

# ***TSPC Annual Report 2002 ~ 2003***

## ***College of Education Western Oregon University***

### **Introduction**

The College of Education has a focus on professional programs for teachers, health specialists, professional physical educators, sign language interpreters and counselors. Courses in the College of Education are primarily scheduled for seniors as they complete their majors and qualify for a teaching license, and for graduate students. Education graduate programs include rehabilitation counseling, initial licensure for regular education (MAT) and special education (M.S. Ed). Specialty areas include Reading, Bilingual/ESOL Education, Deaf Education, and Information Technology. In addition the College has developed and implemented a Continuing Licensure program for both master's and post-master's level candidates.

The College of Education achieves its goal of preparing professionals for their unique roles in society by:

- engaging faculty and students in research and scholarly activities that contribute to school and community improvement;
- continuously improving the curriculum based on current research, advances in technology and educational reform efforts;
- providing leadership to schools through the preparation of graduate students and through strong working relationships between the College of Education and public schools, public and private agencies and professional associations;
- promoting and supporting positive, enduring attitudes regarding healthy and active lifestyles for the entire student body;
- serving as a research and demonstration center for instructional strategies, facilities and technology for the Northwest; and
- providing an environment to ensure a diverse student and faculty population.

## **Changes to the Mission Statement and Relationship to the University Mission**

The mission statement for the College of Education at Western Oregon University has not changed and it continues to align with the existing mission statement of the University.

### ***College of Education Mission Statement***

*The College of Education at Western Oregon University serves the children of Oregon through the preparation of teachers who are academically strong, competent in all aspects of teaching, and prepared to contribute to the continuously evolving state of education. In addition, the College of Education prepares rehabilitation counselors, sign language interpreters, and health and physical education professionals for a variety of increasingly diverse and complex roles in schools, service organizations, and businesses.*

### ***Western Oregon University Mission Statement***

*Western Oregon University provides a comprehensive higher education experience including teaching, learning and research activities, cultural opportunities and public service. Campus and distance education programs prepare students to contribute to the economy, culture and society of Oregon, the nation and the world.*

## **Long and short term strategic plans**

In 1996, Western Oregon University began a process to evaluate the University's strengths, weaknesses, opportunities, and challenges, and to position the university to fulfill its mission effectively and creatively. This strategic planning process, completed in 1999 resulted in six planning goals that were then revisited through an all faculty activity during the fall of 2000 and are still in effect under President Philip Conn who was appointed to Western Oregon University in 2002. Plans are underway to begin a University-wide strategic planning process during the 2003-2004 academic year. Following is a summary of the University's goals and corresponding activities undertaken this year by the College of Education to address these goals.

### ***1. To improve academic quality***

#### ***a. Increase the number of full-time faculty***

During the 2002-2003 academic year, four faculty have retired and two have resigned. To date three new full time faculty have been hired to replace these individuals and searches will be underway next fall to replace the remaining faculty. In addition, both the Physical Education and Health and the Special Education Divisions have each received one new faculty line which may be filled by the time this report is submitted.

*b. Improve academic advising*

During the 2002-2003 academic year, two COE faculty continued to serve as College of Education advisors in the WOU Academic Advising and Learning Center. Taking the lead from President Conn, the College of Education has enhanced its presence on the campus of Chemeketa Community College by insuring weekly advising is available on site at Chemeketa. This helped create a very visible WOU presence on the Chemeketa campus and fine-tuned the matriculation of students who will be transferring from the community college to our College of Education programs. Plans are also underway to insure that Chemeketa students can attend ClubEd activities for students interested in teacher education.

In 2002-2003, attention was given to developing a more interactive set of advising tools (Appendix A) that could be launched on our COE website, acknowledging that the needs of transfer students, post-baccalaureate students and native students differ greatly. In 2002-2003 a new letter was developed for the WOU Admissions Office to send to all students who show an interest in programs offered in the College. (Appendix B). ClubEd continued to host well attended events this year that provided prospective and current students an opportunity for personalized advising, educational workshops, and fieldtrips.

At the graduate level, a new web page now lists all due dates for graduate students. A new student brochure has been developed and is available in the College of Education office. Included is a student-friendly checklist to help students matriculate from admissions through to commencement.

*c. Increase student and faculty collaborative research*

With support from a WOU Faculty Development grant, two faculty from the Special Education Division collaborated with a deaf graduate student to explore deaf high school seniors' perceptions on transition to college. Their paper entitled, "College should be a place that will change my life: Perspective of high school students who are Deaf" was presented at the Northwest Regional Convention of American Instructors of the Deaf in Vancouver, Washington and at the Western Symposium on Rehabilitation and Deafness.

During the spring term, several former students, faculty, and current graduate students presented "ASL Forever" a skit that included a wide variety of storytelling, comedy, skits, poetry, mime, etc. exclusively in ASL for students at the Washington School for the Deaf.

In Health and Physical Education, four students attended the AAHPERD Conference in Philadelphia with faculty and seven students attended the Northwest AAHPERD in Reno, Nevada. As part of the International AIHA Health Partnership, students in the WOU Health program worked with a faculty member to coordinate a computer-training workshop for two visiting doctors from the Ukraine this fall to demonstrate how to use the Internet to access up-to-date medical information. Another student collaborated on a Ukranian-wide youth smoking prevention campaign that involved

baseline surveys of Ukrainian youth's knowledge, attitudes, and behaviors related to smoking. Yet another student helped analyze a survey that will help develop community, faculty, and school initiatives aimed at supporting youth in the region of Transcarpathia.

With funding from a PT3 grant, 34 Student Technology Assistants were appointed to work directly with faculty on projects designed to support career goals of students by providing opportunities to learn and practice current technologies in a professional setting; assist WOU faculty in incorporating technology options into the curriculum at WOU (Appendix C). As evidenced by the comments from students, this initiative has resulted in an exciting pairing of faculty and students and productive collaborations including research (Appendix D).

*d. Support innovation in teaching*

Funding from a PT3 grant specifically benefited faculty in both the College of Education and College of Liberal Arts and Sciences who were able to apply for and receive funding for mini-grants to support technology-rich applications that could enhance their teaching and learning (Appendix E). A newsletter called the Faculty Forum highlighted many of these projects for the WOU community (Appendix F).

These mini-grants supported the purchase of \$18,000 in technology equipment including two computers in team planning rooms, 8 graphing calculators, 6 computer microscopes, 2 digital video cameras, and 3 digital still cameras. Close to \$6,000 in educational software was spent as well as \$3,000 of faculty stipends to fund technology integrated curriculum development. Two multi-media projection carts were purchased last year through PT3 funds. Data show that these carts were used 142 times. Two multi-media production carts were also purchased and are used regularly by faculty and students. With the grant's end this past spring, institutional plans emerged to provide a library of resources that faculty and students could continue to check out for use in the classroom.

The College received funding from the University's Student Technology Fee Committee and the PT3 Grant to purchase two wireless laptop carts that will provide 16 computers in each cart for use in any classroom or even outdoors. Individuals using the laptops within either the New Physical Education Building or the College of Education building will be able to access the internet through airport hubs installed in both buildings.

Funding from the Student Technology Fee also retrofitted two classrooms during the 2002-2003 academic year into SMART classrooms complete with ceiling mounted projectors, speakers, and presentation stations.

**2. To recruit and retain a qualified, diverse student, faculty, and staff population**

a. *Retention rates for all students at or above the national average for comparable institutions*

Freshmen retention rates at WOU were 75.1% for the 2001-2002 year.

b. *Non-traditional enrollment students (24+ years) will be at or above the national average for comparable institutions*

The Registrar's office reported that 16.6% of WOU's students are non-traditional age. Many of these are in the College of Education's Master of Arts in Teaching program.

c. *Eleven percent of total enrollment will comprise students of color*

|  | 97-98 | 98-99 | 99-00 | 00-01 | 01-02                              | 02-03                            |
|--|-------|-------|-------|-------|------------------------------------|----------------------------------|
| WOU student population (Native American, Asian American, African American, and Latino/Hispanic)  | 9.2%  | 9.5%  | 9.6%  | 9.7%  | 10.5%                              | 11.3%                            |
| Candidates in teacher preparation, undergraduate and graduate (Native American, Asian American, African American, and Latino/Hispanic) | 5.6%  | 4.8%  | 7.9%  | 8.0%  | 8.8%<br>Undergrad<br>17.9%<br>Grad | 12.1%<br>Undergrad<br>8%<br>Grad |

d. *Twenty percent of new faculty will be faculty of color*

|   | 97-98 | 98-99 | 99-00 | 00-01 | 01-02 | 02-03 |
|---|-------|-------|-------|-------|-------|-------|
| Faculty in the College of Education, full-time (Native American, Asian American, African American, and Latino/Hispanic) | 9.1%  | 13%   | 18%   | 13%   | 16%   | 14%   |

### 3. **Establish a Center for Teaching and Learning**

a. *Support innovation in teaching and learning through research, model development and dissemination*

In addition to coordinating the PT3 grant during the 2002-2003 academic year, the Director of the Center has provided numerous resources and teaching tips for faculty access on the Center's website, facilitated collaborative grant proposal meetings involving LAS and COE faculty, and assisted with faculty observations in the MAT program.

