



OREGON TEACHER STANDARDS AND PRACTICES COMMISSION

Executive Director's Recommendations

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Accreditation Site Visit to:

**WESTERN OREGON
UNIVERSITY
Monmouth, Oregon**

Site visit: November 6-8, 2022

This report was issued on: **June 20-21, 2023**

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Summary of Executive Director Findings

Western Oregon University

CAEP Professional Education Unit Standards/ State-specific Standards		Initial Programs	Advanced Programs	AFI/ Stipulations
	CAEP Standards:	Choose an item.		
1	Content and Pedagogical Knowledge	Standard Met	N/A	None
2	Clinical Partnerships and Practice	Standard Met	N/A	None
3	Candidate Quality, Recruitment, and Selectivity	Standard Met	N/A	None
4	Program Impact	Standard Met	N/A	None
5	Provider Quality Assurance and Continuous Improvement	Standard Met	N/A	None
	State Specific Standards:			
	Cultural Competency and Equity	Standard Met	N/A	None
	English Language Learners (ELL)	Standard Met	N/A	None
	Educator Preparation Provider Partnerships	Standard Met	N/A	None
	Field Audit	Standard Met	N/A	None

AFI = Area for Improvement

N/A = Not Applicable (Programs not offered at this level)

None = The Site Visit Team did not find any Areas for Improvement (AFI) or Strengths.

Introduction of Institution

“Western Oregon University is a small, public university situated in rural Monmouth, Oregon. Institutional enrollment is roughly 4,000 students drawn mainly from Oregon, Washington, and California. Our student population is increasingly diverse and Western has been identified as an "emerging" Hispanic Serving Institution meaning that our student population is nearing 25% Latinx. Western has a long history of excellence in educator preparation with origins as a normal school and almost 70 years of continuous national accreditation. Western is located 70 miles south of the major population center of Portland and 20 miles west of the state capital of Salem. According to the last Educator Equity report published in 2020 by the Educator Advancement Council, Oregon PK-12 children average 38.5% culturally diverse while Oregon teachers average 11.7% culturally diverse. In the region surrounding Western, our major school district partners have student diversity data ranging from more than 50% culturally diverse to fewer than 10%. Similarly, the educator workforce in our region is also widely divergent and it is within these contexts that Western's educator programs seek to prepare diverse, effective educators to meet the needs of Oregon's children, families, and communities.

Western was established in 1856, three years before Oregon statehood. Western was established as a Christian university, grew into a normal school, moved away from its parochial heritage, and became a comprehensive university through evolutions over time. Western has a robust campus community, competes in NCAA Division II athletics, has more than 60 academic majors, a dozen master's programs, and is deeply connected to our communities and workforce development in Oregon. Western holds current regional accreditation by the Northwest Commission on Colleges and Universities and many academic programs hold professional accreditations including continuous accreditation in the educator programs for almost 70 years. Western has an independent Board of Trustees but operates in strong partnership with the other regional campuses in Oregon” (Self Study Report, 1).

Summary of Accreditation Process

Timeline of TSPC State Accreditation Process	
April 2016	NCATE Commission gave unit approval to Western Oregon University
July 15, 2020	Western Oregon University Program Reports submitted

April 2021	Commission grants full State Recognition of Programs
	SSR changed from Aug. 20, 2018 to Dec. 1, 2018
February 2022	Self Study Reports submitted
November 6-8, 2022	Site Visit
December 5, 2022	Western Oregon University Rejoinder submitted
June 20-21, 2023	Executive Director's Recommendations
June 20-21, 2023	Commission to consider approval of Western Oregon University

Professional Education Unit Standards: Executive Director Recommendations and Comments

The following is a summary of the Executive Director's recommendation to the Commission related to the TSPC Site Review Team findings on the Professional Education Unit Standards. These recommendations are based on findings outlined in the *TSPC Accreditation Site Visit Report for Western Oregon University*, EPP Addendum, and EPP TSPC Rejoinder. In addition, the summary of recommendations related to the State-specific standards is listed.

