

## TITLE II INSTITUTIONAL REPORT

Annual Institutional Report on Teacher Preparation: **Academic Year 2003-2004**

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### **Section I. Pass Rates**

Program completers for whom information should be provided are those completing program requirements in the 2003-2004 academic year as defined by the state (September 1, 2003 – August 31, 2004).

**Describe the current assessments/procedures used by your institution to determine how each program applicant meets the State Board of Education requirements relative to basic skills competency.**

Beginning September 1, 2002, students applying for admission to teacher preparation are required to submit a passing score on each of three sections—reading, writing and mathematics--of the Washington Educator Skills Test-Basic (WEST-B). In addition, applicants' competency is further assessed through (1) evaluation of course work in English, social sciences, mathematics, sciences, arts and humanities; (2) standardized test scores (SAT, ACT or GRE); (3) evaluation of written responses to standard questions; (4) individual or group interview with faculty wherein consideration is given to the applicant's interpersonal skills, their demonstrated ability to be reflective, and their professional presentation; and (5) minimum cumulative grade point average (2.5 for undergraduate programs and 3.0 for the last 60 semester hours of graded course work for graduate programs).

**Describe current strategies used to assess the content knowledge of your program completers. Include initial, intermediate, and end-of-program screening assessment strategies, as applicable to your program.**

During the initial screening process, all undergraduate applicants must meet the minimum 2.5 cumulative grade point requirement on a 4.0 scale, and have achieved a grade of C or better in specific courses in science, mathematics, social sciences, and writing/composition. Applicants for graduate programs must have a minimum 3.0 gpa over the last 60 semester hours of graded course work and meet

specific minimum requirements to demonstrate competency in mathematics, science, U.S. history, economics and geography. In addition, individuals preparing to teach specific subject matter must have a minimum grade of C in each course in their endorsement and minimum 2.5 grade point in their content area.

Each undergraduate and postbaccalaureate student's academic work is monitored regularly throughout the program. At the conclusion of each academic term, any student whose semester gpa has fallen below 2.5 receives a written reminder of minimum requirements, and those whose cumulative gpa falls below 2.5 are required to appear before the Teacher Education Student Affairs Committee for review and recommendation for remediation. The knowledge and skills required for state approval of programs are embedded in the course work, and performance relative to these knowledge and skills are a factor in course grades. A range of assessment methods are used to assess these knowledge and skills, including selected response tests, essays, performance assessments and observations of students in classroom settings. In addition, students are assessed in their professional education courses each semester by each instructor on a standard set of professional behaviors established by the faculty. Students not meeting expectations must work on a plan of assistance with the Teacher Education Student Affairs Committee and meet expectations as a condition of placement in the student teaching internship. Students in graduate programs must maintain a minimum 3.0 cumulative grade point average, a requirement monitored by the Graduate School according to established policies and procedures. Students not meeting this standard must appeal to continue in the program.

Student teacher interns are assessed throughout and at the end of the student teaching experience. Assessment methods include surveys completed by the WSU students, WSU student teacher supervisors, and cooperating K-12 teachers relative to teacher preparation competencies specified in the WACs; assessment by WSU students of the teacher preparation program on 13 factors (e.g., quality of instruction; preparation in such areas as learning theory, pedagogy, child development, assessment; results are compared to those of selected teacher preparation programs in the state and across the nation); and observation and assessment of classroom teaching by WSU supervisors and cooperating K-12 teachers using the Performance Based Pedagogy Assessment and WSU's Professional Dispositions Evaluation in conjunction with conferences to discuss and improve teaching. One year following graduation, data on the quality of their preparation are collected from graduates and their supervisors (e.g., principals). In addition, students in graduate programs demonstrate content knowledge through a research project which consists of a systematic inquiry about classroom learning, a written report of that inquiry, and an oral presentation of the work.

