

# Title II Institutional Report 2007-2008



## TITLE II INSTITUTIONAL REPORT

### Annual Institutional Report on Teacher Preparation: **Academic Year 2007-2008**

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### Section IA. Pass Rates

Program completers for whom information should be provided are those completing residency certificate program requirements in the 2007-2008 academic year (**September 1, 2007 – August 31, 2008**). Do *not* include completers of alternative-route programs.

**Table 1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008**

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
<b>Academic Content Areas</b>					
ELEMENTARY ED CONTENT KNOWLEDGE	014	184	184	100%	100%
EDUCATION OF YOUNG CHILDREN	021				100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	25	25	100%	100%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049				100%
TECHNOLOGY EDUCATION	050				
MATHEMATICS: CONTENT KNOWLEDGE	061	9			99%
MIDDLE SCHOOL MATHEMATICS	069				100%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	34	34	100%	100%
MIDDLE SCHOOL SOCIAL STUDIES	089				100%
BUSINESS EDUCATION	100				
MUSIC CONTENT KNOWLEDGE	113	7			100%
FAMILY AND CONSUMER SCIENCES	120				
ART CONTENT KNOWLEDGE	133	4			100%
FRENCH CONTENT KNOWLEDGE	173	3			100%
GERMAN CONTENT KNOWLEDGE	181	1			
SPANISH CONTENT KNOWLEDGE	191	12	12	100%	100%
BIOLOGY CONTENT KNOWLEDGE	235	6			100%
CHEMISTRY CONTENT KNOWLEDGE	245	4			100%

**Table 1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008**

Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
<b>Academic Content Areas</b>					
PHYSICS CONTENT KNOWLEDGE	265	1			
READING SPECIALIST	300				97%
EDUC. EXCEPTIONAL STUDENTS: CK	353	29	29	100%	100%
ENGL TO SPEAKERS OF OTHER LANGUAGES	360	1			85%
GENERAL SCI CONTENT KNOWLEDGE	435				100%
MIDDLE SCHOOL SCIENCE	439				100%
MARKETING EDUCATION	560				
EARTH SCIENCE CONTENT KNOWLEDGE	571	6			100%
THEATRE	640	5			100%
SPECIAL ED PRESCHOOL/EARLY CHILD	690				
AGRICULTURE	700				
HEALTH & PE: CK	856	15	15	100%	100%

Notes:

- Educational Testing Services reported all single assessment pass-rate data within the Academic Content Area type of assessment.
- Educational Testing Services does not report data on assessments with less than 10 test-takers. All 346 Western Washington University program completers passed the reported test, resulting in a 100% pass rate for each assessment.

**Table 2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2007-2008**

Type of Assessment	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Statewide Pass Rate
<b>Aggregate: Basic Skills*</b>	NA	NA	NA	NA
<b>Aggregate: Professional Knowledge*</b>	NA	NA	NA	NA
<b>Aggregate: Academic Content Areas (math, English, biology etc.)*</b>	346	346	100%	99%
<b>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</b>				
<b>Aggregate: Teaching Special Populations (special education, ESL,..)*</b>				
<b>Performance Assessments*</b>	NA	NA	NA	NA
<b>Summary of Individual Assessments**</b>	346	346	100%	100%

\*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).

\*\*Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).

Note:

- Educational Testing Services reported all single assessment pass-rate data within the Academic Content Area type of assessment.

## **Section IB. Other strategies to assess content knowledge**

*Describe any strategies other than the WEST-E used to assess the content knowledge of your program completers.*

Woodring College of Education has developed and is administering a comprehensive assessment system that includes the assessment of teacher candidate content knowledge relative to the Washington State endorsement competencies. Our assessment system includes both external (state-mandated) assessments and internal (locally developed and program-specific) assessments.

The state of Washington requires three assessments relative to content knowledge: the Washington Educator Skills Test-Basic (WEST-B), a test of basic skills in writing, reading, and mathematics; the Performance-based Pedagogy Assessment (PPA), a standards-based performance assessment of teaching performance and the impact of teaching behaviors on P-12 student learning; and the Washington Educator Skills Test-Endorsement (WEST-E), a subject knowledge test. In addition, the state of Washington administers the Educational Benchmarking Inc. (EBI) survey to first-year alumni and their employers to gather perceptions of the effectiveness of the teacher education program in preparing candidates relative to the Washington Residency Standards.

In addition to the state-mandated assessments, Woodring College of Education administers program-based assessments of candidate knowledge, skills, and dispositions. These assessments include admission interviews, grade point averages in the teaching major and general education courses, portfolios, teacher work samples, senior projects, the Woodring College of Education Intern Development and Evaluation System (IDES) administered during practicum and the student teaching internship, and the Woodring Intern Survey conducted during the student teaching internship. All of these assessments address the content knowledge of candidates in our programs for the initial preparation of teachers as defined by the Content Pedagogy standard of the Woodring Teacher Education Performance Standard.

Content knowledge of candidates in our teacher education programs is assessed at key decision points including program admission, program continuation, qualification for the internship, and program completion.

### **Program Admission**

- All applicants to a Woodring College of Education teacher education program must present passing scores on all three subtests of the WEST-B test for program admission.
- Undergraduate and post-baccalaureate program applicants must have a grade point average of 2.75 or higher overall, or in the last 45 credits.
- Elementary and Special Education undergraduate applicants must have completed a minimum of 45 graded credits.
- Elementary Education post-baccalaureate applicants must have completed an approved academic major with a minimum of 30 credits in one endorsement subject area.

- Secondary Education undergraduate applicants must have completed a minimum of 75 graded credits, and both undergraduate and post-baccalaureate applicants must have completed 50% of the credits required for the endorsement they are seeking.
- Admission to the Secondary MIT program requires candidates to have a baccalaureate degree with a grade point average of 3.0 or higher for the most recent 90 quarter credits, and completion of 80% of the credits required for the endorsement they are seeking.
- Candidates admitted to the Secondary MIT program must present a combined score of 1000 on the Verbal and Quantitative sections and a minimum of 450 on the Analytical (or 4.5 on Analytical Writing) section of the GRE, or a score of 45 (403 on the 3-digit score system) on the Miller Analogies Test.

**Program Continuation.** Candidate content knowledge for continuation in the program is evaluated through a variety of course-based and program level assessments. Each endorsement program offered across the University administers key assessments that address the Washington State endorsement competencies. Candidate content knowledge is also assessed within professional program projects and through the administration of the IDES during practicum. Maintenance of a minimum grade point average of 2.75 in undergraduate and post-baccalaureate teacher preparation programs, and 3.0 in the Secondary MIT teacher preparation program is required for continuation in the program. A grade of C or better is required for all endorsement and professional education courses.

**Qualification for Internship.** To qualify for the student teaching internship candidates must demonstrate content knowledge through successful completion of all content course work, culminating projects specific to each professional program, a passing score on the state-mandated WEST-E test for each endorsement to be earned with the Residency certificate, and the minimum grade point average required for program continuation.