*b. Provide resources, technologies and expertise in teaching and learning to public and private organizations*

As part of the PT3 grant, one of the project staff teamed with the staff at the 21<sup>st</sup> Century Community Schoolhouse in Salem to design a menu of training options from which the school selected workshops offered during the 2002-2003 school year. The workshops featured instruction on web page design and concept mapping applications for teachers to put to immediate classroom use.

*c. Provide resources for improving teaching*

The website for the Center for Teaching and Learning is continuously updated by the Director to provide faculty with helpful tips and resources.

*d. Develop a mentoring program for faculty and students*

In the Spring of 2003, a committee of three senior faculty were appointed by the Dean to work with her and the Director of the Center for Teaching and Learning. To date the group has developed a proposal for two phases of mentoring that will be approved and implemented by the faculty starting in Fall 2003 (Appendix G).

*e. Provide information about teaching and learning to students with special needs*

Future special educators at WOU can now learn how to use remedial software in K-12 settings by accessing remedial resources that have been purchased through the PT3 grant. (Appendix H)

*f. Provide information about the uses of technology on teaching and learning*

During the spring of 2003, a WOU faculty showcase of technology projects was sponsored by the PT3 grant for other faculty, students and administrators to attend.

#### **4. To increase community service, outreach and entrepreneurship**

*a. Encourage the development of new courses, degrees, collaborative research projects, internships, community outreach and connections with schools, agencies, and businesses in support of community/public service*

On May 17, 2003, 26 Master's students celebrated the completion of their Advanced Proficiency Documentation for Continuing Teacher Licensure. Students had completed a three term seminar series developed by faculty at WOU. Special guests included the new Executive Director of the Teachers Standards and Practices

Commission who applauded the rigor of the program and invited students to present at the next TSPC meeting.

Still another group of 37 teachers completed a three term Advanced Proficiency Documentation seminar in June as part of a partnership program co-sponsored by the Division of Extended Programs and the Beaverton School district.

Requests from Clatsop Community College, Oregon Coast Community College and Tillamook Bay Community College to develop 2 + 2 articulation agreements with the College of Education will be discussed during the coming year.

Course offerings at Chemeketa Community College were expanded for MAT, MS, and endorsement students in the Willamette Valley.

WOU is an active participant in the CREADE program which offers online courses at five institutions for teachers in Oregon seeking coursework in literacy or a reading endorsement.

Faculty in the Special Education Division continue to collaborate with OSU on Project Rural Links. OSU recruits promising students from rural areas, seeking especially candidates from under-represented groups. During their undergraduate years, students receive foundational work in child development, family systems and services, disabilities, and basics of teaching. They also participate in a motor development clinic, supervised practica in early intervention or severe disabilities, and special seminars and an annual institute related to Rural Links' themes. After receiving their baccalaureate degrees, students continue toward early intervention or special education licensure by an articulated transfer to the Western Oregon University (WOU) to complete a one year program in Early Intervention and Special Education (Early Childhood/Elementary). Participation in the Rural Links seminars and institutes continues. The institutions then collaborate to place project graduates in appropriate intervention positions in rural areas throughout the Northwest.

One of the Student Assistants working in the College was selected this year to serve as an Intern for the Oregon Department of Education under a new internship program instituted by the Superintendent Susan Costillo. Superintendent Costillo has also involved the Dean in helping to define emerging priorities for the recruitment, preparation, and retention of teachers in Oregon.

Several grants received the College are assisting professional in Oregon to take courses leading to both Initial and Continuing Teacher Licensure. Scholarships are divided across the MAT program, the Special Education program, and the Advanced Proficiency Documentation seminars.

- b. Encourage all students to complete an external service experience related to their field.*

Problem-based service learning has been introduced into Terms II and III of the undergraduate content pedagogy. Working in teams, students investigate exemplary models of service learning in local schools, share the results of their investigations, and then present their own service learning projects in a subsequent term. Students have presented their work at several venues including team presentations to the upcoming cohorts, the Academic Excellence Showcases, and to the Oregon University System board during a recent visit.

## **5. To improve understanding and awareness of Western Oregon University**

### *a. Support WOU's efforts to increase visibility in the state and region*

The Master of Arts in Teaching Part-time Distance Delivered Program was recently selected from among programs at major public and private institutions in 10 western states and named the 2002 Outstanding Credit Outreach Program by the University Continuing Education Association Region West.

The Regional Resource Center on Deafness coordinated the 7<sup>th</sup> biennial Western Symposium on Rehabilitation and Deafness in Seattle that focused on improving employment and education outcomes for individuals who are Deaf, Hard of Hearing, Late Deafened and Deaf-Blind. Two grant projects (the Interpreter Education Center and the WROCC Outreach Site at WOU) provide training and technical assistance in the region to professionals working with Deaf and hard of hearing individuals.

Faculty in the Special Education Division nominated a graduate of the WOU Early Intervention/Special Education program for the Salem Area Chamber of Commerce Crystal Apple Awards. Among the other nominees were three other graduates from WOU's Special Education Program and many others from Teacher Education. A representative from the College now serves on the Crystal Apple Awards Planning Committee and has initiated a new scholarship that will be given to a Salem high school student interested in entering teacher education at WOU.

Western Oregon University was one of 20 institutions selected to participate in a National Service Learning Teacher Education Forum held in conjunction with the American Association of Colleges for Teacher Education. Two faculty from the Teacher Education Division represented the College and shared their progress in preparing the next generation of teachers to involve their students in fostering civic responsibility.

### *b. Promote interaction among faculty, staff, students and mid-Willamette valley communities*

The 2003 Health Fair, coordinated by students in the Health Program working with a WOU Instructor brought numerous agencies to the campus to showcase educational exhibits, presentations, and screening experiences for students, faculty, staff, and local community members.

The 2000-2002 COE faculty report on their research, presentations, publications, and community service which illustrates the many ways in which faculty are involved with the local community (Appendix I). For example, training was conducted by a faculty member in Special Education for the Lane County Emergency Medical Services staff on interacting with Deaf and Hard of Hearing callers and another faculty member presented a guest lecture to students in a Epidemiology course at OHSU.

### **Program Goals Reflecting Best Practice and State and National Standards for Education**

In 1999 the College of Education, faculty revised and agreed to five long term goals for 1999-2005. Progress towards these goals is outlined below under each specific goal.

**Goal 1 College of Education faculty and administration will provide services and programs to prepare graduates to be effective in their professional lives.**

#### **Continuing Teacher Licensure**

In response to Oregon's new requirements for Continuing Teacher Licensure (CTL), faculty in the College of Education worked with the Graduate Office to refine and put the finishing touches on WOU's Advanced Proficiency Documentation. In collaboration with the WOU Division of Extended Programs (DEP) the College began offering the CTL seminars in three formats this year. Thirty teachers completing their Master's at WOU met on the campus on Saturdays during the Fall, Winter, and Spring terms and 26 shared their completed portfolios during the Spring term. Forty teachers met on Saturdays in Beaverton throughout the academic year through a partnership funded by the local school district and completed their portfolios during the Spring. A third group is now enrolled in an online pilot version of the program and will complete during the Fall 2003 term.

#### **Literacy Initiatives**

Faculty in the College of Education are interested in reviewing and improving the proficiency of beginning teachers to teach reading and literacy, to diagnose reading difficulties and to match appropriate interventions to at-risk K-12 students. Last year, the dean, chairs and directors initiated a Literacy Advisory Committee to meet, review needs and make recommendations for curricular improvements. Their goal has been to "improve the capacity of future and practicing teachers to provide effective and efficient reading instruction to all K-12 students." The committee has met three times since its inception. The first meeting included representatives from the Oregon

Department of Education and the Oregon University System Chancellor's office to align the work of the advisory committee with statewide initiatives from those organizations.

