

**REJOINDER**  
**SUBMITTED**  
**IN RESPONSE TO THE**  
**NCATE BOARD OF EXAMINERS REPORT**  
**FOR THE**  
**INITIAL ACCREDITATION VISIT TO**  
**WEBSTER UNIVERSITY**  
**OCTOBER 28 – NOVEMBER 1, 2006**

## I. INTRODUCTION TO THE REJOINDER REPORT

NCATE's Board of Examiners (BOE) conducted a first accreditation visit for Webster University's School of Education on October 28 – November 1, 2006. With all due respect, we believe the BOE's report contains misunderstandings about the unit, its programs, its assessment system, and the data presented in the Institutional Report (IR) and other Exhibits. The unit recognizes that the complexities of its programs and our challenges in effectively communicating them have contributed to these misunderstandings. In this rejoinder report, we will clarify how the unit has provided evidence in its IR and other materials available to the BOE that document that the unit has met all NCATE standards. This report will attempt to correct the misunderstandings that led to Areas for Improvement cited by the BOE.

*The following are the major misunderstandings:*

1. *The BOE disagreed with or misread the unit's definition for "proficiency" in its common assessment scale.* The unit's common rubric /scale for all assessments is explicitly defined in the IR, p. 16, Figure 1 as follows: "unsatisfactory" as 0 – 1.49; "nearing proficiency" as 1.5 – 2.49; "proficient" as 2.5 – 3.49; and "advanced" as 3.5 – 4.0. For undergraduate initial certification programs, the "advanced" rating (3.5-4.0) is not used. The 3.5 - 4.0 ratings are applied exclusively to Advanced Certification and Graduate Programs. The BOE's interpretation of the scale became apparent to us when the draft report was submitted. We addressed this in the factual error response, but apparently the BOE disagreed with the unit's definition (which we believe is beyond the BOE's scope) and judges scores between 2.5 – 2.9 as inadequate. For example:

*"As can be seen from review of the common rubric scale (IR, p. 16: Figure 1), scores of 2.5 do not indicate proficiency; rather they indicate something between "nearing proficiency" and "proficient." Thus, in each instance where the mean is below 3.0 that there were candidates whose performance was rated less than proficient" (BOE Report, p. 22).*

*"All other initial certification candidates who completed their practica during the spring 2006 semester averaged between 2.6 and 2.9 on these five standards. Thus, it is clear that not all candidates are evaluated as proficient during the practicum experience" (BOE Report, p. 30).*

*"The average scores range from 2.5 to 3.0). All of the 3s occurred in spring 2005. Thus, not all candidates are evaluated as proficient during their apprentice teaching experience" (BOE Report, pp. 30-31).*

2. *The BOE appears to have judged the unit on some criteria that are not included in the NCATE Standards.* For example:

- Although NCATE does not require that the unit have common assessments across all programs, the BOE report states "No single unit wide assessment such as a teacher work sample was utilized to measure candidate's meaningful learning experiences for students based upon developmental levels" (BOE Report, p. 34).
- Calibration studies are not an NCATE requirement. However, in the rationale for AFI #7 for Standard 2, the BOE report observes that "The unit has not yet ... conducted calibration studies for assessments." (BOE Report, p. 45)

- The AFI cited by the BOE for Standard 5 states that the unit does not provide evidence that all faculty are engaged in professional development. NCATE Standard #5 does not require proof of “engagement.” It only requires that the unit “provides opportunities for faculty to develop new knowledge and skills . . .” (NCATE Standards 2002, p. 36)
3. *The BOE report omits critical contextual information, which may present the unit in a negative light and does not include the positive context when appropriate.* For example: (1) In reporting the 69% CBASE pass rate on first time taking of tests, the report does not say that average first time test takers’ pass rate in Missouri is 66% as reported in the IR, and that all Webster candidates have passed the test within the range of 84% to 100% over the past five years, as reported in the IR. (2) The BOE report does not mention that the Missouri Department of Elementary and Secondary Education (DESE) team gave an overall rating of “MET” for each of the Missouri Standards for Teacher Education Programs (MoSTEP) on the unit’s candidate portfolios. The DESE team uses a sampling method and in the MoSTEP process, each of the 11 standards is reported as “MET” overall if at least half of the portfolios examined are rated as “MET” for that standard.
  4. *The BOE report’s appendix does not include the list of Exhibits that were referenced and available to the BOE. These Exhibits included extensive program reports and data files addressing NCATE standards. This may explain why the BOE has reported missing, insufficient or incomplete data related to various standards.* The BOE Report does include two lists of Supplemental Exhibits:
    - a. Exhibits requested by the BOE at the time of the visit (BOE Report. pp. 83-86) and
    - b. “Exhibit Room Documents and Artifacts” included in the Exhibit Room but not cited in the IR. (BOE Report pp. 86-99).

However, the original list of Exhibits with numbered citations linked to the Institutional Report was not included in the BOE report. This list included:

- IR supporting documents (28 exhibits for overview; 17 exhibits for Conceptual Framework; 24 exhibits for Standard I; 40 exhibits for Standard II; 41 exhibits for Standard III; 20 exhibits for Standard IV; 36 exhibits for Standard V; and 43 exhibits for Standard VI) See Appendix R1.2 and 1.3 Exhibit Room and Exhibits Supporting Institutional Report pp.1-3.
  - Program reports (13 reports for Undergraduate Initial Certification programs; 13 Graduate Initial Certification Programs; 7 reports for Advanced Certification programs; 8 reports for Graduate Degree programs) See Appendix R1.4 Program Reports & Documents Available to the BOE pp. 4-5.
  - Aggregated Candidate Data files (35 graduate files, 20 undergraduate files; 20 Post-Baccalaureate Initial Certification files) See Appendix R1.8 Candidate Data (2001-2005) pp. 7-8.
5. The BOE report does not acknowledge that the Missouri Department of Elementary Education (DESE) Team of seven members recommended approval for every program. The standards used by the Missouri team are aligned with the NCATE Standards and their elements. The unit demonstrated the alignment of NCATE and Missouri Standards for Teacher Education Programs (MoSTEP) standards. Each program report was then organized by the MoSTEP standards. The unit understood that this was acceptable to both groups per the state partnership agreement.
  6. Significant program data were compiled, analyzed and reported in these reports and documents available in the Exhibit Room. However, *it appears that the BOE may not have been aware of or did not consider the material in these program reports and numbered Exhibits in their reporting of*

*missing, insufficient or incomplete data related to various standards. The original IR exhibits are included in this Rejoinder Report as Appendix R1.2 and 1.3 Exhibit Room Menu / Contents; Appendix R1.4 Program Reports & Documents Available to the BOE; Appendix R1.3 Exhibits Supporting Institutional Report (Numbered).*

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

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

**Recommendation:** *Not Met*

### **Areas for Improvement (New):**

*The unit does not have sufficient evidence or data demonstrating that candidates have pedagogical content knowledge, professional/ pedagogical knowledge, dispositions, and student learning.*

**Rationale:** *Sufficient assessment data based and aligned with the Unit Assessment System was not in evidence during the on-site visit that would indicate candidates have developed the proficiencies in the elements of standard one.*

### **Institutional Response:**

The following response addresses each of the elements of Standard I to show that (1) *the unit had sufficient data at the time of the visit; and (2) these data were presented in alignment of NCATE Standards with professional, state and institutional standards, and the unit assessment system.* Appendix R-5: (Citations in Documents Showing Where Standard 1 [Candidate Knowledge, Skills, and Dispositions] Elements Were Met) summarizes the locations where data for each element of Standard I were located in the IR, in the Exhibit Room, and in Supplemental Documents provided to the BOE during the visit.

### **ELEMENT 1: CONTENT KNOWLEDGE FOR TEACHER CANDIDATES (*Initial and Continuing Preparation of Teachers*)**

### **ELEMENT 2: CONTENT KNOWLEDGE FOR OTHER PROFESSIONAL SCHOOL PERSONNEL**

The list of tables below document content knowledge proficiencies and were included in the IR under Standard I, (IR, pp. 17-20) Elements 1 and 2, Content Knowledge.

- Table 3 Unit Pass Rate on Content C-BASE test (1999-2005) (IR, p. 17)
- Table 4 Methods Sequence/Practicum Spring 2006 (IR, p. 18)
- Table 5 Content Assessment from Apprentice Teaching 2005-2006 (IR, p. 18)
- Table 6 PRAXIS Results 2004-2005 (IR, p. 18-19)
- Table 7 Professional Portfolio 2003-2006 (IR, p. 19)
- Table 8 Sample Advanced Program Data 2005 – 2006 (IR, p. 20)
- Table 9 Unit Pass Rates on Content Test for Other School Personnel 2001-2005 (IR, p. 20)

- Additional data for Standard I were reported in Program Reports (Appendix R1.4 Program Reports & Documents Available to the BOE).

The alignment between NCATE standards and the MoSTEP standards are indicated in the tables listed in the bullets above. The MoSTEP standards are also aligned with the School of Education Goals in the unit Conceptual Framework. A master table “Alignment between NCATE KSDs / MoSTEP” (Appendix R2) was provided to the BOE team and in the Exhibit room. The list of MoSTEP Standards is also listed on pp. 11-14 in the BOE Report. The Preconditions Report which was included among the Exhibit Room Documents, also documents the alignment of School of Education Goals, MoSTEP standards, INTASC standards, and all elements of NCATE Standard I.

In addition all assessment systems described in the Preconditions report (Exhibit Room, unnumbered) show proficiency ratings (PR) in the proficiency range of 2.5- 3.0.

In reference to the BOE report and analysis of Table I.2 DESE Questions/Concerns (BOE Report p.21-22), Table 1.4 DESE Team Portfolio Data (BOE Report p.23), and Table 1.5 DESE Results (BOE Report p. 23) regarding portfolio evaluations by the DESE team, see J. Mike Lucas email (Appendix R4). This email verifies that the DESE team rated Webster’s sample portfolios as meeting the criteria for meeting each of the MoSTEP standards.

### **ELEMENT 3: PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES** *(Initial and Continuing Preparation of Teachers)*

The list of tables below document pedagogical content knowledge proficiencies and were included in the IR under Standard I, (pp. 20-21) Element 3 Pedagogical Content Knowledge for Teacher Candidates

- Table 10 Methods Sequence 2005-2006 (IR, p. 20)
- Table 11 Sample Advanced Program Data 2005-2006 (IR, p. 21)

The data from the AY 2005-2006 methods sequence presented in IR Table 10 shows that initial candidates averaged 2.7 on MoSTEP 2 (Knowledge of Learners), 2.7 on MoSTEP 5 (Knowledge of Effective Instructional Strategies; and 2.9 on MoSTEP 11 (Knowledge of Technology. All of these scores are in the proficient range.

Although the methods course based key assessment data from initial and advanced level programs were the only data presented in the section of the IR headed, “Pedagogical Content Knowledge for Teacher Candidates,” there is additional evidence of proficiency in regard to this element of Standard I in the performance assessment data reported for practicum (IR, p. 21, Table 12); apprentice teaching performance assessments (IR, p. 22 Table 13) and candidate portfolios (IR, pp. 22-23, Table 14). Those data are organized according to MoSTEP Standards. MoSTEP Standards 1 and 4 address pedagogical content knowledge for teacher candidates such as “application of standards in curriculum development (MoSTEP 4); application of motivational strategies (MoSTEP 6); effective communication skills (MoSTEP 7); responsiveness to diversity (MoSTEP 3); application of standards in curriculum development (MoSTEP 4), and application of technology (MoSTEP 11).

Data from Apprentice Teaching for three semesters SP 2005, FALL 2005, SP 2006 are documented in IR, p. 18, Table 5; IR, pp. 22-23 Table 13. These data demonstrate candidates’ *pedagogical content knowledge*, and *professional / pedagogical knowledge and skills*. Since the Apprentice Teaching and Practicum evaluation instruments use a scale with a maximum of 3.49, the range for “Proficient” is (2.50 – 3.49). [Please note that the advanced programs use a 4.0 scale where the proficient range is 2.5 – 3.49 (IR, p.16 Figure 1).] The BOE report incorrectly concludes that “not all candidates are evaluated as

proficient during their apprentice teaching experience.” (BOE Report, p. 31) The data reported from all three semesters in Apprentice Teaching show that candidates scored in the Proficient range overall across all standards (IR, pp. 22-23, Table 13), not just Spring 2005 as the BOE report cites (BOE Report, p. 31).

At Transition Point 4, all initial certification candidates complete the professional portfolio, which demonstrate candidates’ *content knowledge* (IR: p. 19, Table 7, and pp. 22-23, Table 14) and *pedagogical content knowledge* (IR: pp. 22-23, Table 14). Content and pedagogical content knowledge are embedded in MoSTEP Standards #1 and #4), *professional / pedagogical knowledge* is also addressed in MoSTEP Standards #5, #6, and #7

In addition, the PRAXIS data (IR, pp. 18 & 19, Table 6) show high pass rates (11 of 13 programs showed 100% passing at state cut score; the other two showed 94% and 89% passing at state cut score). These data give further evidence of candidate proficiency in regard to pedagogical content knowledge for teacher initial candidates. The tests for Missouri Administrative Certification taken by candidates in the advanced program for educational leaders (IR, pp. p. 20, Table 9) addresses pedagogical content knowledge for other school personnel. One hundred percent of these candidates passed at the state cut score.

Proficiency ratings reported in all of these data indicate that candidates performed at proficiency levels.

Statements in the BOE report indicate that candidates do have pedagogical content knowledge. For example, the first sentence of the BOE report under the section addressing Pedagogical content knowledge for teachers states, “The data provided by the institution indicate that initial certification (undergraduate and graduate) candidates have good pedagogical content knowledge.” (BOE report, pp. 28-29). DESE team assessment of sample portfolios is cited here again, but the report does not indicate that the DESE team’s criteria for meeting each of the MoSTEP Standards in sampled portfolios are 50%. Therefore, the DESE team declared candidate portfolios as proficient (Appendix R4: Email correspondence from Dr. Mike Lucas, Director of Teacher Education, Missouri Department of Elementary and Secondary Education).

