



# Board of Examiners Report

## SUMMARY FOR PROFESSIONAL EDUCATION UNIT

National Council for Accreditation of Teacher Education

### Institution:

University of Montana Western

### Team Findings:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Not Applicable
2. Assessment System and Unit Evaluation	Standard Met	Not Applicable
3. Field Experiences and Clinical Practice	Standard Met	Not Applicable
4. Diversity	Standard Met	Not Applicable
5. Faculty Qualifications, Performance, and Development	Standard Met	Not Applicable
6. Unit Governance and Resources	Standard Met	Not Applicable

Not Applicable (Programs not offered at this level)

## I. INTRODUCTION

### 1. Provide a brief overview of the institution and the unit.

The University of Montana Western (UMW) is a state-supported university that was originally chartered as the Montana State Normal School in 1893. After several changes of name and mission, it merged with the University of Montana in 1987. Both institutions share a president, but UMW operates autonomously and has its own chancellor, faculty, curricula, budget, and catalogs. The university is located in Dillon, a community in southwestern Montana (population 4,000). Dillon is the county seat of Beaverhead County (population 8,743). Census data estimates from 2006 indicate that the county population is 93.4 percent Caucasian, 3.2 percent Hispanic or Latino, 1.9 percent American Indian and Alaska Native, 0.2 percent African-American, 0.2 percent Asian, and 1.3 percent Two or More Races. The majority of UMW students (81% in 2007) come from Montana. It is important to note that Montana (population 944,632) is the fourth largest state in the nation, with a population density of approximately six persons per square mile; only Alaska is more sparsely populated than Montana.

A total of 1,148 undergraduate students are enrolled at UMW for the 2007-08 academic year; the university does not offer graduate programs. For the 2007-08 academic year, 9.8 percent of the students represent a minority population; the race/ethnicity of 0.6 percent is unknown. The student population is comprised of 53.9 percent females and 46.1 percent males.

The university includes the College of Arts and Sciences; the School of Education, Business, and Technology; and the School of Outreach and Grants. It currently offers Bachelor of Applied Science, Bachelor of Arts, and Bachelor of Science degrees, as well as a number of associate degrees and certificate programs; it does not offer any graduate programs or degrees. For the 2007-08 academic year, UMW has a total of 143 full-time faculty, 39.9 percent of whom have identified themselves as White;

3.5 percent represent a minority population, and the race/ethnicity of 58 percent is unknown. Fifty-eight percent of the faculty is female.

The Department of Education, located in the School of Education, Business, and Technology, houses the professional education unit at UMW; the provost/vice chancellor for academic affairs serves as the head of the unit. The unit offers the following initial-level major, minor, and/or endorsement programs: Early Childhood, Ages 0-8; Elementary, Grades K-8; K-12 programs in Art, Computer Science, Library Media, Literacy, Music, Physical Education and Health, Health and Human Performance, and Special Education; and Grades 5-12 programs in Biology, Business and Computer Applications, Drama, Earth Science, English, General Science, History, Industrial Technology, Mathematics, and Social Science.

The unit includes 13 full-time faculty, plus 14 who are full-time in the university and part-time in the unit, and 27 adjuncts. Three of the 54 (5.6%) represent minorities, and the race/ethnicity of one (1.9%) is unknown. The unit does not have graduate assistants. The unit's enrollment for fall 2007 included 394 candidates, 10.6 percent of whom represented minorities.

Since the last NCATE onsite visit in 2002, the university and the unit have experienced a number of significant changes that have affected its teacher education programs: 1) the university dropped the chemistry minor and physical science major and added an earth science major; 2) the university implemented Experience One, an innovative experiential-block scheduling model that required all programs to completely redesign their programs; 3) the unit implemented a significant change in its organizational structure, eliminating the position of dean and functioning more democratically as a faculty of the whole; and 4) candidate enrollments decreased significantly. These changes will be discussed in this report as appropriate.

**2. Describe the type of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?**

This continuing accreditation visit followed the NCATE/Montana protocol, which calls for a joint visit with a Montana Office of Public Instruction (OPI) team. The NCATE and OPI teams operated as a single combined team and made a single recommendation for each NCATE standard. Montana does not require teacher education programs to submit NCATE program review documents. During this on-site review, therefore, the OPI team assessed UMW's specialty areas/licensure programs using the Montana Professional Educator Preparation Program Standards (PEPPS). Because these standards do not require assessment data, the joint team also reviewed candidate performance data for all programs.

NCATE members and two OPI members of the joint team wrote the final BOE report, and the remaining state members of the team wrote a separate report to address its findings relative to state standards. The state report will be submitted to the Montana Board of Public Education (BPE). The BPE will review the report and take final action, which will be reported to the unit and the Commissioner of Higher Education.

**3. Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).**

The unit offers a licensure program in secondary education on the campus of Montana Tech for candidates who are completing bachelor's degrees there in biological sciences, general science, mathematics, or business and information technology. In addition, Montana Western candidates can complete all coursework for the early childhood and elementary education degrees at Montana Tech. Under this program, candidates complete their general education courses as Montana Tech students;

they take all of their remaining coursework through UMW, taught by UMW faculty on the Tech campus, and their degrees are granted by UMW.

One hundred percent of the library media and special education programs and 65 percent of the literacy program can be completed entirely online. Five or six professional education courses are offered online for all other programs except drama and early childhood. A number of business and computer science content courses are also offered in an online format.

The team collected information about off-campus and distance learning programs in several ways. One team member visited and talked with candidates, faculty, and school administrators at the programs housed on the Montana Tech campus in Butte prior to the start of the visit. In addition, candidates, faculty, and supervisors were interviewed in on-campus meetings. A telephone conference call with student teachers in remote locations provided additional information. All findings in this report reflect both on- and off-campus programs and distance-learning courses unless otherwise indicated.

**4. Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.**

Because of difficulties with Internet access at the team hotel, the team had to develop several “work-arounds” to accomplish its tasks and was not able to work directly in AIMS while at the hotel. Although this required additional time and effort, the conduct of the visit was not compromised. No other unusual circumstances (except the start of Montana's hunting season!) affected the visit.

## **II. CONCEPTUAL FRAMEWORK.**

The conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

**1. Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.**

The unit’s mission and vision support its conceptual framework, Teaching Tomorrow’s Leaders, as it prepares educators as leaders who are guided by social constructivist theory. This theory places the preK-12 student at the center of the curriculum, and the entire school community participates as both teachers and learners. The unit’s commitment to social justice is seen as a natural outgrowth of its social constructivist philosophy. Several other philosophies and practices also inform the conceptual framework and how the unit prepares its graduates, including the work of Vygotsky, Dewey, Watson, Thorndike, Freud, Adler, Jung, Erikson, Bloom, Kohlberg, and Gardner, among others.

The faculty view themselves as mentors who guide future educators to become leaders who will, in turn, become mentors to future leaders. They believe that content knowledge, professional skills, and professional dispositions easily become rather meaningless if the educator is not an effective leader. Such a leader:

- Inspires others to generate creative ideas appropriate to the situation.
- Brings people together to solve problems collaboratively.
- Effectively facilitates discussions.
- Facilitates individual growth and critical thinking.
- Is willing to change one's own ideas, even if the better ideas come from those they lead.
- Effectively facilitates agreed-upon change.
- Feels personal ownership of the process but not of the product.
- Promotes and practices social justice.
- Possesses a high level of competence and confidence.
- Exhibits a high degree of emotional intelligence.
- Provides emotional support that encourages others to take a leadership role.

The conceptual framework is organized around six themes: experiential learning, leadership, social justice, reflective practice, teaching through inquiry, and accountability for student learning. The education faculty believes that learning is best facilitated for all candidates through active engagement and social interactions among and between candidates, faculty, students, and educators. To meet the needs of all learners, the education faculty is committed to the following:

- Experiential learning
- Diverse teaching styles and methods
- Research-based practice and instruction
- Multiple perspectives of learning
- Multiple measures of assessing learning
- Mentoring between and among candidates and faculty
- Carefully monitored field experiences and student teaching in multiple school settings
- Integrated content and pedagogy
- Use of technology as an instructional tool
- Development of a community of learners on campus and in field sites
- Serving the profession and the community
- Providing quality instruction informed by current research and reform

Expected candidate proficiencies, including 10 knowledge, 30 skills, and 12 dispositions competencies, have been aligned with the standards of the Montana OPI, INTASC, and various national professional associations. The unit has also identified specific candidate expectations related to diversity and technology. Course syllabi and "critical assessments" are aligned with these proficiencies. The accompanying rubrics describe levels of candidate competency in each of the standards during coursework, field experiences, and the capstone experiences and provide evidence of candidate progress.

Inherent in the unit's conceptual framework is a commitment to diversity, including serving Montana's American Indian population and implementing requirements of Article X of Montana's state constitution as implemented by the Indian Education for All (IEA) legislation. The principles contained in the conceptual framework also support the study of conservation and health and drug and alcohol abuse prevention, as mandated by Montana state statutes and discussed at appropriate points in the state report.