### **Arts Standards and Integration Initiative**

With support from the Arts for Learning Consortium, Young Audiences, the Ford Family Foundation, the Oregon Arts Commission, and the Salem Arts Association, the College hosted a meeting during the Spring of 2003 for faculty from both the College of Education and the College of Arts and Sciences. During the all day meeting faculty studied the new Oregon K-12 standards in Art and identified ways to integrate the standards into the existing teacher licensure programs and model the integration of the arts into their own teaching. This has led to a series of mini-grants (five of which were awarded during the Spring of 2003) for faculty to develop examples of arts infused lessons that they will in turn use and model for their students within the University.

### **Technology Integration**

As a result of a PT3 grant, the undergraduate technology curriculum in teacher education has been reworked to reflect the new technology proficiencies aligned with ISTE standards. Students now are required to demonstrate technical proficiencies using presentation technologies, Geographic Information System (GIS), Neighborhood Map Machine, and digital cameras. A database has been developed for tracking completion of technical proficiencies. Community Mapping has been integrated into the curriculum for Terms I and II and training was provided to faculty on the use of GIS and other technology skills necessary for students completing this assignment.

### **Service Learning**

Problem-based service learning has been introduced into Terms II and III of the undergraduate content pedagogy. Working in teams, students investigate exemplary models of service learning in local schools, share the results of their investigations, and then present their own service learning projects in a subsequent term.

### **Field Experiences**

Seminars accompanying the practicums for the Special Education endorsement programs were reinstated to provide support to students in field experiences. In Special Education, all of the paperwork associated with field experiences has been revised and is now distributed to students on a CD with all of the needed forms and relevant policies in PDF format.

The MAT practicum experiences were revised and a new MAT field experience handbook was completed for use in the program. Scoring criteria for the MAT Field Experiences were completed and expectations clarified for students.

**Goal 2 College of Education faculty and administration will improve, expand and market its on-campus programs to meet the education, health, social service and business needs of the northwest region.**

With increased fiscal support from the Provost's office and a new faculty coordinator, the WOU's Master of Arts in Teaching Program has established a Program Advisory Committee, hired an assistant to establish recruitment, database, and advising services, and engaged in a program self-study process that involves the Program Advisory Committee and the Consortium. With stable new cohorts during both the Fall and Winter terms, the program is continuing to grow and provide a much needed pathway to teaching for second career candidates and those wishing to teach in secondary math and science programs.

As capacity grows to use technology to deliver courses to candidates who cannot come to campus daily or weekly, WOU faculty continue to re-structure courses for a combination of on-campus/on-line formats. During the 2002-2003 academic year, WOU continued its involvement in the TO-READE Project (now called CREADE-Collaborative Reading Education and Distance Education). In an effort to help address the state's goals of having a reading specialist in every school and increase the competency of Oregon's teachers in literacy learning, WOU and four other Oregon public universities are part of this Oregon University System grant that is developing 12 new literacy courses and 30 modules to be delivered online that can constitute either a literacy education course of study or a reading specialist program. Three faculty from WOU, including one from the College of Liberal Arts and Sciences, have served on the Faculty Advisory Committee and have been working to create and deliver these courses. The Division of Extended Programs assists with registration, recruitment, and advising and the program has already attracted 30+ students who have declared WOU as their "home institution." Specifically, the College of Education will be responsible for development and delivery of the following courses:

READ 591: Young Adult Literature: Gr 5-12 (3-cr), Spring 2003

READ 514: Linguistics for Teachers: ECE/Elem (3-cr), Fall 2003

READ 517: Mid-level Foundations of Literacy Development (1-cr), Fall 2003

The first course was offered during the Spring term and had the maximum number of students enrolled. The evaluations have indicated students' satisfaction with the course and their desire to continue taking courses through this format. These evaluative data are also being used to fine-tune aspects of the CREADE courses in the future.

Four College of Education faculty participated in a Faculty Test Preparation Workshop sponsored by the Oregon Quality Assurance in Teaching (O-QAT) Program this Spring that assisted faculty in understanding the content of Praxis II tests, the kinds of problems students typically have with the tests, and strategies for helping students prepare for the tests. Faculty also attended a second workshop

designed to help institutions develop a teacher candidate test preparation workshop. Discussions about the College's next steps have been part of the Chairs and Directors meetings.

During the 2002-2003 academic year, the College was awarded two grants from the Oregon University System. The first grant, OQAT II, will provide over \$30,000 of additional scholarship and stipends to students in teacher education programs. The grant targets primarily students entering the Master's of Arts Teaching program and the Master's of Education in Special Education.

The second grant, supported by No Child Left Behind funds has enabled the College of Education and Teaching Research to work with six school districts (Albany, Astoria, Central, Gervais, Myrtle Point, and Port Orford) to support preservice and inservice teachers' capacity to use research-based work sample methodology and other instructional resources to examine the impact of their teaching on students' learning. The grant has also specifically provided training for teachers to serve as mentors for beginning teachers and has provided scholarships for teachers from these districts to enroll in seminars at WOU that will prepare them to attain their Continuing Teaching Licenses.

**Goal 3 College of Education faculty and administration will offer community-based programs and services to meet the needs of the region it serves.**

The College of Education works closely with WOU's Division of Extended Programs (DEP) to deliver selected courses from the Education Core in the Master's of Science each term on-site in selected regions utilizing a variety of delivery methods: two-way interactive video-conferencing, web-based, or face-to-face. Currently courses are offered in Salem-Keizer, Woodburn, and Astoria.

Through DEP the College is also able to offer a part-time, web-based Master of Arts in Teaching Degree Program. The Web-based program incorporates a blend of face-to-face and online instruction. At least 50 percent of each course in the program is delivered utilizing an online course management system, and the other half of each course is delivered in the traditional face-to-face format. This means that students in the Web-based program only have to come to campus for traditional class meetings about one Saturday a month. The part-time, Web-based program takes seven terms to complete. Generally students register for between six and nine credits each term of the program. Classes are held during the summer, so the seven terms equate to just shy of two calendar years.

Currently, the ESOL and ESOL/Bilingual endorsement programs are offered on-site to teachers in Salem-Keizer School District, Woodburn School District and Silver Falls School District. These programs are offered to meet the Oregon Teacher Standards and Practices Commission (TSPC) requirement that bilingual and ESOL

teachers earn the appropriate endorsement. The ESOL Endorsement requires completion of an 18 credit hour program consisting of six, three-credit core courses. These courses can be taken one to two classes per term with the teacher completing the requirement in three to four terms. The Bilingual/ESOL Endorsement requires completion of the same 18 credit hours plus a language requirement.

On-site advising is available to students as well. University advisors review participants' transcripts and a student contract is developed and signed through the advisement process. Registration, tuition payment and purchasing of textbooks and materials also occur on-site. WOU students participating in off-campus programs have access to University library facilities, including the Instructional Technology Center Curriculum Lab.

**Goal 4 College of Education faculty and administration will actively promote diversity through hiring, recruitment of students, and in its curriculum.**

Stimulated by an OACTE sponsored meeting, a COE faculty team planned and hosted an interactive workshop in December attended by two-thirds of our faculty to examine the attendant knowledge and skills necessary for our students to understand and teach within a changing set of racial and ethnic diversities in Oregon. The planning team continued to operate as a planning arm to assist the College in taking a closer look at the curriculum and resources used to prepare students in this area. In a recent Minority Teacher report submitted to the Oregon University System, our College reported an increase in the number of minority teachers who have applied, been accepted, and completed our programs.

During the Fall of 2002, the diversity of the faculty in the College of Education was 14%. For candidates in the teacher preparation programs it was 12.1% for the undergraduate program and 8% for the graduate program. These data reflect a steady increase at both levels since 1997-98. The College has also developed improved articulation agreements with local community colleges and implemented an alternative pathway program with Chemeketa Community College (CCC), which serves a high percentage of Latino students. Plans were made to place a WOU COE advisor onsite during the 2002-2003 year and to explore joint participation of WOU and CCC students in ClubEd, an education club that sponsors workshops, activities, and field trips, many of which focus on topics related to diversity. Several faculty also provide guest lectures at CCC and tutor Latino students.