The BOE report notes “...all team members concurred that the interviews with candidates, graduates, cooperating teachers and principals indicated that the candidates are well-prepared with pedagogical content knowledge to begin teaching.” (BOE report, p. 29) The BOE report also cites the alumni surveys from the last three years: “The results indicate that alumni feel that the unit did a good job in preparing them in terms of pedagogical content knowledge....” (BOE report, p. 30)

#### **ELEMENT 4: PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES (*Initial and Continuing Preparation of Teachers*)**

#### **ELEMENT 5: PROFESSIONAL KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PERSONNEL**

The list of tables below document pedagogical content knowledge proficiencies and were included in the IR under Standard I, (pp. 21-24) Element 4 (Professional and Pedagogical Knowledge and Skills for Teacher Candidates) and Element 5: Professional Knowledge and Skills for Other School Personnel

- Table 12: Transition Point 2 – Entry to Clinical Practice (Practicum Spring 2006) (IR, p. 21-22)
- Table 13 Transition Point 3 – Exit from Clinical Practice: Apprentice Teaching 2005-2006 (IR, p. 22)
- Table 14 Transition Point 4 – Program Completion: Professional Portfolio 2003-2006 (IR, p. 22-23)

- Table 15 Sample Advanced Program Data (2005-2006) (IR, p. 24) The Expanded Grade Form (EGF) summarized in this table is a tool for reporting the ratings given in key assessments / assignments embedded in courses.

All the above data indicate that candidates performed at proficiency levels. In addition, PRAXIS results from 2004-2005 indicate that Webster candidates scored well on all of these exams (IR Table 6, pp.18-19).

Post program data on candidates reported in Table 21: Alumni Survey Results (IR, p. 27), Table 22: Employer Survey Data (IR, pp. 27-29), and Table 23: Post Program Data (for MAT graduates) (IR, pp. 29-30), also give evidence of very positive ratings on candidate proficiencies related to professional and pedagogical knowledge and skills.

Survey and interview data provided further evidence of candidate and other school personnel preparation in regard to professional knowledge and skills. In summary, the IR states, "Interviewees were unanimous in stating that Webster's initial certification candidates and alumni exhibit professional and pedagogical knowledge and skills." (IR, p. 31)

In addition to the data provided in the IR, positive statements were made in the BOE report to suggest that candidates do have professional pedagogical knowledge and skills. The BOE report also cites data from surveys and interviews:

"Alumni surveys indicate that the initial certification graduates feel that Webster did a 'good' job in preparing them to meet MoSTEP standards 2, 3, 4, 5, 6, 7, and 11." (BOE Report, p. 31)

"Interviews with school administrators disclosed that Webster candidates' command of professional and pedagogical knowledge and skills is readily and competently demonstrated. They further state that the candidates, as well as graduates they have hired, come well prepared with pedagogical skills necessary to accommodate diverse learners and impact student learning in productive measures." (BOE Report, p. 31)

The individual program reports also summarize candidates' proficiencies on professional pedagogical knowledge and skills. (IR, p. 23; Exhibit Room: Program Reports; Appendix R1.4: Program Reports & Documents Available to the BOE)

The data in the School Leader Licensure Assessment (SLLA) was shown in the Content Knowledge Section of the IR (IR, p. 20, Table 9). However, the exam also assesses "Professional Knowledge and Skills for Other School Personnel" such as: knowledge of principles of effective instruction, relationships with community leaders and families, impact on students and different approaches to teaching (SLLA on <http://www.ets.org>). Table 9 (IR, p. 20, Unit pass rate on Content Tests for Other School Personnel, 2001 – 2005) shows that 100% of candidates passed at the state cut score.

## **ELEMENT 6: DISPOSITIONS FOR ALL CANDIDATES**

The conceptual framework describes three professional dispositions that the unit has adopted. (IR, p. 14; Exhibit CF:1 Conceptual Framework). The candidate assessments of these dispositions (#1, #2, and #3) are aligned with MoSTEP (#9, #3, and #10 respectively) and NCATE standards (Standard 1, Element 6).

The assessments for these dispositions are included in Transition Points 2, 3, and 4 in initial programs; and Transition point 2 in most advanced programs (IR, pp. 34-50; Appendix R7: Dispositions from NCATE Preconditions Report (4.1-4.5)).

The summarized data for dispositions assessed in the Practicum and Apprentice Teaching are reported in the IR, pp. 24-25, Table 16 (Assessments from Practicum and Apprentice Teaching 2005-06) and in Appendix R3. The data for dispositions assessed in the Portfolios are summarized in the pp. 22-23, Table 14 and in Appendix R3. The Preconditions Report which was included among the Exhibit Room Documents, also documents the alignment of School of Education Goals, MoSTEP standards, INTASC standards, and all elements of NCATE Standard I. All of these data indicate that candidates have scored in the proficient range for each disposition.

In addition a self-survey has been piloted across initial and advanced programs. The data collected from the first administration of this survey were available to the BOE on the candidate profiles called "Candidate Data (2001 – 2005)" in the exhibit room (Appendix R1.8: Candidate Data, 2001-2005) and a supplemental exhibit (Supplemental Exhibit #70). That data were reported in one of the additional exhibits submitted during the visit (Supplemental Exhibit #70 "Standards I and II Questions and Data").

The BOE report itself cites data that candidates achieved the expected dispositions. Examples from the BOE report include:

- "All interviews confirmed that the initial certification candidates and graduates of Webster have the expected dispositions." (BOE report, p. 33, paragraph 2)
- "Surveys of initial certification alumni feel that the unit did a good job of preparing them to meet MOSTEP Standard 9 (values reflection)." (BOE report, p. 33, paragraph 3)
- "It is clear that the unit is making a concerted effort to address the question of candidate dispositions in a consistent fashion and that the candidates by and large demonstrate the desired dispositions." (BOE report, p. 33, paragraph 5)

Evidence of candidate dispositions in advanced programs is included in individual Program Reports. For example, the Educational Leadership (Ed.S.) Program Report (p. 47 included in the Exhibits available to the BOE) notes that all candidates who passed internships with a rating of 3 or greater have achieved proficiency ratings 3 or greater for all dispositions according to the rubric. Data for candidate proficiency on internships are summarized in the Educational Leadership (Ed.S.) Program Report. These data show 100% "advanced" ratings ( $n=66$ ) for all candidates in Fall 2005. (Educational Leadership (Ed.S.) Program Report, p. 47).

The program report for Severe Developmental Disabilities provides evidence that reflection on both teaching and learning as well as ethical questions are built into the program. Key assessments 1 and 5 are both reflections and there is a reflective component in key assessment 7. Data show that all candidates were rated as "proficient" or "advanced" on assessments 1 and 5. Data for candidates' proficiency related to collaboration show all but three candidates were able to demonstrate proficiency in the field experience for SPED 5313. The three candidates who were not able to demonstrate during this field experience due to constraints of the field placement had previously demonstrated proficiency in this area in other field placements (Severe Developmental Disabilities Program Report, p. 17)

Data reported from key assessments in the Remedial Reading Program Report submitted for SPA review to IRA/NCATE in February 2006, and approved for national recognition, show that candidates demonstrate positive dispositions within a variety of contexts: teaching diverse students; creating positive learning environments; collaborating with other professionals; and interacting with families and communities. Dispositions are embedded in the IRA Standards (*IRA Standards for Professionals---2003*) and include the candidates' self reflections on their own teaching effectiveness and dispositions. The IRA/NCATE's SPA Review (available online at NCATE, [www.ncate.org](http://www.ncate.org)) of the program data based on the assessments related to dispositions indicated that those standards were "met." Ratings for all candidates were at the "advanced" level or the "proficient" level ( $n=31$ ).

The TESL/TEFL Program Review (Program Reports index) also includes dispositions embedded in key assessments for candidates. Thus, candidates are assessed as they teach ESOL students within diverse classroom settings and as they collaborate with other professionals. Teaching evaluations (Exhibit I:12) include elements related to dispositions, so candidates are given feedback at midterm and at the end of the practicum. All candidates were rated at the “advanced” level in Spring 2006 ( $n=4$ ).

**ELEMENT 7: STUDENT LEARNING FOR TEACHER CANDIDATES (*Initial and Continuing Preparation of Teachers*)**

**ELEMENT 8: STUDENT LEARNING FOR OTHER PROFESSIONAL SCHOOL PERSONNEL**

The data provided to document student learning / impact on P-12 learning in the IR included the following tables (IR, pp. 25-30):

- Table 17 Transition Point 2 Entry to Clinical Practice (Practicum Spring 2006) (IR, p. 25)
- Table 18 Transition Point 3 Exit from Clinical Practice (Apprentice Teaching 2005-2006) (IR, p. 26)
- Table 19 Professional Portfolio (2003-2006) (IR, p. 26)
- Table 20 Sample Advanced Program Data (IR, p. 26)
- Table 21 Alumni Survey Results (IR, p. 27)
- Table 22 Employer Survey Data (IR, p. 22-29)
- Table 23 Post Program Data (IR, p. 29-30)

The performance assessments in apprentice teaching and practicum evaluate candidates’ (a) use of formal assessment methods to inform instruction; (b) use of informal assessment methods to inform instruction; (c) involvement of students in self-assessment; and (d) record-keeping of student work. (Exhibits #I:12 Practicum Evaluation Form; #I:14 Apprentice Teaching Evaluation Form). Candidate ability to focus on student learning and positively impact student learning are demonstrated in artifacts such as lesson plans, reflections and reflective logs included in candidate portfolios. All assessment data reported for apprentice teaching and practicum show that candidates scored in the proficient range.

The BOE references the DESE report of 57% pass the MoSTEP 8 (the candidates ability to assess student learning). It considers the 57% pass rate as inadequate. However, DESE considers the standard met on portfolios if 50% of the sample portfolios reviewed pass this standard. (Appendix R4: J. Mike Lucas Email)

The BOE report itself cites data that candidates achieved the expected proficiency on student learning. Examples from the BOE report include:

- “Candidates, alumni and cooperating teachers all indicate that initial certification candidates are well equipped to assess student learning both formally and informally.” (BOE report, p. 34, paragraph 2)
- “Initial certification alumni indicate that Webster did a ‘good’ job of preparing them to evaluate student learning. Their employers’ average ratings for MOSTEP 8 were 2.6 for AY 04-05 and 3.0 for AY 2005-06.” (BOE Report, p. 34, Paragraph 3)

The results of the MAT Alumni survey (IR, pp. 29-30 Table 23; Exhibit #I:24 MAT Alumni Survey) also indicate candidates’ proficiency in student learning. In particular, the survey addresses alumni’s assessment of their own abilities to use (a) multiple assessments, (b) differentiated instruction, (c) adaptation of teaching to needs of all students, (d) working with colleagues to improve student learning / achievement; and (e) providing individualized education for students. Ratings were at the highest range

(4-6 “To a great extent”) for the majority of respondents. (IR, pp. 29-30 Table 23; Exhibit #1:24 MAT Alumni Survey)

All advanced certification programs for other school personnel provide evidence of candidate proficiency in student learning through practicum and internship assessments. This evidence is included in individual Program Reports. For example, the Educational Leadership (Ed.S.) Program Report notes that all candidates in internships (Rating:  $\geq 3$ ) have constructed work samples that validate their proficiency in student learning (Ratings:  $\geq 3$ ) according to the rubric. Data for candidate proficiency on internships are summarized in the Educational Leadership (Ed.S.) Program Report. These data show 100% “advanced” ratings ( $n=66$ ) for all candidates in Fall 2005. (Educational Leadership (Ed.S.) Program Report, p. 47; Appendix R1.4 Program Reports & Documents Available to the BOE). The ISLLC (Interstate School Leaders Licensure Consortium) Standards and the School Leaders Licensure Assessment (SSLA) emphasize student learning in all of their principles. Each Standard starts with the phrase: “A school administrator is an educational leader who promotes the success of all students by...” (<http://www.ets.org>)

The Severe Developmental Disabilities Program Report documents high levels of proficiency for candidates across all key assessments (Severe Developmental Disabilities Program Report, pp. 16-18). These data show “proficient” or “advanced” ratings for all candidates in SPED 5311, and for all candidates except for one in SPED 5312. In SPED 5313, 3 candidates were unable to document proficiency in collaboration during that particular field experience, but were able to document proficiency in other ways. CEC (Council for Exceptional Children) standards (Severe Developmental Disabilities Program Report, pp. 20-42) are incorporated into the program and assessed over an entire year’s period assuring that students receive ongoing feedback on their progress toward meet the standards at a proficient level (Severe Developmental Disabilities Program Report, pp. 17-18; 71-72; Appendix R1.4 Program Reports & Documents Available to the BOE).

Candidates in the Reading Program pursuing an advanced certificate in Special Reading demonstrate expertise in assessing student learning and in using data to inform their teaching. Key assessments and data description and analyses were available in the Reading Program Report (Exhibits and Webster’s website). The program review submitted to IRA/NCATE documented candidates’ ability to assess students’ needs and employ “diagnostic teaching” throughout a number of practica experiences, including teaching observations, candidates’ performance working with whole groups, small groups, and diverse individual students. The IRA/NCATE Review determined that these standards were “met” at the reading teacher level ([www.ncate.org](http://www.ncate.org)). (Remedial Reading Program Report; Appendix R1.4 Program Reports & Documents Available to the BOE)

TESL/TEFL candidates participate in practica experiences within diverse settings and must assess learning of p-12 students so they can individualize methods and materials. Teaching observations kept on file (Exhibits 1:12) show our candidates strengths in adapting their teaching to meet needs of ELL learners of all ages. A midterm evaluation of candidates’ teaching and a final evaluation offer feedback in these crucial areas. Assignments on curriculum development focus on assessment of language learning. Data indicated that all candidates in spring 2006 were proficient.

The BOE comments regarding student learning for advanced candidates summarizes, “No single unit wide assessment such as a teacher work sample was utilized to measure candidate’s meaningful learning experiences for students based upon developmental levels” (BOE Report p. 34). NCATE does not require that the unit have common assessments across all programs. However, the unit’s initial certification programs do have common assessments across all programs. These include the CBASE exams, practicum assessments, apprentice teaching assessments, portfolio assessment, and PRAXIS assessment.

### **Conclusions for Standard I:**

As indicated in the tables cited above, significant and sufficient data were provided in the IR, program reports, and other exhibits that gave evidence of candidate proficiency across all elements of Standard I. The BOE report also cites consistent favorable comments from interviews with candidates, employers and alumni that corroborate unit data demonstrating candidate proficiency on all elements.

The BOE's misinterpretation of the rating scale defined by the unit led to inaccurate conclusions about candidate proficiencies presented in the data. (IR, p. 16, Figure 1). The BOE incorrectly considered all the assessment ratings  $\geq 2.5$  and  $< 3.0$  as "less than proficient." In fact all ratings  $\geq 2.5$  are within the "Proficient" range according to the unit's published rating scale (IR, p. 16, Figure 1). The correct application of the rating scale would have led to the conclusion that candidates and other school personnel were proficient in the knowledge, skills and dispositions required for Standard I.