**Program Completion.** The IDES is used to assess candidate performance relative to the Woodring Teacher Education Performance Standards during practicum and the student teaching internship, on a scale of 0 (unsatisfactory) to 5 (exceptional). Content knowledge is specifically targeted by the Instruction standard of the assessment and the scoring dimensions that address *knowledge in content area, presents subject knowledge clearly, and teaches content accurately*. The PPA administered during the student teaching internship specifically targets content knowledge through this observation standard: *the teacher candidate aligns instruction with the plan and communicates accurate content knowledge*.

A description of the Woodring Information System (WIS) used to track candidate performance is provided in Section III (D) - Screening Points for Program Candidates. During AY 2007-2008, we worked with content faculty to incorporate the collection of program-level content pedagogy assessment data consistent with the Plan for the Assessment of Endorsement Programs adopted by the Professional Educator Standards Board in September, 2007.

## Section IC. Positive impact

*Describe the current strategies used to assess the program completers' "positive impact on student learning."*

The Washington State Performance-based Pedagogy Assessment (PPA) is a summative evaluative tool used to assess candidates' pedagogy knowledge and skills in the P-12 classroom. Twice during the course of the internship, candidates develop and then teach an instructional plan addressing residency certification criteria. These criteria include but are not limited to the state learning goals, Essential Academic Learning Requirements (EALRs) and subject matter content for the area the candidate will teach, and formal and informal assessment strategies that measure student learning. Candidate performance is observed and evaluated by the University supervisor through the use of an observation scoring rubric. The PPA provides an opportunity for candidates to demonstrate competency in planning for instruction and in making a positive impact on student learning. The following program-specific assessments of the candidate's positive impact on student learning are used in addition to the PPA.

**Elementary Education.** The Elementary Education program links methods and field experiences so that candidates can apply state learning goals and EALR content in the context of K-8 classroom settings. Candidates are introduced to assessment techniques in ELED 370 within the context of designing and implementing teaching that impacts student learning. More specific assessment strategies are provided through content methods courses in literacy and language arts, mathematics, and science education. Sequential instructional methods courses (ELED 470 and 471), a social studies methods course, a literacy practicum and a mathematics internship seminar are completed during the yearlong internship to strengthen candidates' understanding and skill in the use of assessment strategies. Candidates use these strategies to demonstrate a positive impact on student learning in practicum and internship settings.

Teacher candidates in the Elementary Education program support learning by designing a Teacher Work Sample (TWS) that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this capstone performance assessment completed in ELED 471, teacher candidates provide credible evidence of their ability to facilitate student learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses ongoing analysis of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Impact on student learning is specifically targeted by the Assessment and Evaluation standard of the Intern Development and Evaluation System (IDES) administered during practicum and the student teaching internship. Candidates completing an Elementary Education program must show evidence of the following outcomes:

- √ Uses standards of quality assessment
- √ Utilizes a variety of assessment methods/strategies
- √ Links assessment and evaluation to the objectives
- √ Communicates achievement of expectations, standards, and criteria
- √ Develops a systematic/longitudinal plan for collecting, analyzing, and utilizing data
- √ Demonstrates a positive impact on student learning
- √ Evaluates effects of teaching by evaluating/adjusting instruction based on evidence of student learning.

**Secondary Education.** Secondary Education teacher candidates begin building a portfolio during the first quarter of their program. As they progress, candidates gather artifacts and write descriptive and analytical reflections that serve as elements of the portfolio. The portfolio is used to track candidate progress in the program relative to the Woodring Teacher Education Performance Standards, and is submitted for review and assessment in SEC 432 (undergraduate and post-baccalaureate programs) or SEC 533 (MIT program). During the student teaching internship and beyond, candidates use the portfolio to display their best work and further their professional development. The portfolio includes examples of P-12 student work product gathered during practicum and the student teaching internship, and contains the following:

- Lesson plan(s) that include measurable objectives.
- Rationale statements explaining why the content is relevant to the students.
- Rubrics that guide the students toward successful completion of the objectives.
- Sample assessment tools. Candidates must not only utilize standardized assessment tools but are also expected to include authentic and alternative approaches to evaluating student learning of the material.

Impact on student learning is specifically targeted by the Assessment and Evaluation standard of the Intern Development and Evaluation System (IDES) administered during practicum and the student teaching internship. Candidates completing a Secondary Education program must show evidence of the following outcomes:

- √ Uses a variety of strategies to assess student learning
- √ Collects continuous and current achievement information
- √ Reports progress to students and parents
- √ Uses assessment/evaluation reporting for teaching improvement
- √ Demonstrates a positive impact on student learning

**Special Education.** Special Education teacher candidates are introduced to the concept of progress monitoring during the first quarter of the program. Throughout the program, candidates demonstrate positive impact on student learning in a variety of settings, including:

- In an initial practicum candidates are required to provide evidence that P-12 students accomplished lesson goals/objectives. Candidates must explain what impact their evidence will have on future instructional planning.

- In a practicum linked to the reading courses candidates apply the concept of curriculum-based measurement in a quarter-long progress-monitoring project. Candidates monitor progress of at least two P-12 students on oral reading fluency rates and chart a minimum of six data points for each student. The candidates draw trend lines and evaluate P-12 student progress against nationally determined standards for reasonable improvement in oral reading fluency or against IEP expectations.
- During the quarter prior to the internship, a performance-monitoring project requires candidates to monitor the impact of interventions on P-12 student(s) over the course of a quarter. Each candidate maintains a visual display of progress monitoring data. Some candidates chart rate samples; some display percentage scores; some use pre-post samples. The performance monitoring assignment is integrated with assignments in classroom/behavior analysis, curriculum analysis, and instructional interventions and organized with PowerPoint for presentation and explanation to other members of the class. At least ten lessons are taught, and the candidate assesses the impact on P-12 student learning in each.

Impact on student learning is specifically targeted by the Assessment and Evaluation standard of the Intern Development and Evaluation System (IDES) administered during practicum and the student teaching internship. Candidates completing a Special Education program must show evidence of the following outcomes:

- √ Selects and administers appropriate measures for summarizing student performance
- √ Interprets and applies relevant assessment information
- √ Summarizes and reports assessment/evaluation results to colleagues, parents and students
- √ Demonstrates a positive impact on student learning

## **Section II. Program information (Do not include candidates in alternative-route programs.)**

### ***(A) Number of students in your teacher preparation program at your institution:***

Please consider the number of students enrolled (full admission status) in your teacher preparation program during the 2007-2008 academic year (September 1, 2007 – August 31, 2008), including all areas of specialization, in providing the following data.

1. Total number (headcount) of students enrolled (full admission status) during Fall Quarter or Fall Semester: **879**. (note: this number may not always be equal to the number of program completers for September 1, 2007 – August 31, 2008)

### ***(B) Information about supervised student teaching:*** (for the purpose of this report, student teaching refers to the culminating clinical experience used to determine candidates' competence in the professional roles for which they are preparing)

1. Total number of students enrolled in supervised student teaching during the 2007-2008 academic year: **393**

2. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

1 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

76 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

0 Other, please describe.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

- 3a. Total faculty (headcount) assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 82
- 3b. Total faculty FTE assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 7.3

Define the process that was used to calculate faculty FTE: **18 candidates per quarter per supervisor is considered to be a fulltime assignment (1.0 FTE). The formula is therefore 393 (# of interns) / 3 (# of quarters) / 18 (# of candidates per quarter = 7.3.**

4. The student/faculty ratio, based upon the total number of faculty was: 4.8:1
5. The student/faculty ratio, based upon faculty FTE was: 17.9:1
6. The average number of hours per week required of student participation in supervised student teaching in these programs was 40 hours. The total number of weeks of fulltime supervised student teaching required is 11 for Elementary and Special Education; 18 for Secondary Education. The total number of hours required is therefore 440 for Elementary and Special Education; 720 for Secondary Education.
7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe: N/A

**(C) Please describe the range of field experiences required in your teacher preparation program per WAC 181-78A-264 (6).** “Field experience” is defined by WAC 181-78A-010 (5) as “a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. Such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.”