**Describe current strategies used to assess the program completers’ “positive impact on student learning.”**

Assessment of impact on student learning occurs through field-based assignments that accompany course work, as well as through formal practica and student teaching/internship experiences. In selected courses, field experiences that accompany course work include assessment of K-12 student learning that results from preservice student activities. During practica and student teaching/internships, students receive ongoing assessment and guidance from their field supervisors and collaborating teachers relative to positively impacting student learning. Also, a component of all the assessment practices described in the previous section is an assessment of whether the WSU student had a positive impact on student learning. In addition, in the graduate programs students conduct classroom-based research and construct an exit portfolio that includes documentation of their ability to show how community building and instructional activities can positively impact student learning.

The state mandated Pedagogy Performance Assessment instrument, designed collaboratively by teacher preparation institutions in Washington to align with state standards, is used to a) assess student teachers’ positive impact on student learning and, b) collect evidence of this impact. Student teachers must meet all of the standards in the instrument in order to successfully complete student teaching.

**Section II. Program Information**

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 2003-2004 academic year (September 1, 2003 – August 31, 2004), including all areas of specialization, in providing the following data.

1. **757** Total number (headcount) of students enrolled (full admission status) during fall quarter or fall semester 2003. (Note: This number may not always be equal to the number of program completers for September 1, 2003 –August 31, 2004.)
- B. Information about supervised student teaching. (For the purpose of this report, student teaching refers to WAC 180-78A-264(7) which states that “Candidates complete an internship in which they demonstrate the required knowledge and skills . . .”).
2. **468** Total number of students enrolled in supervised student teaching during the 2003-2004 academic year.

3. Please provide the numbers of **student teaching supervising faculty** who were:

**13** Appointed full-time faculty in professional education and full-time in the institution: An individual who works full-time in a school, college, or department of education, and spends all or part of the time supervising student teaching.

**4** 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 assigned to supervise student teaching.

**40** Appointed part-time faculty in professional education, not otherwise employed by the institution; may be part time university faculty or P-12 teachers who are employed to supervise preservice teachers. The number does not include P-12 teachers who receive a stipend for the role of a cooperating teacher or mentor.

     Other, please describe.

Supervising faculty for the purpose of this report includes all individuals considered by the institution to have “faculty status” and who were assigned to provide supervision and evaluation of student teaching as part of their contracted load.

**57** Total faculty (headcount) assigned to supervise student teaching during the 2003-2004 academic year (September 1, 2003-August 31, 2004).

**13** Total faculty (FTE) assigned to supervise student teaching during the 2003-2004 academic year (September 1, 2003 – August 31, 2004).

Define the process that was used to calculate faculty FTE: WSU considers a full time supervision load to be 18 student teachers per semester or 36 per academic year.

4. The student/faculty ratio, based upon the total number (headcount) of faculty was: **8:1**
5. The student/faculty ratio, based upon faculty FTE was: **18:1** per semester.
6. The average number of hours per week required for students to participate in supervised student teaching was **40** hours. The total number of weeks of supervised student teaching required was: 16 for undergraduate programs; 16 for Ed.M. plus secondary certification Pullman; 15 for MIT Pullman; 12 for MIT Tri Cities; 10 for secondary certification Vancouver; and 8-9 weeks part time (2 full days per week) plus 8 weeks full time for MIT Vancouver.
7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe:

Undergraduate program: 16 weeks full time  
MIT Pullman: 15 weeks full time  
Ed.M. with secondary certification Pullman: 16 weeks full time  
MIT Tri Cities: 12 weeks full time  
MIT Vancouver: 8-9 weeks part time (2 full days per week) plus 8 weeks full time  
Secondary Certification Program Vancouver: 10 weeks full time

8. Please describe the range of field experiences required in your teacher preparation program per WAC 180-78A-264 (6). Field experience is defined by WAC 180-78A-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.”

### Field Experience/Required Hours

In the graduate programs, field experiences are attached to the methods courses and students complete a pre-internship and an internship. The pre-internship involves students in the P-8 school environment 10-16 hours per week for 15 weeks. They have opportunities to explore the school environment, study teacher and learner concerns, observe diverse teaching and learning situations, and spend time at more than one grade level and/or in more than one classroom. The internship is full time in the classroom for 12 weeks at the Tri Cities campus; for eight weeks part time and 10 weeks full time on the Vancouver campus; and for 15-16 weeks full time on the Pullman campus.