The distance education cohort in Special Education targets 20 students each year from rural Oregon. Synchronous distance learning using Internet Protocol Video is used to broadcast classes in real time from the WOU TV studio to downlink sites across the state, helping to address the current shortage of teachers in this specialization area.

The Regional Resource Center on Deafness housed at WOU continues to seek scholarships for students preparing to teach in deaf education. The program also has

successfully recruited a growing number of deaf students and is committed to recruiting deaf faculty as well. Students in the WOU Deaf Education program also take many of our Special Educator courses so our teacher candidates receive education alongside deaf students using interpreters.

Through a federally funded grant, WOU is part of a partnership with Salem-Keizer School District, to offer a Transition to Teaching program targeting career-changers or recent graduates of liberal arts degrees. All students are fully bilingual in English and either Spanish or Russian. The program is addressing two particular shortage areas: bilingual education and special education.

The Oregon Collaborative for Excellence in Teacher Education (OCEPT) has involved faculty in the improvement of Math and Science K-16 and efforts to recruit underrepresented populations into the profession of teaching. Faculty teaching the Math and Science content pedagogy courses also implemented a new multicultural/diversity perspective within their coursework.

A new Physical Education Teaching Practicum was developed that brings home schooled children to campus for activities that are facilitated by Physical Education students and supervised by Physical Education faculty. The practicum provides an opportunity for our students to learn firsthand about the unique needs of this population of students.

In the Fall of 2002, the Council of Chief State School Officers (CCSSO) was awarded \$5 million over 5 years to develop a national center to work with states on developing models for improving the licensing and preparation of teachers of students with disabilities. This new "Center for Improving Teacher Quality (CTQ)" will work with states to help them reform, improve and align their teacher licensing systems for teachers of students with disabilities. WOU will be represented on the Oregon team and will be working with other states to share expertise, best practices, and successful strategies.

**Goal 5      College of Education administration will ensure professional growth and intellectual vitality in the faculty through support for scholarship, teaching, research and service.**

This fall, WOU joined ranks with a number of prestigious universities including Michigan State, Bank Street College, University of California at Berkeley, University of Wisconsin at Milwaukee, and Boston College as members of the Delta Group, a national collaborative initiative in teacher education sponsored by the Carnegie Foundation for the Advancement of Teaching. At WOU a Western Delta Group was formed chaired by the Director of Teaching Research and the Dean to support cross-institutional sharing, development, and research involving low-stakes assessments that document prospective teachers' professional skills and knowledge over time.

The “V Formation” was initiated this year offering a voluntary support and assistance group for College of Education faculty seeking tenure and/or completing the final stages of their dissertations. The groups have met monthly to set and share individual goals and discuss progress towards scholarship activities appropriate for promotion and tenure.

The PT3 project at WOU adopted a faculty mini-grant model as the primary means for soliciting faculty participation in this cross-campus technology initiative. The goals of the mini-grant program were to: (1) identify LAS faculty and course that are most compatible with PT3 initiatives, (2) provide equipment and stipend incentives to elicit faculty participation, (3) create an institutional framework that promotes technology innovation and grant development, and (4) provide a stimulus for LAS and Education faculty to develop cross-campus partnerships in an effort to infuse technology into the teacher preparation program. During the first three rounds a total of 37 projects were awarded totaling over \$170,000. This year alone seven projects in the College of Education and one in the College of Liberal Arts and Sciences received funding ranging from \$4490 to \$8000 each and totaling close to \$50,000.

A 2000-2002 report compiled by former Dean Brodsky has gathered data on faculty productivity relative to publications, presentations, awards, and services within the University and community. The biennial report, referenced earlier, lists 24 publications by faculty during the 2001-2002 year and over 50 refereed or invited presentations at state, national, and international conferences. Faculty members were also active on College of Education and WOU committees as well as in community and professional organization activities.

In 2002, the Oregon Association selected a WOU faculty member as the College/University Teacher of the Year for Physical Education.

A new faculty member received the Dissertation of the Year Award in 2002 given by the National Association of Research on Science Teaching.

Two faculty from the Teacher Education Division were invited to join a national group of institutions engaged in service learning. The group met this Spring in New Orleans and will continue to network and share promising practices related to service learning and teacher preparation.

Two faculty from the Deaf Education program are part of the STARS Consortium of Educators who meet several times a year on issues related to bilingual/bi-cultural approaches to deaf education. This networking further connects faculty and students at WOU with programs at Gallaudet University, Lamar University, McDaniel University, and California State University in Northridge.

This year a book written by faculty in the College of Education and Teaching Research was published by AACTE entitled, *Connecting teaching and learning: A*

*handbook for teacher educators on teacher work sample methodology*; thus, providing an additional publication venue for a number of COE faculty.

A CD describing the history and purpose of teacher work sample methodology including interviews with faculty was developed and distributed in Oregon and nationally. Two additional CDs that help students learn about work sample methodology were completed and launched on the College of Education website.

A new website (<http://www.wou.edu/provost/ctl/tlc/>) called the WOU Teaching and Learning eCommunity website was launched this year and provides teachers, faculty, and students with professional development resources related to the connection of teaching and learning. This website spotlights many of the resources developed by faculty in Teaching Research and the College of Education related to work sample methodology.

Several faculty from the College and Teaching Research are also collaborating on a virtual school district simulation that will assist faculty and students to learn more about teacher work sample methodology.

### **2002-2003 College Goals**

Under the previous dean, the College established three additional goals for the 2002 – 2003 academic year. Progress on each of these goals is reported.

**1. To improve the improve access to data for accreditation and other reporting purposes.**

A taskforce was established during the 2002-2003 academic year consisting of staff, faculty from every program area, college level administrators, and university representatives from the Registrar's office, the Division of Extended Programs, and Academic Computing to address this goal. A request to the Provost has resulted in partial FTE being assigned to a new person who will report to both the Registrar and Academic Computing. The search for this new person is underway this summer and will be completed shortly. The committee met during the spring to review current NCATE, TSPC, and PEDS, AACTE, and Title 2 reporting needs. A series of video conferences are set for this summer so that members of the taskforce can talk with representative from four institutions with notable database systems. The input gained from these conversations will be used to help design a new system for WOU that interfaces with Banner and existing COE databases.

**2. To establish a budget formula to reflect growth in the College of Education programs including head count, FTE and credit hour generation.**

Progress on this goal has been influenced by changes in key personnel in the University's budget office and the College of Education's Coordinator for Budget and Personnel.

Plans are underway to resume these discussions during the summer after both new employees start their positions.

**3. To replace tenure/tenure track retirements and resignations with new positions through national searches.**

The College was busy this year replacing tenure track retirements and resignations through national searches. The chart below summarizes the current status of these searches.

| <b>AREA</b>                   | <b>POSITION</b>  | <b>STATUS</b>  |
|-------------------------------|--|--|
| Dean's Office                 | Director of Budget and Personnel <sup>1</sup>                            | Tiffany Smith hired<br>Start date 7/21/03                                    |
| Teacher Education             | Assistant Professor in Literacy Education                                | Visiting Assistant Professor hired.<br>Dr. Chloe Myers<br>Start date 9/16/03 |
|                               | Assistant Professor in Bilingual Multicultural Education                 | Search failed.<br>Will reopen in Fall 2003.                                  |
|                               | Adjunct Faculty in Teacher Education                                     | Search pending final decision.   |
| Special Education             | Assistant Professor in Special Education                                 | Associate Professor hired.<br>Dr. Mary Scarlato<br>Start date 9/16/02        |
|                               | Assistant Professor in American Sign Language and English Interpretation | Assistant Professor hired.<br>Dr. Elisa Maroney<br>Start date 9/16/03        |
|                               | Adjunct Faculty in Special Education                                     | Search still open.   |
| Health and Physical Education | Assistant Professor in Health Education                                  | Assistant Professor hired.<br>Dr. Jessica Henderson<br>Start date 9/16/03    |
|                               | Assistant Professor in Physical Education                                | Assistant Professor hired.<br>Dr. Gay Timpken<br>Start date 9/16/03          |
|                               | Track Coach/Instructor in Physical Education                             | Track Coach/Instructor hired.<br>Mike Johnson<br>Start date 9/16/03          |

**Degree of Accomplishment in Meeting the Goals through Student Performance in Course Work, Field Studies, and Work Samples**

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<sup>1</sup> The job title was changed to Administrative Assistant to the Dean of the College of Education.