<b>Program</b>	<b>Pre-Internship (Observations / Practicum)</b>	<b>Internship</b>	<b>Total Hours</b>
<b>Elementary Education</b>  (Candidates complete a Yearlong Internship (YI) that enables them to learn about the distinctive characteristics of a particular school in-depth, and discover how they might draw upon community resources to support the needs of diverse learners.)	Four practicum and one course with embedded field work that emphasize effective teaching methods and strategies, teaching science, math, basic reading instruction, and literacy methods and assessment. (94 hours)	YI Quarter 1: Back-to-school planning and activities, developing and strengthening effective teaching methods and strategies, and teaching social studies. (128 hours) YI Quarter 2: Documenting teaching experiences and impact on student learning, teaching mathematics, and literacy methods and assessment. (176 hours) YI Quarter 3: One 11-week, supervised fulltime student teaching internship in a K-8 classroom. (440 hours)	838
<b>Early Childhood Education</b>	Three practicum and six courses with embedded field work that emphasize effecting teaching methods and strategies in infant/toddler and preschool settings, and in teaching science and math. (148 hours)	One 11-week supervised student teaching internship in an early childhood infant/toddler setting. (220 hours) One 11-week supervised student teaching internship in an early childhood preschool setting. ( 440 hours)	808
<b>Secondary Education</b>  (In addition, all Secondary candidates complete methods courses in their content area, and many of these include a practicum component.)	Three practicum and a 20-60 contact hour service-learning experience that emphasize working with students with diverse backgrounds, specifically ELL and special education, and effective teaching methods and strategies. Candidates are placed in both middle and high schools. Music and Physical Education / Health provide one alternative practicum. (67-147 hours)	One 18-week, supervised fulltime student teaching internship in a middle or high school classroom. (720 hours)	787 - 867 plus field work in content methods courses
<b>Special Education</b>	Five practicum that emphasize effective teaching methods and strategies, and the development, implementation and monitoring of instructional intervention programs in literacy, math and behavior. (252 hours)	One 11-week, supervised fulltime student teaching internship in a P-12 special education setting. (440 hours)	692
<b>Early Childhood Special Education</b>	Six practicum and four courses with embedded field work that emphasize effective teaching methods and strategies and the	One 11-week, supervised fulltime student teaching internship in a P-3 special education setting. (440 hours)	740

Program	Pre-Internship (Observations / Practicum)	Internship	Total Hours
	development, implementation and monitoring of instructional intervention programs in literacy, math and behavior with a special emphasis on infant/toddler and preschool settings. (300 hours)		
<b>Special Education P-12 and Elementary Education (Dual Endorsement)</b>	Six practicum and one course with embedded field experience that emphasize effective teaching methods and strategies, and the development, implementation and monitoring of instructional intervention programs in literacy, math, behavior and science. (292 hours)	One 11-week, supervised fulltime student teaching internship in a P-12 special education setting. (440 hours) One 11-week, supervised fulltime student teaching internship in an elementary setting. (440 hours)	1172

***(D) Information about state approval or accreditation of teacher preparation programs:***

1. Is your teacher preparation program currently approved or accredited by the state?  
  X   Yes    \_\_\_\_\_ No
2. Is your teacher preparation program currently under a designation as “at risk” or “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?  
\_\_\_\_\_ Yes      X   No

**Section III. General Information (Do not include information on alternative-route programs.)**

***(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 2007-2008 academic year (September 1, 2007 – August 31, 2008):***

*Center for Family Supportive Schools and Communities: Marrs.* (Northshore/Shoreline Network/\$20,000/September, 2007.) The Center was established in 2006 to support connections among schools, families, and their communities in order to enhance student success in school and life, and includes partnerships with a variety of community-based agencies. The \$20,000 award from Northshore/Shoreline Network in AY 2007-08 brings the total grant funding to \$85,000.

*Curriculum Integration for Responsive, Cross-cultural, Language-based Education (CIRCLE): Collier, Salzman.* (U. S. Department of Education/\$1.45 Million - 5 years, July, 2007/Second Allotment \$288, 282/July 2008.) Through this grant the Woodring College of Education, in partnership with Ferndale, Nooksack Valley, Lynden and Mount Baker school districts, prepares educators to work effectively with students who have limited English

skills. CIRCLE instruction is provided to Woodring teacher candidates and via in-service training, to teachers and administrators in partnering school districts.

*Improving Academic Performance: Demmert.* (Kamehameha Schools/\$125,575/ November, 2007.) Research project to study the influences of indigenous language development and a culturally-based education program on improved academic performance.

*Nooksack TANF Project: Demmert.* (Nooksack Indian Tribe/\$45,000/April, 2008). Development of a model for a comprehensive and effective tutoring program to meet the unique needs of Nooksack tribal children who struggle in core areas of reading, writing and mathematics. Also provides for pre-service teachers enrolled in the special education program.

*North Cascades and Olympic Science Partnership: Nelson.* (National Science Foundation, \$12 Million - 5 years, 9/1/2003. Year Five Allotment \$2,250,508/September, 2007.) The North Cascades and Olympic Science Partnership is a National Science Foundation funded project involving 28 school districts, two education service districts, four community colleges, Washington State LASER, the Naval Undersea Museum, Washington State MESA, and Western Washington University. The project involves close interaction of the partners to reform science education in grades 3-10 through teacher professional development, implementation of new curriculum materials, and development and support of learning communities in the schools.

*Research Experiences for Future Science, Mathematics and Technology Teachers: Nelson.* (University of Washington/March 2005, Additional Allotment \$10,092/November, 2007.) Funding for summer research scholarships available to Western Washington University future science, mathematics and technology teachers.

*Standard V Pilot Project: Carroll, Carney* (Professional Educator Standards Board/ \$44,843/September 2008). The Department of Elementary Education and the Nooksack Valley School District began work in AY 2007-08 on a project to pilot the use of new candidate knowledge and skills standards that require candidates to provide student-based evidence of making a positive impact on student learning. Through a leadership team comprised of faculty members and district administrators and teachers, the pilot will develop and document a collaborative approach to teacher preparation and professional development.

*Sustainability for New Teachers: Nolet.* (The Russell Family Foundation. \$139,000/ December, 2007.) Development of strategies for integrating education for sustainability into educator preparation at Western Washington University and statewide.

*Today's Student Tomorrow's Teacher* (Professional Educator Standards Board): Woodring College of Education in collaboration with North Seattle Community College, Seattle Public Schools, and several community organizations (YMCA Black Achievers, Campana Quetzal, Seattle Urban Academy, Seattle MESA, Homewaters Project) received a \$128,000 grant to recruit and support students of color who are interested in becoming teachers.