In the undergraduate programs, all students complete an initial one-week full-time classroom observation connected to an introductory course, T&L 300. Throughout the program, field experiences are attached to methods courses, giving students an opportunity to interact with school children on an on-going basis. In the elementary program, students are able to engage in P-12 classroom experiences for three hours per week throughout two semesters while they are enrolled in the methods courses. In the semester immediately prior to student teaching elementary preservice teachers enroll in a five-week, full-time advanced practicum experience. Secondary preservice teachers complete a three-week full-time practicum experience followed by a 60-hour advanced practicum (6 hours per week over 10 weeks). The final field experience for both elementary and secondary preservice teachers is a 16-week full time student teaching internship.

Early in the final field experience, students observe pupils and school professionals and reflect upon their observations. As the student is ready, he/she assumes the role of the classroom teacher with the support and guidance of the collaborating teacher and the university supervisor. It is expected that the intern will be fully responsible for all planning, teaching and assessment during a significant portion of the internship.

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

Students are placed for practica and student teaching in classrooms with diverse pupil populations. For the undergraduates in elementary education, a specific course, T&L 330 Diversity in Education is required which provides an additional opportunity for students to thoughtfully reflect on diversity issues and engage in examination of their own ideas and beliefs. The baccalaureate degree program at WSU requires all students to complete a course in an intercultural studies category, and to take a course which falls into the American diversity category. Through the Co-Teach grant (see below under grants), opportunities are being created for WSU students to intern in 41 professional development schools serving high needs students (where at least 50% of the students are eligible for free or reduced lunch subsidies).

The master's program in Vancouver requires students to spend 50 hours over 10 weeks in a community setting where they must interact with one or more members of a group whose life experiences are significantly different from their own. This field experience is linked to course work assignments requiring students to make connections between their own concepts about diversity and issues in educational practice. It also provides them with experiences that they may draw upon in evaluating professional and popular literature related to diversity issues in school and community contexts.

(C) Information about state approval of accreditation of your teacher preparation program:

10. Is your teacher preparation program currently approved by the state?

Yes     No

11. Does any state or national association accredit your teacher preparation program?

Yes (Name): NCATE and the State Board of Education

12. Is your teacher preparation program currently under a designation as "low performing" by the state as per section 208 (a) of the HEA 1998?

Yes     No

### **Section III. General Information**

(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 2003-2004 academic year (September 1, 2003 – August 31, 2004):

#### **Vancouver Campus**

BETAP (1.1 million over 5 years, 7/99-6/05, Ernst-Slavit). Bilingual/ESL Education Teacher Advancement Program. Title VII funded program in collaboration with five school districts and two community colleges. Scholarships for 13 bilingual/ESL paraprofessionals to pursue an MIT degree and 22 paraprofessionals to pursue an undergraduate degree with elementary certification.

PRiSSM: (\$9,094,267, over five years, 2003-2008, Slavit and Holmlund). Partnership for Reform in Secondary Science & Mathematics. This project involves a partnership with ESD 112 and 114, 9 school districts from Olympia to Goldendale and is seeking to develop a common vision of high quality science and mathematics, the improvement of student learning, the formation of professional learning communities, and a plan for continuous improvement.

TEAMS (\$1.3 million over 5 years, 2002-2007, Ernst-Slavit). Teams in ESL for Achievement in Member Schools provides approximately 70 scholarships for in-service teachers to obtain endorsement in ESL, and professional development in ESL for school administrators. WSU is partnering with five school districts, and one educational service district which includes 19 small, rural districts.

Gorge Math Project: Next Steps (\$128,261, 4/03-6/04, Slavit, Kennedy). Using School Improvement Plans, WSU in partnership with ESD 112 will provide sustained support in mathematics to teachers in nine of the smallest and most rural school districts in the Columbia Gorge region to help students meet state standards in mathematics. University faculty and mathematics leaders will provide resources to help districts adopt a research-based curriculum and focus on the high need areas of upper elementary through high school. Funded by the Washington Higher Education Coordinating Board.