**Admission.** Approximately 90% of the students who apply to the College of Education programs are admitted to the initial licensure program in regular and continuing education.

**Completion.** Of those admitted almost all completed the program (98-99%) to which they were admitted and met the standards described in the proficiency assessments. All candidates recommended for licensure have completed teacher work samples, which meet the criteria established by the faculty. These reports are documented by the Field Services Office and are stored in the College database.

### **Degree of Accomplishments in Meeting the Goals through Follow-up of Recent Graduates**

See Extended Report starting on page 20.

### **Statement of Future Goals for Next Academic Year with the Indicators to Be Used for Measurement of Accomplishment**

| <b>Goal</b>  | <b>Indicator</b>  |
|--|---|
| Stabilize advising for potential undergraduate COE students at the University Academic Advising and Learning Center. | Position will be established and filled.  |
| Improve advising services for Master's of Education students.  | Partial assignment of one part-time faculty to provide advising for these students.   |
| Institutionalize advising for potential COE students at Chemeketa Community College.                                 | Continued assignment of one faculty to provide advising on site at least once a week.   |
| Improve College of Education website and increase access to useful and accurate information.                         | Extensive review and redesign of the college of Education's website will be completed.<br>Counter system will be established and monitored for increased use.<br>Revised set of resources and training will be offered online to cooperating teachers and university supervisors.<br>New ClubEd website for students will be finalized. |
| Develop clearer expectations of how dispositions relate to our Conceptual Framework and student progression.         | New policies developed and approved.<br>Contractual documents for students will be revised and implemented.   |
| Refine existing assessments including the Portfolio and Field Experience Booklet.                                    | Recommendations from planning days will be refined, developed, and implemented.   |
| Use "The WOU Pathway" to indicate how the individual assessment pieces fit into the                                  | A set of "WOU Pathways" for each program area will be finalized and   |

|  |  |
|--|--|
| whole, e.g. TWSM and Portfolios with the Proficiency Assessment Framework.   | disseminated to students and stakeholders.   |
| Determine how data is used in each program for decision making purposes.   | Program areas will formalize their own decision making process in writing.   |
| Create and institutionalize a new database system that allows the pieces to function at both a micro and macro level.    | A new database will be developed during and implemented.   |
| Incorporate additional programs into the system (e.g. Deaf Education).   | All program areas will interface with the new database.  |
| Formalize the process by which faculty systematically review and analyze aggregated data for use in program improvement. | Each program area will develop a calendar indicating how and when data will be analyzed and used.  |
| Support Oregon's teachers' access to initial licensure programs.   | Increased number of scholarships to be given to MAT students.  |
| Increase the College's focus on cultural competence.   | Each program area will review course offerings and determine how cultural competence is addressed and assessed.  |
| Improve classroom and planning room facilities for the College   | One classroom in the College of Education will be enlarged, renovated and available for use by Fall 2003. A room formerly used as a planning room will be enlarged, renovated and available for use as a classroom by Fall 2003. A former storage room will be renovated and used as a faculty team planning room for all 3 undergraduate cohorts. |
| Increase the use of technology by faculty and students in COE classes.   | Two new laptop carts will be in use starting Fall 2003 and the % of use of laptops in the classes will increase.<br>Two new SMART classrooms will be in use starting Fall 2003.  |
| Systematize follow up studies and employer satisfaction surveys.   | An annual alumni and employer survey will be administered to all alumni working in Oregon and their respective principals two years after graduating.  |

### **Deviations from Approved Programs**

There were no deviations from the approved programs this year.

## **Modifications of Programs**

A number of minor course changes were made within the Health and Physical Education Division consisting of title changes, credit increases and revisions to the non-teach majors. For example in the Health Teaching major HE 481 Mind/Body Health, HE 420 Healthy Relationships, HE 421 AIDs and STDs, and HE 419 Health and Social Services changed from electives to required courses to meet the expectation of Health teachers in the High School to teach these timely topics. Computer Applications was taken out as a requirement due to the increased infusion of technology emphasis within all of the required coursework. Elements of Microbiology was removed as a requirement for Health majors due to the redundancy of topics in courses such as Diseases and Epidemiology. Health and Social Services replaced Community and Public Health because the former has more of a school-based component. Introduction to PE and Health was eliminated as a requirement for Health teachers and revised to address the career needs of those entering other health professions.

Changes in the Physical Education Teaching Major included clustering the courses into three cores: science, professional education and professional activity to reflect current changes in the field. Added a Sociology/Psychology of Physical Activity course, increased the credit our for biophysical movement science courses from 3 to 4 credits, added a coaching/administration course, added a stronger emphasis on pedagogy in the professional activity courses, provided a focused major for middle/high school authorizations as well as a early childhood/elementary option, and increased the total number of hours to degree from 63 to 66.

## **Change in the Liaison Officer**

A new dean, Dr. Hilda Rosselli, was hired last year and is now serving as the liaison officer as of September 1, 2002.

## **Off Campus Programs or Courses**

The Division of Extended Programs, under the direction of the new director, Dr. Don Olcott (May 2002) continues to work in close partnership with the College of Education. Coordinated activities provide services to school districts and ESDs throughout Oregon. Current programs include Bilingual/ESOL, Special Education, MAT – transitionally licensed teachers, core courses for the Master of Science degree in Education and Continuing Licensure.

## **Evidence of Consortium Review of Evaluation Results and Involvement in Recommendations for Improvement of Program Design and Operation**

During the 2002-2003 academic year, the WOU College of Education Consortium membership was updated (Appendix J) and two meetings were held (Appendix K). One of the only changes that was presented to the Consortium was a review of the CREADE

proposal which was accepted by Consortium members and a letter of support was provided (Appendix L).

### **Written Response to Consortium Recommendations**

Not applicable this year.

### **Updated NCATE Report**

See Appendix M

### **Extended Report**

In correspondence dated July 12, 2002 from Linda Samek as Coordinator of Teacher Education to Meredith Brodsky as Dean of the College of Education, it was determined that the next full TSPC site visit for Western Oregon University is scheduled to synchronize with WOU's next NCATE site visit in 2005. Since our program approval expires in August 2003, the College was requested to submit an extended annual report that addresses:

- Significant collection and analysis of program quality data, including attention to program completer satisfaction data and
- Significant attention to strategic planning, goal setting, and report of progress on the plan.

### **WOU Graduate Follow Up Studies**

During the Fall of 2001, the Oregon University System (OUS) designed and distributed a survey to over 2,000 cooperating teachers in Oregon who worked with student teachers during the 2000-2001 academic year. Of the 758 responses received (37% return rate), 51 surveys (7%) were from cooperating teachers who worked with Western Oregon students. Although the data were not disaggregated by college/university, the results were shared with the Director of the Field Experiences and the faculty at Western Oregon University. Another survey distributed by the OUS to over 2,000 student teachers resulted in 1,199 responses for a response rate of 58%. Of these respondents, 127 (XX%) completed their undergraduate majors at WOU and 115 (XX%) completed their teacher education program. A review of the disaggregated data helped us learn that 88% of those who completed the survey were graduates from our undergraduate program. Eighty-seven percent were planning to seek an Oregon teaching license, 76% were seeking a fulltime teaching position in an Oregon public school, 13% were seeking a fulltime teaching position in another state, and 7% were seeking a fulltime teaching position in an Oregon private school.