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### **Standard 2: ASSESSMENT SYSTEM AND UNIT EVALUATION**

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

**Recommendation:** *Initial and Advanced Levels: Not Met*

#### **Areas for Improvement (New):**

- 1 The unit has not comprehensively compiled, analyzed or summarized data for two semesters worth of data on the candidate performance as outlined in Webster UAS at both initial and advanced levels.*
- 2 The unit has not comprehensively compiled, analyzed or summarized data for two semesters worth of data on the unit programs as outlined in Webster UAS at both initial and advanced levels.*
- 3 The unit has not comprehensively compiled, analyzed or summarized data for two semesters worth of data on the unit operations as outlined in Webster UAS at both initial and advanced levels.*

**Rationale:** *The unit has a fully designed assessment system that is being implemented that does not meet each of the three elements of standard 2 at a minimally acceptable level. Not all scoring guides for performances listed at transition points are fully developed and in use; data from the assessments and other measures of program quality are collected but not consistently summarized or analyzed; and evidence does not indicate that data are being fully utilized to make course, program, or unit improvements.*

#### **Institutional Response:**

The unit considers the three separate recommended AFIs as a single recommended AFI because: (a) all three AFIs address the same sentence, which is the first sentence, in the Acceptable Rubrics Element B of Standard 2; (b) the BOE report only provided one rationale.

The unit has comprehensively compiled, analyzed or summarized two or more semesters worth of data on candidate performance at the initial and advanced levels. As noted in the response to the BOE's proposed AFI for Standard I, the unit provided evidence that the following data was compiled, analyzed or summarized:

- 6 years of CBASE (content knowledge) Test data showing high pass rates compared to overall pass rate for all institutions in the state (IR, p. 17, Table 3)
- 3 semesters of Apprentice Teaching assessment data which address all elements of Standard I and show that candidates score in the proficient range (IR, p. 18, Table 5; p. 22, Table 13).
- 3 years of professional portfolio data that address all elements of Standard I (IR, p. 19 Tables 7; IR, pp. 22-23 Table 14)
- 2 semesters of data from practicum and apprentice teaching cooperating teachers' and university supervisors' assessment of candidate dispositions (IR, pp. 24-25 Table 16)
- 1 year of PRAXIS results for initial certification candidates (IR, pp.18,19, Table 6)
- 1 year of Sample Advanced Program Data (IR, p. 24, Table 15; IR, p. 26, Table 20) and 1 year of additional advanced program data in Program Reports (in Exhibits)
- 1 year of alumni survey results (IR, p. 27; Table 21)
- 2 years of employer survey data on graduates of initial certification (IR, pp.27-29, Table 22)
- 1 year Post Program Survey Data from Advanced Candidates (IR, pp. 29-30, Table 23)
- 1 year of Expanded Grade Form (EGF) Data on Key Assessments in advanced candidate programs was compiled and reported in data files that were included in the IR Exhibits. These assessments were new additions to our assessment systems and were piloted starting Fall 2005. Each term we have seen an increase in data submission. Faculty reviewed and analyzed the data collected during the Fall and Spring I terms in March 2006. EGF data from Spring II and Summer terms were analyzed at the Fall 2006 Retreat. This data are also reviewed in program reports.
- Automated individual candidate profiles document all key assessment data. These candidate profiles were compiled and summarized by programs and discussed in Program Reports. (Appendix R1.4 Program Reports & Documents Available to the BOE ) The data were available in the Exhibit Room (electronic) (Appendix R1.8 Candidate Data, 2001-2005).

Unit data was and continues to be analyzed at bi-annual School of Education Retreats. This was documented in minutes of School of Education Retreats of May, 2004, August, 2004, May 2005, August, 2005, May 2006, and August 2006 (Exhibit VI 4 School of Education Minutes; Exhibit VI: 5 Retreat Minutes). In addition, each program assessment plan includes a timetable for periodic examination of assessment data by Program Coordinators, Department Chairs, and/or program faculty. This was documented in program reports (Appendix R1.4 Program Reports & Documents Available to the BOE; Exhibit II:1 Program Reports Index). Minutes of Department meetings, adjunct faculty meetings, and leadership meetings documented this kind of data review.

The new School of Education structure that became effective in June 2006 established Discipline Evaluation and Assessment Review (DEAR) Teams that examine assessment data at least once per semester and serve as advisory teams for all categories of programs and content areas. "The advisory teams consist of faculty from cross-departmental School of Education faculty, faculty representatives for other schools and colleges within the university, and adjunct faculty" (IR, p. 83). These teams began meeting in Fall 2006. Minutes were provided in the exhibits during the time of the BOE visit.

In Spring 2006 the unit conducted a review of its operations through a Mock Visit by two external consultants, an experienced NCATE BOE member and an experienced Missouri Department of Elementary and Secondary Education (DESE) accreditation evaluator. One of the recommendations that came from the consultants at the end of their visit was that the unit establishes an Office of Assessment to strengthen and improve our existing unit and program assessment systems. The School analyzed this

recommendation and developed a detailed description of the purpose and functions of the new Office of Assessment, developed a job description for the Director of the Office of Assessment, and implemented these starting in June, 2006. (Exhibit CF:10 Office of Assessment Description Approval)

Since the School had only recently gone through a restructuring at the time of the BOE visit, the BOE members may have not understood how the systems for data analysis had changed over the past few years. Prior to the formation of the Office of Assessment and the new School Structure, unit data on initial certification programs was presented and analyzed regularly at meetings of the Undergraduate Education and Initial Certification Committee (UEICC). These structural changes are described in the IR, pp. 83 and 84.

Minutes of UEICC meetings were made available to the BOE team in both electronic and paper form as exhibits in the IR. In addition a one year summary of UEICC curricular and operational decisions that were made as a result of data analysis in the year 2005-06 was provided (Appendix R1.7 Notes and Minutes; Appendix R9: UEICC Policy Decisions, 2005-2006). Advanced program data continue to be analyzed at department and adjunct faculty meetings. Resulting program and course improvements continue to be made by Department Chairs or Graduate Program Coordinators in consultation with their full time and adjunct faculty. Program changes were discussed in Program Reports and curricular changes documented in Department and School of Education meeting minutes that were included in the exhibits of the IR. Several additional exhibits were submitted during the visit to show program changes that were made as a result of data analysis (Exhibits #37, #42, #46, #49, #55, #56, #57, #59, #62).

An Advising Study conducted by an appointed faculty committee that compiled data in summer of 2004, and distributed a summary report to the Dean and faculty in Fall 2004. The faculty leadership analyzed these data with the dean (documented in minutes that were part of the exhibits available to the BOE) during Fall 2004 and Spring 2005. (Appendix R1.7 Notes and Minutes)

The following Fall 2005 faculty across departments developed a proposal for a third department that was intended to correct the problems addressed in the advising study. That new department was approved in Spring 2006 and began, effective June 2006.

In summary, candidate performance, unit programs, and unit operations have been evaluated through the use of multiple assessments. At least two semesters worth of data on each of these assessments was provided at the time of the BOE visit. In all cases, the data were comprehensively compiled, analyzed or summarized. Data from the assessments and other measures of program quality have been used to make course, program, and unit improvements. Detailed scoring guides are fully developed and were available to the BOE for Practicum, Apprentice Teaching, EDUC 3150, and courses in all initial certification programs (Exhibit II:25 Program Handbooks; Appendix R1.6 Course Syllabi).

Data are being fully utilized to make course, program, and unit improvements as described in Program Reports, Minutes of Meetings (Faculty meetings, committee meetings, Board Meetings, and administrative meetings). (Exhibit Room: Meeting Minutes; Appendix R1.7: Notes and Minutes)

**Areas for Improvement (New):**

*4 Candidates are not fully provided with feedback on the unit proficiency results for performance assessments that are entered as key assessments into the unit system.*

*Rationale: The faculty provides candidates with formative and summative feedback on course-based key assessments. The unit does inform candidates that summative proficiency scores are entered into the assessment system. The unit intends not to let candidates see these data related to their performance.*

### **Institutional Response:**

Candidates get detailed feedback on all key assessments in all transition points, as well as all course based assignments not used as key assessments. Instructor feedback to students on all assignments is a universal expectation for all Webster University faculty members. (Exhibit V:14: Webster University Faculty Handbook). All course syllabi describe the method of evaluation and list all assessments for which students are given feedback. (Exhibit Room: Syllabi folder; Appendix R1.6 Course Syllabi)

The BOE report incorrectly summarizes that “. . . instructors do not inform candidates about these (EGF) grades or provide feedback even though the grades are entered into the assessment system” (BOE Report, p. 43). The unit believes this misunderstanding was based on a statement made by one faculty member at a group meeting with the BOE team during the visit. This faculty member stated that she did not report EGF (Expanded Grade Form) ratings to her students. However, this was not to say that she gave no explicit feedback on all assignments. Other faculty members at the meeting explained, and the aforementioned faculty member nodded in agreement, that all instructors give explicit feedback on all assignments. As correctly noted by the BOE, the EGF data collection process is in a pilot phase. In most graduate program assessment systems the EGF scores for candidates are considered formative assessment data. Since this is formative assessment data and since the unit is in a pilot phase of introducing new course-based key assessments, *some instructors chose to give students feedback on their assignments based on rubrics developed for the specific course objectives*, rather than on the rubrics developed for the EGF key assessments (if and when they differed). This was permitted by the unit because in those programs the EGF scores are not used as gates for continuance in the program, but only as formative data to be used for advising purposes and program review.

Although the rationale for this AFI states “*The unit intends not to let candidates see these data related to their performance,*” the BOE report states the opposite in another passage: “As the assessment system matures, the unit intends to ensure full transparency of proficiency ratings.” (BOE Report, p. 43, third paragraph). The unit already does ensure full transparency of proficiency ratings for all summative assessments at transition points.

Candidate assessment data are regularly shared with candidates to help them reflect on their performance and improve it. These include mid-term and final evaluations in practica and apprentice teaching; as well as all assignments in courses. The Advancement to Candidacy process at the graduate level also includes feedback and meetings with advisors for improvement.

### **Areas for Improvement (New):**

5 *The unit does not adhere to its own established decision point data collection at the multiple decision points in the assessment system.*

6 *The unit often permits the advancement of candidates through established decision points without ensuring that all requirements for advancement have been met.*

**Rationale:** The unit has developed multiple decision points in the assessment system, e.g. at entry, prior to clinical and completion. It reports the use of multiple measures at these decision points. Data is not always collected at these decision points and gates to continue in the programs are not applied consistently. Steps outlined to stop less than proficient candidates from progressing through transition points to graduation are not always subject to rigorous enforcement.

## Institutional Response:

The unit considers the recommended AFIs #5 and #6 as a single recommended AFI because: (a) both recommended AFIs address the same sentence, which is the third sentence, in the Acceptable Rubrics Element 1 of Standard 2; and (b) the BOE report only provided one rationale.

The BOE report observes that “the unit often permits the advancement of candidates through established decision points without ensuring that all requirements for advancement have been met” (BOE Report, AFI Standard 2, #6). In fact, the documents submitted show that *no candidates were allowed to progress beyond Transition Points #2 (“entry into clinical practice”); #3 (“exit from clinical practice”); and #4 (“Program Completion”)* without meeting *all summative key assessment items* at each designated transition point. (IR, pp. 17-26, 34-50; Supplemental Exhibit #70; Appendix R1.4 Program Reports & Documents Available to the BOE; Appendix R1.8 Candidate Data, 2001-2005). There are documented isolated and exceptional instances of undergraduate initial candidates who were allowed to move past Transition Point 1 without having met all of the summative assessments in Transition Point 1 (Supplemental Exhibit #70). None of these candidates, however were allowed to progress beyond Transition points 2, 3 and 4; without meeting all summative assessments for those transitions. During the self-study process these isolated cases came to the attention of the Undergraduate Education and Initial Certification Committee (UEICC). As a result, the UEICC established a policy that required that “Both undergraduate and graduate students must have met the requirements for admission to the Teacher Certification Program before they can begin their practicum. This policy was established in Spring 2006, with the stipulation that it would become effective Jan. 2007 (Appendix R9: UEICC Policy Decisions, 2005-2006; Exhibit II:20; Supplementary Exhibit VI:29 UEICC Exec. Summary and Minutes).

The BOE may have confused the meaning of Transition Point #2 “Entry into clinical practice.” “Clinical practice” is defined by the 2002 NCATE Institutional Standards Glossary as “student teaching internships that provide candidates with an intensive and extensive culminating activity....” (2002 NCATE Institutional Standards Glossary, p. 53). If they understood “entry into clinical practice” to mean “entry into practicum” rather than “entry into student teaching,” then this would have led them to incorrectly conclude that candidates were being allowed to move beyond Transition Point #2.

The BOE is mistaken when it reports that the unit “often” permits the advancement of candidates through established decision points without ensuring that all requirements for advancement have been met. This conclusion is based on a misunderstanding of statements made during the BOE visit at a meeting involving members of the BOE, the Dean, and members of the Office of Assessment. (BOE Report, p. 24) When the Webster team acknowledged that some candidates were permitted to register for a practicum experience before having met all criteria for acceptance into the teacher certification program, the BOE team may have surmised incorrectly (a) that “some” meant several; and (b) that these candidates were being permitted to enter “apprentice teaching” rather than “practicum.” In fact the unit documented that these were isolated cases at one transition point (Supplemental Exhibit #70). The BOE’s conclusion may also be related to an oversight of the fact that some of the assessments presented in program assessment systems were *formative* and used for the purposes of advising and monitoring student progress throughout the program. As explained in the IR:

“There are two classifications of data relevant to candidate performance. These include *formative* assessments (course-based key assessments used for the purposes of advising and monitoring student progress throughout the program) and summative assessments (assessments used to make decisions about candidates at key transition points in the program.” (IR, p. 32)

The tables of program assessment systems presented in the IR, pp. 34-50 also emphasize and distinguish those assessments which are formative and those which are summative by designating formative assessments in blue font and summative assessments in black font.

In the Master of Arts in Teaching degree programs, the Advancement to Candidacy (ATC) procedure is used as a transition point. As part of the self-study process, the unit conducted an analysis of MAT degree seeking students who were eligible, but had not yet completed the process of advancement to candidacy. The unit realized from this study that a large number of candidates were waiting until very late in their program to complete this process. The "ATC Holds" were developed as part of an enrollment management system implemented in April 2006 to prevent candidates from registering for further coursework if they had not successfully completed the ATC procedure. The unit's documentation of 154 holds for Summer 2006, 80 holds for Fall 2006 and 93 holds for Spring 2007 is evidence of the effectiveness of the holds to strengthen the transition point. (Supplemental Exhibit #70) These documents should clarify the confusion stated in the BOE report:

"... data from summer and fall of 2006 indicate a combined 234 holds placed on candidates' advancement to the next transition point across all advanced programs. The reason for the holds was not included in the available data. Thus, the number of candidates being held back at the second transition point was not disclosed" (BOE Report, p.28).