Although the assessment of unit operations is not specifically addressed in the unit's conceptual framework, the principles that underlie such assessment are evident there; the implementation of these assessment principles are discussed at appropriate points throughout this report.

The unit's assessment system includes both formative and summative data that are collected at three predetermined benchmarks of the Teacher Education Program (TEP Phases I-III). Phase I culminates

with the application for admission to the TEP and review of the Phase I portfolio, typically at the end of the sophomore year. During Phase II, candidates complete their upper division professional education courses, have their Phase II portfolio reviewed, and complete the appropriate Praxis II exams. Phase III includes student teaching and a review of the Phase III portfolio.

Since the last accreditation visit, the unit has made significant changes to its conceptual framework, including adopting and adapting the INTASC principles as candidate proficiencies, redesigning all of its courses to be consistent with UMW's new Experience One block format, aligning all redesigned syllabi with the new candidate proficiencies, and developing new critical assessments and rubrics for the revised courses.

### III. STANDARDS

In its responses to each standard, the team should indicate when differences exist among the main campus, distance learning programs, and off-campus programs.

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

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

**1. Information reported in the Institutional Report for Standard 1 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes

No

jñ

jñ

**If your answer is "No" to above question, provide an explanation.**

#### 1a. Content Knowledge for Teacher Candidates

Content Knowledge for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Content Knowledge for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

#### Summary of Findings for Initial Teacher Preparation:

The faculty has created a variety of assessments that examine candidate content knowledge. The following assessments each have components that focus on content knowledge.

- Portfolio evaluation forms at Phase I, II, and III: INTASC Principle 1 (transcripts, references, integrated unit plan)

- Observation forms used during Phases I, II, and III: INTASC Indicator 1A
- Lesson Plan Format I and II Assessments (LiveText), standards and benchmarks, plan of instruction, and content knowledge sections
- Unit Plan Assessment (LiveText), standards and benchmarks, background and community resources, instructional sequence, and content knowledge section
- Evaluation of Student Teachers Form, INTASC Principle 1 (Student Teaching Assessments)
- Content knowledge observation/evaluation forms, based on national standards for each program
- Graduate Surveys
- Employer Surveys
- GPA for content courses for the major and minor, and GPA overall (2.5 or above, with no grade below C-)

The state uses a unique three-part, multiple measures assessment for recommendation for initial licensure in elementary education that was implemented to meet the requirements of the No Child Left Behind Act (NCLB). The federal government has granted Montana temporary permission to use the three-part test as an alternative to relying solely on a standardized (Praxis II) exam. The state's three-part test was implemented summer 2007, so the unit has less than one year of candidate data. The state test is a combined score on: PRAXIS II exam in the content area, GPA in the major content courses, and an average score on an evaluation form used during student teaching that indicates the candidate's level of proficiency in teaching elementary content (mathematics, science, language arts, and social studies). (Additional details about this assessment are found in Standard 2.) In the first year, 2007-2008, 28 Of 32 elementary education majors (87.5%) passed the examination the first time. The remaining four elementary education majors passed this three-part test the second time.

UMW has just implemented, for fall 2008, a similar three-part system for the institutional recommendation for secondary education (including K-12 endorsement programs) candidates, but the state has not yet implemented a similar plan for secondary and K-12 education licensure. The state of Montana also does not use a stand-alone licensure test for any of the secondary education/K-12 education programs.

Secondary teaching candidates' content knowledge, via the assessments listed above, is assessed multiple times. Three key content knowledge assessments are: (a) grade point average in the content area; (b) Evaluation of Student Teachers Form, INTASC Principle 1 (Student Teaching Assessments); and (c) content knowledge observation/evaluation forms. Review of the data reported in disaggregated form for secondary programs consistently indicated that candidates' content knowledge is strong. A summary of the data from three key content knowledge-related assessments, in three specific content areas (physical education/health, English, and history/social science) illustrated this conclusion. In all three program areas, the content area grade point average was above 3.0 (2.5 is the minimum accepted) for more than 85 percent of the candidates, and 100 percent of the candidates performed at the proficient or professional levels on the other two assessments.

Disaggregated data on the same assessments were provided for candidates in off-campus and distance-based programs. The content knowledge of candidates enrolled in off-campus/distance-delivered programs appeared to be equal to the content knowledge of campus-based programs. For example, candidates in the literacy minor (N=17 for 2006-2008) and the special education minor (N=16 for 2006-2008) performed as well as candidates enrolled in on-campus programs.

### **Summary of Findings for Advanced Teacher Preparation:**

Not Applicable
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### 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates

Pedagogical Content Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Pedagogical Content Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

#### Summary of Findings for Initial Teacher Preparation:

Unit faculty have created twelve “critical assessments” with components that focus on pedagogical content knowledge. These assessments range from GPA, portfolio evaluation, educational philosophy statement, and lesson plans to observations, evaluations, and graduate and employer surveys. Aggregated data depicted candidate growth in the area of content knowledge and skills assessment, throughout Phases I, II, and III.

The unit has also created six different assessments related to skills in integrating technology, including a computer competency exam. Assessment data indicated an improved knowledge and use of technology by candidates as they progress from Phase I through Phase III, with no candidate falling in the unacceptable range by Phase III.

Based on data and interviews, over 90 percent of candidates are proficient/professional in their pedagogical content knowledge and skills, as aligned with the INTASC principles, by program completion. Candidates are able to facilitate students’ learning in meaningful ways through multiple instructional strategies and the integration of the technology available at the clinical sites.

#### Summary of Findings for Advanced Teacher Preparation:

Not Applicable
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### 1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates

Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Initial Teacher Preparation	Acceptable
Professional and Pedagogical Knowledge and Skills for Teacher Candidates – Advanced Teacher Preparation	Not Applicable

#### Summary of Findings for Initial Teacher Preparation:

The unit has created a vast array of assessments to examine the candidate’s technical, professional and pedagogical knowledge and skills. It is apparent that candidate performance improves from Phase I to Phase III, as noted from aggregated data. Follow-up graduate and employer surveys indicated candidates are well prepared in both content pedagogical knowledge and skills (with a return rate of 33% and 67% respectively). Reviewing data for the final evaluation of candidates, based on the 10 INTASC principles, no candidates were reported in the unacceptable range of scoring. Analysis of aggregated data concluded

that candidates were somewhat weak in understanding how the social constructivist philosophy is incorporated in their teaching. Candidates were also noted in being weak with regards to professionalism, which was confirmed with principal interviews. The unit faculty are aware of these weaknesses and have already attempted to rectify these areas by ensuring both topics are addressed in multiple classes in the current year.

Candidates appear confident in their content knowledge and ability to perform in the classroom setting. The university's philosophy of experiential approach enables the candidates to connect concepts to student's prior experience and apply the ideas to real-world issues. Candidates were observed researching to find new information to incorporate into their practice. Faculty interviews indicated that candidates are highly encouraged to read professional journals to stay abreast of current research and practices. During interviews, candidates shared classroom experiences where they utilized research strategies and ideas that their cooperating teachers hadn't seen or heard of.

In analyzing assessment data, faculty noted that 31 percent of the candidates were at the developing levels with regard to creating strategies to build relationships with students and families to support student learning, especially at the secondary level. During the fall 2008 retreat, unit faculty analyzed and discussed this issue. The results were to increase home/school connections within all coursework immediately. Changes made this year include writing letters to parents, seeking and knowing the demographics of families, parent-signed discipline plans, and reflections from parent/teacher conferences.

**Summary of Findings for Advanced Teacher Preparation:**

Not Applicable

**1d. Student Learning for Teacher Candidates**

Student Learning for Teacher Candidates – Initial Teacher Preparation	Acceptable ▼
Student Learning for Teacher Candidates – Advanced Teacher Preparation	Not Applicable ▼

**Summary of Findings for Initial Teacher Preparation:**

The unit has created twelve assessments to examine a candidate's ability to analyze and assess student learning, as well as to make adjustments to improve learning. Observations forms, portfolio evaluations, lesson plan formats, action research projects, exit evaluations, GPA, and surveys combine to provide evidence of candidates' high level of performance in this area. Data continue to indicate significant improvements through the three phases of the program. Candidates affirmed their understanding of, and ability to, analyze, assess, and adapt learning in their classroom. With total inclusion, candidates feel it is a major focus and a natural part of their instruction throughout a typical teaching day. Interviews reported that candidates were quite surprised at the number of students, with exceptionalities in their classroom during clinical practice. They 'knew' there would be some students with exceptionalities, but weren't quite prepared to see the higher numbers than expected. It was reiterated many times how well the unit has prepared them to create lesson plan adaptations for these students.

Candidates are proactive and utilize community resources that support student learning. Candidates in all programs across campus develop, plan, and execute activities community-wide. Candidates in the music program offer home school choir class, participate and assist with local Christmas programs, as

well as community bands and choirs. Candidates in the Science Department facilitate science fairs and assist in classrooms to help students prepare their projects. Physical education candidates facilitate a national P.E. day and coach community-wide football teams. Early childhood candidates offer a “week of the young child” to teach and assist families with needs and concerns, as well as offer parenting classes. Students in the public schools even have the opportunity to share their poetry and other writing pieces over the radio, thanks to the assistance of candidate volunteers. It is evident that candidates are collaborating with the professional community to improve student learning.