Executive Director's Recommendation on Findings – Western Oregon University

The Executive Director provides the following recommendations on the Accreditation Site Review Team Findings:

Western Oregon University: Standard 1: Content and Pedagogical Knowledge

Standard 1: Content and Pedagogical Knowledge	CAEP Accreditation Team Finding	Executive Director Recommendation
Initial Programs	Standard Met	Accept the Finding
Advanced Programs	N/A	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

Western Oregon University: Summary of Findings (Standard 1, from CAEP Site Visit Report)

- 1.1 Regarding The Learner and Learning, the EPP analyzed data from its key assessments and determined that candidates understand how learning occurs, who the learners are as people and how to use the knowledge to plan differentiated lessons to address specific learner needs. Dispositions data indicate that candidates exhibit appreciation and value for cultural and academic diversity. On the other hand, disaggregated analysis showed that candidates in some content areas scored lower than others on the edTPA and/or CCAST. (SVR, 6).
- 1.2 Regarding Content, according to the SSR, scores from edTPA give evidence that candidates know student's strengths and weaknesses in the content area and can plan accordingly. NES Praxis II Content Tests give evidence that candidates perform at least at the State's minimum cut scores (SVR 6).
- 1.3 Regarding Instructional Practice, PreCCAST, CCAST, and edTPA data demonstrate that candidates know how to use standards and identify a clear focus on learning. In addition, regarding technology, a technology-oriented applied experience is being piloted in the Undergraduate Education and Special Education programs (SVR, 7).
- 1.4 Regarding Professional Responsibility there was evidence from assessment of clinical settings that candidates in clinicals rarely struggle with professional dispositions (SVR, 7).

Western Oregon University: Standard 2: Clinical Partnerships and Practice

Standard 2: Clinical Partnerships and Practice	CAEP Accreditation Team Finding	Executive Director Recommendation
Initial Programs	Standard Met	Accept the Finding
Advanced Program	N/A	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

Western Oregon University: Summary of Findings (Standard 2 from CAEP Site Visit Report)

- 2.1 Partnerships for Clinical Preparation featured the Mid-Valley Education Collaborative originally started as the Salem-Keizer Collaborative. The onsite interviews and meeting minutes confirmed that MVEC seeks input to the EPP based on recommendations and anecdotal data from meetings. The adopted co-teaching model (evidence #50, #51) were given as evidence that there is an ongoing commitment to the improvement of the clinical experience for all stakeholders (SVR, 10).
- 2.2 Clinical Educators are co-selected by the EPP and partner districts. MVEC minutes show the collaboration in all aspects of clinical experience and teacher candidate preparation and support. Individual agreements with placement districts provided further evidence. Clinical satisfaction survey results give evidence of a high percentage of satisfaction (SVC, 11).
- 2.3 Clinical Experiences are implemented at multiple points throughout the educator preparation program to provide candidates with progressive experiences to apply and practice the learned knowledge and skills. Evidence is drawn from alignment with inTASC standards as well as MVEC minutes (SVR, 12).

Western Oregon University Standard 3: Candidate Quality, Recruitment, and Selectivity

Standard 3: Candidate Quality, Recruitment, and Selectivity	CAEP Accreditation Team Finding	Executive Director Recommendation
Initial Programs	Standard Met	Accept the Finding
Advanced Programs	N/A	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

Western Oregon University: Summary of Findings (Standard 3 from CAEP Site Visit Report)

- 3.1 The EPP has submitted multiple plans for teacher preparation recruitment (2016, 2018). With a focus on diverse candidate who meet employment needs. Interviews with stakeholders revealed the EPP responsiveness to local needs with multiple examples of WPOU working with local districts to support workforce development.

In addition, the EPP engaged in analysis of its systems supporting student progression and support of diverse candidates. WOU has started various measures to increase Black future educators.(SVR, 15).

The EPP plans to hire a new Director of Admissions who specifically court diverse candidates for the initial and advanced programs offered at the institution. The EPP recruitment plan also includes goals and strategies to increase hard-to-staff shortage areas. The initial licensure programs (elementary and secondary) are graduate level programs and serve as foundations for advanced program endorsements in ESOL and SPED, both recognized as

- 3.2 The EPP presented evidence to support monitoring and ongoing support of candidate progression. Specifically the EPP provided evidence of “transition points from admission through completion. Common assessments verify candidates’ developing content

knowledge (NES), pedagogical knowledge (edTPA, CPAST), pedagogical skills (edTPA, CPAST), critical dispositions (EDA) and professional responsibilities (EDA). Major recruitment innovations are recorded in ADE.3.A.3).

