu.edu/CITR/workshops/. Unit faculty often support colleagues in other programs as they strive to enhance their pedagogical skills.

Additionally, the COEHS provides many opportunities for enhancing and updating one's pedagogical skills, particularly in the area of integration of technology. For an example of specific programs afforded to faculty by the college, please follow the following link: http://www.wiu.edu/coehs/technology/fi.php. The Faculty Innovators program has been offered to faculty for nearly a decade, and many have utilized this program to sharpen their use and integration of technology in their teaching.

In terms of integration of issues of diversity, there has long been a focus on the importance of dealing with diversity issues in the unit. For more than a decade, under the leadership of Dr. J. Q. Adams, the focus of one of our core professional courses, EIS 302: Multicultural and Social Foundations of Education, has fostered a thorough understanding of the importance of dealing effectively with diversity issues in education. Dr. Adams was also instrumental in establishing the Dealing with Difference Institute (DWDI), an annual conference held at Western each year. Not only do many faculty members attend the DWDI conference, a number of them regularly present there. For more information about the Dealing with Difference Institute and its programs, please see the following link: http://www.wiu.edu/iacd/DWDI/. In addition, Dr. Adams' efforts to support understanding and awareness of diversity issues in education were recognized by his selection as the 2011 Distinguished Faculty Lecturer, the highest recognition given to a faculty member at Western.
Lastly, many of our faculty members regularly earn teaching awards at Western. Among these, as our Institutional Report details, are "winners of the Awards in Excellence in Teaching, Teaching with Technology, and Multicultural Teaching at both the College and University levels include J. Q. Adams, Leaunda Hemphill, Mary Jensen, James LaPrad, and James West."

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

1. Clarification of number of unit faculty. Different numbers are provided in evidence submitted in: Standard 4 (211); Standard 5 (178); and Standard 6 (50).

Our Teacher and Professional Education Faculty list reflects the NCATE definition for Professional Education Faculty which states “Those individuals employed by a college or university, including graduate teaching assistants, who teach one or more courses in education, provide services to candidates (e.g. advising), supervise clinical experiences, or administer some portion of the unit.” It is updated annually at the beginning of each academic year and is available on the Teacher and Professional Education website and on the NCATE AIMS system. Both locations were updated in September, 2011.

2. Vitae (validate currency of scholarship/service/K-12 engagement.)

Faculty Vitae collected in September, 2011.

3. Validate faculty use of multiple instructional strategies, integration of technology, modeling best practices and integration of diversity into their teaching.

A survey of the unit’s professional education faculty conducted in Fall 2010 included items that asked respondents to rate the importance of modeling best professional practices in their teaching. Faculty were asked to use a scale of 1-5 (1 = not important; 2 = minimally important; 3 = somewhat important; 4 = very important; and 5 = critically important) to indicate the importance of modeling fourteen best professional practices in their teaching. One hundred ten faculty responded to the survey, and responses to five of the survey items provide data that are particularly informative. In response to item 4, more than 71% of respondents believed it is “very important” that faculty model the “integration of technology” in their teaching, with 46% indicating that this practice is “critically important.” In response to item 5, more than 85% indicated that it is “very important” that faculty “model instruction adapted to the diverse needs of all students;” while 57% believed that modeling this practice is “critically important.” More than 87% of respondents to item 6 believed it is “very important” that professors model “practices that value diversity and promote a positive classroom climate,” while 57% believed it is “critically important” to do
so. In response to item 12, more than 94% of faculty believed it is “very important” to model “professional dispositions (collaboration, honesty/integrity, respect, commitment to learning, emotional maturity, responsibility, fairness, and belief that all students can learn)” and 70% indicated this practice is “critically important.” More than 87% of faculty responding to item 13 believed it is “very important” for professors to model “a variety of instructional strategies” and 70% believed it is “critically important” to do so. Data indicate that the majority of faculty view modeling the integration of technology, the adaptation of instruction to the diverse needs of all students, practices that value diversity and promote a positive classroom climate, professional dispositions, and a variety of instructional practices as very or critically important.

In addition, Section 5.4.3 (above) provides examples of modeling best practices, assessing one’s practice; using technology in teaching; and integrating diversity in the curriculum.

4. **Evidence of regular evaluations/feedback to faculty regarding their professional performance, including examples of faulty evaluations/feedback.** These evaluations should be consistent with added Department Criteria to adopted university faculty evaluation framework contained within the faculty collective bargaining agreement.