### Summary of Findings for Advanced Teacher Preparation:

Not Applicable

### 1e. Knowledge and Skills for Other School Professionals

Knowledge and Skills for Other School Professionals

Not Applicable ▼

### Summary of Findings for the Preparation of Other School Professionals:

Not Applicable

### 1f. Student Learning for Other School Professionals

Student Learning for Other School Professionals

Not Applicable ▼

### Summary of Findings for the Preparation of Other School Professionals:

Not Applicable

### 1g. Professional Dispositions for All Candidates

Professional Dispositions for All Candidates – Initial Teacher Preparation

Acceptable ▼

Professional Dispositions for All Candidates – Advanced Preparation

Not Applicable ▼

### Summary of Findings for Initial Teacher Preparation:

The unit has developed an observation form assessing the professional dispositions of each candidate through all three phases of the program. It is based on the INTASC principles, which align with the conceptual framework. The unit assesses twelve specific professional dispositions expected of all candidates. In addition, the faculty has created professional components for six additional assessments. Data results indicated dramatic improvements in the candidates' professional behavior, with a great majority achieving a target level by the end of their clinical practice. Partnership schools noticed and addressed the issue of professionalism during field experiences and clinical practice. The unit has

responded and noticed an upward trend towards improvement, based on recent data. In interviews, faculty guaranteed constant reflection and re-evaluation of assessments to address any discrepancies between elementary and secondary candidate results. Assessment results also confirmed candidates' ability to work with students, families, colleagues, and communities to reflect the professional dispositions.

Early childhood education program data (which includes observations, assessments, exit interviews, portfolio assessment, and graduate/employer survey results) indicated these candidates are able to meet/exceed expectations involving the professional dispositions of their field. Indicators include working with families, communities, and other professionals as they partner to support student development and learning.

**Summary of Findings for Advanced Teacher Preparation:**

Not Applicable

**Summary of Findings for the Preparation of Other School Professionals:**

Not Applicable

**Overall Assessment of Standard**

Teacher candidates understand the relationship of content and content-specific pedagogy to create instructional strategies to help all students learn. Candidates are able to facilitate learning in clear and meaningful ways. Candidates consider the school, family, and community contexts to develop meaningful learning experiences. Reflection and modifications are infused throughout all coursework and clinical teaching. Candidates are familiar with professional dispositions and are able to demonstrate these behaviors while working with students, families, and colleagues. Due to a strong assessment system and small population, the unit is able to analyze and address weak areas in their course work immediately.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]**

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

AFI Number &Text	AFI Rationale
None	

**AFIs from last visit: Continued**

AFI Number & Text	AFI Rationale
None	

**New AFIs**

AFI Number & Text	AFI Rationale
None	

**Recommendation for Standard 1**

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

None

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

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

**Information reported in the Institutional Report for Standard 2 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes

No

jn

jn

**If your answer is "No" to above question, provide an explanation.**

**2a. Assessment System**

Assessment System – Initial Teacher Preparation	Target
Assessment System – Advanced Preparation	Not Applicable

**Summary of Findings for Initial Teacher Preparation:**

The unit has developed a comprehensive, three-phase unit assessment system to assess candidate performance. Phase I includes program admission, Phase II covers entry to clinical practice, and Phase III culminates in exit from clinical practice. Phase I, II, and III criteria include the review of such items as GPA, background checks, writing samples, portfolios, interviews, observations, evaluations, computer competency, Praxis II, surveys, etc. at appropriate points. The unit also conducts exit

interviews and focus groups at program completion and surveys its graduates and their employers one year after program completion. Candidates are not allowed to progress from one phase to the next without meeting the stated requirements, which are based on multiple assessment measures.

Unit operations are assessed using aggregated data from candidate assessments, annual faculty evaluations, student evaluations of faculty instruction, exit surveys, graduate surveys, employer surveys, the Noel-Levitz Student Satisfaction Inventory, and the National Survey of Student Engagement. (Although the data collected by these two surveys are not disaggregated by the student's major, the unit incorporates these results in its assessment system because nearly half of UMW students are education majors.)

The unit has identified specific "critical assessments" for each of the three TEP phases; these assessments have common rubrics and are required of all candidates. Each has been carefully aligned with the unit's conceptual framework (INTASC) standards. In addition, the student teaching content knowledge observation forms have been aligned with national professional standards. Both the school supervising teacher and the university supervisor complete the content knowledge observation form.

Since summer 2006, UMW has implemented Montana's required multiple measures assessment for recommendation for initial licensure in elementary education, based on a combined score that includes a range of points for content GPA, PRAXIS II content exam, and a content knowledge student teaching evaluation. Candidates must score at least eight out of 13 points on the combined score and cannot receive a score of 0 on any one of the three items. Those who score 1 on any of the three items must undergo remediation before being considered for licensure. Although not mandated, the unit has also developed and implemented a similar process for secondary education candidates, beginning this fall.

The unit uses a variety of means to ensure that its critical assessments are accurate. For example, assessments are aligned with the specific knowledge, skills, and dispositions being assessed and are reviewed annually at faculty program meetings.

The unit has implemented several efforts to ensure P-12 community involvement and to maintain fairness and freedom from bias in its assessments. Assessment instructions are clearly defined and included in course syllabi and/or handbooks. Scoring rubrics are comprehensive and are included with the instructions for each assessment. The unit solicits formal review and feedback from the its Advisory Board, which includes teachers, principals, superintendents, candidates, and community leaders; its Advisory Task Force; and from such initiatives as the Rural Fridays program, discussed in detail under Standard 4. Additional input is received during the supervising teacher training held each semester. Faculty also rely heavily on their daily interactions with teachers in the schools for feedback on candidate assessments.

To ensure consistency, faculty frequently score assessments in small groups and discuss any issues that arise. The director of field experiences provides training in scoring assessments for clinical faculty at the beginning of each semester. Clinical faculty then train the supervising school teachers to use these assessments. Inter-rater reliability studies indicate that faculty are scoring assessments consistently.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**2b. Data Collection, Analysis, and Evaluation**

Data Collection, Analysis, and Evaluation – Initial Teacher Preparation

Acceptable

Data Collection, Analysis, and Evaluation – Advanced Preparation

Not Applicable

### Summary of Findings for Initial Teacher Preparation:

The unit has developed and maintains a comprehensive assessment system that allows it to gather, analyze, and evaluate data on both candidate performance and unit operations. Performance data are monitored throughout all candidates' programs, from admission to TEP through the follow-up of first-year graduates and their employers. Program and unit operations data are collected, analyzed, and evaluated on a semi-annual, annual, and/or biennial basis as appropriate.

The unit offers its complete elementary program and selected secondary programs on the campus of Montana Tech in Butte. A number of courses are also offered either partially or completely online. The assessment system allows all candidate performance data to be regularly disaggregated and reported for off-campus and for courses that are completely online. As noted in Standard 1, the unit has found no discernible difference in candidate performance based on the disaggregated data.

The unit assessment system is supported by three basic technologies. Candidates use LiveText to complete many of their critical assessments, which faculty then score online. LiveText stores these assessments and produces summary data for the unit in the form of reports, charts, and/or graphs. Because these LiveText assessments are identical for all programs, the data produced are not disaggregated by program. However, LiveText does produce inter-rater summaries that departments use to examine the consistency of scoring and determine the need for further faculty training. In addition to LiveText, Excel spreadsheets monitor individual candidate progress on other assessments such as dispositions and observation forms.

Finally, an Access database monitors candidates' demographics and their overall progress through the program. Each phase has a screen that indicates candidate ratings on the critical assessments related to the 10 INTASC principles, as well as any other requirements –such as background checks, GPA, etc. – for completing that phase. Candidates are not allowed to continue on to the next phase unless all requirements have been met and checked off. There is an additional screen to track institutional recommendation for state licensure. As noted earlier, each decision regarding candidate progress is made based on the use of multiple assessment measures.

The unit systematically collects, summarizes, and analyzes its candidate performance data. It has developed a data storage protocol that identifies when, where, how, and by whom data are collected, as well as where and for how long they are stored. The LiveText coordinator produces data reports for faculty review at program faculty meetings, as well as reports for the fall and spring faculty retreats. The Advisory Task Force and the Advisory Board review data reports and assessment-related issues during their meetings. Reports are also prepared as data become available (e.g., ETS Praxis II reports) and can be prepared on faculty request.

A record of any formal complaints for unit candidates is maintained by the administrative assistant to the provost, who is the unit head, and by the dean of students. The university has a student grievance and appeals policy that ensures due process. There have been no formal grievances filed by education candidates in recent years.

### Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:

Not Applicable
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## 2c. Use of Data for Program Improvement

Use of Data for Program Improvement – Initial Teacher Preparation	Acceptable
Use of Data for Program Improvement – Advanced Preparation	Not Applicable

### Summary of Findings for Initial Teacher Preparation:

As a result of its clearly defined process for collecting assessment data for both candidate performance and unit operations, the unit is able to systematically use data results for program improvement. The unit provided numerous examples of changes to courses, programs, and clinical experiences that have been made based on analysis of such data. For example, over the past year the unit has:

- 1) Surveyed other states for their Praxis II requirements; examined two years of unit Praxis II data; and developed a range of scores for secondary licensure recommendations correlated to most recent national percentiles, similar to the elementary range of scores already in use.
- 2) Reviewed a report on faculty use of the LiveText assessments and subsequently provided additional faculty training in using LiveText for scoring critical assessments.
- 3) Reviewed TEP portfolio data and provided additional training in portfolio assessment to increase the reliability of that assessment.
- 4) Reviewed comments received from host teachers over the past year and began revising field experience and student teaching forms to simplify them and include less education jargon.
- 5) Examined aggregated data for the Final Evaluation of Student Teaching for spring and fall 2007 and discovered that school supervising teachers are prone to giving student teachers many scores at the Exemplary/Professional level – probably because of inconsistent training. As a result, the unit has revised some of the explanations for the levels of proficiency and is providing more training to the university coordinators, who will then provide training to the teachers, many of whom live at a distance from the campus.
- 6) Examined aggregated critical assessment data from LiveText and developed plans for a fall work session on developing objectives and discussed ways to provide some professional development on differentiation by using some on-line training modules and sharing ideas at a fall work session.

Faculty have access to candidate assessment data that are house on LiveText and at the program level. The LiveText coordinator can prepare reports for programs and for faculty on an as needed basis.

Candidates and faculty both receive regular feedback. Candidates are given feedback on their performance on a regular basis throughout their programs through such activities as Phase I and Phase II interviews, observation forms, field experience and student teaching evaluations, reflective journals, and portfolio review. Pre-tenured faculty submit portfolios documenting their teaching, scholarship, and service to the provost/vice chancellor for academic affairs annually; tenured faculty submit their portfolios biennially. The provost/vice chancellor provides faculty with commendations and/or constructive feedback on their performance. Faculty receive the results of student course evaluations and

also are required to obtain at least one peer evaluation each year.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**Overall Assessment of Standard**

The unit has developed a comprehensive assessment system that is aligned with its conceptual framework and other professional standards, monitors candidate performance, and manages and improves its operations and programs. It regularly examines the validity and utility of assessment data and makes modifications in assessments as appropriate. It has the technology to support its assessment system, and it regularly reviews performance data to make decisions regarding its programs and unit operations.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]**

The unit has developed a comprehensive assessment system that is aligned with its conceptual framework and other professional standards, monitors candidate performance, and manages and improves its operations and programs. It regularly examines the validity and utility of assessment data and makes modifications as appropriate.

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

AFI Number &Text	AFI Rationale
2.1 The field experience and clinical practice observation forms do not reflect the outcomes of the revised conceptual framework.	The unit has completely aligned all of its observation and evaluation forms for field experience and clinical practice to its conceptual framework outcomes, as well as to state and national professional standards as appropriate. It regularly reviews these forms and alignments in relation to assessment data and makes revisions as needed.
2.2 Data analysis is not organized and managed consistently across the unit.	The unit uses LiveText, as well as Excel and Access databases, in a coordinated process for managing candidate performance and unit operations data. This system provides the unit with data in a timely fashion.
2.3 The unit has not fully involved the professional community in the development of its assessment system.	The unit is continually seeking both formal and informal input from the professional community as part of its ongoing review and revision of the assessment process and assessment instruments. It was able to provide numerous examples of such involvement.

**AFIs from last visit: Continued**

AFI Number & Text	AFI Rationale
None	

**New AFIs**

AFI Number & Text	AFI Rationale
None	

**Recommendation for Standard 2**

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

None

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

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

**Information reported in the Institutional Report for Standard 3 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes No  
jn jn

**If your answer is "No" to above question, provide an explanation.**

According to the IR, the unit’s criteria require school faculty to have a master’s degree. Interviews indicated differently. Principals were not aware of any specified criteria and choose their school faculty based on professional judgment. The unit assumes the principal is choosing 'master teachers' to supervise clinical practice, but not necessarily persons with master's degrees.

**3a. Collaboration between Unit and School Partners**

Collaboration between Unit and School Partners – Initial Teacher Preparation	Acceptable
Collaboration between Unit and School Partners – Advanced Preparation	Not Applicable

**Summary of Findings for Initial Teacher Preparation:**

The unit has four specific partnerships that are members of the Department of Education Task Force Advisory Board. The advisory board meets yearly to discuss suggestions and concerns relating to field experiences and clinical practice. Interviews indicated that communication between the unit and the partnerships is ongoing. Partners felt they were active participants in all decisions between the unit and the public schools.

The director of field experiences is directly involved in placements and regularly communicates with school partners to ensure proper placement of candidates. Principals stated that they play an active role with the unit in the placement of candidates, as well as assuring that candidates abide by the requirements for field placement found in the IR. The unit and its school partners have ongoing communication throughout the candidates' field experience and clinical practice. It was evident that when concerns or issues arose, they are discussed, and typically acted upon at the spring or fall faculty retreat.

The unit insures all parties are knowledgeable of the expectations, outcomes, and assessment requirements. At the beginning of each clinical placement, the unit faculty supervisor provides a training packet to the cooperating teacher. Time is spent together covering the material to guarantee an understanding of all forms and assessments as outlined. Interviews confirmed frequent meetings with school representatives and the unit to provide feedback on candidates' performance and to make recommendations regarding assessment, as well as the candidates' overall instruction and performance.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice**

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Field Experiences and Clinical Practice – Advanced Preparation	Not Applicable

**Summary of Findings for Initial Teacher Preparation:**

Entry and exit criteria are explicit for all candidates prior to entering and exiting clinical practice. There are explicit content knowledge assessments to enter Phase III, as well as a criminal background check and a first aid certificate. Exit interviews and final evaluations confirmed candidates' ability to show command knowledge and performance of their knowledge, skills, and dispositions. Assessments are developed and directly linked to national professional standards, INTASC principles, and the Montana Professional Educator Preparation Program Standards and Procedures, ensuring successful completion of program requirements by candidates.

Expectations for candidate expertise in integrating technology permeate all coursework and are assessed in numerous evaluations. Candidates are expected to pass the basic knowledge of technology exam by the end of Phase I. Data results depicted a growth in the use and knowledge of integrating technology throughout Phases I, II, and III. Only one candidate was rated at an unacceptable level (in Phase II). By Phase III, more than 90 percent of all candidates were rated as proficient or professional, thus ensuring

the ability to utilize and integrate technology in their teaching. Candidates are able to check out technology equipment from the tech lab to use in their field experiences and clinical practice.

The unit offers a variety of field experiences for candidates to develop and demonstrate the proficiencies necessary for their content area. The allotted time varies between the three different programs: elementary requires 147.5 hours, secondary requires 91 hours, and early childhood requires 270 hours. All three programs require 420 contact hours during the clinical practice. Secondary candidate interviews validated the limited time in the field experience ,emphasizing that three fourths of the hours spent were in observation and not actual teaching with students. These candidates reported they did not feel confident when moving into their clinical practice, with such limited teaching experience.

School faculty are accomplished professionals who are prepared for their roles as mentors and supervisors. According to the IR, the unit’s criteria require school faculty to be tenured, licensed in the fields they supervise, and hold at least a master’s degree. The director of field experience concurred with the IR in that the school faculty must be tenured and have master's degrees. Interviews during the visit, however, indicated a different story. Principals were not aware of any specified criteria and stated that they chose their school faculty based on professional judgment and willingness to participate. In practice,, the cooperating teachers do not necessarily have master’s degrees, but all are master teachers in the eyes of the principal.

Clinical faculty meet with candidates three times during their clinical practice. Two surveys (2006,2008) indicated a possible issue. At least twenty-five percent of the surveys received stated there was not regular interaction with the university supervisor. Candidates and cooperating teachers did feel there was good support offered by the clinical faculty. However, the lack of physical presence at the school site was a concern. As a result, the department has changed the schedule to one organizational visit with two, half-day visits to better meet the needs of the candidates.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn**

Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Initial Teacher Preparation	Acceptable
Candidates’ Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn – Advanced Preparation	Not Applicable

**Summary of Findings for Initial Teacher Preparation:**

Candidates demonstrate mastery of content areas of pedagogical and professional knowledge through the many critical assessments. Faculty are convinced that candidates are able to demonstrate this knowledge based upon results of the numerous assessments performed, as well as the results of graduate and employer surveys. However, due to the nature of the hours spent in field experience, secondary candidates have limited opportunities to demonstrate this mastery of content knowledge. Even though 91 hours are required, candidates interviewed insisted that the majority of the field experiences are spent on observation, leaving a total of 12 hours working with students. Candidates do not feel prepared

taking the next step into clinical practice. During interviews, secondary candidates said they felt the time constraints and content issues in their clinical experience prevent them from being able to fully implement the experiential approach of learning in their classrooms.