**(B) Identify any awards received by your program, your program faculty, or your students during the 2007-2008 academic year (September 1, 2007 – August 31, 2008):**

Faculty Professional Development Awards

Of our 73 fulltime Woodring faculty, 54 were awarded funding earmarked specifically for faculty professional development travel in the amount of \$75,080 during this report year. An additional \$14,566 was provided from internal College resources to nine faculty members attending national and regional conferences and workshops. Funds were again provided through the Teaching and Learning with Technology Grant Program to support faculty members in our outreach programs to enhance, improve, or develop courses that meet the highest, research-based quality standards for online instruction and distance learning.

Faculty Recognition Awards

- Robert Keiper, Professor, Department of Secondary Education received the *Western Washington University 2008 Excellence in Teaching Award*.
- George Nelson, Director of Science, Mathematics, and Technology Education received the *Western Washington University 2008 Faculty Service Award*.

Student Awards

Through the generosity of Woodring supporters, 63 Woodring College of Education Scholarships totaling \$123,400 were awarded in AY 2007-08.

Woodring Outstanding Teacher Education Candidates for 2007-2008:

- Laura Southerland, 2008 Woodring Presidential Scholar and Elementary Education Outstanding Graduate. Laura is a member of the North Sound Student Reading Council and involved in teaching literacy to students of all grade levels. She volunteered at the Western Washington University's annual Children's Literature Conference and Children's Book Sale, and served as a member of Woodring's Teacher Curricula and Certification Council.
- Stephanie Black, BAE and dual endorsements in Elementary Education and Special Education, served as a role model and leader for her Woodring peers. She is enthusiastic about learning, maintains a positive attitude, and demonstrates strong communication skills.
- Michelle Gilluly, Secondary Education Post-baccalaureate graduate with endorsements in German, Spanish, and English as a Second Language. Given her level of professionalism and multiple talents in languages, Michelle served as an outstanding representative of her endorsement programs and the Department of Secondary Education at a professional conference.
- Sara Graves, Secondary Education MIT graduate, exhibits a highly creative approach to teaching English and Theatre to adolescents. She demonstrated persistence and dedication by balancing parenting, three part-time jobs, and a full load of courses while maintaining a 3.97 GPA.
- Eri Higashi, Teaching English to Speakers of Other Languages endorsement program, was enthusiastic in her work with English language learners and dedicated to helping them be academically successful in the classroom and in their daily lives in a new culture.

- Linwood Lucas, BAE and endorsement in Elementary Education (Interdisciplinary Child Development), has been a role model and leader in the Seattle teacher education outreach program. His dedication and work on social justice issues, his expertise in the arts and mastery of the art and science of teaching, make Linwood an exceptional teacher.
- Laura McKenney, BAE and endorsement in Elementary Education (Mathematics), brings natural enthusiasm to any project and holds high regard for K-12 students and their capacity to learn.
- James McLuen, BAE and endorsement in Elementary Education (Interdisciplinary Child Development) maintained a 4.0 GPA throughout his program and served as a leader for his cohort.
- Toni Rocco, BAE and dual endorsements in Elementary Education and Special Education, used her gift of strong communication skills to advocate for students with disabilities and to collaborate with others, including families and educators.
- Bethany Stead, BAE and endorsement in Elementary Education (History), consistently produces high quality work and has been unfailingly positive in her interactions with faculty and peers.

***(C)1. Describe the applicant selection process for your program, including a list of specific admission requirements other than passage of the WEST-B:***

Summary of Admission Criteria

X GPA of 2.75 Elementary Education, Secondary Education and Special Education

X GRE or MAT, and GPA of 3.0: Secondary Education MIT

X Letters of recommendation: Secondary Education MIT

X Interviews: Secondary Education MIT

X Personal essay or philosophy statement: All programs

X Communication and writing competency: All programs

Undergraduate and Post-baccalaureate Admission

Minimum requirements for admission to our undergraduate and post-baccalaureate teacher education programs included:

- Elementary and Special Education: Completion of at least 45 graded quarter credits of college-level course work or baccalaureate degree for post-baccalaureate candidates.
- Secondary Education: Completion of at least 75 graded quarter credits of college level coursework or baccalaureate degree for post-baccalaureate candidates, and at least 50% of the credits required for the qualifying endorsement
- Grade point average of 2.75 or higher on a 4-point scale
- Passing score on the Washington State WEST-B basic skills test.
- Writing competence, represented by a “B” grade in a college level English

composition course for Secondary Education and “B-” for Elementary and Special Education. Elementary Education students must also complete a proctored written essay as part of the application process.

Teacher Education Admissions Office personnel screen applications from students seeking admission to our main campus programs and forward complete applications of eligible students to the appropriate department. Elementary and Special Education faculty committees then review each file against specific criteria and select the strongest candidates to fill a pre-defined number of positions in their program. Secondary Education applications are reviewed by Secondary Education faculty and then forwarded to the appropriate academic department for evaluation and recommendation regarding admission. This process occurs each quarter during the academic year, allowing students to enter the teacher education programs in fall, winter, and spring quarters. Applications to the teacher education programs offered at three outreach sites in the North Puget Sound area are accepted once each year and submitted directly to the program site. Consistent with the main campus program, staff screen application materials for eligibility and Teacher Education Outreach Program faculty select the strongest candidates based on predetermined criteria.

Approximately 50% of initial undergraduate applicants transfer to Western Washington University with at least 90 credits within a transferable Associate of Arts (AA) degree from a Washington State community college. The transferable AA degree meets all of Western Washington University’s General University Requirements (GUR). Students who enter Western as freshmen or who transfer without a transferable AA degree must complete Western’s GUR series in its entirety, unless transfer credits are judged to be comparable to Western’s requirements.

### Graduate Admission

Admission to our graduate program is coordinated through Western’s Graduate School. The Graduate School grants admission with the concurrence of the department or program unit in which the student will pursue graduate study and informs applicants of the decision made on their applications. Full admission is contingent upon:

- A baccalaureate degree from a regionally accredited U.S. college or university, or an equivalent degree from a foreign university. The degree must be appropriate to the master’s study intended. Two recent, official transcripts from each college or university attended must accompany the application in a sealed envelope prepared by the Registrar of each institution.
- A 3.0 undergraduate grade point average (on a 4.0 scale) in the last 90-quarter or 60-semester hours of study. In order for post-baccalaureate credit to be included in the GPA computation, the course work must be upper division. Applicants with advanced degrees from accredited institutions are considered to have met GPA requirements.
- Three current letters of reference from professors in the applicant’s undergraduate major field, or from professors of post-baccalaureate courses, or from others able to make an appropriate assessment of the applicant’s academic or professional competence.

- Favorable review and recommendation of applications by the graduate faculty in the program to which application is made.
- Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores. Admission to the MIT in Secondary Education program requires a minimum GRE of a combined score of 1000 on the Verbal and Quantitative and 4.5 on the Analytical, or a minimum MAT score of 45. This requirement is waived for applicants with advanced degrees from accredited institutions.