Western’s system of evaluation of professional performance is detailed, standardized, and applied impartially and uniformly across both campuses. The process begins well before the ratification of a new agreement. The collaborative effort of building a working contract typically occurs every four years. The current agreement reflects an extension until 2015 of the minimally modified 2007-2011 Agreement.

As a parallel of the work being done by the Agreement Taskforce, each academic department considers its Department Criteria. Here, the chairperson and the faculty review (and modify when necessary) the department’s expectations of faculty. With the exception of a few general expectations of central administration, criteria are unique and reflect the distinctive characteristics of different disciplines and degrees. Together, the Agreement and the criteria specify what is expected of faculty in the three areas of teaching, scholarly/professional activity, and service. The role and weighting of measures such as the assessment by students and peers of a person’s teaching are clearly defined. The direct benefit of such a model is that individuals can ascertain at any time their progress toward retention, promotion, and tenure.

The campus community is provided with the Schedule for Evaluation at the beginning of the academic year. This document provides all due-dates and the responsibilities of each of the parties. Initiated at the department level, the chairperson and the Department Personnel Committee conduct independent reviews of the faculty member’s portfolio, comparing the portfolio’s contents
against the department’s approved criteria. Separate **Summary Evaluation Forms** are then completed, each containing a narrative of the review and indicating whether the faculty member’s performance meets or fails to meet expectations in each of the three areas. Portfolios are then reviewed by respective deans and the Provost. With the recommendation of the President, promotion and tenure decisions are forwarded to the Board of Trustees for final approval.

The majority of reviews are positive. In those instances when a faculty member receives a negative review, the *Agreement* provides mechanisms for reconsideration by the entity providing said review and for independent analysis by a College Personnel Committee and/or the University Personnel Committee. The analyses are then considered by the Provost and the President before a final decision is reached.

The expectation that faculty will remain productive does not end with tenure and promotion. Faculty must annually submit a summary of their professional activity. In addition, tenured faculty who do not apply for promotion receive a thorough review every four years. Should a concern arise from either report or from other sources, the *Agreement* provides for the establishment of a Professional Improvement Plan to help faculty experience success with their professional performance at Western.

### 2011-2012 Schedule of Evaluation for Retention, Tenure, Promotion and PAA

- **Summary Evaluation for Retention, Promotion, and Tenure**
- **Curriculum and Instruction Faculty Evaluation Form and Example of Evaluation Results**
- **Education and Interdisciplinary Studies Faculty Evaluation Form and Example of Evaluation Results**
- **Kinesiology Faculty Evaluation Form and Example of Evaluation Results**

### Standard 6 Unit Governance and Resources

#### 6.4 Areas of concern related to continuing to meet the standard

1. **It is not clear how the Teacher and Professional Education Program (the unit) is defined at WIU.**

   At the request of the NCATE off-site review team, we have revised the *Teacher and Professional Education Program (TPEP) Unit chart*. A text based description is provided in this narrative.

   The Teacher and Professional Education Program Unit is led by Dr. Sterling Saddler, Dean of the College of Education and Human Services. The head of the
daily operational affairs of the Unit is Dr. Rori Carson, Assistant Dean for Teacher Education in the College of Education and Human Services. Dr. Carson also chairs the University Teacher Education Committee (UTEC). As a point of clarification, we have no organization whose acronym is UTEP. This is likely an inadvertent blending of TPEP and UTEC. Although led by Dean of the College of Education and Human Services, the Unit is comprised of specific programs distributed across all four colleges at WIU. A specific listing of the unit programs within colleges is depicted in the TPEP Unit Chart.

UTEC is the governing body of the unit, which we refer to as Teacher and Professional Education Program (TPEP). UTEC is comprised of a subset of individuals representing the various programs of the unit, both initial and advanced, one professional support department, Educational and Interdisciplinary Studies (EIS; which teaches core professional courses for Teacher Education candidates), and the Center for Preparation of Educational Professional (CPEP). According to the Unit’s operating paper, “UTEC exercises direct control of policy related to, and the implementation of, preparation programs for teachers and other school personnel. It has the authority and responsibility for setting and achieving professional education goals in the institution; establishing policies for governance, programs, student admission, continuation and certification; designating responsibility for program decision-making in professional education; and developing maintaining appropriate linkages both within the institution and external to it. All program changes that affect teacher and advanced certification must be approved by UTEC.”