The "holds" were evidence of the unit's implementation of an enrollment management tracking system that ensures that students do not proceed past 21 credit hours of the program before passing a very involved process of advancement to candidacy which requires them to 1) have completed 9 hours of M.A.T. courses within their major; 2) not currently be on probation; 3) submit two work samples from separate M.A.T. courses taught by different instructors in their area of concentration (major) with instructor's comments; 4) have no outstanding incomplete grades; 5) have a current grade average of at least "B"; and 6) submit a statement of self-evaluation that addresses their progress in regard to the program goals (Exhibit #OV:4 & IV:11 Graduate Catalog, p. 24).

### **Areas for Improvement (New):**

7 *The unit has not taken effective steps to promote credibility of unit assessments: fairness, consistency and accuracy.*

*Rationale: The unit has not yet trained faculty in the rating system or conducted calibration studies for assessments.*

### **Institutional Response:**

1. Calibration studies cited in the Rationale for this proposed AFI are not an NCATE requirement.

2. While the unit recognizes the need for additional and ongoing efforts to ensure fairness, consistency and accuracy in regard to unit assessments, it has taken many steps to promote credibility of unit assessment, including:

- *Scoring guides and rubrics* have been developed in all course based key assessments, advancement to candidacy ratings, and portfolios. (Appendix R1.6 Course Syllabi; Appendix R1.4 Program Reports & Documents Available to the BOE; Exhibit II:25 Program Handbooks)

- *Triangulation of assessments* in practicum and apprentice teaching evaluations. Student, Cooperating Teacher and University Supervisor
- *Inter-rater reliability studies* have been conducted for portfolio ratings. (Exhibit II:34 Portfolio Inter-Rater Reliability Study)
- *Faculty training sessions* have been conducted in the implementation of the course based key assessments and dispositions assessments. The adjunct faculty meeting agendas and minutes of these meetings document these training sessions. (Exhibit II:16 Adjunct Faculty Meeting Minutes; Supplemental Exhibit #39: Extended Campuses/Adjunct Faculty Meetings)

**Areas for Improvement (New):**

8 *The unit does not consistently assess the dispositions articulated in the conceptual framework nor consistently aggregate or summarize dispositions data.*

9 *There is a lack of alignment/assessment of the conceptual framework in all programs.*

*Rationale: Not all programs in the unit assess dispositions, and available dispositions data are not consistently aggregated or summarized.*

**Institutional Response:**

The unit considers the recommended AFIs #8 and #9 as a single recommended AFI because the BOE report only provided one rationale for both. The unit assumes that AFI #9 refers to dispositions because the cited rationale refers to dispositions.

The unit demonstrated that it has consistently assessed, aggregated, and summarized data on the dispositions articulated in the conceptual framework for all initial and advanced certification candidates. This is evident in the data presented in the IR, pp. 24-25 Table 16: "Assessments from Practicum and Apprentice Teaching (2005-2006)." This table presents two semesters of practicum assessment data and two semesters of apprentice teaching assessment data which show that candidates have been rated by cooperating teachers and university supervisors as proficient in regard to the unit's three professional dispositions. The evaluations for practicum and apprentice teaching explicitly address and require a rating for each of the three School of Education dispositions in addition to the 11 MoSTEP standards. The BOE report acknowledges that "The unit also provided three semesters of data for the MoSTEP 9 evaluations (spring 2005, fall 2005, and spring 2006)." (BOE Report, p. 32-33). Note that MoSTEP 9 refers to the reflective practitioner, which aligns with the unit's disposition #1, thereby giving further evidence of the assessment of dispositions.

These assessment data are aggregated and analyzed at both the unit and program levels. Assessments reported on IR, pp. 21 & 22, Table 12 indicated that candidates are performing at the proficient level. Advanced certification programs assess candidate dispositions through practicum or internship experiences. Data for each of these programs was addressed in the individual program reports. Please refer back to pp.7 - 8 of this rejoinder for specific examples and explanations of disposition assessments conducted in advanced programs. These include a Reading Program, an advanced certification program, which was submitted for SPA review to IRA/NCATE (February 2006) and recommended for national recognition. It also includes advanced programs in TESL, SDD and Educational Leadership.

While assessment of program specific dispositions have not been developed in two of the 7 MAT degree programs (Math and Educational Technology) the unit-wide self-assessments for dispositions have been distributed to candidates from all programs, and the returned data has been summarized (Supplemental

Exhibit 70). The unit acknowledges that the survey return rate from candidates in graduate programs has not been strong. As noted in the IR, p. 24, the School of Education views the dispositions self-assessment form as in a "pilot phase," thereby anticipating need for improved methods and timing of distribution that will ensure a better return rate.

Both the unit-wide and the individual program *assessment systems are aligned with the professional, state, and institutional standards*. All assessment data (including assessment of dispositions) are aligned with the School of Education goals and dispositions outlined in the conceptual framework. These alignments were documented in the IR; in the Program Reports (Appendix R1.4: Program Reports & Documents Available to the BOE) and in various Exhibits (Exhibits CF:1 Conceptual Framework; Appendix R2: Location in IR & Selected Program Reports Showing Alignment of NCATE with Professional, State and Institutional Standards). Learning outcomes on course syllabi are aligned with the School of Education Goals described in the conceptual framework (Exhibit V:34). The BOE Report itself affirms that "The unit has created a dispositions self-assessment form to address the dispositions derived from the conceptual framework." (BOE Report, p. 32)

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#### **Standard 4: Diversity**

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

**Recommendation:** *MET (initial and advanced)*

**Areas for Improvement:** *(New)*

*1 The unit does not systematically collect and manage assessment data across the unit that identify for candidate proficiencies to help all student learn (initial and advanced).*

*Rationale: The conceptual framework reflects the unit's obligation to diversity. The aligned curriculum, faculty instruction and field experiences support the premise of preparing candidates to teach and lead all students. However, the unit does not systematically collect maintain and analyze explicit data to address candidate proficiencies related to diversity*

**Institutional Response:**

In the IR and Exhibits available to the BOE, the unit has shown that it systematically collects and manages data that identify candidate proficiencies to help all students learn. The Tables in the IR and the pertinent Exhibits are listed here:

- Data for assessment of candidates' proficiency to help all students learn were submitted in candidate profiles. (Exhibit Room [Electronic]: Candidate Profiles 2001-2006) For example the comprehensive list of candidate proficiencies to help all students learn for Initial Candidates in the Spring 2006 Apprentice Teaching Assessment are compiled in the Excel Spreadsheet "SPR06\_AT\_Data\_summaryies\_midterm\_final\_evals.xls"
- Practicum Evaluations include assessment of candidate proficiencies to help all students learn. (Exhibit III:5 Practicum Handbook, p. 26).
- The Apprentice Teaching midterm and final evaluations include assessments of candidate proficiencies to help all students learn. (Exhibit III:6 Apprentice Teaching Handbook, p. 19). The

unit data for these assessments are shown for three semesters (Spring 2005, Fall 2005; Spring 2006) in the IR, p. 22, Table 13. They explicitly show “Proficient” ratings (ranging from 2.7 – 3.0) for Responsiveness to Diversity (MoSTEP 3) (IR, p. 22, Table 13).

- The “Apprentice Teaching Diversity Study” identifies candidate preparedness for working with diverse learners. (Exhibit IV:20)
- The “Evaluation of Candidate Perceptions Regarding Responsiveness to Diversity” analyzes change in candidates over Apprentice Teaching (Exhibit IV:13)
- In the advanced (non-certification) graduate programs, the “Advancement to Candidacy” (ATC) essay responds to each of the four School of Education Goals. The fourth School of Education Goal is “The Responsive Educator: Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences (IR, p. 12).” (Exhibit I:5) Data from these ATC essays are summarized in the program reports. (Appendix R1.4 Program Reports and Documents Available to the BOE)
- In advanced (non-certification) graduate programs (e.g. Communication Arts; Early Childhood Education, Social Sciences, Special Education, Multidisciplinary Studies) the program goals mirror the unit’s goals, including the ability to work with diversity among learners. The program reports include the assessment methods and data that show candidate proficiency in this area. (IR, pp. 60 – 61; Exhibit I:13 Program Reports index).
- The study on the “Evaluation of Diversity in SoE Courses” identifies the pervasiveness of diversity issues in courses. Over 74% of courses make explicit reference to issues of diversity that will be addressed (Exhibit IV:12).

The BOE report confirms that these data are corroborated with school administrators’ observations: “Interviews with school administrators disclosed that Webster candidates’ command of professional and pedagogical knowledge and skills is readily and competently demonstrated. They further state that the candidates, as well as graduates they have hired, come well prepared with pedagogical skills necessary to accommodate diverse learners and impact student learning in productive measures” (BOE Report, p. 31, paragraph 6).

### **Areas for Improvement:** (New)

2 *Programs are not consistently assessing all of the diversity proficiencies that the unit outlines.*

*Rationale: Candidate portfolio artifacts intended to demonstrate meeting the diversity requirement are mostly related to disabilities or behavioral needs, much fewer related to racial, ethnic, and language diversity*

### **Institutional Response:**

The BOE’s stated rationale does not appear to relate to the proposed AFI: The rationale refers to portfolios; the AFI refers to programs. This response will show (1) the IR and Program reports document that the unit and its programs consistently assess all diversity proficiencies defined in the conceptual framework using multiple assessments; (2) the portfolio assessments included explicit consideration of candidate proficiencies in diversity; and (3) the portfolio artifacts selected and examined by the DESE Review Team contained numerous examples of candidates consideration of racial, ethnic, language and cultural diversity.

(1) The IR, the Program Reports, and various other exhibits show how *the unit and Programs have consistently assessed all the diversity proficiencies*. The unit uses MoSTEP #3, Responsiveness to Diversity, including racial, cultural, ethnic, and language diversity as well as disabilities and learning style

diversity, and MoSTEP #8, Assessment of Student Learning as benchmarks for assessing candidates' ability to work with diverse learners. Evidence for programs consistently assessing all diversity proficiencies may be found in: (a) Apprentice Teaching Evaluation Form & Rubric; (IR, Exhibit I:14 (b) Unit Plans Scoring Guide; (IR, Exhibit I:11) (c) Portfolio Scoring Guide and (d) [AT Graduate Level]: Advancement to Candidacy guidelines. (IR Exhibit I:15).

The following tables in the IR show consistent, unit-wide assessment of the candidates' diversity proficiencies (IR, pp. 25-30):

- Table 17 Transition Point 2 Entry to Clinical Practice (Practicum Spring 2006) (IR, p. 25)
- Table 18 Transition Point 3 Exit from Clinical Practice (Apprentice Teaching 2005-2006) (IR, p. 26)
- Table 19 Professional Portfolio (2003-2006) (IR, p. 26)
- Table 20 Sample Advanced Program Data (IR, p. 26)
- Table 21 Alumni Survey Results (IR, p. 27)
- Table 22 Employer Survey Data (IR, p. 27-29)
- Table 23 Post Program Data: MAT Alumni Survey Results (IR, p. 29-30)

(2) Evidence of programs consistently assessing all diversity proficiencies is found in the Portfolio Scoring Guide as well as the Unit Plan and its Scoring Guide which is used by all methods courses at the initial and advanced level. (Exhibits III: 5, III: 6; III:12)

(3) *The portfolios that the DESE Review Team examined contained numerous examples of candidates' consideration of racial, ethnic, language and cultural diversity.* The DESE Review Team selected and reviewed eight sample candidate portfolios at the initial level. Of these portfolios, six included lessons and or units specifically addressing cultural issues. One of the 2 not in evidence of cultural diversity was a special education candidate whose portfolio was completely devoted to disability. Specifically the units included were:

- Secondary English: 2 units on ethnicity
- Secondary Social Studies: Lesson on race riots in East St. Louis
- Elementary: unit on ancestors
- Secondary Social Studies: Unit on Reconstruction and Reform in Post-WWII Europe with much emphasis on Jewish populations
- Special Education: Disability
- Special Education: Unit "Developing an Islamic Civilization"
- Music: Choreography lesson designed to connect to lives of African American students; Analysis of Building on the Strength of Urban Learners

In the advanced Educational Leadership program, the Portfolio Review requires that candidates demonstrate their ability to work with diverse learners: "A school administrator is an educational leader who promotes the success of all students by collaborating with family and community members, responding to diverse community interests and needs, and mobilizing community resources. All portfolios must present sufficient evidence of this standard to pass the portfolio requirement" (Appendix R1.4 Program Reports and Documents Available to the BOE: Educational Leadership Program Report).

**Areas for Improvement:** (New)

3 *Candidates have limited opportunities to interact with faculty members from diverse backgrounds.*

*Rationale: The unit faculty lacks ethnic, cultural, and language diversity necessary to effectively prepare candidates to work with PK-12 students with diverse backgrounds and needs.*

**Institutional Response:**

While the IR shows that in 2005-2006, only 5% (1 of 20) full-time faculty was non-Caucasian (IR, p. 72; Table 29), two African-American visiting professors, including Dr. Evelyn Reid (full-time) and Dr. Sharroky Hollie (part-time) were hired in Fall 2006 to work exclusively in the School of Education. (IR, p. 76; BOE Report, p. 54) As a result the percentage of minority full-time faculty is now 9.5%. The unit has been able to recruit a significant number of faculty of color to teach in the Educational Leadership Program. Twenty percent of the adjunct faculty in that program is African Americans (IR Exhibit Educational Leadership Program Report, pp. 12-13).

In a BOE interview with Dean B. Fyfe, two other examples of full-time School of Education faculty position offers to African Americans were reported. Neither of these offers was accepted, but they are examples of good faith efforts made to increase faculty diversity. The BOE report also cites additional affirmative steps to hire minority faculty. The BOE Report states:

“The unit actively addresses its concern about the lack of minority faculty. Using endowment funds, the unit hired two minority visiting professors this year. Interviews with the university affirmative action and personnel officials reveal that faculty position advertisement is routinely placed in *The St. Louis American*, an African American newspaper, and the unit is actively reaching out to the minority communities for potential faculty candidates to fill a possible faculty vacancy” (BOE Report, p. 54).

Professional development programs in 2004-2006 have strengthened faculty members’ knowledge and skills in working with ethnic, language and cultural diversity (IR, p. 81, Exhibit V:32). Examples include faculty development programs such as: Theresa Perry Workshops; Sharroky Hollie workshop and classes; and the Dismantling Racism Institute. The Kornblum Institute has sponsored initiatives to increase understanding of diversity.

