

T.E.C. Meeting with Darcy Miller, of T & L, College of Education  
11/13/07  
4:15pm

Eloy, Sabine and Laurie met with Darcy Miller regarding the College of Education/Teacher Preparation Accreditation and were able to clarify the information and process as:

WSU is accredited by NCATE (National Council for Accreditation of Teacher Education) at the national level. The College of Education is the unit accredited, which includes any teacher preparation programs across campus. There is also a requirement that Units be accredited by Washington State (Office of the Superintendent of Public Instruction) in order to prepare teachers. Accreditation data, evidence and reports must be submitted to NCATE and OSPI if we want to continue to offer our TEACH option for our majors.

In the past, the College of Education has been asked to provide evidence that indicates students fulfill state competencies by aligning just course numbers with the competencies. Now the accreditation bodies (both NCATE and OSPI) are requiring student evidence that shows that they've mastered each of the competencies. Therefore, all teacher certification and endorsement programs must provide data/evidence that the students meet those competencies.

### **STUDENT DATA**

- *We are collecting data/evidence of meeting competencies only from those students who are enrolled in the TEACH option, not each and every student enrolled in the course.* These students will be identified by majors, or by asking in each of the courses identified by the language area.
- Laurie will provide a list at the beginning of each semester of the TEACH option students, as well as professors inquiring their students in the designated courses.

### **COURSES**

As discussed previously, key upper level courses were identified:

**Language:** 306, 407, 408

**Culture/Literature/Film:** one course from this category

**Methods Courses:** For L 440 & For L 441

### **SYLLABI:**

- Syllabi from the above identified courses need to contain the conceptual framework statement and logo and the aligned competencies. **For L 440** and **For L 441** (our teaching methods courses) will need to put the Conceptual

Framework Statement and logo, as well as any aligned competencies on the syllabi.

- A separate sheet with the Conceptual Framework Statement can be designed and handed out specifically to those in the TEACH option majors for the other courses (306, 307, 408, etc.). When we hand out the description of the TEACH option, we can give them a copy of the competencies with the aligned course work, and a copy of the Conceptual Framework.

### **SAMPLES/DATA/EVIDENCE OF MASTERY NEEDED:**

- Data/evidence/samples of student work from Low, Mid, and High performing students are collected. If there is only one student, then only data/evidence of that one student meeting competencies is collected.
- Suggestions were to collect data/evidence from significant assignments/requirements such as an exam, presentation, project, essay, oral rubric evaluation, etc. in the early weeks of the semester and at the end of the semester to show progress and that the student(s) have mastered the competencies. Darcy explained that we do not need to quantify the students' progress, that the samples/data/evidence will suffice.
- Data/evidence/samples should be anonymous.
- The evidence should show instructors' comments, grades, suggestions on the submitted evidence/samples of student work; copies can be submitted; originals are not needed.
- Reminder that accreditation assessment is meant to evaluate programs, not the students. The idea of these types of assessments is to analyze the collected data/samples/evidence and then use that analysis for program improvement – How are students doing in our programs? Are they mastering the competencies in our program? What do we need to do to improve the program? (based on evidence collected)
- If a course is not being taught that semester, then we do not need to provide any evidence/data/samples from that course.

### **COLLECTION OF INFORMATION**

- This information is collected at the end of each semester.
- An envelope, file, or other storage device will be given to the instructors of applicable courses, so that they can keep the samples/evidence organized and in one place. The syllabus along with the samples/data/evidence is included in the envelope or storage device.
- Laurie will collect the information at the end of the semester to give to the College of Education, in particular to Cori Mantle-Bromley, Chair, Department of Teaching and Learning.

### **ENDORSEMENT COMPETENCIES**

- OSPI has identified competencies for each endorsement and these are online at the OSPI website (<http://www.k12.wa.us/certification/profed/competency.aspx>).

The OSPI accreditation process requires that all programs show how future teachers meet the competencies. The evidence/data/samples, along with syllabi from each teacher preparation area will be described in the College of Education accreditation reports to NCATE and OSPI. The actual course file boxes or envelopes will be stored in an evidence room in the College of Education where the visiting accreditation team will review these.

- Darcy gave us the Endorsement Competency information for Designated World Languages approved by OSPI in January 2002. Until those competencies are updated, that is the set of competencies we should use to align our course work, experiences, and describe evidence/data/samples.
- Darcy also put together for us a Sample Chart for Accreditation Purposes, using the Designated World Languages document from the OSPI (Office of the Superintendent of Public Instruction), which Laurie will organize and put together in a chart, and we will peruse.
- A suggestion was for us to get together with Douglas Pierce, Director of Student Services in the College of Education to talk about the STAMP test – could it be a possibility to require the test as a requirement for our students? If we go that route, we will have two mechanisms to deal with: the STAMP exam as far as language proficiency is concerned, and the content courses (literature, film culture) for which we would still need to gather the required evidence. We will need to show how we meet the required OSPI competencies, but STAMP could perhaps be part of the evidence/data that we provide that shows how our students meet some of the competencies. Students would have to pay out of their own pockets every time they take the STAMP exam, and it must be made clear that the responsibility to take the exam each time is the student's, not the Department's. Clearly, we should discuss this before we invite Douglas for a meeting.

Document Review by Laurie Heustis, Sabine Davis, Eloy Gonzalez, Darcy Miller (see attachment from Darcy Miller on NCATE and OSPI).

**copy to: Rachel Halverson-German, Sabine. Davis and Joan Grenier-Winther-French, A. Rodriguez-Vivaldi-Spanish; Eloy Gonzalez-Chair**