As detailed on their website, CPEP defines its role as: “The Center for Preparation of Education Professionals (CPEP) supports teacher education and graduate education programs; links field and clinical experiences; and serves the needs of students, graduates, and the professional community.” As a professional support center, CPEP focuses on advising, initial level field experiences and student teaching placements for candidates in teacher education. It also has oversight of all certification procedures and houses the Certification Officer for Teacher Education.

The role of departments varies across specific programs with some departments, Curriculum and Instruction, for example, being solely focused on the preparation and education of teachers and other supporting school professionals. Others, like History and English, whose primary responsibility is to provide discipline specific courses for general education and majors in their respective disciplines, have teacher education as an option for majors in their department. In most cases, program chairs or program coordinators, which we call chair designees, are assigned primary responsibility for those majors that choose teacher education as an option. As noted earlier, representatives from the programs housed in various departments, typically the program chair or chair designee, sit on UTEC and are involved in any decision-making that affects the Unit as a whole.
6.5 Evidence for the Onsite BOE Team to validate during the onsite visit:

1. **Narrative to explain COEHS organizational chart exhibit for WIU’s Teacher and Professional Education unit:** What is the role of the UTEC in UTEP’s organizational structure? What is the role of the CPEP in the unit’s organizational structure? What is the role of the departments in the unit’s organizational structure? What is the role of program coordinators in the unit’s organizational structure?

   See above answer to question 6.4(1).

2. **UTEC membership list and sample agendas and minutes to demonstrate the relationship between TPEP and UTEC as they pertain to unit leadership and authority.**

   [UTEC Membership List](#)
   [UTEC Agendas and Minutes](#)

   The Teacher and Professional Education Program Unit is led by Dr. Sterling Saddler, Dean of the College of Education and Human Services. The head of the daily operational affairs of the Unit is Dr. Rori Carson, Assistant Dean for Teacher Education in the College of Education and Human Services. Dr. Carson also chairs the University Teacher Education Committee (UTEC). Although led by Dean of the College of Education and Human Services, the Unit is comprised of specific programs distributed across all four colleges at WIU. A specific listing of the unit programs within colleges is depicted in the [TPEP Unit chart](#). **UTEC is the governing body of the unit, which we refer to as Teacher and Professional Education Program (TPEP).** UTEC is comprised of a subset of individuals representing the various programs of the unit, both initial and advanced, one professional support department, Educational and Interdisciplinary Studies (EIS; which teaches core professional courses for Teacher Education candidates), and the Center for Preparation of Educational Professional (CPEP).

   [Teacher and Professional Education Program Unit Chart](#)

3. **Operating budgets for all UTEP departments/programs that prepare teachers and other school personnel.**

   At WIU, teacher and professional education programs are embedded in appropriate content-specific departments (e.g. Math Education is embedded in the Mathematics Department; Physical Education is embedded in the Kinesiology Department, etc). Budgets for each education program are also embedded in the budgets of each of 16 departments located across four colleges. For departments that solely work with teacher and professional education programs, like Curriculum and Instruction or Educational ...
Leadership, the budget clearly is used for the preparation of education professionals. The WIU budgeting process does not identify separate categories for expenditures when a department serves candidates/students both in an education program and a non-education program. WIU does not fund departments on a per student basis. We have sample exhibits of budgets for three departments who serve only teacher and professional education candidates: Curriculum and Instruction, Educational Leadership, and Educational and Interdisciplinary Studies. The requested information on all operating budgets specific to teacher and professional education programs is not available.

**Operating Budgets for Three Teacher And Professional Education Departments**

4. **Rationale for comparison of data about three campus units (Department of Curriculum and Instruction, School of Law Enforcement and Justice Administration, and Department of Recreation, Park, and Tourism) presented in tables.**

Two academic units within the College of Education and Human Services with no responsibility for Teacher and Professional Education Programs were compared to the Department of Curriculum & Instruction along two dimensions, faculty salaries and academic credit equivalent (ACE) production. The two non-TPEP academic units, School of Law Enforcement & Justice Administration and the Department of Recreation, Park & Tourism Administration were selected because of how closely the units resembled Curriculum & Instruction in terms of: (a) size of the academic unit (number of faculty); (b) program components including didactic and field/or internship requirements; (c) the availability of undergraduate and graduate programs in the units; and (d) in the case of the Department of Recreation, Park & Tourism Administration acquiring full accreditation by the National Recreation and Park Association.