All applicants for the Master's in Teaching Program in Secondary Education also take part in a group assessment interview process as part of their application. Two professional educators who have been trained in conducting and evaluating Group Assessment Interviews rate each member in their interview group. A scoring technique that helps to discriminate between high and low skill acquisition on a variety of important teaching dimensions is used. Scores are later compared and discussed by the interviewers and an overall consensus score (between one and six, with six being the highest score) is agreed upon for each applicant. Research on the independent scores of interviewers indicates that even before a discussion to establish consensus is held, scores given to any individual tend to be very similar if not the same. An overall score of 3 or higher is required for an applicant to remain in the pool. Applicants' Group Assessment scores are combined with other admission criteria to determine those recommended for admission. Research indicates that the Group Assessment Interview is a reliable tool for predicting future success in teaching. This is particularly true when it is used in conjunction with assessments of academic ability.

2. Number of applicants for the 2007-2008 academic year (September 1, 2007 – August 31, 2008): **675**
3. Number of applicants not admitted during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): **246 (167 denied, 38 withdrew application, 41 declined offer)**
4. Number of program completers for the 2007-2008 academic year (September 1, 2007 – August 31, 2008): **346**
5. Number of candidates who completed student teaching/internship, but did not complete the program during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): **0**
6. Number of candidates who completed the program, but were not recommended for certification during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): **0**

***(D) Identify the “screening” points for your program candidates:***

1. Describe the types of “screening” activities for your candidates.

Faculty in each of our teacher preparation programs evaluate and monitor candidate progress at program decision points common to all programs. This process is consistent with each program's assessment plan, which identifies criteria used for decisions about candidate admission, continuation, qualification for internship and program completion. Through the use of information gained from ongoing assessment, candidates are expected to demonstrate increasingly higher levels of performance and complexity, and the knowledge, skills and dispositions communicated in the Woodring Teacher Education Performance Standards.

Candidate progress is monitored through use of the Woodring Information System (WIS). The WIS is a comprehensive data management system developed collaboratively by the College and the University Administrative Computing Services. The WIS supports a web-based interface for creating a wide range of reports pertaining to candidate admissions, continuation, internships, and program completion. The WIS accesses dedicated relational databases that were built specifically for this system as well as various University databases such as those maintained through admissions, the registrar, and the graduate school. The system is accessed by support personnel throughout Woodring College of Education programs and provides real-time data in ready-to-use report formats. Some data from the WIS are used immediately by departments and programs for decisions regarding student admission, retention, and program completion. Other data are analyzed and interpreted by the Woodring Assessment Coordinator and then reported via formal reports to the University, accreditation agencies, state and federal entities, our partners in P-12 schools and the community. We continued to enhance the breadth and depth of course-based and program-level assessments available through the WIS during AY 2007-2008, thereby increasing our ability to efficiently track candidate progress and to collect and analyze longitudinal candidate performance data.

A summary of criteria used to monitor candidate eligibility and progress is listed below by program decision point. Depending upon the circumstances, candidates who are not performing at standard develop a plan for improvement, are advised out of the program, or are dropped according to college/program policy.

**Admission.** Refer to Section III(C) above for information on our program admission criteria and screening process.

**Program Continuation.** Candidates in our teacher preparation programs must maintain a minimum quarterly GPA of 2.75 (3.0 for Secondary Education MIT candidates) and grades of C or better in professional education and content area course work, in order to continue in the program. They must also continually demonstrate competence in standard oral and written English, and demonstrate proficiency in the use of knowledge, skills and dispositions necessary for more advanced work in the program. Candidates are assessed through course-based performance tasks, case conferences on academic performance, and practicum performance evaluations.

**Qualification for Internship.** All of our teacher preparation programs require candidates to demonstrate proficiency in the use of knowledge, skills and dispositions necessary for the internship, including content knowledge associated with the area in which they plan

to teach. Proficiency is demonstrated through the cumulative assessments required for continuation in the program, and benchmark assessments specific to each program including culminating projects (e.g., Teacher Work Sample, Portfolio, Performance Monitoring Project, Block Unit Assessments) and pre-internship field experiences. In addition, candidates must present passing WEST-E scores for each endorsement they expect to earn with the Residency teacher certificate in order to qualify for the internship.

**Program Completion.** Through the Intern Development and Evaluation System (IDES) and the State of Washington Performance-Based Pedagogy Assessment (PPA), candidates demonstrate proficiency in the Woodring Teacher Education Performance Standards and ability to make a positive impact on student learning.

2. As the result of your screening process/activities, identify the number of candidates who did not continue in your program in 2006-2007: 20

*(E) Describe how your program provides for experience(s) with diverse populations.*

All of our programs include curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all children learn. One important strategy is addressed through foundational courses. Candidates in our undergraduate and post-baccalaureate programs take EDUC 310 - The Teacher and the Social Order, which focuses on foundational guiding principles and concepts of diversity and multicultural education during the first quarter of their program. The course is designed to develop the foundational understandings and dispositions underlying teaching and learning in democratic classrooms that support the learning and well-being of all students. Secondary Education MIT candidates cover this in SEC 513 – Seminar in Socio-cultural and Legal Issues in Education.

All candidates complete foundational coursework in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, and adaptations in the regular classroom. Candidates in the redesigned Elementary Education program complete SPED 364 – Teaching all Students, which introduces them to the impact of disability and English language acquisition on access to the general education curriculum, and SPED 430 – Problem Solving for Diverse Needs, which includes content on legal issues and inclusive practices for diverse populations. Candidates in our Secondary Education programs cover this content through SPED 363 – Secondary Students with Special Needs, or SPED 510 – Middle and Secondary Level Learning Problems in the MIT program.

In addition to the foundational courses described above each of our teacher education programs includes the study of diversity in specific courses and field experiences. The understandings gained through these experiences are reinforced and strengthened throughout each program.

**Elementary Education.** Candidates build deeper understandings of diversity by completing an extensive cultural inquiry project in ELED 370 - Introduction to Teaching, blocked with their first practicum experience in a setting that provides opportunities for

quality experiences with diverse students. Thereafter they complete readings, assignments, and activities in each course that addresses a variety of diversity topics.

**Secondary Education.** Candidates participate in an urban school experience where they gain experience with special needs, English language learner, and migrant leadership classes and complete a reflection assignment related to the experience. Through instructional methods courses - SEC 431/432, or SEC 532/533, they learn about lesson and unit planning, including strategies for meeting the needs of diverse learners. Students must then plan lessons and units that include ideas for meeting the needs of diverse students. Candidates in the MIT program participate in a 20-60 contact hour service-learning experience that emphasizes working with students with diverse backgrounds.

**Special Education.** Candidates complete a unit of study on diversity responsive teaching in their SPED 420 - Effective Teaching class and then write their own unit plans which must include strategies for addressing classroom diversity. They complete targeted and integrated readings, assignments, and activities throughout each course on topics related to the wide range of diversity in today's schools, and have opportunities to complete practica in diverse settings.