In addition to supporting Visiting Professorships, the Institute supports a co-instructor of color in the foundations course, EDUC 3150; and supports workshops cited above (IR, p. 87, Exhibit VI:32 SOE Grant and Endowment Budgets; IR, p. 76, Exhibit V:4 Visiting Scholars Documentation).

Faculty vita also show that full-time faculty have extensive experience with different cultures within the US, and internationally. (Exhibit IV:17; Appendix R1.5 Faculty Vitae) Examples of these extensive professional development activities, research projects, leadership in special courses and programs include: a multi-year Haiti service project; Dismantling Racism Institute; ethnographic research and publication such as *The Thoughts of Young: An International Perspective on Adolescents’ Ideal Person*; research on Maori child rearing and language development; teaching at international campuses; and consultation on urban partnerships and grants.

**Areas for Improvement: (New)**

4 *Candidates have limited opportunities to interact with other candidates from diverse backgrounds (Initial and Advanced).*

*Rationale: The unit’s candidates lack ethnic, cultural, and language diversity in comparison with students on the Webster St. Louis campus (Initial and Advanced)*

### **Institutional Response:**

Webster University is a diverse campus. The white candidates represent 85.7% of the School of Education undergraduate enrollment. Candidates interact with the 32.7% non-white students in the overall St. Louis campus. Undergraduate candidates have extensive opportunities to interact with university students from other backgrounds in courses they take in departments across the university, through study at Webster's international campuses, and through participating in extra-curricular activities that involve students from diverse backgrounds. In particular, candidates in middle and secondary school levels, invariably interact with classmates of color in their content area classes. (BOE Report, pp. 54-55 Table 4.5; Supplemental Exhibit #91, "Sum and Substance, 2004-2005")

Graduate/advanced candidates have an even greater opportunity to interact with diverse candidates. University enrollment statistics reported for 2006 (Supplemental Exhibit #45, Diversity Data; Supplemental Exhibit #91, "Sum and Substance, 2004, 2005") indicate that 75% of MAT students are white. This report indicates that in the Educational Leadership program 63.1% of candidates are white. The St. Louis County General Population (2000 Census) shows that 75% of the population is white (BOE Report Table 4.3 p. 55). The on-line courses at the graduate level give students the opportunity to interact with an even more highly diverse worldwide Webster University graduate enrollment (52% non-white in 2003; 53.4% non-white in 2004; 53.9% non-white in 2005) (Supplemental Exhibit #45, Diversity Data).

The BOE acknowledges that "Evidence is in place demonstrating the unit's effort to recruit and retain diverse candidates." (BOE Report p. 55)

The BOE report notes "The unit has yet to develop a specific action plan to increase the minority candidates and faculty presence, as well as increasing opportunities for candidates to interact with diverse candidates" (BOE Report p. 56). This is no longer a requirement of NCATE Standard 4. In NCATE Standards Manual supporting explanation (2002, p. 32) "a plan, which is monitored and revised regularly, may provide guidance in ensuring and maintaining diverse representation." This statement implies that a unit action plan is not required.

### **Areas for Improvement:** *(New)*

5 *The unit does not guarantee placement in a diverse apprentice teaching or /practicum setting at the initial and advanced levels.*

*Rationale: A tracking system to ensure candidates have an exposure to a full range of diverse settings is not in place. When candidates are permitted to return to previous clinical experiences, there is a possibility that candidates will have a limited exposure to diversity.*

### **Institutional Response:**

The NCATE Standard 4 does not require candidates to have a diverse "apprentice teaching or /practicum setting" as stated in this proposed AFI. Instead, the NCATE Standards require that

"Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender and socio-economic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students" (NCATE Standards in the Acceptable Rubrics, p. 31).

All Webster University undergraduate education candidates are required to take EDUC 3150: Education in a Diverse Society (Exhibit III:1 EDUC 3150 Syllabus) as an entry course into the Education Program. This course is taught in four different local K-12 schools, which were chosen because they have very diverse populations of students in terms of racial diversity as well as economic diversity. One district has 38% free/reduced lunch; the second has 57% free/reduced lunch; the third has 60% free/reduced lunch and the fourth has 99% free/reduced lunch. EDUC 3150 includes a one credit hour field experience at the school site (IR, p. 53). The policy requiring that all undergraduate candidates have a classroom experience in a diverse setting in EDUC 3150 can be found in Appendix R9: UEICC Policy Decisions, 2005-2006. The syllabus for EDUC 3150 (Exhibit III:1 EDUC 3150 Syllabus) documents how the course and embedded field experience are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. *Thus, all undergraduate initial certification candidates are guaranteed placement in a diverse field experience that is designed to help them develop and practice their knowledge, skills and dispositions for working with all students.*

At the graduate (post-baccalaureate) levels, diverse placements and experiences are ensured in the field components of various required courses (Appendix R1.4 Program Reports & Documents Available to the BOE). For example, in EPSY 5130 *Educational Psychology*, (Appendix R1.6 Course Syllabi) specific assignments include observations in diverse classroom, as well as discussion and reflection reports about the diversity issues observed. Other courses that embed experiences designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students include SPED 5860 Psychology of the Exceptional Student, EDUC 5020 Foundations of Education, COMM 5670 Teaching in a Diverse Society (Appendix R1.6 Course Syllabi).

All graduate candidates seeking Remedial Reading Certification have a practicum, COMM 5980 ( in a diverse setting (Appendix R1.6 Course Syllabi; Appendix R1.4 Program Reports and Documents Available to the BOE: Remedial Reading Program Report). Candidates in the TESL Certification program have a practicum with students of linguistic and cultural diversity (English Speakers of Other Languages).

All graduate candidates in the Severe Developmental Disabilities advanced certification program complete SPED 5090 Practicum, which places them with students who have a variety of severe disabilities. The practicum is taken concurrently and assignments are integrated with core courses on Assessment of Functional Skills of Students with Severe Disabilities, Curriculum and Methods for Students with Severe Disabilities, and Augmentative and Alternative Communication for Students with Severe Disabilities (Appendix R1.4 Program Reports & Documents Available to the BOE).

Educational Leadership candidates are required to complete an internship taken concurrently with LEAD 6003 Curriculum and Instruction (Appendix R1.6 Course Syllabi). An assignment that links the two experiences is the development of a School Improvement Plan that addresses appropriate instruction for diverse learners.

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## **Standard 5: FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT**

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

**Recommendation:** *MET (initial and advanced)*

**Areas for Improvement:** *(New)*

*The unit does not provide evidence that all faculty are engaged in professional development activities.*

**Rationale:** *The concepts of performance assessment, diversity, technology, emerging practice, as well as other concepts and ideas from the conceptual framework are to be facilitated by the unit to engage all full-time and adjunct faculty in professional development.*

**Institutional Response:**

1. The proposed AFI does not appear to be related to the accompanying rationale.
2. The AFI is not consistent with the NCATE Standard 5, Element 7. The AFI indicates that “the unit does not provide evidence that all faculty are engaged in professional development activities.” Standard 5, Element 7 does not ask for evidence of faculty *engagement* in professional development activities.. Standard 5 requires that the unit provides *opportunities* for professional development for faculty.
3. The unit has provided extensive evidence that *all faculty members are engaged in professional development activities*: Evidence for faculty engagement in professional development were provided in documents were available to the BOE, including the IR, pp. 77-81, in Exhibits V:19: Webster Institute for Literacy; V:32: Faculty Development Center Website; V:21: Teaching American History grant; V:20: Corporate Grants; V:35: Faculty Files; V:18: Faculty Research Grants; and in all of the Faculty Vitae (Exhibit V:33: Faculty Vitae Folder) wherein full-time and adjunct faculty have listed their engagement in professional development activities.
4. The unit has provided extensive evidence that it has *provided opportunities for faculty professional development*. This is indicated by the BOE in its report (p. 66) where it states “Professional development activities are available to full-time and adjunct faculty both through the School of Education and through the university as a whole.” Opportunities for professional development provided by the unit are documented in the IR (IR, pp. 80-81 and Exhibit V:32 Faculty Development Center website). These workshops, meetings, institutes, and projects have addressed concepts and ideas from the unit’s conceptual framework, especially technology, diversity, and assessment (IR, pp. 80-81 and Exhibit V:32 Faculty Development Center website).

The following professional development opportunities are available to both full-time and adjunct faculty in the unit:

- The Webster University’s Faculty Development Center affords on-going individual and team-based professional development opportunities for all full-time and adjunct faculty. The Faculty Development Center has provided workshops on technology, classroom practices (teaching writing; collaborative learning, etc.), and diversity (learning styles, cultural diversity). (Exhibit V:32 Faculty Development Center website)
- The IR also describes the requirement that faculty document their professional development activities: (IR, p. 77) “Both yearly formative evaluations and summative reviews for tenure/FDL or promotion must include demonstration of engagement in and contributions to the professional community. [Exhibit V:16 CRF Guidelines for Portfolios; [Exhibit V:17 Sample Faculty Portfolios].
- University grants, and grants from foundations and governmental agencies, increase means for full-time and adjunct faculty to learn and to “develop new knowledge” in areas of technology,

diversity, and emerging practices. (Exhibits V:19: Webster Institute for Literacy; V:30: Messing Award; V:21 Teaching American History grant ; V:20: Corporate Grants) School of Education faculty have received University funded Faculty Research Grants to support research and curriculum development in their disciplines. (Faculty Vitae Folder).

- The Webster Institute for Literacy, housed in the School of Education, has provided a special institute for students and faculty (adjunct and full-time) on linguistic, cultural, and racial diversity. Dr. Sharroky Hollie, a nationally-known scholar of linguistics and culturally responsive teaching, was the visiting lecturer for this program. (Exhibits V:19: Webster Institute for Literacy; V:35: Faculty Files; V:34: Syllabi Folder). He also consulted with faculty and conducted professional development workshops for full-time and adjunct faculty.

In addition the institution and the unit support full-time faculty professional development with the following:

- The *Faculty Professional Development Fund* provides \$2,450 per faculty member per year to encourage faculty to engage in professional development activities such as conference attendance and in-service education. (IR, p. 80; Exhibit V:29 Salary and Fringe Benefits Agreement)
- The unique Faculty Development Leave (FDL) status, which is an alternative to the Tenure status, allows faculty members to take *paid leaves every fifth year*, to allow even more frequent opportunities for professional development than those on tenure track. The tenure track faculty members have *paid sabbaticals every seven years*. (IR, p. 10; Exhibit OV:19 FDL/Tenure Policy; V:33: Faculty Vitae Folder).

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## STANDARD 6: UNIT GOVERNANCE AND RESOURCES

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

**Recommendation:** *MET (initial and advanced)*

**Areas for Improvement:** *(New)*

*The unit does not have a sufficient number of full-time faculty members to ensure the quality of the programs at both the initial and advanced level.*

**Rationale:** *Evidence indicates there is not enough full-time faculty to scaffold the adjunct faculty (practitioners) to guarantee the unit's programs will continue at the level they are currently being delivered and to ensure that the necessary content, pedagogical content, and professional knowledge and skills/dispositions are fully integrated, instructed effectively and assessed.*

**Institutional Response:**

1. The meaning of this proposed AFI is unclear because the AFI does not relate to the rationale given.
2. The rationale is predictive of the future, but such speculation for the future is not in the NCATE Standards.

3. The unit had documented that it does have sufficient number of full-time faculty members and other personnel to ensure the quality of all its programs as indicated in the following response:

In addition to full-time faculty, the unit employs Lecturers, Visiting Professors Scholars," and part-time Coordinators to ensure quality of programs (IR, p. 11 and p. 89). In Fall 2006, the unit added a Visiting Assistant Professor (full-time) in the Social Sciences. For the past three years, two 1/2-time faculty lecturers and five part-time coordinator/advisor positions have been established to ensure quality of programs where fewer full-time faculty are employed. The other Lecturers, Visiting Scholars, and part-time and half-time faculty enhance the quality of programs at all levels by contributing to teaching classes, advising, assessment, program development, and field supervision.

Webster University's adjunct faculty members are hired on the basis of their academic preparation and credentials, teaching experience in K-12 and higher education, and professional experience in the discipline. Like all full-time and part-time faculty members, adjunct faculty members are highly qualified, active in their National organizations and scholarly pursuits, and are involved in pre-K through 12 schools. (IR, p. 75, Table 31) The adjunct faculty members in the unit are not only practitioners but are also scholarly professionals with advanced degrees who maintain active membership in their learned societies. They are experts in specific areas of pedagogy and content. They participate in National organizations, conferences, and keep abreast of scholarship in their areas. (IR, p. 77-78, Table 32; Exhibit V:3 Adjunct Faculty Position Paper).

Given the academic and professional qualifications of Webster University adjunct faculty members, the relationship of full-time faculty to adjunct faculty is ordinarily a peer-professional collegueship rather than one of mentorship or scaffolding. The unit and all programs conduct adjunct faculty meetings and workshops at least once per semester to review assessment data in programs, to identify areas and strategies for program improvement, to review rubrics and develop shared understandings of assessment criteria. Department chairs and program heads provide new adjunct faculty orientation to the discipline, the unit's conceptual framework and key assessments, best teaching practices. They also observe and supervise new adjunct faculty in the classroom. The faculty members also review students' course / instructor evaluations in each course to further ensure quality in all programs.

The three Department Chairs receive 3 hours of course release per semester plus a stipend of \$3,000 per semester. Graduate Program Coordinators receive an annual stipend for their work which varies depending on size of programs, but averages \$2,500 per year. It should be remembered that by university policy full-time faculty load per semester is 9 credit hours (undergraduate or graduate). This is below the NCATE recommendations of not exceeding twelve hours for undergraduate teaching and nine hours for graduate teaching.

Nine full-time office staff members also enhance the effectiveness of full-time faculty, Chairs, and Program Coordinators in communicating with the cadre of adjunct faculty to ensure program coherence and integrity. Staff members also support faculty leaders in regard to collection and management of data related to assessment systems. The School of Education Assessment Coordinator and a full-time University Assessment Coordinator have assisted the unit as well as individual Program Coordinators in managing assessment systems.

Although the unit expects to add full-time faculty positions to support future growth, the unit currently has enough full-time faculty to ensure the quality of existing programs at both the initial and advanced level.