During the Spring of 2003, WOU replicated the survey with its exiting group of graduates which allowed us to make some interesting comparisons with the 2001 data collected at both state level and for WOU. Respondents (N= 97) included both undergraduate students (N = 51 or 53%), students from the on campus MAT program (N

= 23 or 24%), the online MAT program (N = 16 or 16%) and the post-baccalaureate non-graduate program (N = 7 or 7%). Although the original 2001 report is included in Appendix N and the 2003 report is in Appendix O, the charts below highlight some of the findings from this comparison.

| <b>Survey topic</b>  | <b>Rating</b> | <b>2001 State Data</b> | <b>2001<sup>2</sup> WOU Data</b> | <b>2003 WOU Data</b> |
|--|---------------|------------------------|----------------------------------|----------------------|
| Level of understanding of Oregon's Continuing License requirements for teachers                | Excellent     | 7%                     | 7.9%                             | 8%                   |
|  | Good          | 42%                    | 57%                              | 35%                  |
|  | Fair          | 36%                    | 26%                              | 45%                  |
|  | Poor          | 13%                    | 8%                               | 11%                  |
| Knowledge of Oregon K-12 content standards and benchmarks                                      | Very well     | 49%                    | 47%                              | 46%                  |
|  | Fairly well   | 42%                    | 46%                              | 46%                  |
|  | Somewhat      | 9%                     | 6%                               | 6%                   |
|  | Not prepared  | 1%                     | 1%                               | 0%                   |
| Knowledge of relevant state assessments  | Very well     | 30%                    | 25%                              | 28%                  |
|  | Fairly well   | 52%                    | 60%                              | 47%                  |
|  | Somewhat      | 17%                    | 14%                              | 24%                  |
|  | Not prepared  | 1%                     | 2%                               | 1%                   |
| Knowledge in using relevant scoring guides and rubrics   | Very well     | 39%                    | 31%                              | 38%                  |
|  | Fairly well   | 46%                    | 50%                              | 49%                  |
|  | Somewhat      | 14%                    | 16%                              | 11%                  |
|  | Not prepared  | 2%                     | 3%                               | 1%                   |
| Knowledge of how to use assessment information to improve student learning                     | Very well     | 39%                    | 38%                              | 36%                  |
|  | Fairly well   | 45%                    | 54%                              | 54%                  |
|  | Somewhat      | 14%                    | 10%                              | 8%                   |
|  | Not prepared  | 2%                     | 0%                               | 2%                   |
| Knowledge of how to use standards and benchmarks for long term curriculum planning             | Very well     | 38%                    | 35%                              | 30%                  |
|  | Fairly well   | 44%                    | 45%                              | 45%                  |
|  | Somewhat      | 14%                    | 16%                              | 18%                  |
|  | Not prepared  | 4%                     | 3%                               | 6%                   |
| Plan instruction that supports student progress in learning and is developmentally appropriate | Very well     | 60%                    | 50%                              | 52%                  |
|  | Fairly well   | 36%                    | 46%                              | 41%                  |
|  | Somewhat      | 4%                     | 4%                               | 7%                   |
|  | Not prepared  | 0%                     | 0%                               | 0%                   |
| Establish a classroom climate conducive to learning  | Very well     | 69%                    | 61%                              | 56%                  |
|  | Fairly well   | 28%                    | 35%                              | 40%                  |
|  | Somewhat      | 3%                     | 4%                               | 4%                   |
|  | Not prepared  | 0%                     | 0%                               | 0%                   |
| Engage students in planned learning activities   | Very well     | 69%                    | 60%                              | 58%                  |
|  | Fairly well   | 28%                    | 36%                              | 38%                  |
|  | Somewhat      | 3%                     | 4%                               | 4%                   |
|  | Not prepared  | 0%                     | 0%                               | 0%                   |

<sup>2</sup> All percentiles have been rounded.

|   |   |                                 |                                 |   |
|---|---|---------------------------------|---------------------------------|---|
| Evaluate, act upon, and report student progress in learning   | Very well<br>Fairly well<br>Somewhat<br>Not prepared                | 52%<br>42%<br>6%<br>0%          | 49%<br>44%<br>7%<br>0%          | 46%<br>51%<br>3%<br>0%                      |
| Exhibit professional behaviors, ethics, and values  | Very well<br>Fairly well<br>Somewhat<br>Not prepared                | 84%<br>14%<br>2%<br>0%          | 75%<br>22%<br>3%<br>0%          | 78%<br>22%<br>0%<br>0%                      |
| <b>Content and Professional Education Pedagogy (Early Childhood and Elementary Authorizations only)</b> |   |                                 |                                 |   |
| Art content   | Very well<br>Fairly well<br>Somewhat<br>Not prepared<br>No response | 18%<br>42%<br>30%<br>10%<br>39% | 26%<br>34%<br>30%<br>10%<br>37% | 16%<br>34%<br>27%<br>14%<br>9% <sup>3</sup> |
| Methods of teaching art   | Very well<br>Fairly well<br>Somewhat<br>Not prepared<br>No response | 16%<br>37%<br>34%<br>13%<br>39% | 25%<br>33%<br>29%<br>14%<br>36% | 16%<br>30%<br>23%<br>20%<br>11%             |
| Health content  | Very well<br>Fairly well<br>Somewhat<br>Not prepared<br>No response | 16%<br>38%<br>33%<br>13%<br>38% | 22%<br>45%<br>29%<br>5%<br>36%  | 11%<br>32%<br>41%<br>7%<br>9%               |
| Methods of teaching health  | Very well<br>Fairly well<br>Somewhat<br>Not prepared<br>No response | 14%<br>37%<br>33%<br>17%<br>39% | 20%<br>42%<br>26%<br>12%<br>36% | 9%<br>32%<br>32%<br>18%<br>9%               |
| Social studies content  | Very well<br>Fairly well<br>Somewhat<br>Not prepared<br>No response | 30%<br>44%<br>19%<br>8%<br>38%  | 16%<br>45%<br>30%<br>8%<br>37%  | 14%<br>50%<br>27%<br>2%<br>7%               |
| Methods of teaching social studies  | Very well<br>Fairly well<br>Somewhat<br>Not prepared<br>No response | 32%<br>42%<br>18%<br>9%<br>38%  | 15%<br>45%<br>30%<br>8%<br>37%  | 9%<br>45%<br>30%<br>7%<br>9%                |

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<sup>3</sup> N/A

|  |              |     |     |     |
|--|--------------|-----|-----|-----|
| Mathematics content                    | Very well    | 50% | 38% | 34% |
|  | Fairly well  | 38% | 47% | 43% |
|  | Somewhat     | 10% | 13% | 18% |
|  | Not prepared | 3%  | 1%  | 2%  |
|  | No response  | 38% | 36% | 2%  |
| Methods of teaching mathematics        | Very well    | 50% | 36% | 32% |
|  | Fairly well  | 37% | 42% | 45% |
|  | Somewhat     | 10% | 20% | 18% |
|  | Not prepared | 3%  | 1%  | 2%  |
|  | No response  | 38% | 36% | 2%  |
| Music content                          | Very well    | 8%  | 7%  | 5%  |
|  | Fairly well  | 25% | 20% | 27% |
|  | Somewhat     | 38% | 31% | 34% |
|  | Not prepared | 29% | 42% | 18% |
|  | No response  | 40% | 38% | 16% |
| Methods of teaching music              | Very well    | 8%  | 7%  | 2%  |
|  | Fairly well  | 24% | 19% | 28% |
|  | Somewhat     | 35% | 28% | 28% |
|  | Not prepared | 34% | 46% | 26% |
|  | No response  | 40% | 37% | 16% |
| Science content                        | Very well    | 35% | 34% | 27% |
|  | Fairly well  | 43% | 45% | 39% |
|  | Somewhat     | 17% | 18% | 32% |
|  | Not prepared | 6%  | 3%  | 0%  |
|  | No response  | 39% | 37% | 2%  |
| Methods of teaching science            | Very well    | 38% | 34% | 23% |
|  | Fairly well  | 40% | 42% | 41% |
|  | Somewhat     | 17% | 19% | 32% |
|  | Not prepared | 6%  | 4%  | 2%  |
|  | No response  | 39% | 37% | 2%  |
| Physical education content             | Very well    | 22% | 19% | 12% |
|  | Fairly well  | 35% | 36% | 42% |
|  | Somewhat     | 27% | 27% | 35% |
|  | Not prepared | 16% | 18% | 7%  |
|  | No response  | 38% | 36% | 5%  |
| Methods of teaching physical education | Very well    | 23% | 15% | 11% |
|  | Fairly well  | 34% | 40% | 39% |
|  | Somewhat     | 27% | 25% | 39% |
|  | Not prepared | 16% | 19% | 5%  |
|  | No response  | 39% | 37% | 7%  |
| Language arts content                  | Very well    | 55% | 43% | 26% |
|  | Fairly well  | 35% | 39% | 47% |
|  | Somewhat     | 8%  | 13% | 19% |
|  | Not prepared | 2%  | 4%  | 5%  |
|  | No response  | 38% | 36% | 5%  |