Evaluation Cool Town, (\$40,435 over 18 months, Mabry) from the Vancouver School District, Hewlett-Packard, and AT&T to study a technology project at Eleanor Roosevelt Elementary School that provides laptop computers to students.

### **Pullman Campus**

Co-Teach (\$9.6 million over 5 years/ending August 2004/Akmal, Helmstetter, Maring, Oaks, Pavel, Shinew). Collaborative Teacher Education Accountable to Children with High Needs, funded by the U.S. Department of Education. A partnership involving WSU Pullman's colleges of Education, Liberal Arts, and Sciences, the General Education Program at WSU; four community colleges, thirteen school districts, Northwest Indian College, tribal schools, OSPI, Apple Computer and the Washington Education Association. The overarching goal is to prepare teachers of learners with diverse backgrounds and needs. This grant is facilitating a complete reform of teacher preparation at WSU. The restructured program will include extended internships for teacher candidates in 41 professional development schools serving high need students. The Co-Teach project will use technology as a mechanism for supporting the collaboration necessary for full participation of the school partners located at a distance from the university. It is anticipated that program reform efforts facilitated by this grant will positively affect the quality of teachers produced at WSU.

Training for All Teachers (\$693,000 over three years ending September 2005, Egbert). Designed to address a critical need for ESL teachers in Washington, this grant provides support for K-12 in-service teachers to complete an ESL endorsement via intensive on-line education courses combined with attendance at a summer institute.

National Board for Professional Teaching Standards Project (\$450,000 over three years/ending June 2004). The Washington Initiative, funded by the Gates Foundation, Washington Mutual and the Stuart Foundation, provided support to 600 teachers state wide pursuing National Board certification over the life of the grant. WSU provided NBPTS support to 68 teachers during the 2003-2004 academic year. Sixty-four completed the process. The WSU NBPTS program has and is currently operating at all four regional campuses, Pullman, Spokane, Tri-Cities and Vancouver. During the life of the grant, WSU provided support for 175 teachers. A second goal of this initiative is to incorporate National Board standards into the WSU curriculum. The National Board work completed by Washington teachers can be applied to an advanced degree at WSU.

teach.edu, a PT3 Initiative (\$897,000 over 4 years ending May 2004, Hall). A collaboration between the WSU College of Education and the Colleges of Liberal Arts and Sciences, as well as professional development sites across the state. The goal is to redesign teacher preparation for technology infusion in K-12 settings by offering support and opportunities for preservice and inservice teachers and teacher education faculty to meet the International Society for Technology in Education's National Educational Technology Standards for Students and Teachers."

Bridges for Engineering Education (BEE) (\$100,000 over two years ending August 2005, Maring). Mathematics and Engineering via New Technologies: Outreach and Recruitment. A collaborative planning grant between the WSU Colleges of Engineering and Education to improve, expand and evaluate WSU's innovative Cybermentoring Project begun in 1998. A series of monthly themed technology summits focusing on developing cutting edge technologies and testing how they improve teaching and learning of preservice engineers and teachers, addressing national, state and local needs to better prepare students to enter the engineering, mathematics and science fields.

Exotic Species Curriculum (\$3737, one year 9/03-8/04, Paznokas). A National Parks Service sponsored curriculum development project.

Ecology of the Columbia River Basin (\$9200, one year 10/03-9/04, Paznokas). A U.S. Department of the Interior grant to support a program on the ecology of the Columbia River Basin.

(B) Identify any awards received by your program, your program faculty, or your students during the 2003-2004 academic year (September 1, 2003 – August 31, 2004):

WSUV student, Dion McClure, was selected and attended the summer field experience project in Richland, WA sponsored by the Department of Energy's Pre-Service Teacher Program.

Six graduate students, Wade Barringer, Jennifer Cowgill, DaVina Hoyt, William MacLean, Brenda Maldonado, and Todd Vanek, and seven undergraduates, Cammie



Cruz, Elizabeth Dorsett, Becky Englund, Melissa Martinez, Dawn Roorda and Genisha Wea, received the WSU President's Award

June Canty, Professor, was named co-editor of a topical issue of *Rural Special Education Quarterly*.