The philosophy of the unit/university has instilled in the minds of the candidates to seek and deepen their knowledge and creating multiple strategies to reach all students and their families. Interviews confirmed candidates' ability to use this knowledge to create multiple assessment strategies, both informally and formally, and to assess, reflect, and re-evaluate progress of student learning. Phase III portfolios depicted evidence that candidates do provide collaborative interactions with families and evidence create the home/school/community connections. During interviews, faculty addressed data results that showed 35 percent of candidates ranked at the developing level in regard to evidence of work with families during their Phase III assessment. Noting the discrepancy, faculty are currently re-emphasizing this principle in their coursework across the curriculum.

All three phases of the program assess reflection on the INTASC principles. Because of numerous experiences in coursework, reflective practice has become second nature to candidates, based on interviews. The goal for all candidates is to participate in field experiences and/or clinical practice to include students with exceptionalities and diverse ethnic/racial, linguistic, gender, and socioeconomic groups. Specific multicultural coursework includes a two-day field trip to a Native American reservation to observe and/or teach a mini lesson. Candidates spend two days at a boarding school for troubled students. The director tries to ensure placements with respect to large vs. small schools, as well as advantage vs. disadvantaged schools. Since the Montana school systems are all inclusive, it is assumed all candidates have experiences with students with exceptionalities. Candidate interviews confirmed their experience with respect to exceptionalities in their clinical practice.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**Overall Assessment of Standard**

The unit works with its school partners to design, deliver, and evaluate field experiences and clinical practice. The unit and its school partners jointly determine the specific placement of the candidates. However, the criteria for school faculty are not clear and known to all of the involved parties. Candidates meet entry and exit criteria for clinical practice. Field experiences provide opportunities for candidates to observe, tutor, and participate in education-related events, as well as interact with families and the community. Clinical practice is extensive on the elementary level to develop and demonstrate proficiencies related to their roles as professionals. Requirements, time constraints, and content matter limit secondary candidates from fully practicing the experiential model.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]**

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

AFI Number & Text	AFI Rationale

**AFIs from last visit: Continued**

AFI Number & Text	AFI Rationale

**New AFIs**

AFI Number & Text	AFI Rationale
Field experiences for secondary education are not extensive enough to provide opportunities for candidates to develop and demonstrate the knowledge, skills, and dispositions for helping all students learn.	Contact hours during field experience are not equitable among programs. Secondary Education candidates have 56.5 fewer contact hours in their field. experience than elementary education program, and 179 fewer hours less than the early childhood education program. Secondary candidates interviewed do not feel prepared going into clinical practice with such limited field experience, when the majority of the field experience time is focused on observations rather than teaching.
Not all candidates are guaranteed field experiences and clinical practices in settings that allow them to demonstrate the knowledge, skills, and dispositions consistent with the conceptual framework's social constructivist approach.	There are limited settings that allow secondary education candidates to develop and implement instructional strategies to help all students learn using the philosophy described in the unit's conceptual framework. There is no process for ensuring that all candidates will have placements that allow them the opportunity to demonstrate the skills they are learning.
Criteria for school faculty are not clear and known to all of the involved parties.	The director of field experience and the IR state that school faculty must be tenured and have master's degrees. Interviews during the visit, however, indicated that school principals were not aware of any specific criteria; they stated that they choose their school faculty based on professional judgment and willingness to participate.

**Recommendation for Standard 3**

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

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**Standard 4: Diversity**

**The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations,**

including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Information reported in the Institutional Report for Standard 4 was validated in the exhibits and interviews. (If not, provide an explanation.)

Yes

No

jn

jn

If your answer is "No" to above question, provide an explanation.

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#### 4a. Design, Implementation, and Evaluation of Curriculum and Experiences

Design, Implementation, and Evaluation of Curriculum and Experiences – Initial Teacher Preparation	Acceptable
Design, Implementation, and Evaluation of Curriculum and Experiences – Advanced Preparation	Not Applicable

#### Summary of Findings for Initial Teacher Preparation:

The unit has articulated proficiencies related to diversity as identified in its conceptual framework and expects that candidates will develop these during their professional programs. They include the following set of candidate knowledge competencies, professional skills, and professional dispositions:

##### Knowledge Competencies

- Is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive).
- Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- Knows about areas of exceptionality in learning – including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- Has developed an understanding and knowledge of diversity and exceptionality in learners, families, cultures, and communities.
- Understands and implements laws related to students' rights and teacher responsibilities.

##### Professional Skills

- Identifies and designs instruction using multiple strategies appropriate to student's stage of development, learning styles, multiple intelligences, strengths, and particular learning differences and needs.
- Meets individual student needs including identifying and accessing appropriate services and resources to meet exceptional learning needs.
- Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.
- Brings multiple perspectives and worldviews to classroom instruction and discussions.
- Creates a learning community in which individual differences are respected and valued.

- Uses a range of strategies, including cooperative learning, to promote positive relationships, cooperation, motivation, and purposeful learning in the classroom.
- Organizes and manages time, space, and activities to provide productive and equitable engagement of students.
- Takes into account contextual considerations (instructional materials; individual student interests, needs, and aptitudes; and community resources) in planning instruction.
- Plans instruction that creates an effective bridge between curriculum goals and students' experiences.
- Demonstrates leadership by making links with the learners' other environments on behalf of students by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.
- Initiates respectful cooperative relationships with all parents, guardians, and families, as well as the local community.

**Professional Dispositions**

- Respects every student as an individual with differing personal, family, cultural backgrounds, worldviews, and as having various talents and interests.
- Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- Demonstrates leadership qualities through his/her commitment to engaging in and supporting ethical professional practices.
- Demonstrates concern about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- Respects the rights of all students to equitable access to opportunities for learning, including students from diverse ethnic, cultural, linguistic or religious backgrounds, gender or sexual orientation, age, and socioeconomic status.
- Demonstrates commitment to social justice by identifying social inequities and advocating for their remedy.

All candidates take three required classes that integrate these proficiencies. Candidates in minors (literacy K-12, early childhood, special education, library media K-12) take classes that require additional knowledge and skills. Candidates in all programs are required to demonstrate the same proficiencies using the same key assessment rubrics at the same transition points. The candidates' ability to work with all students is assessed during diverse experiences with a range of students, exceptionalities, English language learners, at-risk students, Native American students, as well as with families. Candidates and unit faculty regularly review assessment data on candidates' ability to work with all students and develop a plan for improving their practice where needed. The unit aggregates data from key candidate assessments as a means to improve programs.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**4b. Experiences Working with Diverse Faculty**

Experiences Working with Diverse Faculty – Initial Teacher Preparation	Unacceptable ▼
Experiences Working with Diverse Faculty – Advanced Preparation	Not Applicable ▼

**Summary of Findings for Initial Teacher Preparation**

Candidates do not have consistent opportunities to work with faculty members from diverse backgrounds. For the 2007-08 academic year, UMW had a total of 143 full-time faculty, 39.9 percent of whom identified themselves as White; 3.5 percent represented a minority population, and the race/ethnicity of 58 percent was unknown. Fifty-eight percent of the faculty was female. The unit includes 13 full-time faculty, plus 14 who are full-time in the university and part-time in the unit, and 27 adjuncts. Three of the 54 (5.6%) unit faculty represent minorities, and the race/ethnicity of one (1.9%) is unknown.

The university advertises faculty vacancies through one print and two online services. Although it has made limited good-faith attempts to increase diversity, faculty diversity, particularly in the unit, has not appreciably increased.

The university and the unit frequently invite guest speakers who represent diversity to campus, and the university faculty, many of whom are education faculty, lead a great variety of international travel/study opportunities to places such as China, Mexico, England, Ireland, Italy, Austria, Polynesia, and the Galapagos Islands. However, these initiatives do not appear to be systematically tied directly to education curricular goals, and candidates may or may not choose to attend or participate.

Despite the lack of diversity, however, unit faculty do bring a wealth of diversity experiences and scholarship to their teaching and their interaction with candidates. For example, many unit faculty members have been engaged in research and other scholarly activities related to issues of diversity. Approximately 23 of the 27 full-time education-related faculty provided numerous examples of such activities, including research, teaching, travel, study, consulting, presentations, and publications (books, journal articles, monographs, curriculum guides, etc.).

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**4c. Experiences Working with Diverse Candidates**

Experiences Working with Diverse Candidates – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Candidates – Advanced Preparation	Not Applicable

**Summary of Findings for Initial Teacher Preparation:**

For the 2007-08 academic year, 9.8 percent of UMW students represented a minority population; the race/ethnicity of 0.6 percent was unknown. The student population was comprised of 53.9 percent females and 46.1 percent males. The unit’s enrollment for fall 2007 included 394 candidates, 10.6 percent of whom represented minorities.

Although UMW has a majority of Caucasian students, it also includes more than 40 American Indian students, some African-American students, and more than 60 Polynesian students. The unit makes good-faith efforts to recruit and increase its pool of diverse candidates. Many of the Polynesian students are on campus as a direct result of recruitment and encouragement to attend the university; many are candidates in education programs. Thirty-four of the American Indian students are education candidates.