- 3.3 Competency at Completion evidence ensuring candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development was provided (SVR 16).

Western Oregon University Standard 4: Program Impact

Standard 4: Program Impact	CAEP Accreditation Team Finding	Executive Director Recommendation
Initial Programs	Standard Met	Accept the Finding
Advanced Programs	N/A	Accept the Finding
Areas for Improvement (AFIs)	None	Accept the Finding
Strengths	N/A	Accept the Finding

Western Oregon University: Summary of Findings (Standard 4)

- 4.1: EPP submitted reports and faculty confirmation give evidence of positive impact on student learning (SVR, 19).
- 4.2: Employer satisfaction was demonstrated via OACTE employer satisfaction survey. Employers indicate they are satisfied with the EPP's preparation of its completers, with relative strengths and areas for improvement noted by the EPP. Interviews corroborated the EPP submitted reports (SVR, 19).
- 4.3: The OACTE alumni satisfaction survey indicates that they are satisfied with their preparation, with relative strengths and areas for improvement noted and analyzed (SVR, 19-20).

Western Oregon University Standard 5: Provider Quality Assurance and Continuous Improvement

Standard 5, A.5: Provider Quality Assurance and Continuous Improvement	CAEP Accreditation Team Finding	Executive Director Recommendation
Initial Programs	Standard Met	Accept the Finding
Advanced Programs	N/A	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

Western Oregon University: Summary of Findings (Standard 5 from CAEP Site Visit Report)

The EPP provided evidence that they have a quality assurance system comprised of multiple measures to monitor candidate progress and operational effectiveness.

- 5.1 The EPP provided a QAS manual detailing assurance structures and processes including evidence. The EPP provided evidence that data are used to measure candidate performance and inform program improvement (R1.1-R1.4) (#12, 13, 14, 20, 21, 72), assess clinical experiences (R2.1-R2.3) (#12, 14, 21), track candidate progression through program gates (R3.1-R3.3) (#13, 20, 44), and evaluate completion outcomes (R4.1-R4.3) (#22, 26-28, 32, 60, 73). The EPP provided evidence of analyzing data disaggregated by program, race, gender, and endorsement area. Common assessments are employed across candidates' programs of study (SVR, 22).
- 5.2 Data quality was demonstrated via proprietary assessments' validity and reliability (SVR, 23).
- 5.3 Stakeholder Involvement was verified via standing MOUs with local districts and relationships with ESDs and other district partners. On-site interviews confirmed the extensive work with local partners who reported the EPP as responsive and supportive,

working closely with districts to impact workforce development (SVR, 24).

- 5.4 The EPP gives evidence of analysis from cumulative data collection demonstrating sustained work for continuous improvement and in seeking innovation. One example is the new initiative to examine completer impact on student achievement with evidence provided in the addendum (ADE.3.C_Content Test Analysis) (SVR, 24).

Western Oregon University State-Specific Unit Level Standard: Cultural Competency and Equity ([OAR 584-410-0070](#))

State Specific Standard: Cultural Competency and Equity	Accreditation Team Finding	Executive Director Recommendation
All Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Standard Met
Strengths	N/A	Accept the Finding

Western Oregon University: Summary of Findings (Cultural Competency and Equity) and Response to EPP Rejoinder

Faculty is designated as in control of the curriculum and have been leading the effort to address cultural competency. Western has a Diversity Action Plan that guides the diversity and equity efforts to prepare teachers as change agents. They have developed an assessment tool called the Culturally Relevant Self-Efficacy Scale (CRTSE) which has guided the development of cultural competency for students in preparation as educators. (See the results of the CRTSE tool in Standard 5, Exhibit 16.)

An equity framework has been integrated into the PK-12 curriculum and the education faculty has launched a new office called the College of Education Justice, Equity, Diversity, and Inclusion (COE JEDI), including 5 types of activities in support of this goal.

The EPP has developed an anti-racist practices in conjunction with Central School District. (See Exhibit 7.) See also Exhibit for evidence in the Annual Diversity of Placement Analyses.