**Comparison of Mean Faculty Salaries by Rank for Three Comparable Departments**
**Comparison of Faculty Workloads**
**Comparison of Budgets for Comparable Academic Units**

5. **Professional development opportunities provided to faculty in the unit regarding online course development and delivery**

Western has a multi-faceted system of support for the development and delivery of online courses. Western’s Center for Teaching and Research (CITR) provides workshops on a range of topics. In the past three years, multiple sections of ten workshops related to online courses were offered. Two examples include “Best Practices in Teaching Online” and “Online Pedagogy and
Instructional Design Methods for Online Courses.” CITR staff also consult individually with faculty on design and delivery issues and promote opportunities for those unfamiliar with online education to be mentored by more experienced colleagues.

Several units complement the efforts of CITR. The staff of University Technology's HelpDesk/Support Center are available by telephone most days between 7:30 a.m. and 11:00 p.m. Members of the Center for the Application of Information Technologies (CAIT) possess vast experience with high-end design; their services are made available across campus on a contract basis. The offices of Professional Partnerships and Technology and Instructional Development Services provide hands-on training for learners, faculty, and area educators. In just the past eighteen months, more than fifty trainings occurred in such varied applications as DimDim, Ning, Weebly, Pixlr, Spruz, Gliffy, and Droplr – all of which have direct and immediate applicability to online design and delivery.

In 2008, the School of Distance Learning, the Office of the Provost, and representatives of the colleges established core guidelines for all online offerings. The definitively identified components were required of all new and revised online courses and were chosen to ensure consistency and quality. Course authors follow a detailed online course development checklist and department chairpersons or curriculum committees carefully review each course and verify that all critical elements are present and functional before a course is loaded into WesternOnline.

This culture of robust technology support is tied to incentives for development. The School of Distance Learning invites the submission of courses for an annual competition. After careful committee review, ten to twenty courses are selected. The authors receive a $5000 stipend for development and the technical support necessary to craft a world-class course. The College of Education and Human Services has provided monies for a comparable development effort of its own. Here, extensive technical support is provided, but authors select release time, overload, or Professional Achievement Award points in lieu of a stipend.

Western Illinois University and its Teacher and Professional Education Program are committed to the design and delivery of high-quality online courses and programs. This commitment reflects an appreciation of the changing expectations of students and communities. It also reflects an awareness of the need for the use of multiple delivery systems if a university situated in rural Illinois is to satisfy its state-sanctioned, regional mission. The University's success in this endeavor is validated by the increasing number and popularity of such offerings and by recognition of the strength and sophistication of its online courses and programs by various accrediting teams in recent years.

**FY12 Online Course Development Checklist**
6. Resource funding provided during the past two fiscal years to support the purchase of software, materials, equipment, and travel support for faculty and candidates (budget)

Departmental Resource Funding Table

7. Funding received from Provost for approximately $200,000 for the development of a custom-designed data-collection and management system (Standard 2)

WEPPAS Development Expenditure Table

8. Hiring of or status of hiring for position of Assessment Coordinator to direct assessment activities (Standard 2)

Western has long been committed to collecting assessment data that leads to desired candidate outcomes and program improvement. The need for and the volume of such data have increased dramatically in recent years. While the Teacher and Professional Education Program first attempted to meet this increasingly important expectation by soliciting targeted assistance from faculty and staff, the need for a designated Assessment Coordinator became increasingly apparent. For the past four years in the annual reporting process, this need was identified and Presidential support was sought. Each year, the proposal was ranked by central administration among its highest priorities. The clear recognition of the need for a coordinator unfortunately found itself confronted by the most serious fiscal challenges the University had faced in its history. Consequently, the University elected to preserve the majority of existing faculty/staff lines and operating budgets rather than funding new positions.

Given unchanged financial conditions, the College of Education and Human Services proposed an alternative and more cost-effective configuration in the 2011 reporting cycle. The principal modification was that the College would underwrite the cost of a coordinator by providing substantial release time during the academic year for a faculty member with expertise in assessment. This will be complemented by supplemental compensation during the summer months. This model will permit the Teacher Education Program to address assessment with savings of approximately 66% over the salary required for a comparable new-hire. The Provost and President endorsed this approach, and an offer was extended and accepted this fall. A copy of the Assessment Coordinator’s job description is attached.

Note: Reviewers experiencing difficulties with any link can also access the report at http://www.wiu.edu/coehs/ncate