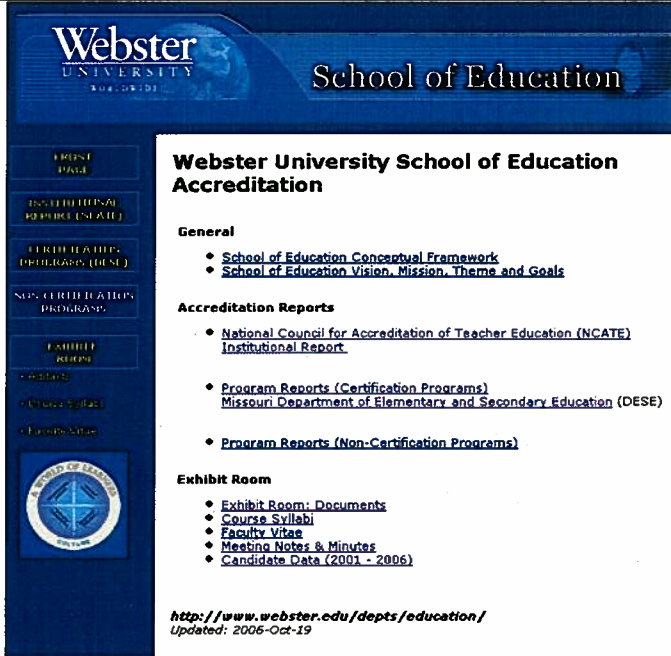
## Appendix R-1: EXHIBIT ROOM REPORTS, DOCUMENTS & ARTIFACTS AVAILABLE TO THE BOE BUT NOT LISTED IN THE BOE REPORT APPENDIX.

Note: All documents and artifacts were available in hard copy in the Exhibit Room, except as noted below. In addition, the underlined / linked items in the list below were available electronically.

1. Screen shot of School of Education Accreditation Website
2. Exhibit Room Menu / Contents
3. Exhibits Supporting Institutional Report (Numbered)
4. Program Reports & Documents Available to the BOE
5. Faculty Vitae
6. Course Syllabi
7. Notes & Minutes

### 1. Screen shot of School of Education Accreditation Website

### 2. Exhibit Room Menu / Contents

	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <h4 style="text-align: center;">Exhibit Room</h4> <ul style="list-style-type: none"> <li>◆ <a href="#">[OV] Overview Documents</a></li> <li>◆ <a href="#">[CF] Conceptual Framework Documents</a></li> <li>◆ <a href="#">[I] Standard I Documents</a></li> <li>◆ <a href="#">[II] Standard II Documents</a></li> <li>◆ <a href="#">[III] Standard III Documents</a></li> <li>◆ <a href="#">[IV] Standard IV Documents</a></li> <li>◆ <a href="#">[V] Standard V Documents</a></li> <li>◆ <a href="#">[VI] Standard VI Documents</a></li> </ul>   <ul style="list-style-type: none"> <li>◆ <a href="#">Faculty Vitae</a></li> <li>◆ <a href="#">Course Syllabi</a></li> <li>◆ <a href="#">Meeting Notes &amp; Minutes</a></li> <li>◆ <a href="#">Candidate Data (2001-2005)</a></li> </ul> </div>
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### 3. Exhibits Supporting Institutional Report (Numbered)

#### Exhibit Room: [OV] Overview Artifacts

##### Numbered List

1. [US News Report](#)
2. [Diverse Issues in Higher Education Ranking](#)
3. [Undergraduate Catalog](#)
4. [Graduate Catalog](#)
5. [Webster University Campuses](#)
6. [Graphic: Webster Groves Home Campus: Schools and Colleges](#)
7. [Enrollment Trends](#)
8. FA 06 Enrollment
9. WU Facts Sheet
10. SOE Structure
11. Education Majors
12. [History of the M.A.T.](#)
13. Stone Report
14. [EDS Brochure](#)
15. [Extended Campus Fact Sheets](#)
16. [Online programs website](#)
17. DESE approvals
18. [IRA approval](#)
19. [FDL/Tenure Policy](#)
20. SOE Advocacy Initiatives
21. SOE SOC Authentic Learning Initiatives
22. SOE Diversity Initiatives
23. DTE Archives
24. SOE International Initiatives
25. Informal Learning Initiatives
26. Partnerships
27. WIL Archives
28. Arts Initiatives

#### Exhibit Room: [CF] Conceptual Framework

##### Numbered List

1. [School of Education Conceptual Framework](#)
2. [Sisters of Loretto Mission](#)
3. [Goal Alignment](#)
4. Impact on P-12 Learners Archives
5. [Development of Conceptual Framework](#)
6. Program assessment plans
7. [Course Syllabi Webpage](#)
8. Practicum Evaluations
9. [Apprentice Teaching Evaluations](#)
10. [Executive Summary by University Assessment Coordinator](#)
11. [Office of Assessment Description Approval](#)
12. UG Catalog page 168
13. [Field Experience Diversity Chart](#)
14. Candidate portfolios
15. Syllabi Study: Diversity
16. Technology Archives
17. [Information Technology Website](#)

#### Exhibit Room: [I] Standard I

##### Numbered List

1. Routes to Initial Certification
2. [Special Education Program Report](#)
3. [Professional Portfolio Guidelines](#)
4. [Sample Key Assessment](#)
5. [Advancement to Candidacy Guidelines](#)
6. [Practicum Course Descriptions](#)
7. Sample Course Project Assignments
8. Candidate Portfolios
9. CBASE Report
10. [Transition Point Chart](#)
11. [Unit Plan Format](#)
12. [Practicum Evaluation Forms](#)
13. [Program Report Index](#)
14. [Apprentice Teaching Evaluation Forms](#)
15. [Portfolio Evaluation](#)
16. [Conceptual Framework](#)
17. [Disposition Survey](#)
18. Candidate Profile Templates
19. [Statement of Concern](#)
20. Teacher Alumni Survey
21. Previous Teacher Cert Alumni Surveys
22. [Initial Cert Employer Surveys](#)
23. [Quality of Program Data](#)
24. MAT Alumni Survey

#### Exhibit Room: [II] Standard II Artifacts

##### Numbered List

1. [Program Report Index](#)
2. Sample CBKA Assignments
3. CBASE Data
4. PRAXIS Data
5. Candidate Portfolios
6. Cooperating Teacher Practicum Evaluations
7. Cooperating Teacher Apprentice Teaching Evaluations
8. Sample Course assignments: Advanced Programs
9. Sample Course Evaluations
10. Sample Course Surveys
11. Teacher Alumni Survey
12. [Initial Cert Employer Surveys](#)
13. [MAT Alumni Survey](#)
14. Cooperating Teacher Program Evals
15. Sample DEAR Team Minutes
16. Adjunct Faculty Meeting Minutes
17. IAC Minutes
18. [SOEQOA Minutes](#)
19. [SOE Retreat Minutes](#)
20. [UEICCC Exec Sum and Minutes](#)
21. [DTE Minutes](#)
22. Graduate Council Minutes
23. [Undergraduate Catalog](#)
24. [Graduate Catalog](#)
25. Program Handbooks
26. SOE Brochure
27. [SOE Minutes](#)
28. Unit Operations Study
29. [EGF Instructions](#)
30. [SOE Advisory Board Minutes](#)
31. [Goal Alignments](#)
32. Outstanding Alumni File
33. [Extended Campus Report](#)
34. [Portfolio Inter-Rater-Reliability Study](#)
35. [TrakDat System](#)
36. [SOE Grade Appeal Policy](#)
37. WU Student Handbook
38. [Student Complaint File](#)
39. Disposition Concern File
40. Cooperating Teachers Info Sessions

### 3. Exhibits Supporting Institutional Report (Numbered)

#### Exhibit Room: [III] Standard III Artifacts

##### Numbered List

1. [EDUC 3150 Syllabus](#)
2. [DESE website](#)
3. [Emberded Field Experience Table](#)
4. Practicum and Apprentice Teaching Application Forms
5. Practicum Handbooks
6. Apprentice Teaching Handbooks
7. Student Literacy Corps Description
8. [Webster Works Worldwide description](#)
9. [EDUC 3150 Classroom Evaluations](#)
10. [EDUC 3150 Directed Observation](#)
11. [EDUC 3150 Reflection](#)
12. [Unit Plan Format](#)
13. University Supervisor Evaluation Forms
14. [Cooperating Teacher Evaluation Forms](#)
15. [16-week AT Policy Change](#)
16. [Lesson Plan Format](#)
17. [Professional Dev Plan Format](#)
18. [EDUC 2210 syllabus](#)
19. [EDUC 5220 syllabus](#)
20. Credit by Examination materials
21. [SDD syllabi](#)
22. [COMM 5950 syllabus](#)
23. [COMM 5970 syllabus](#)
24. [COMM 5980 syllabus](#)
25. [SOCS 5180 syllabus](#)
26. [COMM 5040 syllabus](#)
27. EDS Handbook
28. Faculty Data Table
29. Initial Portfolio handout
30. Philosophy of Education Assignment
31. Early Field Feedback Form
32. Observation Form
33. [EDUC 4470 syllabus](#)
34. [Special Ed Observation Form](#)
35. [Portfolio website](#)
36. [SDD Field Experience Proficiency Rating Form](#)
37. SDD Connections Group
38. [LEAD 6005 syllabus](#)
39. [SSSL 6023 syllabus](#)
40. EDS Action Research Rubric
41. Field Placement Diversity Study

#### Exhibit Room: [IV] Standard IV Artifacts

##### Numbered List

1. [Kornblum Institute Description](#)
2. Haiti Service Learning Project Artifacts
3. Student Literacy Corps Description
4. Teach for America Program
5. GEAR-Up Grant
6. Children's Literature Conference materials
7. [Study Abroad Program](#)
8. Advanced Course offerings at International Sites
9. [EDUC 3150 syllabus](#)
10. [EDUC 2900 syllabus](#)
11. [Graduate Catalog](#)
12. Evaluation of Diversity in SOE courses
13. Evaluation of Candidate Perceptions Regarding Responsiveness to Diversity
14. Diversity Pilot Study
15. [Portfolio website](#)
16. [Portfolio Inter-Rater-Reliability Study](#)
17. Faculty Diversity Survey
18. Diversity Focus Group Report
19. Recruitment Strategies Report
20. Apprentice Teaching Diversity Study

#### Exhibit Room: [V] Standard V Artifacts

##### Numbered List

1. Faculty Data Table
2. Faculty Service in P-12 Settings
3. [Adjunct Position Paper](#)
4. Visiting Scholars Documentation
5. Faculty Awards and Commendations
6. [MAT Alumni Survey](#)
7. Teacher Alumni Survey Data
8. Faculty Best Teaching Practices File
9. Evaluation of Diversity in SOE courses
10. Evaluation of Candidate Perceptions Regarding Responsiveness to Diversity
11. Diversity Pilot Study
12. Course Evaluation Form
13. Departmental By-laws
14. Webster University Faculty Handbook
15. Faculty Observation Form
16. [CRF Guidelines for Portfolios](#)
17. Sample Faculty portfolios
18. [CRF Research Grant Guidelines](#)
19. Webster Institute for Literacy
20. Corporate Grants
21. Teaching American History grant
22. Student Literacy Corps Description
23. University Committees and Task Forces
24. [Professional Organizations Table](#)
25. School and Community Collaboration File
26. [COMM 5970](#)
27. [COMM 5980](#)
28. [COMM 5010](#)
29. Salary and Fringe Benefits Agreement
30. Messing Award Guidelines
31. [Center for International Education Grant Guidelines](#)
32. [Faculty Development Center website](#)
33. [Faculty Vitae Folder](#)
34. [Syllabi Folder](#)
35. Faculty Files
36. Course Evaluation Folders

#### Exhibit Room: [VI] Standard VI Artifacts

##### Numbered List

1. [University Organizational Chart](#)
2. Science MAT Report
3. [Leadership Team Minutes](#)
4. [SOE Minutes](#)
5. [Retreat Minutes](#)
6. [Department Minutes](#)
7. Coordinator Adjunct Meeting Minutes & Correspondence
8. Prior Structure of SOE
9. University Catalogs
10. Recruiting Plan for SOE
11. Extended Campus and Off-Site Data Tables
12. Extended Campus Graduate Program: Policy & Procedures
13. Catalog website
14. WU Student Handbook
15. [Program Report Index](#)
16. Faculty/Staff Advising Study
17. Student Complaint File
18. Advising Survey Form
19. PEAR Minutes
20. DEAR Minutes
21. [SOE Advisory Board Minutes](#)
22. Theresa Perry Workshop Materials
23. NSF Grant Proposal
24. University Supervisor Meetings
25. Pattonville Partnership Documents
26. Maple-Richmond Heights ARCHS Grant Project
27. Adjunct Faculty Meeting Minutes
28. SOE Budgets
29. 2006-07 Budgets
30. [Technology Budget](#)
31. Technology Projects List
32. SOE Grant and Endowment Budgets
33. Academic Affairs Budgets
34. Webster University Faculty Handbook
35. Visiting and Part-time Professor Documentation
36. Fulltime vs Adjunct Faculty Teaching
37. Library Table A
38. Library Table B
39. Library Table C
40. Library Usage Report
41. [Online Programs website](#)
42. Portfolio Workshop Documentation
43. [Faculty Development Center website](#)

#### **4. Program Reports & Documents Available to the BOE**

**Webster University School of Education Conceptual Framework**

**Institutional Report**

**Exhibit Room Documents**

**Supplemental Documents**

(submitted to BOE 10/28-10/31/2006)

**Undergraduate Teacher Certification Program Reports (Initial)**

Early Childhood Education and  
Early Childhood Special Education

Elementary Education

Middle School: Language Arts,  
Mathematics, Science, Social Studies

K-12 Art

Secondary English

K-12 Foreign Language:  
French, German, Spanish

Secondary Journalism

Secondary Mathematics

K-12 Instrumental Music

K-12 Choral Music

Secondary Social Studies

K-12 Special Education [Updated Oct 30, 2006]

Secondary Unified Science/Biology [Updated Oct 30, 2006]

**Post-Baccalaureate Teacher Certification Program Reports (Initial)**

Early Childhood Education and  
Early Childhood Special Education

Elementary Education

Middle School: Language Arts,  
Mathematics, Science, Social Studies

K-12 Art

Secondary English

K-12 Foreign Language:  
French, German, Spanish

Secondary Journalism

Secondary Mathematics

K-12 Choral Music

K-12 Instrumental Music

K-12 Special Education

Secondary Social Studies

Secondary Unified Science/Biology

**Advanced Certification Program Reports**

Gifted Education

English for Speakers of Other  
Languages (ESOL)

#### 4. Program Reports & Documents Available to the BOE

Severe Development Disabilities [Updated 10/25/2006];  
Demographics [10/29/2006]

Reading Specialist

Principalship-- 1-6, 5-9. K-12 [Updated 10/25/2006]

Superintendent [Updated 10/25/2006]

Special Education Director [Updated 10/25/2006]

#### Graduate Degree Program Reports (Non-Certification) (M.A.T.; Ed.S.)

Communication Arts (M.A.T.)  
Addendum: Oct 30, 2006

Early Childhood Education (M.A.T.)