Candidates engage in professional education experiences in conventional and distance learning programs with candidates from different socioeconomic groups and a range of diverse groups. Those in distance learning programs have experiences with candidates from different socioeconomic groups and diverse backgrounds. In addition, early childhood candidates experience a week in classes with American Indian early childhood candidates from MSU. Candidates work together on education projects and experiences related to education and the content areas.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

**4d. Experiences Working with Diverse Students in P-12 Schools**

Experiences Working with Diverse Students in P-12 Schools – Initial Teacher Preparation	Acceptable
Experiences Working with Diverse Students in P-12 Schools – Advanced Preparation	Not Applicable

**Summary of Findings for Initial Teacher Preparation:**

The unit provides a variety of field and clinical practice placements for both on-campus and distance learning program candidates, many of which are in extremely rural settings. These experiences are with diverse male and female P-12 students, different socioeconomic groups, at-risk populations, and English language learners.

Candidates also work with students with disabilities during field experiences in P-12 classrooms and are expected to demonstrate the skills necessary to teach all students.

All teacher education candidates have at least one field experience in a Montana American Indian reservation school and at a school for children with exceptional needs, such as the Montana School for the Deaf and Blind. Field experience visits are also scheduled to Spring Creek Academy (an alternative high school) and the Yellowstone Boys and Girls Ranch (a residential treatment facility for troubled youth). In addition, elementary candidates participate in Rural Fridays, a program that brings students from several one- and two-teacher K-8 rural schools come to the university campus for six Fridays each semester. Montana Western candidates prepare lessons and teach the children all day. The rural teachers observe the candidates, provide feedback, and make recommendations for program improvement.

Candidate knowledge, skills, and dispositions regarding diversity are extensively assessed, and candidates receive faculty feedback regarding their experiences with diverse populations. Candidates also assess themselves, and there is a remediation process in place when appropriate. Candidates receive feedback from peers and supervisors as a means to help them reflect on their ability to help all students learn. Overall, the experiences help candidates confront issues of diversity that can affect teaching and student learning and aid in the development of strategies for improving student learning.

**Summary of Findings for Advanced Teacher Preparation and/or the Preparation of Other School Professionals:**

Not Applicable

## Overall Assessment of Standard

The unit has identified specific knowledge, skills, and dispositions related to diversity and includes them throughout its curriculum. Candidates are regularly assessed on these competencies. Although unit faculty do not represent diversity, they do bring a variety of diverse experiences to their teaching. Candidates have the opportunity to interact with other diverse candidates, and field experience and student teaching placements provide opportunities to interact with diverse P-12 students.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]**

4.a. Unit faculty and candidates regularly review candidate assessment data on candidates’ ability to work with all students and develop a plan for improving their practice and the unit's programs.

## Areas for Improvement and Rationales

### AFIs from last visit: Corrected

AFI Number & Text	AFI Rationale
None	

### AFIs from last visit: Continued

AFI Number & Text	AFI Rationale
Original AFI: 4.1 Candidates have limited opportunities to work with faculty members from diverse backgrounds. Revised wording: Candidates do not have consistent opportunities to work with faculty members from diverse backgrounds.	Three of the 54 (5.6%) unit faculty represent minorities, and the race/ethnicity of one (1.9%) is unknown. Although the university has made limited good-faith attempts to increase diversity, faculty diversity, particularly in the unit, has not appreciably increased. There is no assurance that candidates will interact with diverse faculty.

### New AFIs

AFI Number & Text	AFI Rationale
None	

## Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

None

**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.**

**Information reported in the Institutional Report for Standard 5 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes

No

jñ

jñ

**If your answer is "No" to above question, provide an explanation.**

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**5a. Qualified Faculty**

Qualified Faculty – Initial Teacher Preparation	Unacceptable ▼
Qualified Faculty – Advanced Preparation	Not Applicable ▼

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The unit consists of 27 full-time and 27 part-time faculty. Seventeen of the 54 unit faculty (31%) have terminal degrees. UMW administrators noted that attracting individuals with terminal degrees has proven to be difficult and budget constraints have made it difficult to hire and to retain individuals with terminal degrees.

Fourteen of the 27 full-time faculty (52%) have terminal degrees and are in tenure/tenure-track positions. Twelve of the remaining 13 full-time faculty have master’s degrees; five of these faculty are ABD. The remaining full-time faculty member has a bachelor’s degree (industrial technology). All 13 are in non-tenure-track instructor positions.

All 27 part-time (adjunct) faculty are in one-year renewable, non-tenure-track positions. Seventy-five percent have master’s degrees. Four (15%) have terminal degrees and four (15%) have bachelor’s degrees. The latter four work in the early childhood program.

To gain a broader understanding of the terminal degree issue, similar data were gathered for the remaining departments on the UMW campus. In comparison with the 31 percent of the 54 full- and part-time unit faculty who have terminal degrees, the percentage of full- and part-time faculty with terminal degrees in other departments are: Business and Technology (50%); Environmental Sciences (100%); English (100%); Fine Arts (67%); History, Philosophy, and Social Sciences (67%); and Mathematics (71%). Disaggregated data for full-time faculty only yields a similar discrepancy.

Careful review of faculty vita for all full- and part-time unit faculty revealed that 98 percent have documented previous experiences working with P-12 students. Forty-eight (88%) have previously worked as teachers in a P-12 classroom setting. However, five of the 27 full-time faculty (18%) have not taught full-time in a P-12 setting.

### 5b. Modeling Best Professional Practices in Teaching

Modeling Best Professional Practices in Teaching – Initial Teacher Preparation	Acceptable
Modeling Best Professional Practices in Teaching – Advanced Preparation	Not Applicable

#### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Effective teaching is the first priority for the unit, and faculty teach in ways that help candidates to develop the proficiencies outlined in professional, state, and institutional standards. Course syllabi and assessments consistently support and reference the conceptual framework and appropriate standards.

Interviews with faculty and administrators indicated that the new Experience One format has challenged faculty to teach differently, and higher priority is explicitly given to learning strategies that are more experiential, inquiry-oriented, and varied. Faculty have identified the experiential learning strategies used with candidates in all courses.

Interviews indicated that the majority of candidates and faculty feel positive about Experience One. One challenge noted focused on providing sufficient time for candidates' reading, writing, or deep reflection. Candidates also noted scheduling challenges, in that some courses that are not offered frequently enough. Review of data suggested that the quality of instruction for off-campus or distance courses is equal to that of face-to-face courses.

Faculty commitment to diversity is clearly evidenced. First, diversity is consistently addressed in course syllabi. The Montana Indian Education for All Act requires substantial curriculum focus on the American Indian population. Nearly two thirds of unit faculty have extensive diversity-related experiences, including teaching in diverse settings, diversity-related research, sponsoring culture clubs, working with at-risk youth, and international teaching and travel. Candidates particularly praised the multicultural education course and the accompanying field experience to an American Indian reservation school.

Unit faculty members use technology in their teaching. Several unit faculty teach online courses, and faculty routinely use LiveText and WebCT. One indicator of faculty technology use is assessment of candidates' technological competence, which indicates that more than 90 percent of candidates are at the proficient or professional level by program exit.

Unit faculty and administrators enthusiastically expressed commitment to teaching excellence. Candidates regularly evaluate the quality of instruction using the Survey of Student Opinion of Instruction. Fall 2007 and spring 2008 data indicated that unit faculty routinely rate above the institutional and national mean for all items.

All full-time faculty set annual teaching-related goals. Peers visit full-time faculty classes, using their observations as the basis for pedagogical discussion. Instructor performance data are gathered from at least one class section of candidates every semester. Self-evaluations on teaching and improvement

plans become part of faculty's annual professional portfolios. The provost monitors improvement plans. Pedagogy-related conversations are a part of most faculty meetings. Part-time faculty are also involved in the peer review process.

### 5c. Modeling Best Professional Practices in Scholarship

Modeling Best Professional Practices in Scholarship – Initial Teacher Preparation	Acceptable ▼
Modeling Best Professional Practices in Scholarship – Advanced Preparation	Not Applicable ▼

#### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Each department at UMW sets its own guidelines for scholarship; however, these guidelines must be consistent with university-wide expectations. According to the unit's standards regarding scholarship, tenured/tenure-track faculty are expected to present "Evidence of research, writing, composing, performing, or other related professional activities" in their annual evaluation portfolios. The list of fifteen categories of scholarly activity is broad and diverse. The options, for example, range from peer-reviewed presentations and publications to service on an editorial board, book reviews, and contributions to campus intellectual life through seminars or presentations. The expectations for promotion to associate professor and also for earning tenure require documented productivity in any three of the fifteen categories. Promotion to the rank of full professor requires scholarly productivity in at least four categories.