Joy Egbert, Associate Professor, Deanna Day, Assistant Professor, Pamela Bettis, Assistant Professor, and Jason Margolis, Assistant Professor, received Alhadeff Teachers of Teachers New Faculty Recruitment Awards.

Deanna Gilmore, Assistant Professor, received the College of Education Research Award.

David Gruenewald, Assistant Professor, was named to the editorial board of the Journal for Research in Rural Education.

Roxanne Hudson, Assistant Professor, received the Exemplary Poster Award from the Council for Exceptional Children for her paper entitled, "Using Story Starters as Writing Prompts: Influences on Compositional Fluency" at the 2003 CEC national conference.

Jane Kelley, Assistant Professor, Paula Groves Price, Assistant Professor, and Lenore Schmidt, Assistant Professor, received Alhadeff Teachers of Teachers Awards.

Armando Laguardia, Associate Professor, was named Chair of the Task Force on Diversity in the Teaching Force by the Association of Teacher Educators and helped organize a summit on teacher diversity. He was also elected to the office of 2<sup>nd</sup> Vice President of the Northwest Association of Teacher Educators.

Linda Mabry, Associate Professor, was named in the American Evaluation Association-sponsored *Encyclopedia of Evaluation* as a major contributor to the field of evaluation in the areas of ethics, public responsibility, and postmodernism. She was also recognized three times by the Board of Directors of the American Evaluation Association for her service and contributions, the first AEA member to be recognized at two consecutive meetings.

Amy McDuffie, Assistant Professor, received the Alhadeff Teachers of Teachers Award, the College of Education Research Award, and was an invited participant to the National Council of Teachers of Mathematics Research Catalyst Conference.

Darcy Miller, Associate Professor, was appointed to the founding advisory board for the WSU President's Teaching Academy by WSU President V. Lane Rawlins and Provost Robert C. Bates.

Philip Morgan, Assistant Professor, received the Mortar Board Distinguished Professor Award.

Judith Morrison, Assistant Professor, received a WSU Foundation New Faculty Seed Grant, the Alhadeff Teachers of Teachers New Faculty Recruitment Award, and the College of Education Research Award.

Lynda Paznokas, Associate Professor, received the 2003 Science Teacher of the Year Award, higher education level, from the Washington Science Teachers Association and the 2004 Outstanding Service Award from the Council for Elementary Science International, for outstanding service to elementary science education. She also was named Pre-secondary and Informal Science Education Director for the International Council of Associations of Science Education and received an Alhadeff Teachers of Teachers Award.

Mary Roe, Associate Professor, was elected to serve on the Board of Directors for the College Reading Association and was nominated to join the National Conference for Research on Language and Literacy and received an Alhadeff Teachers of Teachers Award.

Cynthia Thomas, Assistant Professor, was selected by the National Council for Teachers of Mathematics to serve on the advisory board for their professional development website, Illuminations.

Terrell Young, Professor, was selected as President-elect of the Children's Literature Assembly of the National Council of Teachers of English, and received an Alhadeff Teachers of Teachers Award.

(C) Describe the admission criteria for your teacher preparation program:

For undergraduate programs the following criteria must be met:

- T&L 300 Introductory Field Experience
- T&L 301 Learners and Learning
- HD 101 Lifespan Human Development (elementary)
- 80 hours of supervised work with children/youth within the last 3 years
- Faculty interview
- Competency in basic skills (WEST-B)
- English 201 or an equivalent writing course graded C or better
- ComSt 102 or an equivalent public speaking course graded C or better
- A personal goal statement
- Minimum cumulative gpa of 2.5
- For specific subject preparation candidates must have met requirements for admission to the major
- For elementary preparation candidates must have Math 251, Math for Elementary Teachers and two of the four required science courses completed with a grade of C or better.