Educational Technology (M.A.T.) [Updated: Oct 30, 2006]  
Addendum: Acceptance/ATC [Oct 30, 2006]

Mathematics (M.A.T.)

Multidisciplinary Studies (M.A.T.)  
Addendum: Oct 30, 2006  
Data Source (SP 2006): Reviewed 05-06 SoEGradMulti aggregate.xls  
Data Source (Summer 2006): GR SU 06 EGF Educ Data.xls

Social Sciences (M.A.T.)  
Addendum: Oct 31, 2006

Special Education (M.A.T.)

Educational Leadership (Ed.S.)

#### Other Program Formats

Extended Campuses

Online Programs

#### 5. Faculty Vitae

##### Vitae

School of Education Administrators  
and Faculty

- [A-M](#)
- [N-Z](#)

#### 6. Course Syllabi

##### Course Syllabi

##### Master List of Courses

##### Certification Programs

- [Undergraduate Programs](#) (Initial Certification)
- [Post-Baccalaureate](#) (Initial Certification)
- [Advanced Certification Programs](#)

##### Non-Certification Programs

- [Master of Arts in Teaching \(M.A.T.\) Programs](#)
- [Education Specialist \(Ed.S.\) Programs](#)

## 7. Notes & Minutes

### School of Education Faculty/Staff Meetings

- 2006: [Jan 25](#), [Feb 8](#), [Feb 15](#), [Mar 8](#), [Mar 22](#), [Apr 19](#), [May 10](#), [May 16 Retreat](#), [Sept 20](#), [Oct 11](#), [Nov 15](#)
- 2005: [Jan 12](#), [Jan 19](#), [Jan 25](#), [Mar 23](#), [Apr 6](#), [Apr 20](#), [May 16 Retreat](#), [Jun, Jul](#), [Aug 16 Retreat](#), [Sept 21](#), [Oct 5](#), [Nov 16](#), [Nov 23](#), [Dec 14](#)
- 2004: [Jan 21](#), [Feb 18](#), [Mar 17](#), [Apr 21](#), [May 11 Retreat](#), [Jun, Jul, Aug](#), [Sept 15](#), [Oct 13](#), [Nov 3](#)

### School of Education Advisory Committee

- 2006: [Mar 7](#), [Jun 12](#), [Sept 14](#)
- 2005: [Feb 11](#), [Nov 17](#)
- 2004: [Apr 2](#)

### School of Education Leadership Team

- 2007: [Jan 17](#)
- 2006: [Jan 25](#), [Feb 1](#), [Feb 8](#), [Feb 15](#), [Mar 1](#), [Mar 8](#), [Mar 22](#), [Mar 29](#), [Apr 5](#), [Apr 12](#), [Apr 19](#), [Apr 26](#), [May 3](#), [May 10](#), [May 17](#), [May 24](#), [May 31](#), [Jun 7](#), [Jun 14](#), [Jun 21](#), [Jun 28](#), [Jul 5](#), [Jul 26](#), [Aug 2](#), [Aug 9](#), [Aug 16](#), [Aug 23](#), [Aug 28](#), [Sept 6](#), [Sept 13](#), [Sept 20](#), [Sept 27](#), [Oct 4](#), [Oct 11](#), [Oct 25](#), [Nov 15](#), [Nov 22](#), [Nov 29](#), [Dec 6](#)
- 2005: [Jan 5](#), [Jan 12](#), [Jan 19](#), [Feb 5](#), [Feb 9](#), [Feb 16](#), [Feb 23](#), [Mar 2](#), [Mar 9](#), [Mar 23](#), [Mar 30](#), [Apr 6](#), [Apr 13](#), [Apr 20](#), [May 11](#), [Jun 21](#), [Jul 5](#), [Jul 12](#), [Jul 19](#), [Jul 26](#), [Aug 24](#), [Sept 7](#), [Sept 14](#), [Sept 21](#), [Sept 28](#), [Oct 2](#), [Nov 2](#), [Nov 9](#), [Nov 16](#), [Nov 30](#), [Dec 14](#)
- 2004: [Jan 21](#), [Jan 28](#), [Feb 11](#), [Feb 18](#), [Mar 3](#), [Mar 17](#), [Mar 24](#), [Apr 7](#), [Apr 14](#), [Apr 21](#), [May](#), [Jun](#), [Jul](#), [Aug](#), [Sept 8](#), [Sept 15](#), [Oct 13](#), [Oct 27](#), [Nov 3](#), [Nov 15](#), [Dec 1](#)
- 2003: [Jan 15](#), [Jan 29](#), [Feb 5](#), [Mar 26](#), [Apr 23](#), [May](#), [Jun](#), [Jul](#), [Aug 27](#), [Sept 3](#), [Sept 10](#), [Sept 17](#), [Oct 8](#), [Oct 29](#), [Nov 12](#), [Nov 19](#), [Dec 3](#)

### School of Education Office of Assessment

- [CLICK HERE for Office of Assessment Web page](#)

### School of Education Undergraduate Education Curriculum Committee

- 2006: [Jan 30](#), [Feb 13](#), [Feb 27](#), [Mar 6](#), [Apr 3](#), [Apr 17](#), [May 1](#)
- 2005: [Jan 25](#), [May 2](#), [Jun 21](#), [Jul 5](#), [Jul 19](#), [Sept 12](#), [Sept 26](#), [Oct 10](#), [Oct 25](#), [Nov 7](#), [Nov 21](#), [Dec 5](#), [Dec 19](#)

### School of Education Webster Institute for Literacy

- 2006: [Feb 14](#)
- 2005: [Sept 20](#), [Sept 27](#), [Oct 4](#), [Nov 8](#), [Nov 15](#)

### DEPARTMENTS::

#### Communication Arts, Reading & Early Childhood (formerly Learning & Communication Arts)

- 2006: [Apr 5](#), [Jul 11](#), [Sept 13](#), [Nov 8](#)
- 2005: [Apr 27](#)
- 2004: [Jan 14](#), [Aug 18](#), [Sept 8](#), [Sept 24](#)

### Multidisciplinary Studies

- 2006: [Feb 1](#), [Feb 2](#), [Feb 22](#), [Mar 1](#), [Mar 8](#), [Mar 15](#), [Apr 5](#), [Jun 29](#)
- 2005: [Jan 26](#), [Feb 2](#), [Mar 30](#), [Apr 27](#), [May 4](#), [Dec 7](#)
- 2004: [Sept 28](#), [Sept 29](#), [Oct 27](#), [Nov 3](#), [Nov 17](#), [Dec 1](#), [Dec 2](#)

## Teacher Education

- 2006: [Mar 3](#), [Apr 6](#), [Apr 21](#), [May 2](#), [Jun 8](#)

## 8. Candidate Data (2001-2005)

*Available electronically only*

OFFICE OF ACADEMIC ASSESSMENT

FACULTY DEVELOPMENT CENTER

WEBSTER UNIVERSITY



Webster  
UNIVERSITY  
SINCE 1827

### GR

[GradCommArtsGENC aggregate 02-03](#)  
[Reading04-05SoEGradCommArtsRead aqqr](#)  
[Reviewed01-02SoEGradCommArtsRead aggregate](#)  
[Reviewed02-03SoEGradCommArtsRead aqqr](#)  
[Reviewed03-04SoEGradCommArtsRead aqqr](#)  
[Reviewed05-06SoEGradCommArtsRead aqqr](#)  
[Reviewed0102SoEGradCommArtsGENC aggregate](#)  
[Reviewed0102SoEGradECEDwith SPED aggregate](#)  
[Reviewed0102SoEGradECEDwithInitCert aggregate](#)  
[Reviewed0203SoEGradCommArtsGENC aggregate](#)  
[Reviewed0203SoEGradECEDwithInitCert aggregate](#)  
[Reviewed0203SoEGradECEDwithSPED aggregate](#)  
[Reviewed0304SoEGradCommArtsGENC aggregate](#)  
[Reviewed0304SoEGradECEDwithInitCert Aggregate](#)  
[Reviewed0304SoEGradECEDwithSPED aggregate](#)  
[Reviewed0405SoEGradCommArtsGENC aggregate](#)  
[Reviewed0405SoEGradECEDwithInitCert aggregate](#)  
[Reviewed0405SoEGradECEDwithSPED aggregate](#)  
[Reviewed0506SoEGradCommArtsGENC aggregate](#)  
[Reviewed0506SoEGradECEDwithInitCert aggregate](#)  
[Reviewed0506SoEGradECEDwithSPED aggregate](#)  
[Reviewed 01-02 SoEGradEdTech aggregate](#)  
[Reviewed 01-02 SoEGradMulti aggregate](#)  
[Reviewed 01-02 SoEGradSocSci aggregate](#)  
[Reviewed 02-03 SoEGradEdTech aggregate](#)  
[Reviewed 02-03 SoEGradMulti aggregate](#)  
[Reviewed 02-03 SoEGradSocSci aggregate](#)  
[Reviewed 03-04 SoEGradEdTech aggregate](#)  
[Reviewed 03-04 SoEGradMulti aggregate](#)  
[Reviewed 03-04 SoEGradSocSci aggregate](#)  
[Reviewed 04-05 SoEGradEdTech aggregate](#)  
[Reviewed 04-05 SoEGradMulti aggregate](#)  
[Reviewed 04-05 SoEGradSocSci aggregate](#)  
[Reviewed 05-06 SOEGradEdTech aggregate](#)  
[Reviewed 05-06 SoEGradMulti aggregate](#)  
[Reviewed 05-06 SoEGradSocSci aggregate](#)

### UG

[Reviewed0102SoEUgradMSED aggregate](#)  
[Reviewed0102SoEUgradSECwithInitCert aggregate](#)  
[Reviewed 0102 SoEUgradECED aggregate](#)  
[Reviewed0203SoEUgradMSED aggregate](#)  
[Reviewed0203SoEUgradSECwithInitCert aggregate](#)  
[Reviewed0203SoEUgradMSED aggregate](#)  
[Reviewed0304SoEUgradMSED aggregate](#)  
[Reviewed0304SoEUgradSECwithInitCert aggregate](#)  
[Reviewed0304SoEUgradMSED aggregate](#)  
[Reviewed0405SoEUgradMSED aggregate](#)  
[Reviewed0405SoEUgradSECwithInitCert aggregate](#)  
[Reviewed0405SoEUgradMSED aggregate](#)  
[Reviewed0506SoEUgradMSED aggregate](#)  
[Reviewed0506SoEUgradSECwithInitCert aggregate](#)  
[Reviewed 0506 SoEUgradECED aggregate](#)  
[SoEUGElem aggregate 01-02](#)  
[SoEUGElem aggregate 02-03](#)  
[SoEUGElem aggregate 03-04](#)  
[SoEUGElem aggregate 04-05](#)  
[SoEUGElem aggregate 05-06](#)

### Teacher Certification Data

[Spring06ATDataSOEAccreditPrep](#)  
[University Supervisor's Practicum Evaluation Fa 2005](#)  
[SOE Appren Teach 2005-2006](#)

### Six Years of Praxis Data

[Intro to Praxis Data](#)  
[Praxis Data](#)

[Spr '06 Apprentice Teaching Evaluation Summaries](#)  
[Summaries](#)

[University Supervisor Summary Data - Fall 2005](#)  
[Data](#)

**PBC**

- [Reviewed01-02SoEPBCElem aggregate](#)
- [Reviewed01-02SoEPBCRemRead withAdvCert aqqr](#)
- [Reviewed02-03SoEPBCElem aggregate](#)
- [Reviewed02-03SoEPBCRemRead withAdvCert aqqr](#)
- [Reviewed03-04SoEPBCElem aggregate](#)
- [Reviewed03-04SoEPBCRemRead withAdvCert aqqr](#)
- [Reviewed04-05SoEPBCElem aggregate](#)
- [Reviewed04-05SoEPBCRemRead withAdvCert aqqr](#)
- [Reviewed05-06SoEPBCElem aggregate](#)
- [Reviewed05-06SoEPBCRemRead withAdvCert aqqr](#)
- [Reviewed 01-02 SoEPBCEarlyChild withSPED aggregate](#)
- [Reviewed 01-02 SoEPBCMCEDwithInitCert aggregate](#)
- [Reviewed 02-03 SoEPBCEarlyChild withSPED aggregate](#)
- [Reviewed 02-03 SoEPBCMCEDwithInitCert aggregate](#)
- [Reviewed 03-04 SoEPBCEarlyChild withSPED aggregate](#)
- [Reviewed 03-04 SoEPBCMCEDwithInitCert aggregate](#)
- [Reviewed 04-05 SoEPBCEarlyChild withSPED aggregate](#)
- [Reviewed 04-05 SoEPBCMCEDwithInitCert aggregate](#)
- [Reviewed 05-06 SoEPBCEarlyChild withSPED aggregate](#)
- [Reviewed 05-06 SoEPBCMCEDwithInitCert aggregate](#)

Cbase Reports:

Stats, Frequency Tables, and Charts (SPSS) Reports available in hard-copy in the Exhibit Room.