|  |              |     |     |     |
|--|--------------|-----|-----|-----|
| Methods of teaching language arts                                    | Very well    | 55% | 38% | 20% |
|  | Fairly well  | 34% | 43% | 43% |
|  | Somewhat     | 8%  | 12% | 25% |
|  | Not prepared | 3%  | 7%  | 5%  |
|  | No response  | 37% | 36% | 7%  |
| Technology content   | Very well    | 22% | 32% | 23% |
|  | Fairly well  | 40% | 47% | 55% |
|  | Somewhat     | 30% | 14% | 20% |
|  | Not prepared | 9%  | 7%  | 0%  |
|  | No response  | 39% | 37% | 2%  |
| Methods of teaching technology                                       | Very well    | 17% | 24% | 18% |
|  | Fairly well  | 37% | 43% | 48% |
|  | Somewhat     | 32% | 22% | 27% |
|  | Not prepared | 15% | 11% | 5%  |
|  | No response  | 39% | 37% | 2%  |
| Current research in reading instruction                              | Very well    | 40% | 30% | 18% |
|  | Fairly well  | 40% | 42% | 45% |
|  | Somewhat     | 17% | 26% | 16% |
|  | Not prepared | 4%  | 3%  | 11% |
|  | No response  | 38% | 36% | 9%  |
| Methods of teaching reading  | Very well    | 43% | 34% | 14% |
|  | Fairly well  | 38% | 35% | 41% |
|  | Somewhat     | 15% | 27% | 30% |
|  | Not prepared | 4%  | 4%  | 7%  |
|  | No response  | 38% | 36% | 9%  |
| Current research in language development and literacy                | Very well    | 37% | 33% | 18% |
|  | Fairly well  | 40% | 36% | 52% |
|  | Somewhat     | 19% | 27% | 18% |
|  | Not prepared | 4%  | 4%  | 7%  |
|  | No response  | 38% | 36% | 5%  |
| Methods of teaching language development and literacy                | Very well    | 37% | 35% | 14% |
|  | Fairly well  | 40% | 35% | 39% |
|  | Somewhat     | 19% | 22% | 34% |
|  | Not prepared | 5%  | 8%  | 9%  |
|  | No response  | 38% | 37% | 5%  |
|  |              |     |     |     |
| <b>Middle School, High School and K-12 Authorization Levels Only</b> |              |     |     |     |
| Content area preparation   | Very well    | 56% | 52% | 54% |
|  | Fairly well  | 36% | 41% | 36% |
|  | Somewhat     | 6%  | 7%  | 6%  |
|  | Not prepared | 1%  | 0%  | 2%  |
|  | No response  | 50% | 47% | 2%  |

|   |              |     |     |     |
|---|--------------|-----|-----|-----|
| Methods of teaching your content area   | Very well    | 49% | 47% | 34% |
|   | Fairly well  | 39% | 42% | 42% |
|   | Somewhat     | 10% | 8%  | 18% |
|   | Not prepared | 1%  | 2%  | 4%  |
|   | No response  | 51% | 49% | 2%  |
| <b>All Authorization Levels</b>   |              |     |     |     |
| Teaching of reading   | Very well    | 33% | 25% | 16% |
|   | Fairly well  | 38% | 34% | 39% |
|   | Somewhat     | 20% | 30% | 30% |
|   | Not prepared | 10% | 11% | 9%  |
|   | No response  | 6%  | 3%  | 5%  |
| Teaching in multi-cultural classrooms   | Very well    | 42% | 31% | 28% |
|   | Fairly well  | 40% | 39% | 48% |
|   | Somewhat     | 17% | 29% | 22% |
|   | Not prepared | 1%  | 1%  | 1%  |
|   | No response  | 5%  | 2%  | 1%  |
| Teaching special needs students in your classroom   | Very well    | 28% | 16% | 18% |
|   | Fairly well  | 45% | 41% | 53% |
|   | Somewhat     | 25% | 38% | 27% |
|   | Not prepared | 3%  | 5%  | 3%  |
|   | No response  | 5%  | 2%  | 0%  |
| Teaching talented and gifted students in your classroom   | Very well    | 20% | 17% | 14% |
|   | Fairly well  | 44% | 40% | 46% |
|   | Somewhat     | 29% | 39% | 34% |
|   | Not prepared | 8%  | 5%  | 4%  |
|   | No response  | 6%  | 2%  | 1%  |
| Teaching with technology in your authorization or endorsement area  | Very well    | 25% | 21% | 32% |
|   | Fairly well  | 42% | 51% | 49% |
|   | Somewhat     | 26% | 23% | 16% |
|   | Not prepared | 7%  | 4%  | 1%  |
|   | No response  | 5%  | 3%  | 2%  |
| How well did your professional education course work prepare you for student teaching?                                    | Very well    | 37% | 20% | 15% |
|   | Fairly well  | 44% | 49% | 58% |
|   | Somewhat     | 18% | 31% | 19% |
|   | Not prepared | 1%  | 1%  | 6%  |
|   | No response  | 5%  | 2%  | 2%  |
| How well did your student teaching allow you to practice theory and methods from your professional education course work? | Very well    | 50% | 26% | 28% |
|   | Fairly well  | 35% | 45% | 47% |
|   | Somewhat     | 14% | 27% | 20% |
|   | Not prepared | 1%  | 2%  | 3%  |
|   | No response  | 5%  | 2%  | 1%  |

|   |             |     |     |     |
|---|-------------|-----|-----|-----|
| Overall quality of your professional education course work                                  | Excellent   | 40% | 17% | 27% |
|   | Good        | 46% | 58% | 51% |
|   | Fair        | 12% | 23% | 22% |
|   | Poor        | 2%  | 3%  | 1%  |
|   | No Response | 3%  | 1%  | 0%  |
| Overall quality of the Teacher Work Sample in demonstrating your overall preparation        | Excellent   | 31% | 22% | 22% |
|   | Good        | 47% | 58% | 51% |
|   | Fair        | 18% | 18% | 22% |
|   | Poor        | 4%  | 2%  | 1%  |
|   | No Response | 3%  | 1%  | 0%  |
| Overall quality of the advising and mentoring provided by your <u>cooperating teacher</u>   | Excellent   | 63% | 50% | 64% |
|   | Good        | 27% | 36% | 24% |
|   | Fair        | 8%  | 12% | 7%  |
|   | Poor        | 3%  | 2%  | 4%  |
|   | No Response | 3%  | 1%  | 1%  |
| Overall quality of the advising and mentoring provided by your <u>university supervisor</u> | Excellent   | 49% | 38% | 51% |
|   | Good        | 33% | 44% | 27% |
|   | Fair        | 14% | 16% | 8%  |
|   | Poor        | 5%  | 3%  | 9%  |
|   | No Response | 3%  | 1%  | 5%  |
| University supervisor's knowledge of Oregon K-12 content standards and benchmarks           | Excellent   | 55% | 42% | 49% |
|   | Good        | 35% | 42% | 30% |
|   | Fair        | 9%  | 14% | 9%  |
|   | Poor        | 2%  | 2%  | 3%  |
|   | No Response | 5%  | 2%  | 8%  |

At a glance, these data reflect that WOU's students rated various aspects of their programs slightly lower than the state average and that students responding in 2003 rated their programs slightly lower than in 2001. It must be noted that this year's WOU survey, unlike the 2001 survey, was mandatory and offered online for the first time, factors which influenced the return rate and could have influenced the ratings. The College plans to continue administering this survey each term which will provide a more stable picture of change over time. Due to the time of year at which the 2003 data were collected (end of the 2002-2003 academic year), the faculty will not have a chance to review these data until the Fall pre session planning days at which time they will be able to identify contextual information that may have impacted the results, prioritize areas of concern, and set goals for the 2003-2004 academic year.

### **MAT Self Study, Reorganization, and Follow Up Study**

As part of the restructuring of WOU's Master of Arts in Teaching Program, an extensive self-study was conducted during the past academic year. The study included both the full-time on-campus program and the part-time web-based program. The programs were reviewed by cohort identifying the numbers of applicants, candidates admitted, candidates recommended for Initial Licensure and the percent of students admitted who completed the program. The following chart summarizes those data:

### Campus Based MAT Program

| Cohort | Term     | # of Applicants | # Admitted | # Recommended | Completion |
|--------|----------|-----------------|------------|---------------|------------|
| 1      | Sum 1999 | 22              | 21         | 20            | 95%        |
| 2      | Sum 2000 | 21              | 17         | 17            | 100%       |
| 3      | Win 2001 | 18              | 15         | 13            | 87%        |
| 4      | Sum 2001 | 24              | 22         | 21            | 95%        |
| 5      | Win 2002 | 30              | 23         | 22            | 95%        |
| 6      | Sum 2002 | 61              | 27         | 24            | 88%        |
| 7      | Win 2003 | 46              | 28         | NA            | NA         |
| 8      | Sum 2003 | 81              | 23         | NA            | NA         |

### Web-Based MAT Program

| Cohort Group | Term      | # of Applicants | # Admitted | # Recommended | % Completed |
|--------------|-----------|-----------------|------------|---------------|-------------|
| 1            | Sum 2000  | 20              | 18         | 14            | 78%         |
| 2            | Fall 2001 | 20              | 18         | 16            | 88%         |
| 3            | Spr 2002  | 20              | 18         | NA            | NA          |
| 4            | Win 2003  | 21              | 17         | NA            | NA          |
| 5            | Sum 2003  | 23              | 20         | NA            | NA          |

More detailed comments regarding the evolution of the program and minor modifications that have been made are documented in Appendix P.