A review of faculty vita confirmed that 41 percent of the 54 unit faculty have engaged in scholarly activity over the past four years. Scholarly activity is most prevalent within the full-time faculty subgroup; nearly two-thirds (63%) of full-time faculty have been engaged in scholarly activity. For tenured-tenure-track faculty, the percentage engaged in scholarly activity is 87 percent. Review of faculty vita also confirmed that the majority of scholarly activities relate to "teaching and learning." Diversity-related scholarship was another theme. Both of these themes are consistent with the teaching-oriented mission of the institution and unit. The range of activities is diverse and includes refereed publications, professional presentations, grant writing, play-writing/performing, abstracts, juried exhibitions, book reviews, etc.

### 5d. Modeling Best Professional Practices in Service

Modeling Best Professional Practices in Service – Initial Teacher Preparation	Target ▼
Modeling Best Professional Practices in Service – Advanced Preparation	Not Applicable ▼

#### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Each department sets its own guidelines for service; these guidelines must, however, be consistent with university-wide expectations. According to the department's unit standards regarding service, faculty are expected to present "evidence of successful performance" from a list of 13 categories in their annual portfolios presented for formal evaluation. The list of categories of service activity is broad and diverse. The options include service on campus committees (campus, state, regional, national), student recruitment initiatives, Faculty Association work, accreditation-related work, advising student

groups/clubs, and service to P-12 schools. The expectations for promotion to associate professor and also for earning tenure require documented productivity in any three of the categories. Promotion to the rank of full professor requires documentation of service in at least four categories.

Service is an area of strength for the unit; 100 percent of full- and part-time faculty (excepting three clinical faculty who did not submit reports on their service) documented service activity. The types of service are consistent with the mission of the institution and unit and also reflected faculty members' areas of expertise. Collaborative work with P-12 schools was very evident. All full-time faculty made contributions to the institution; all served on a minimum of two or three campus-based committees. Many faculty also engaged in diversity-related service, service to professional organizations, and service to the local community.

**5e. Unit Evaluation of Professional Education Faculty Performance**

Unit Evaluation of Professional Education Faculty Performance – Initial Teacher Preparation	Acceptable
Unit Evaluation of Professional Education Faculty Performance – Advanced Preparation	Not Applicable

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

The unit conducts systematic and comprehensive evaluations of faculty teaching performance. Candidates complete evaluations of the teaching of both full-time and adjunct faculty at least once per semester (twice per year). Data for the fall 2007 and spring 2008 semesters revealed that elementary, secondary/K-12, and early childhood education faculty invariably rated above the institutional and national mean for all six items and for both semesters. All full- and part-time faculty with teaching assignments are required to obtain at least one peer evaluation each year.

All full-time appointments are required to submit portfolios documenting their teaching, scholarship and service to the provost on a yearly basis if pre-tenured and biennially if tenured. The provost reviews the faculty's portfolios annually and makes commendations or constructive recommendations for improvement. Faculty recommended for improvements in teaching, scholarship, or service are referred to the assistant provost for individualized developmental support.

With regard to promotion, the move from assistant to associate professor requires the same level of educational attainment plus, barring unusual circumstances, four years in rank. Promotion to full professor, barring unusual circumstances, requires a minimum of five years in rank.

As was noted previously, adjunct teaching faculty are evaluated by teaching candidates at least once per semester. The department chair, and the appropriate program coordinators in the Department of Education consult with the provost each semester and review the evaluations of adjuncts to ascertain whether to retain them for future semesters.

**5f. Unit Facilitation of Professional Development**

Unit Facilitation of Professional Development – Initial Teacher Preparation	Acceptable
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### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

All full-time faculty members are required to set annual professional goals. Predictably, these goals reflect faculty members' areas of interest and expertise. The level of material/resource support for faculty members' individual professional development goals provided by the unit is limited and will be addressed in Standard 6.

For issues of unit-wide importance, the level of support for professional development is positive. Concerted efforts have been made to provide local opportunities for faculty to develop relevant new knowledge and skills that are aligned with the conceptual framework. Three recent initiatives are particularly noteworthy. Over the past several years, professional development events relating to the Experience One initiative have been delivered. Experience One is an unusual, and also very impressive, example of the level of collaborative spirit and collaboration skills that exist on the campus. In the summer of 2008, the assistant provost facilitated a three-day professional development program which focused on experiential learning. All participating faculty received a stipend, and the outcome was an impressive moving forward of faculty members' understanding and application of experiential learning with their courses and field experiences. Assessment is an important professional development theme within the unit; faculty have had multiple opportunities to learn more about assessment. In addition to special emphasis in these areas, the vitality of locally-delivered professional development appears to be increasingly robust; opportunities for faculty to share their own work with each other and opportunities to learn more about issues such as diversity were evident.

### Overall Assessment of Standard

Only 31 percent of the 54 full- and part-time unit faculty have terminal degrees. More than 90 percent of full- and part-time faculty have previous experiences working with P-12 aged youngsters, and 88 percent have previous P-12 classroom teaching experiences. The teaching-related work ethic of unit faculty is inspiring. The faculty models a variety of instructional strategies that reflect strong unit-wide commitment to experiential learning. Progress has been made in terms of more fully and powerfully integrating diversity and technology into courses and programs. Teaching candidates are very positive about teaching quality within the unit. Faculty successfully meet scholarly and service expectations. Progress has been made with regard to providing local professional development opportunities, but the unit and institution struggle to provide adequate support for faculty members' individual professional development goals.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed "target" or "acceptable." However, strengths should clearly indicate outstanding practice.]**

5b. Teaching by the professional education faculty reflects the proficiencies outlined in professional, state, and institutional standards and incorporates appropriate performance assessments.

5d. All professional education faculty are actively engaged in dialogue about the design and delivery of instructional programs in both professional education and P-12 schools. They are actively engaged as a community of learners.

### Areas for Improvement and Rationales

**AFIs from last visit: Corrected**

AFI Number & Text	AFI Rationale

**AFIs from last visit: Continued**

AFI Number & Text	AFI Rationale

**New AFIs:**

AFI Number & Text	AFI Rationale
The percentage of unit faculty with the terminal degree or exceptional expertise is low.	Only 31 percent of the 54 full- and part-time unit faculty have terminal degrees. Only 52 percent of full-time faculty have terminal degrees. The percentage of unit faculty with terminal degrees is significantly below the percentage for other departments on the campus. The case for exceptional expertise was not sufficiently compelling; five of the 27 full-time unit faculty have not taught full-time in a P-12 classroom setting.

**Recommendation for Standard 5**

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

None

**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.**

**Information reported in the Institutional Report for Standard 6 was validated in the exhibits and interviews. (If not, provide an explanation.)**

Yes

No

jñ

jñ

**If your answer is "No" to above question, provide an explanation.**

## 6a. Unit Leadership and Authority

Unit Leadership and Authority – Initial Teacher Preparation	Acceptable
Unit Leadership and Authority – Advanced Preparation	Not Applicable

### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The Department of Education is one of two departments in the School of Education, Business and Technology and is responsible for coordinating the planning, delivery, and operation of all of UMW's on- and off-campus programs for the preparation of educators. The unit reorganized in 2006 to better reflect the philosophy of social constructivism and shared leadership, one of the six themes in its conceptual framework. The position of dean was eliminated by faculty vote, and the provost is now the head of the unit. A department chair and three program coordinators (secondary education, elementary education, and health and human performance) are elected by the faculty for two-year terms. A program coordinator for the Montana Tech Partnership and a director of the early childhood education program are hired specifically for those roles.

With this reorganization, program leaders take primary responsibility for educator preparation. Responsibilities include those traditionally assigned to department chairs and faculty—curricular development/change, scheduling, strategic planning, etc. Program leaders work with the education chair, assistant provost, and provost to accomplish unit operations.

The unit has initial programs aligned with both national INTASC standards and Montana state Professional Educator Preparation Programs Standards (PEPPS). PEPPS are aligned with national specialized professional association (SPA) standards.

The unit involves the professional community through two venues: The Advisory Board meets biennially and is comprised of school, university, community, and state representatives who provide input on the training of teachers, assessment, and program development. A smaller advisory Task Force, composed of representatives from partner schools, meets with the faculty once a year.

Teacher education candidates work with professional education advisors. Other services available to candidates include the Education Club at Montana Tech in Butte, Student Support Services TRiO, and Career Services.

The UMW course catalog, the unit Teacher Education Program Handbook, and the Student Teaching Guide all attest to currency and accuracy of information for students.

UMW is a small post-secondary community. Work among unit and non-unit faculty is continual and informal. During interviews, faculty from both science and art attested to ongoing collaboration. Both areas strongly support the unit's social constructivist philosophy and conceptual framework.

The unit's size and the informality of working relationships both support and challenge the unit's functioning. The new organizational structure attests to the unit's "walking the walk as well as talking the talk" regarding social constructivism and shared leadership. Administrative charges, individual job responsibilities, and lines of communication are outlined in the UMW Policies and Procedures Manual;

however, they are not always implemented as outlined. As examples, the department chair appears to have minimal management/supervisory responsibilities; faculty are not clear about how budgets are developed; faculty are not aware of how to access certain professional development funds, as noted in the next section; and community professional partners speak of their confusion regarding who holds direct authority over the unit.