**Appendix R2: Location in IR & Selected Program Reports Showing Alignment of NCATE  
with Professional, State and Institutional Standards**

<b>NCATE</b>	<b>MoSTEP (Missouri)</b>	<b>Webster U. SOE Goals &amp; Dispositions</b>	<b>CEC</b>	<b>NAEYC</b>	<b>NBPTS</b>
<b>Content Knowledge</b> BOE Report p. 23 Table 1.3	<b>1, 4</b> IR, pp. 19- 22: Tables 7, 12, 13, 14	<b>Goals 1, 2, 4</b> See Program Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	<b>1, 2, 7</b> Program Reports: Special Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	<b>1, 4</b> Program Reports: Early Childhood / ECE Special (Initial UG & GR; M.A.T.); Elementary (Initial UG & GR)	<b>Core Propositions 1, 2</b> Program Report: Multidisciplinary Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT
<b>Pedagogical Knowledge</b> BOE Report Table 1.1	<b>1, 4</b> IR: pp. 19- 22, Tables 7, 12, 13, 14	<b>Goals 1, 2, 4</b> See Program Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	<b>1, 3, 7</b> Program Reports: Special Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	<b>4</b> Program Reports: Early Childhood / ECE Special (Initial UG & GR; M.A.T.); Elementary (Initial UG & GR)	<b>Core Propositions 1, 2</b> Program Report: Multidisciplinary Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT
<b>Professional and Pedagogical Knowledge and Skills</b>	<b>5, 6, 7</b> IR: pp. 21- 22, Tables 12, 13, 14	<b>Goals 1, 2, 4</b> See Program Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	<b>4, 5, 7</b> Program Reports: Special Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	<b>4</b> Program Reports: Early Childhood / ECE Special (Initial UG & GR; M.A.T.); Elementary (Initial UG & GR)	<b>Core Propositions 2, 3</b> Program Report: Multidisciplinary Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT
<b>Impact on P-12 Learners / Student Learning</b>	<b>2, 3, 8</b> IR: pp. 22- 26, Tables 13, 14, 17, 18, 19	<b>Goals 1, 2, 4</b> See Program Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	<b>2, 3, 8</b> Program Reports: Special Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	<b>1, 3</b> Program Reports: Early Childhood / ECE Special (Initial UG & GR; M.A.T.); Elementary (Initial UG & GR)	<b>Core Propositions 2, 3</b> Program Report: Multidisciplinary Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT
<b>Dispositions</b>	<b>9, 3, 10</b> IR: pp. 22- 25, Tables 13, 14, 16	<b>Goals 3, 4; Dispositions 1, 2, 3</b> See Program	<b>1-10</b> Program Reports: Special	<b>1, 2, 3, 5</b> Program Reports: Early	<b>Core Propositions 3, 4, 5</b> Program Report: Multidisciplinary

<b>NCATE</b>	<b>MoSTEP (Missouri)</b>	<b>Webster U. SOE Goals &amp; Dispositions</b>	<b>CEC</b>	<b>NAEYC</b>	<b>NBPTS</b>
		Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	Childhood / ECE Special (Initial UG & GR; M.A.T); Elementary (Initial UG & GR)	Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT
<b>Diversity</b>	<b>3</b> IR: pp. 22-25, Tables 13, 14, 16	<b>Goals 2, 4</b> See Program Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	<b>1-10</b> Program Reports: Special Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	<b>1, 3</b> Program Reports: Early Childhood / ECE Special (Initial UG & GR; M.A.T); Elementary (Initial UG & GR)	<b>Core Propositions 1, 3</b> Program Report: Multidisciplinary Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT
<b>Technology</b>	<b>11</b> IR: pp. 21-23, Tables 12, 13, 14	<b>Goal 2</b> See Program Reports: (Initial UG & GR; Advanced; and Non-Certification Degree Programs)	<b>6</b> Program Reports: Special Education M.A.T.; Severe Developmental Disabilities (Advanced); Mild/Moderate (Initial, UG & PBC)	<b>3</b> Program Reports: Early Childhood / ECE Special (Initial UG & GR; M.A.T); Elementary (Initial UG & GR)	<b>Core Propositions 2, 3</b> Program Report: Multidisciplinary Studies M.A.T.; Supplemental Exhibit #75: Addendum to Multidisciplinary Studies MAT

**Appendix R3: Alignment of NCATE and MoSTEP Standards and  
Location of Summarized Data in IR**

<b>NCATE</b>	<b>MoSTEP</b>	<b>Location of Summarized Data in IR for:</b>		
		<b>Practicum</b>	<b>Apprentice Teaching</b>	<b>Portfolio</b>
<b>Content Knowledge</b>	1, 4	pp. 21-22, Table 12	p. 22, Table 13	p. 19 Table 7; pp. 22-23, Table 14
<b>Pedagogical Knowledge</b>	1, 4	pp. 21-22, Table 12	p. 22, Table 13	p. 19 Table 7; pp. 22-23, Table 14
<b>Professional and Pedagogical Knowledge and Skills</b>	5, 6, 7	pp. 21-22, Table 12	p. 22, Table 13	pp. 22-23, Table 14
<b>Student Learning / Impact on P-12 Learners</b>	2, 3, 8	p. 25, Table 17	p. 22, Table 13 p. 26, Table 18	pp. 22-23, Table 14 p. 26, Table 19
<b>Dispositions</b>	9, 3, 10	pp. 24-25, Table 16	pp. 24-25, Table 16 p. 22, Table 13	pp. 22-23, Table 14
<b>Diversity</b>	3	pp. 24-25, Table 16	p. 22, Table 13	pp. 22-23, Table 14
<b>Technology</b>	11	pp. 21-22, Table 12	p. 22, Table 13	pp. 22-23, Table 14

**Subject:**RE: BOE report

**Date:**Fri, 26 Jan 2007 10:18:42 -0600

**From:**"Lucas, Mike" <MIKE.LUCAS@dese.mo.gov>

**To:**"Brenda Fyfe" <fyfebv@webster.edu>

Brenda:

Thank you for your email with the questions relative to the BOE report. I apologize for my delay in getting back to you.

**Re Pages 20-23 of the BOE Report:** The table labeled **DESE 1.1 Portfolio Results** that begins on the bottom of page 20 of the NCATE BOE Report contains the results of the DESE Team's examination of the candidate portfolios that were randomly selected from the cohort of program completers provided by Webster University. These portfolios were evaluated according to the MoSTEP 1.2 rubrics, and the data were accurately depicted in the BOE Report. The table was shared with the NCATE team, because it reflected MoSTEP 1.2 competencies as presented in candidate portfolios for the entire unit. In the MoSTEP process, each indicator for Standard 1.2 is reported as "MET" overall if at least half of the portfolios examined are rated as "MET" for that indicator. Such was the case for the sampling of candidate portfolios from Webster; all of the indicators were rated as "MET" overall, even though some of the portfolios were rated "NOT MET" for some of the indicators. However, the BOE Report only reflected the counts and relative percentages of "MET", "NOT MET", and "INSUFFICIENT EVIDENCE", rather than the DESE team's overall rating for each indicator. The portfolio information would not have been appropriate to include in the report for individual programs, because it was aggregated across the unit, and many of the programs were represented only by a single portfolio. Readers also should be reminded that the portfolio information is only a single data source, and it should not be considered as stand-alone evidence of candidates' competencies.

**Table 1.2** on **page 21** of the NCATE BOE Report contains the comments/concerns of the DESE team relative to the indicators from their examination of the sample of candidate portfolios. Some of these concerns were repeated in **Tables 1.4 and 1.5** on **page 23** of the BOE Report.

On **page 22** of the BOE Report the NCATE team compares the DESE team findings of the sample of candidate portfolios examined to the unit's ratings of all of the candidates' portfolios. The DESE team also noted that there were discrepancies between its ratings and the Webster ratings, but again, the team determined that all of the competencies were "MET" by a majority of the portfolios. I believe the question is, "Why are there differences in the ratings of the DESE examiners as compared to the ratings of the Unit?"

I believe that the BOE Report accurately represented the specific findings of the DESE team; however, the overall rating of "MET" for each of the MoSTEP 1.2 indicators by the DESE team also could have been cited along with the individual ratings indicated by the numbers and percentages.

I hope this helps to answer your questions.

**J. Mike Lucas, Ph.D.**

Director, Educator Preparation  
Missouri Department of Elementary  
and Secondary Education

Phone: 573-751-6504

Fax: 573-522-5085

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**Appendix R5: Citations in Documents Showing Where Standard 1 [*Candidate Knowledge, Skills, and Dispositions*] Elements Were Met**

Reports & Documents Available to BOE	Standard 1 Elements:							
	1 CONTENT KNOWLEDGE FOR TEACHER CANDIDATES ( <i>Initial and Continuing Preparation of Teachers</i> )	2 CONTENT KNOWLEDGE FOR OTHER PROFESSIONAL SCHOOL PERSONNEL	3 PEDAGOGICAL CONTENT KNOWLEDGE FOR TEACHER CANDIDATES ( <i>Initial and Continuing Preparation of Teachers</i> )	4 PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES ( <i>Initial and Continuing Preparation of Teachers</i> )	5 PROFESSIONAL KNOWLEDGE AND SKILLS FOR OTHER SCHOOL PERSONNEL	6 DISPOSITIONS FOR ALL CANDIDATES	7 STUDENT LEARNING FOR TEACHER CANDIDATES ( <i>Initial and Continuing Preparation of Teachers</i> )	8 STUDENT LEARNING FOR OTHER PROFESSIONAL SCHOOL PERSONNEL
<b>Institutional Report</b>	pp.17-19	p. 20	pp. 20-21	pp.21-24	pp.24	p. 24	pp. 25-26	p. 26
<b>Exhibit Room Documents</b>	Artifact 1:9-1:13.	--	Artifact 1:11-1:13	Artifact 1:12-1:13	--	Artifact 1:16	Artifact 1:12-1:14	--
<b>Supplemental Documents</b> (submitted to BOE 10/28-10/31/2006)	Item #: 1, 22, 35, 26, 54, 70	Item #: 1, 22, 26, 35, 70	Item #: 1, 22, 26, 35, 70	Item #: 1, 22, 26, 35, 70	Item #: 1, 22, 26, 35, 70	Item #: 1, 63, 22, 26, 35, 63, 70	Item #: 1, 3, 22, 26, 35, 70	Item #: 1, 22, 26, 35, 70

**Appendix R6: Citations in Documents Showing Where Standard 2 Elements Were Addressed**

Reports & Documents Available to BOE	Standard 2 Elements		
	1 ASSESSMENT SYSTEM	2 DATA COLLECTION, ANALYSIS, AND EVALUATION	3 USE OF DATA FOR PROGRAM IMPROVEMENT
<b>Institutional Report</b>	pp. 31-51	pp. 51-52	p. 52
<b>Exhibit Room Documents</b>	Artifacts # 2:1-2:33	Artifacts # 2:11-2:39	Artifacts # 2:16, 2:30, 2:40
<b>Supplemental Documents</b> (submitted to BOE 10/28-10/31/2006)	Item #: 1, 2, 19, 26, 29, 31, 50, 53, 58, 60, 64, 65, 66, 75, 95	Item #: 22, 34, 39, 43, 53, 55, 94, 95	Item #: 30, 38, 42, 46, 49, 56, 57, 59, 62, 95

## **Appendix R7: Dispositions from NCATE Preconditions Report (4.1-4.5)**

### **Dispositions:**

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher. Most faculty members have observed teacher education candidates who were knowledgeable and perhaps even proficient in integrating theory and practice, but lacked the essential dispositions to be a true professional.

Recently, the School of Education hosted a workshop for the purpose of identifying and discussing the dispositions deemed necessary for candidates and graduates. The faculty is still working on ways to assess these qualities.

1. Understands and Respects Self
  - 1.1 Understands and respects that s(he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence

Table 1 lists the dispositions aligned with the School of Education goals and the proposed suggestions for assessment.

**Appendix R8: Dispositions Aligned With School of Education Goals**

<b>Dispositions</b>	<b>SOE Goals</b>	<b>Assessment</b>
1.1 Understands s/he may be different from others	3.1 Values and integrates critical reflections	Faculty observation (U&G) Self evaluation(U&G)
1.2 Embraces openness to change	3.4 Initiates change that benefits students and families	Faculty observation (U&G) Portfolio documentation (U) Self evaluation (U&G)
1.3 Exhibits curiosity	1.2 Applies tools of inquiry	Faculty observation (U&G)
1.4 Engages in reflection	3.1 Values and integrates critical reflection to grow as a professional	Faculty observation (U&G) Portfolio documentation (U) Reflective journal (G)
2.1 Respects and responds appropriately to diversity in a variety of settings	4.1 Understands and responds to diversity	EDUC 3150 evaluation (U) Portfolio documentation (U) Reflection journal (G)
2.2 Exhibits empathy	4.2 Acknowledges social and cultural contexts	FE & AT evaluation (U) Reflection journal (G)
2.3 Commits to fairness and honesty	2.4 Employs a variety of assessments	FE & AT observation (U) Reflective journal G)
2.4 Listens respectfully to other points of view	3.2 Promotes communication and collaboration	EDUC 3150 evaluation (U) FE & AT evaluation (U) Faculty observation (G)
3.1 Commits to professional behavior in university and school cultures	3.1 Values and integrates critical reflection to grow as a professional	Faculty observation (U&G) FE&AT evaluations (U) Reflective journal (G)
3.2 Practices informed decision-making in university and school cultures	4.3 Adapts instruction to individual's knowledge, ability, and background	AT evaluation (U) Reflective journal (G) Work samples (U&G)
3.3 Communicates and collaborates in university and school cultures	3.2 Promotes communication and collaboration	AT evaluation (U) Portfolio documentation (U) Reflective journal (G)
3.4 Accepts academic rigor (willingness to work/high expectations)	1.2 Applies tools of inquiry	Quality of university work (U&G) Faculty observation (U&G)
3.5 Affects change with courage and confidence	3.4 Initiates change that benefits students and families	AT evaluation (U) Faculty observation (U) Internship evaluation (G) Action research (G)

**FE = Field Experience**

**AT = Apprentice Teaching**

**U = Undergraduate**

**G = Graduate**

**EDUC 3150: Education in a Diverse Society**

## APPENDIX R9: UEICC POLICY DECISIONS (2005-2006)

UEICCC policy/procedural decisions made during the 05-06 Academic Year.

All CBX packets were reviewed and had major revisions.

EDUC 2210 Clinical Field Experience was changed in the following ways:

- a. everyone does an intensive experience
- b. it must be a diverse setting as defined by the SOE definition

Effective: January 2007

Both undergraduate and graduate students must have met the requirements for admission to the Teacher Certification Program before they can begin their practicum. Effective 1/07, requirements must have been met during or prior to FA06.

A "B" or better (not "B-") or better in practicum is required in order to begin apprentice teaching. Effective 1/07, requirements must have been met during or prior to FA06.

Students must achieve a B- or better in EDUC 3150 on second attempt or they are not eligible to continue in the Education major (Waiver by Department of Teacher Education). Effective 1/07, requirements must have been met during or prior to FA06.

Students who are removed from or withdraw themselves from practicum or apprentice teaching must pass practicum/AT during the second placement arranged or they are no longer eligible to pursue certification, (Waiver by Coordinator of Apprentice Teaching and Field Experience). Effective 1/07, requirements must have been met during or prior to FA06.

Initial certification seeking post-baccalaureate students must take Clinical Field and EDUC 5220 or COMM 5760 within the first two semesters of their coursework.

It is recommended to the Dean that the graduate departments have advising training sessions during the beginning of the year retreat, T. Green

SPED 5860 was approved for the evaluation requirement for TAC students.

The lesson plan and unit plan formats were revised. A letter was sent to all Methods instructors requesting that they use the prescribed lesson plan format or make explicit the correlation between what they use and the prescribed format.