During the 2002-2003 year an MAT Graduate Survey was developed and sent to 79 graduates of the program which spanned 5 cohort groups, one online and four on campus cohorts. Based on a return rate of 44%, the program faculty learned that although 77% reported teaching, 17% were working outside of teaching and 6% were currently not working. On questions surveying students' preparation for teaching at WOU, responses ranged from 3.32 on "working with students with special needs" to 4.21 on "working collaboratively with other professionals" with a mean of 3.79 and standard deviation of .93 (Scale of 1-5). When asked about specifics regarding the MAT classes, faculty, instruction, and advising, the scores ranges from 2.57 on "modeling of good teaching practices" to 3.37 on "helpfulness in supporting efforts to learn the skills of teaching." Respondents felt that their cooperating teachers were helpful as well (mean = 4.09). A copy of the results of the study and explanation of how the results have been used is provided (Appendix Q).

During the 2002-2003 academic year, an MAT Advisory Panel was formed and met three times this year (Appendix R). At the Spring meeting, results of the self study and student follow-up study were shared and four areas for future focus were identified and prioritized:

1. Refinement of a capstone activity—Should comprehensive exams be given in lieu of action research? Do we explore the use of portfolios based on proficiencies to

- better document the skills our students acquire during the program? Can we use electronic portfolios?
2. Refinement of field experiences—How can we assure that the full year of field experience requirements in the MAT program are responsive to students’ needs and model academic rigor? What forms, procedures, and supervisory models need to be considered to improve the consistency and quality of field experiences in the program?
  3. Addressing market demand—Are we doing all we can to recruit students in the areas that are in demand? What other scholarships can we find for students?
  4. Infusion of teaching/learning elements—How do we keep an emphasis on WOU’s legacy of connecting teaching and learning present in the MAT program? What aspects of the Work Sample need refinement?

During the 2002-2003 academic year, the Director of the WOU Center for Teaching and Learning was able to observe and provide feedback to faculty teaching in the MAT program.

**MAT Faculty Observations and Feedback**

| <b>Faculty member</b> | <b>Observations:<br/># of sessions</b> | <b>Observations:<br/># of hours total</b> | <b>Feedback time</b> | <b>Follow-up meetings</b>         |
|-----------------------|--|---|----------------------|-----------------------------------|
| Faculty 1             | 1                                      | 1.5                                       | 1.5 hr               | --                                |
| Faculty 2             | 1                                      | 3.0                                       | 1 hr                 | 1 hr + letter for promotion file  |
| Faculty 3             | 2 (1 last year)                        | 3.0                                       | 2 hr (1 last yr)     | Letter for file written last year |
| Faculty 4             | 1                                      | 3.0                                       | None yet             | --                                |
| Faculty 5             | 1                                      | 1.5                                       | None yet             | --                                |

Students in the undergraduate program are being surveyed to evaluate two new components added to the program curriculum (Problem Based Service Learning and Community Mapping). Results will be used to improve the implementation of these elements of the program. One group will be followed for five years to assess how these concepts translate into our candidates’ future classrooms.

**Significant Attention to Strategic Planning, Goal Setting,  
and Report of Progress on the Plan.**

**College day**

On April 25, 2003, 25 faculty from the College met for an all day meeting to engage in initial discussions to guide preparation for our next program review site visits from Teacher Standards and Practices Commission and National Council for Accreditation of Teacher Education, expected in 2005 (Appendix S).

Faculty reviewed the results of an online survey sent earlier in the term to all faculty assessing the clarity of each of the key concepts in the College's Conceptual Framework (Appendix T). Then the seven teams were assigned one key concept to answer the following questions:

What edits or additions are needed?

What other examples can we provide of how this concept is implemented in our College?

What questions or concerns does reading these concepts raise for you about how we operate in the College?

In what ways could we better communicate this concept to our audiences?

Are there any other concepts that need to be added?

The results of this activity (Appendix U) are being used to refine the concepts before next academic year.

The group also examined a draft document outlining the pathway towards initial licensure (Appendix U). Each program area has submitted revisions and edits to reflect current practice and these revisions are being made to the College summary over the summer.

Another group developed a Communication Plan for how the College's philosophy and procedures could be better communicated to various stakeholders (Appendix V). This document will be used to guide the processes needed to improve the College's website, handouts, catalog, and promotional materials during the 2003-2004 academic year.

Another group reviewed the current NCATE guidelines for institutional databases in teacher education and established initial steps towards the creation of a new database for the College of Education.

### **Sacred Day**

On May 14<sup>th</sup>, faculty attended a half-day of planning and discussions related to Portfolios, Dispositions, and Policies.

### *Portfolios*

Faculty discussed the following questions regarding the current procedures involving portfolios:

1. What is the purpose and role of portfolios in the initial teaching license program?
2. How are portfolios assessed and what kinds of feedback are given to the students?
3. How is the evaluation documented?
4. What processes and procedures need to be refined or articulated?

After discussion the following questions and action steps were identified for further work on portfolios during the 2003-2004 academic year:

- Need introductory essay on where portfolio fits into program (4<sup>th</sup> leg of stool toward licensure recommendation)
- Need graphic organizer to show how everything fits together. There is a need to reach; still lack common understanding and agreement on the role and value.
- Need better orientation for students.
- Create a new scoring guide through 3 lenses:
  - How well inform proficiencies
  - Can they write – levels of sophistication in reflections
  - Portfolio can be a place to assess writing intensive requirements
- Review kinds of judgments
  - Recommendation for licensure (1 piece)
  - Weighting with other 3 legs
- Determine how the evaluation is documented.
  - Now stops at Term III. What about IV?
  - Collected only
  - No reporting mechanism
  - Needs to be part of database
  - What form to go into database
- Need to develop a CD containing anchor papers for different components based on different levels of skill with analysis explained (OPEN).
  - Scoring (blind reviews?)
  - Independent reviewer?
  - Align scoring guide with writing guidelines
  - CD/In-service

### *Policy Review*

Another group focused on policies within the College dealing with: admission, student appeals, continuation in a program, and multiple practicum settings and identified the following action steps.

### Action items:

- Need to address program areas in generic policies with appendices for specific programs.
- Need to look at how policies are communicated.
- Need to involve public school personnel and students in our decisions
- Policy recommendations will be distributed to faculty for review and a vote will take place.

### *Dispositions*

The third group examined reviewed a current summary of the literature on dispositions and then began analyzing and clustering existing evidence of dispositions as measured in current College of Education documents. The group's clusters indicated general agreement around four natural areas/groupings:

- Attention to student learning
- Passion, dedication, energy
- Attention to self-improvement/self-professionalism

- Skills in social/cultural interaction

Action items:

- Edit “acceptance of responsibility for student learning.”
- Edit “proficiency in educational theory, practice and reflection.”
- Clarify, simplify and communicate the COE agreed-upon dispositions resulting in licensure
  - Send today’s work to faculty and add to body of policies
  - Consider a possible shift from a numerical scale to a nominal scale. Recognize breadth but answer yes/no to whether disposition is met.
  - Coordination, planning and agreement.
- Seek better ways to involve public school personnel and students in our decisions
- Develop language and a communication plan that informs students of the dispositions valued in the College, where and how they are assessed, and the consequences of failing to demonstrate these dispositions.

**Additional Individual Program Planning and Goal Setting**

The Special Education Division faculty continues to meet regularly with their respective Division Advisory Committees to review curricular changes and program needs. Former students and mentor teachers as well as Special Education administrators serve on this committee and provide useful feedback and direction for the programs.

During the Health and Physical Education retreat and subsequent meetings, faculty developed goal and objectives (Appendix W) that will help guide their programs development and division professional development.