## 6b. Unit Budget

Unit Budget – Initial Teacher Preparation	Acceptable
Unit Budget – Advanced Preparation	Not Applicable

### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

Over the last five years, the unit budget has ranged from 28-35 percent of the overall operating budget for the institution. For FY 2007, the unit's departmental budget was \$1,588,160, or 35.42 percent of the departmental budgets for the entire university. Interviews with the chancellor and provost verified that budgets are determined by the provost (unit head) in collaboration with department administrators. Individual programs submit their resource and faculty needs to the provost. The provost then reviews data such as enrollments and program viability to determine the allocation of funds. There have been no significant changes in the budget over the last several years.

The budget supports on-campus, online, and clinical work. Discussion with the provost indicated tenure-track faculty are at 80-90 percent of the College and University Professional Association for Human Resources (CUPA-HR) average for a baccalaureate general institution. Instructors, with a starting salary of \$36,000, are at 100 percent of the CUPA-HR average. The Montana Board of Regents has determined the stipend structure governing compensation for mentor teachers and university supervisors. UMW complies with Board of Regents policy in this, as in all other, areas.

The UMW Foundation provides \$10,000 per academic year for faculty development across the university. An additional \$12,800 to support faculty travel is held by the provost. This fund has increased by \$1,000 per year over the past eight years as a result of the provost's focused efforts. However, interviews with numerous unit faculty, including those with administrative roles, indicated that support for professional development is insufficient. The most often cited concern related to support for travel. Faculty members rarely receive more than 50 percent support for travel outside of the state. Some faculty also expressed confusion and discontent with the processes used to determine who receives travel support. Others noted that the institution expects faculty to fund their own trips through grants they've obtained or through personal funds. In particular, the existence of the provost's faculty development funds does not appear to be widely known, and the process for accessing these funds has not been clearly communicated to the faculty.

## 6c. Personnel

Personnel – Initial Teacher Preparation	Acceptable
Personnel – Advanced Preparation	Not Applicable

### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced

**Preparation):**

Faculty workloads are agreed upon through collaborative negotiations resulting in the Collective Bargaining Agreement between the UMW faculty and the Montana Board of Regents. The workload is 24 credits for an academic year, consistent with NCATE guidelines for undergraduate teacher education programs. Workloads include teaching, advising, research, service to the university, and reassigned time for special assignments. Workloads do not vary according to position. Instructors and tenure-track faculty have similar expectations for their position responsibilities.

Common practice in the unit is to hire non-terminally degreed individuals and to support their continuing professional development toward completing the degree. Currently, 31 percent of unit faculty hold terminal degrees and an additional five faculty members are ABD. The unit has 27 full-time faculty and an additional 27 adjuncts. The number of adjuncts is far larger than other units on campus; however, site mentor teachers and university clinical practice supervisors are included in the adjunct count.

The Experience One block schedule allows one open block per semester for faculty to use toward scholarly activity. The Experience One structure also means that course sections are capped at 25 students. The special education faculty indicated a maximum enrollment of 18 students at any given time. This enrollment translates into seven to nine students in the field during any one block. It should be noted that 13 of the total 54 unit faculty (full-time and adjunct) taught overloads in the past three semesters, with loads ranging from 13 to 28 credits. Although this exceeds the recommended undergraduate faculty load, the team was not able to determine any impact on candidate outcomes or faculty productivity.

Part-time faculty are chosen for the expertise they bring to programs. Part-time faculty have master's degrees (although the early childhood education program occasionally hires a part-time faculty member with a bachelor's degree). The majority of clinical part-time faculty are retired public school educators who bring both professional experience and knowledge of the school districts in which they supervise.

The administrative assistant to the provost provides limited administrative support to the Department of Education. Other administrative support personnel include a licensure official in the Advising Center, faculty reassigned to administer the program based at Montana Tech, faculty assigned to prepare for NCATE, the campus outreach coordinator, the career services coordinator, the TRiO Office, and the Learning Assistance Center. In addition, several work-study students provide support to faculty.

As is common in the Montana University System, limited financial support for professional development is available through both the state general fund budget and the UMW Foundation.

**6d. Unit Facilities**

Unit Facilities – Initial Teacher Preparation	Acceptable
Unit Facilities – Advanced Preparation	Not Applicable

**Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):**

UMW is a well maintained, physically appealing campus with traditional 19th century buildings and newer 20th century facilities. The campus has ample green space; facilities are clean, bright, comfortable, and accommodating.

Faculty offices and classroom spaces are adequate. The recent project to build the Swysgood Instructional Technology Center also included remodeling of the library. The project opened previous basement storage space for student use and a coffee bar. Moving main-floor stacks upstairs has resulted in an open and inviting information commons.

Outreach initiatives in Butte are housed on the Montana Tech campus. The Butte outreach coordinator has a private office for advising Tech students wanting to pursue Montana teaching licensure. Butte and Dillon town schools, as well as small rural schools, provide positive environments for field experiences and clinical practice. The early childhood program coordinates seven to 10 off-campus sites throughout the state of Montana. These sites are regularly visited by outreach personnel, early childhood faculty or onsite adjunct faculty to assure their continuing adequacy.

### 6e. Unit Resources including Technology

Unit Resources including Technology – Initial Teacher Preparation	Acceptable
Unit Resources including Technology – Advanced Preparation	Not Applicable

### Summary of Findings for ALL Levels (Initial Teacher Preparation and/or Advanced Preparation):

The unit works with the provost to allocate resources within the unit. The unit as a whole, in collaboration with both arts and sciences and early childhood faculty, developed and revised its assessment plan since the last accreditation review. One faculty person took responsibility for coordinating the accreditation review through reassigned time each semester for several years. The unit's assessment system involves ongoing biennial Advisory Board meetings, annual Task Force meetings, and fall/spring faculty retreats.

UMW has focused attention on technology resources. The Swysgood Instructional Technology Center demonstrates this attention, as do the computer centers located on campus in the library, Block Hall, Industrial Technology Building, Main Hall, and Physical Education Complex. Wireless internet is available for use throughout the campus. Technical support for instruction is available through the Swysgood Technology Center and for personal assistance through Information and Telecommunication Services (ITS).

The UMW library maintains currency with adequate funding, collaboration with UM Missoula, and a western states library consortium. Two professional librarians meet with classes each semester. Assisted by paraprofessional librarians and work-study students, the librarians are available to assist students and faculty for over 80 hours per week.

UMW's Outreach Program oversees and coordinates computer-delivered distance delivery of courses and programs. WebCT provides the platform for distance delivery of courses using computers. WebCT is a commercial provider assuring reliability, speed, and confidentiality.

### Overall Assessment of Standard

The unit has redesigned its organizational structure to better reflect the social constructivist, shared leadership themes included in its conceptual framework. In practice, this has sometimes led to confusion regarding guidelines for how the unit operates. The unit's budget is comparable to other units on campus and adequate to support unit programs. The guidelines for accessing faculty professional development

funds are not clearly evident. Although a number of faculty teach overloads, there was no evidence that this affected faculty scholarship, service, etc. Institution and unit facilities are adequate to support unit programs, and the institution has provided the resources, including technology, needed by the unit.

**Strengths [Note: A strength should be cited only if some aspect of a target level rubric has been demonstrated by the unit. A strength can be cited regardless of whether the entire element is deemed “target” or “acceptable.” However, strengths should clearly indicate outstanding practice.]**

6.a. UMW is a cohesive, collaborative community of students, faculty, staff and administration, and the unit is seen as playing a strong leadership role on campus, especially in the area of assessment.

**Areas for Improvement and Rationales**

**AFIs from last visit: Corrected**

AFI Number & Text	AFI Rationale
None	

**AFIs from last visit: Continued**

AFI Number & Text	AFI Rationale
None	

**New AFIs**

AFI Number & Text	AFI Rationale
Charges, responsibilities, and communication procedures defined in the UMW Policy and Procedures Manual are often not implemented in actual practice.	Although the campus size and the unit's social constructivist philosophy lend themselves to informal working relationships and decreased bureaucracy, the informality frequently results in a chain of command and lines of communication that are not clear, as well as external confusion regarding unit leadership.
The unit's process for faculty access to professional development funding is not clear.	Unit faculty expressed no knowledge of the availability of professional development funding other than foundation funds. They are not aware of funding available through the provost's office nor the process for applying for those funds. They frequently fund trips using grant or personal funds.

**Recommendation for Standard 6**

Initial Teacher Preparation	Met
Advanced Preparation	Not Applicable

**Corrections to the Institutional Report [Include any factual corrections to information found in the Institutional Report. This includes important information such as corrections to tables, percentages, and other findings which may have been inaccurately reported in the Institutional Report.]**

None

#### IV. SOURCES OF EVIDENCE

You may either type the sources of evidence and persons interviewed in the text boxes below or upload files using the prompt at the end of the page.

##### Documents Reviewed

##### Persons Interviewed

**Please upload sources of evidence and the list of persons interviewed.**

Persons Interviewed
List of Exhibits

See **Attachments** panel below.

**(Optional) State Addendum:**