Efforts are made in all teacher education programs to find practicum and internship placements that include diverse student populations. Candidates in all certification programs design lessons that address student diversity and are evaluated during the internship using the Intern Development and Evaluation System (IDES) on these outcomes:

- √ Prepares culturally responsive lessons for students from diverse racial and ethnic groups (All Programs)
- √ Designs / adapts curriculum that is challenging and developmentally appropriate (Elementary Education)
- √ Utilizes knowledge of families and community resources to enhance support for children and families, including those from racially and ethnically diverse groups (Elementary Education, Secondary Education)
- √ Demonstrates competence while encountering cultural diversity (Special Education)
- √ Demonstrates cultural, gender, and ability sensitivity through teaching and in relationships with students (Elementary Education)
- √ Is mindful and respectful of gender, racial, ethnic, and ability differences when communicating with students, colleagues, and parents. (Secondary Education)

To support our work in diversity we continued to operate three centers that provide diversity resources to the University, P-12 schools, and the community:

The *Center for Education, Equity and Diversity* (CEED) supports the Woodring College of Education mission in its commitment to an education that promotes cultural understanding and social justice in a pluralistic, democratic society. Numerous resources are available in the CEED for teaching and research. All resources address diversity and include lesson plans/curricula, articles, books, texts, posters, DVDs, and videos. During this report year the CEED either sponsored or facilitated candidate participation in over 50 events involving invited speakers, interactive discussions and follow-up critical conversations.

Through the *Northwest Center for Holocaust Education*, housed in the Woodring College of Education, candidates are assured a solid knowledge base for teaching Holocaust studies in P-12 schools, as stated in Chapter 28A.300 of the Revised Code of Washington (RCW): “Every public high school is encouraged to include in its curriculum, instruction on the events of the period in modern world history known as the Holocaust, during which six million Jews and millions of non-Jews were exterminated. The instruction may also include other examples from both ancient and modern history where subcultures or large human populations have been eradicated by the acts of mankind. The studying of this material is a reaffirmation of the commitment of free peoples never again to permit such occurrences....”

The *Ershig Assistive Technology Resource Center* in the Woodring College of Education houses hundreds of technology tools and other items that can increase access to, and improve participation in, activities of life and learning for a range of diverse individuals. The mission of the ATRC is to facilitate the integration of assistive support technologies into teaching and learning at all levels of education (preschool, elementary, secondary, and higher education).

The Woodring College of Education online journal entitled *The Journal of Educational Controversy* entered a third year of publication and dissemination. The journal included internationally renowned authors in the fields of cultural and educational pluralism including Jonathan Kozol, Nel Noddings, Nadine Strossen, and Karen Paiva. The journal has brought international recognition of the quality of WWU programs, faculty, and students and of our commitment to social justice and educational pluralism and may viewed on the following website: <http://www.wce.wvu.edu/Resources/CEP/eJournal/>

The Woodring College of Education (WCE) Diversity Plan was updated in June 2008, with a two-year plan that includes the following long-term goals:

- Assist all candidates entering Woodring in developing an understanding of and appreciation for diverse perspectives.
- Ensure that all WCE curriculum provides candidates with opportunities to develop a comprehensive understanding of and experience with diverse populations.
- Actively support recruitment/retention activities that enhance candidate diversity within WWU and WCE.
- Actively support recruitment/retention activities that enhance faculty and staff diversity within Western Washington University and Woodring College of Education.
- Encourage and promote a wider distribution of knowledge about diversity.
- Cultivate relationships with diverse University and community groups.
- Assure that the Diversity Committee functions effectively within the Woodring College of Education.

We increased the diversity of our faculty through the hire of two Latina women effective fall 2007, one in our program for the initial preparation of secondary education teachers and one in our program for Teaching English to Speakers of Other Languages. The Woodring

College of Education Diversity Committee was represented on six faculty search committees during this report year and developed interview questions to ascertain candidate interest and work around issues of diversity.

We continued aggressive efforts to recruit and retain a diverse student population during this report year. Traditionally, one of our most successful strategies was the support of a position in the College specifically targeted to the recruitment and retention of diverse students. We were also successful in procuring private donor funding to maintain a scholarship program to support freshman and sophomore students of color entering the teaching profession. In the fall of 2007, we awarded two-year scholarships to an additional 5 students, bringing the total number of students funded by the scholarship to 23. We also celebrated the success of our previous year recipients as 7 were admitted to our teacher education programs.

D.I.V.E. (Diversity Inspired Volunteer Educators), comprised of Western students who share their interest in the field of education, continued in its second year. Members are current and prospective students of Woodring College teacher education programs, Promise Scholars, and Future Scholars. D.I.V.E. is a highly diverse club represented by students from various races, ethnicities, religions, socioeconomic levels, family histories, nationalities, and abilities. D.I.V.E. supports the community by providing club members opportunities to volunteer with children as tutors in local schools, through Junior Achievement, the Boys and Girls Club, Big Brothers Big Sisters, and the Student Washington Education Association.

## **Section IV. Contextual Information.**

### ***(A) Student population served by your institution***

#### Western Washington University

Fall 2007 combined enrollment at Western Washington University totaled 13,352, with 12,442 (93.2%) fulltime and 910 (6.8 %) part-time. Of the total, 12,538 (93.9%) were undergraduate students, 550 (4.1%) were graduate students, 235 (1.8%) were post-baccalaureate students, and 28 (.2%) were post-master students. Gender composition of total enrollment was 7,268 (54.4%) women, and 6,084 (45.6%) men. Approximately 92% of Western's fall 2007 students originate from the State of Washington. The other 8% are from 48 other states or U.S. territories led by Alaska, California and Oregon, Idaho, and Colorado and 31 other nations, predominately Japan and Canada. Students of color comprised 16.9% of the total student body.

#### Woodring College of Education

The two tables beginning on the next page provide data on gender and ethnicity of all candidates enrolled in our initial teacher preparation programs in fall 2007.

<i>Gender by Initial Teacher Program Fall 2007</i>				
Program	Bellingham		Outreach Sites	
	Male	Female	Male	Female
Elementary Education	29	184	44	230
Secondary Education	99	140	15	31
Special Education	7	100	n/a	n/a
<b>Totals</b>	<b>135</b>	<b>424</b>	<b>59</b>	<b>261</b>

<i>Ethnicity Detail Initial Teacher Programs Fall 2007</i>						
Ethnicity	Bellingham		Outreach Sites		Grand Total	
Asian/Pacific Islander	16	2.9%	16	5.0%	32	3.6%
Black	7	1.3%	10	3.1%	17	1.9%
Mexican/Mexican American/ Chicano	17	3.0%	9	2.8%	26	3.0%
American Indian	10	1.8%	2	0.6%	12	1.4%
Caucasian	483	86.4%	262	81.9%	745	84.8%
Other/Multicultural	0	0.0%	1	0.3%	1	0.1%
Unknown Race/Ethnicity	26	4.7%	20	6.3%	46	5.2%
<b>Grand Total</b>	<b>559</b>	<b>100.0%</b>	<b>320</b>	<b>100.0%</b>	<b>879</b>	<b>100.0%</b>

***(B) Mission of the “unit”***

Woodring College of Education provides nationally recognized programs for the preparation of teachers from early childhood to adult education, P-12 school administrators, rehabilitation counselors, human services professionals, and college student affairs administrators. As academic leaders, educators, and scholars, Woodring College of Education faculty develop collaborative partnerships that promote the well-being of individuals, families, and the community. Through the modeling of best practices and extensive field-based experiences, Woodring College of Education programs foster a culture of learning and reciprocal community relationships that advance knowledge, embrace diversity, and promote social justice.