Western Oregon University State-Specific Unit Level Standard: English Language Learners (OAR 584-410-0080)

State Specific Standard: English Language Learners (ELL)	TSPC Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Standard Met
Strengths	N/A	Accept the Finding

Western Oregon University Summary of Findings (ELL)

ELL Standards 1-6 are represented across each program, evidenced by program crosswalks and syllabi. These lines of evidence include faculty credentials and experiences, curricula, and candidate outcomes. Evidence is presented in EDA findings (Appendix A), CFAST findings (Appendix B), and edTPA findings (Appendix C).

Other evidence evidences the faculty have been and are engaged in meaningful professional development (both and leaders and learners) relative to the six standards. One issue that is unclear is that in some professional development opportunities listed, a conference is listed but the actual sessions are not. So, the claim can be made that conference addressed ELL development, but specific area of focus is not provided. Overall, despite PD development not associated to specific faculty (it is unclear how many faculty participated), it seems that most of the faculty did indeed participate in meaningful development and the standard has been met.

Western Oregon University State-Specific Unit Level Standard: Educator Preparation Provider Partnerships (OAR 584-410.0090)

State Specific Standard: Educator Preparation Provider Partnerships	TSPC Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding

Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

Western Oregon Summary of Findings (Educator Preparation Provider Partnerships)

Western Oregon University partners with various P-12 and other community agreements in the form of MOUs for the purpose of giving the candidates rich partnership experiences, including the Mid-Valley Education Collaborative, Educational Service Districts, and two community colleges. An area of great strength were the exhibits supporting effective partnerships. (See standard 3, 4, and 5, Exhibits.)

Western Oregon University State-Specific Unit Level Standard: Field Audit (OAR 584-410-0100)

State Specific Standard: FIELD AUDIT	TSPC Accreditation Team Finding	Executive Director Recommendation
Programs	Standard Met	Accept the Finding
Areas for Improvement	None	Accept the Finding
Strengths	N/A	Accept the Finding

The candidate files at Western Oregon University are well-organized and very complete. Where there were occasional missing documents, the EPP attached a note of explanation.

Accreditation Decision:

Final Recommendation – Western Oregon University

June 20-21, 2023

The Executive Director recommends **“Unconditional Approval:”**

The CAEP analysis revealed No Areas for Improvement or Stipulations. In addition, all NCATE AFIs were satisfied and the agency recommends removal of all AFIs. CAEP Accreditation is granted at the initial-licensure level and is effective between Spring 2023 and Spring 2030., The next site review is scheduled for Fall 2029.

Commission Accreditation Actions to Date

Previous Accreditation:

April 20, 2013 (Unit Approved until August 31, 2016)

Approval modified to August 31, 2019

Program Approval:

April 2021 (Programs Approval)

Commission Accreditation Procedure

For Executive Director's Recommendations

As part of the recommendation process, the Executive Director must consider all the elements outlined in OAR 584-010-0010 (4):

OAR 584-010-0010 (4) The Commission shall determine compliance with the standards on the basis of:

- (a) Information and evidence submitted by the unit;
- (b) The findings and recommendations of the on-site review team;
- (c) The results of staff audits of selected elements of the program conducted pursuant to OAR 584-010-0090 (**Program Completion Fast Track — Field Operation Audit**); and
- (d) Information obtained through any surveys administered by the Commission.

For Commission's Accreditation Resolutions

As part of the resolution process, the Executive Director must prepare proposed resolutions for the Commission's consideration following a site visit review as required by **OAR 584-010-0025**. The rule states:

- (1) The Executive Director will consider all the elements outlined in OAR 584-010-0010(4) and make recommendations to the Commission regarding unit accreditation.
- (2) The Executive Director may prepare resolutions proposing **any combination** of the following:
 - (a) **Unconditional approval**;
 - (b) **Approval with conditions**. The unit will present plans for removal of the conditions and correction of areas for improvement as designated by the Commission;
 - (c) **Probationary approval and designation as an "at-risk institution."** The unit must correct the conditions and areas for improvement within two years; and
 - (d) **Non-approval and designation as a "low-performing institution."**
- (3) The Executive Director will submit the proposed recommendations and resolutions to the unit prior to the Commission meeting at which the final review team report will be considered.