Woodring College of Education has a rich tradition of educator preparation and is committed to the preparation of high quality teachers, school and district leaders, school counselors, education scholars, and other human services and higher education personnel. Our *mission statement* provides the guidance for institutional priorities, program development and resource allocation: *Woodring College of Education facilitates learning that prepares and*

*advances quality educators and human service professionals throughout their careers.* Significant aspects of our mission include modeling best practices in teaching and learning; cultivating competence through extensive field experiences; integrating theory, research, and practice; acting with respect for individual differences; developing collaborative partnerships; and evaluating processes and outcomes to assure continual program improvement.

Consistent with the Western Washington University strategic goals of quality, diversity, and community, our **vision statement** for the college focuses all activities in Woodring College of Education on *fostering community relationships and a culture of learning that advance knowledge, embrace diversity, and promote social justice*. Our vision articulates our obligation to anticipate and respond to larger societal needs and to serve as a partner with schools, families, and communities in supporting the learning and well-being of all students.

In addition to the college mission and vision statements described above, the Woodring College of Education **conceptual framework** provides direction for all our programs. In summary form, the conceptual framework states that our work centers on *preparing thoughtful, knowledgeable, and effective educators for a diverse society*. Consistent with our vision and mission, our conceptual framework entails ongoing reflection on our beliefs regarding learning and teaching, widespread discussion, and opportunities for input from our partners across the university and in P-12 schools and the community. The framework highlights the dynamic interaction between the knowledge, dispositions, and skills deemed essential for the effective professional in diverse social and cultural environments.

### **(C) Institution (history, mission)**

Western Washington University began as Bellingham Normal School in 1899 with a class of 88 students. It has grown into a comprehensive regional university organized into seven undergraduate colleges and a Graduate School that offers master's degrees. It is one of six state-funded, four-year institutions of higher education in Washington. With an enrollment of 13,352 full and part-time students (fall 2007), it is Washington State's third-largest institution of higher education in the state. Western has maintained its U.S. News & World Report ranking as the second top public master's degree-granting universities in the West, for the 11<sup>th</sup> consecutive year.

The seven undergraduate colleges are the College of Business and Economics, Fairhaven College, College of Fine and Performing Arts, College of Humanities and Social Sciences Huxley College of the Environment, College of Sciences and Technology, and Woodring College of Education. Western's undergraduate and graduate programs lead to the following degrees: Bachelor of Arts, Bachelor of Arts in Education, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Music and Master of Science.

The University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU), which was reaffirmed on July 28, 2008 following a 10-year comprehensive evaluation conducted in spring, 2008. Specific program accreditation within

the University include: the National Recreation and Parks Association; the American Chemical Society; the American Speech-Language-Hearing Association; Computing Accreditation Commission of the Accreditation Board for Engineering and Technology; Technology Accreditation Commission of the Accreditation Board for Engineering and Technology; Accreditation Board for Engineering and Technology; Council for the Accreditation of Counseling and Related Education Programs; Council on Rehabilitation in Education; National Association of Schools of Music; and the American Assembly of Collegiate Schools of Business.

Western Washington University professional education programs are accredited through a unit review by the National Council for Accreditation of Teacher Education, and educator programs are approved by the Washington State Professional Educator Standards Board. Woodring College of Education is the unit responsible for coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed. All standards for both initial and advanced level programs were deemed met as a result of the joint NCATE accreditation and State program approval site visit conducted in May, 2005. The next site visit is scheduled for spring, 2012.

The Western Washington University Strategic Action Plan revised significantly in 2006, provides the structure for its vision, mission, values, strategic objectives and strategic actions. The Western Washington University *vision* is to become the premier public comprehensive university in the country through engaged excellence. As its *mission*, Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills. As a public institution of higher education, Western serves the needs of the citizens of the state of Washington by providing undergraduate and select graduate programs in Bellingham and at selected locations elsewhere in the state.

Western provides students with a personalized teaching and learning environment of the highest quality. Through engaged excellence:

- Western instills in graduates a life-long passion for learning and fosters individual curiosity, intellectual rigor, critical thinking, and creativity.
- Western promotes scholarly and creative work of significance and applies that scholarship in regional, national, and global communities.
- Western creates opportunities for students to display leadership, civic engagement, social responsibility, and effective citizenship.
- Western brings together an increasingly diverse and talented student body, faculty, and staff to form a learning community that, along with community partners, involves its members in active learning, scholarly discourse, and reflection.
- Western provides a high quality environment that complements the learning community on a sustainable and attractive campus intentionally designed to support student learning and environmental stewardship.

The common core of the University-wide educational experience is the liberal arts and sciences, including at least these dimensions: analysis and communication; creative and aesthetic expressions; knowledge of civilization and cultural pluralism; scientific and mathematical understanding; and a sense of perspective on the nature and processes of human development. Professional and applied programs are built upon institutional strengths and are responsive to national, state and regional needs. At the same time, the University values its historical role in preparing future teachers, in preserving unique curricular emphases, and its more recent efforts to integrate new technologies in teaching and learning.

***(D) Type(s) and delivery of teacher preparation program(s) offered (e.g. undergraduate, MIT, school partnership)***

Woodring College of Education offers undergraduate initial teacher preparation programs in Elementary, Early Childhood, Secondary, and Special Education. Depending upon the academic major, undergraduate candidates earn a Bachelor of Arts in Education, Bachelor of Arts, Bachelor of Science, or Bachelor of Music. In addition, Woodring offers a graduate degree program in Secondary Education leading to initial teacher certification and a Master in Teaching degree. Candidates who have earned a baccalaureate degree and do not wish to pursue an advanced degree may complete a post-baccalaureate certification only program in Elementary, Secondary or Special Education. All of these programs are offered at the Bellingham campus, and some are offered at selected outreach sites throughout the North Puget Sound region. Programs offered at our outreach sites have the same program standards, and the same program admission and completion requirements as programs offered at our main Bellingham campus.

Programs for the professional development of teachers include a Master of Education in Special Education at the Bellingham campus, and a growing Professional Teacher Certification program delivered through school district partnerships and consortia throughout North Puget Sound. We also began delivery of a Professional Administrator Certification program for principals and program administrators, effective fall 2007.

***(E) Faculty composition (e.g. full-time tenure track, National Board certified teachers, etc.)***

<b>Full-Time Teacher Education Faculty (Total = 57)</b>	
Tenured/Tenure Track 36	Non-Tenure Track 21
Females 39	Males 18
Terminal degree 45	Master's level 12
State Supported Programs 46	Outreach Programs 11
From ethnic groups underrepresented in teacher education: 3	

**(F) Collaborative activities**

Woodring College of Education collaborates with our constituents in communities and schools to create and sustain exemplary partnerships that support the learning and well-being of children and families. We meet this commitment to engagement with communities and schools through the Community Leadership Advisory Council, the Community Action Grants program, resources and centers that serve the larger community, the integration of service learning into all of our academic programs, and other partnerships with community agencies and P-12 schools.

Community Collaboration

- We continued our work with the Community Leadership Advisory Council (CLAC), co-chaired by a member of the community and a member of Woodring College of Education. The Council collaborates to create and sustain exemplary partnerships that support the learning and well-being of children and families.
- The Community Action Grant Program provides incentives and supports to Woodring College of Education faculty members conducting community-based research and service projects in the WWU service area. An example is the *Transition Out of Homelessness* project conducted in collaboration with Lydia Place, a nonprofit that provides transitional housing for homeless women and children. The partnership provided an opportunity for Human Services students to engage in applied research and evaluation practices relative to transition services, and for Lydia Place to refine existing programs and further evaluate program effectiveness.
- At the recommendation of CLAC, Woodring College of Education established the Center for Family Supportive Schools and Communities at WWU. The Center serves as a resource for professionals who want to work with families more effectively around the issues of student learning. Partners include the Washington Alliance for Better Schools, the Washington Children's Home Society/Parent Resource Center, the Northshore/Shoreline Community Network, Humanlinks Foundation, Family Life Education at Edmonds Community College, the Washington State Family Policy Council, and Washington State University Extension.
- Woodring College of Education in collaboration with North Seattle Community College, Seattle Public Schools, and several community organizations (YMCA Black Achievers, Campana Quetzal, Seattle Urban Academy, Seattle MESA, Homewaters Project) received a \$128,000 grant to recruit and support students of color who are interested in becoming teachers.
- The Woodring College of Education, Ershig Assistive Technology Resource Center (E-ATRC) is committed to increasing the knowledge of teachers-in-training about assistive educational technologies available to support preschool through grade-12 students with diverse learning needs. The technologies, tools, and other resources housed in the center, are accessed by local school district educators and specialists, as well as families and others in the community interested in inclusive education.
- Pacific Northwest Children's Literature Clearing House, housed at Woodring, provides access to the newest children's literature for K-12 educators and librarians and university faculty, students and librarians. The Center publishes reviews of free volumes received regularly from more than 40 publishers.

### P-12 School Partnerships

We continue to collaborate with our school partners to design, implement, and evaluate field experiences and clinical practice to insure that our candidates develop and demonstrate the knowledge, skills, and dispositions necessary to support the learning of all students.

Placements of candidates in P-12 schools are made with the cooperation and contribution of superintendents, principals, teachers, and other school professionals in the school districts in our service area. A total of 411 internship placements were arranged in 221 schools within 56 Washington State school districts, five out-of-state school districts and two private schools were made during this report year. In addition, 28 candidates participated in student teaching internships overseas in English language-based international, state, and private schools.

We strengthened and increased enrollment in our Professional Certification program for the advanced preparation of teachers to include the development of classroom-based evidence of meeting state standards, through partnerships with seven district/consortia: Arlington School District, Bellingham School District, Everett School District, Lake Stevens/Granite Falls School Districts, Skagit County Network (Anacortes, Burlington-Edison, Concrete, Mount Vernon and Sedro Woolley School Districts, Whatcom County Network (Blaine, Lynden, Meridian, Mt. Baker, and Nooksack Valley School Districts), and Whidbey Island Network (Coupeville, Oak Harbor, and South Whidbey School Districts). A total of 53 teachers earned a Professional Certificate during AY 2007-2008 and enrollment in all program partnerships as of the end of AY 2007-2008 was 263.

Candidates in our programs for the initial and advanced preparation of special education teachers participated in our partnership with Mt. Baker School District summer school where they had the opportunity to develop essential classroom skills through the use of reading mastery curriculum, to collect pre-and post-assessment data on each student's level of reading in order to monitor student improvement and alter instructional strategies, and to collaborate with other educators.

Woodring College of Education, the University Center for Service Learning, and Shuksan Middle School celebrated the second successful year of partnering through Youth 4 REAL, a yearlong mentoring program for at-risk middle school students. Shuksan Middle School has the most diverse population of the four middle schools in the Bellingham School District. The Youth 4 REAL program benefits both Woodring and the Bellingham School District by providing a safe, supportive after-school environment for struggling students. It is one of several choices of field experience mentoring programs offered to candidates in our program for the initial preparation of secondary education teachers.

The Nooksack Valley School District has been a longstanding partner of Woodring College of Education programs for the initial preparation of teachers. This report year the Department of Elementary Education and the Nooksack Valley School District began work on a project funded by the Washington Professional Educator Standards Board to pilot the use of new candidate knowledge and skills standards that require candidates to provide student-based evidence of making a positive impact on student learning. Through a leadership team comprised of faculty members and district administrators and teachers, the

pilot will develop and document a collaborative approach to teacher preparation and professional development – an approach focused on improving the learning of both teacher candidates and district teachers.

The first cohort of 20 teachers seeking professional development on English as a second language strategies through the Curriculum Integration for Responsive, Cross-cultural, Language-based Education (CIRCLE) grant began their training this report year. Participation is through a partnership with five Whatcom County school districts.

Woodring entered into a new partnership with the Nooksack Valley School District and the Nooksack Tribe to develop an early learning model for preschool children who are English language learners.

### Professional Collaboration

Woodring works closely with practicing professionals through our Professional Education Advisory Board (PEAB) to help inform program improvements and strengthen working relationships with schools and districts. The PEAB meets four times a year with Woodring faculty to review and inform teacher education program. By law, half of the 32 members must be practicing teachers.

Faculty in the Woodring College of Education also collaborate with our University partners in a variety of ways. The Teacher Education Academic Departments Commission (TEAC), comprised of faculty representatives from Woodring College of Education and the arts and sciences departments across the University, serves as a forum for the discussion and development of teacher preparation issues, policies, and initiatives. The Commission also provides a mechanism for ongoing communication between all the departments in the University involved in the preparation of teachers.

Woodring College of Education faculty provided service and leadership to literally every committee, council and board in the College and in the University. Our faculty also provided leadership to a number of national and state boards this year, including but not limited to the following:

- Sheila Fox, Director, University-School Partnerships continued her appointment as the only higher education representative to the Washington State Board of Education. She serves as the SBE liaison to the Washington Higher Education Coordinating Board and the Washington Professional Educator Standards Board.
- Kristine Slentz, Professor, Department of Special Education was appointed by the Governor to the Washington State Interagency Coordinating Council for Early Learning.
- Angela Harwood, Professor, Department of Secondary Education serves as a member of the Steering Committee for the National Association for Service Learning and as chair of the American Educational Research Association special interest group for service learning.
- Lorraine Kasprisin, Professor, Department of Secondary Education continued her appointment to the Washington Multi-Ethnic Think Tank as designated by the State Superintendent of Public Instruction.

- Jennifer McCleery, Director, Office of Field Experiences heads the statewide consortium of Directors of Field Experiences.
- Trish Skillman, Director, Teaching English to Speakers of Other Languages, serves on the Board of Directors for the American Consortium of TESOL Educators.
- William Demmert, Professor, Department of Elementary Education heads a consortium of Circumpolar Ministers of Education with a focus on improved academic performance of indigenous students.

**Section IV. Certification.**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

***Responsible institutional representative for teacher preparation program:***

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(Signature)

Stephanie Salzman, Dean  
Woodring College of Education

***Certification of review of submission:***

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(Signature)

Bruce Shepard, President  
Western Washington University

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(Signature)

Dennis Murphy, Provost  
Western Washington University