For graduate programs the following criteria must be met:

- Bachelor's degree from an accredited institution
- Minimum 3.0 grade point average over the last 60 hours of graded course work. GRE 1350 (Tri Cities)
- Three letters of recommendation
- Evidence of competency in math, science, US history, civics, economics, geography
- Competency in basic skills (WEST-B)
- Personal statement (TC); Written response to five essay questions (V)
- Documentation of volunteer/professional experiences in teaching settings
- Faculty interview
- Applicants to the secondary certification program must have completed the required courses in the content area with a grade of C or better.

1. **593** Number of applicants for the 2003-2004 academic year (September 1, 2003-August 31, 2004).

WSU Pullman 340 (BA 308; MIT 32)  
WSU Vancouver 180 (BA 72; MIT 76; Sec Cert 32)  
WSU Tri Cities 73 (BA 51; MIT 22)

2. **151** Number of applicants not admitted during the 2003-2004 academic year.

WSU Pullman 101 (BA 95; MIT 6)  
WSU Vancouver 33 (BA 6; MIT 24; Sec Cert 3)  
WSU Tri Cities 17 (BA 10; MIT 7)

3. **463** Number of program completers September 1, 2003 thru August 31, 2004.

WSU Pullman 311  
WSU Vancouver 80  
WSU Tri Cities 72

4. **12** Number of candidates who completed student teaching/internship but did not complete the program during the 2003-2004 academic year.

WSU Pullman 10  
WSU Vancouver 0  
WSU Tri Cities 2

5. **2** Number of candidates who completed the program but were not recommended for certification during the 2003-2004 academic year.

WSU Pullman 0  
WSU Vancouver 0

(D) Describe the applicant selection process for your program.

WSU Vancouver: Applicants to the undergraduate program submit an application portfolio which is first reviewed for fulfillment of minimum admission requirements. Candidate selection is based upon evaluation by a Selection Committee of a timed writing, an interview, and the application portfolio. All offers of admission are contingent upon completion of outstanding prerequisites to meet admission criteria.

Applicants to graduate programs submit a portfolio that is reviewed by a faculty member who assigns a numerical score. The applicant is interviewed by the faculty portfolio reviewer who then gives an overall recommendation for admission based upon the portfolio and interview. In the case of the elementary program where there are far more applications than there are spaces available, a Selection Committee is responsible for final rankings of candidates and selection decisions. In the case of the secondary certification program where the program is not yet at capacity, admission decisions are made based on recommendations from the faculty from the education department and the content department.

WSU Pullman and Tri Cities: Each candidate's application is reviewed to determine eligibility based upon established minimum admission criteria. The applicants are then interviewed and final admission decisions are based upon cumulative grade point average and interview score. For subject area preparation, where only a limited number of new students can be admitted to teacher preparation each semester, admission decisions are made by the content department which may also impose additional criteria (such as a departmental essay, gpa in the content or specific course work completed).

(E) Identify the "screening" points for your program candidates.

1. Describe the types of "screening" activities for your candidates.

All candidates are screened on an on-going basis in all programs, graduate and undergraduate. Faculty are required to submit at the end of each semester and for every student in their course the Professional Dispositions Evaluation (PDE), an instrument for assessing a candidate's performance and demonstration of professional behavior in professional course work in such areas as oral and written communication, sensitivity to cultural norms, attendance, daily preparedness for classes, and engagement in class activities. The dispositions used have been adapted from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). Instructors of methods courses in the content areas also complete PDE assessments for each of their students. In 2003-2004 a second dispositions instrument was developed and implemented which specifically evaluates performance and professional behavior in field experiences. It is used in each of the practicums and during student teaching as a component of

the Performance Based Pedagogy Assessment. Students who are performing below expectations in their course work or in field experiences are counseled by faculty members, field supervisors and collaborating teachers. With student input, expectations are outlined and a plan of action agreed upon. The Pullman-based undergraduate program has a formally established Student Affairs Committee for addressing such issues.

2. As the result of your screening process/activities, identify the number of candidates who did not continue in your program in 2003-2004.

WSU Pullman	13
WSU Vancouver	0
WSU Tri Cities	2

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

Please use this space to provide information that describes:

- (A) Student population served by your institution.

In the fall of 2003 there was a combined WSU campus enrollment of 22,712 of which 18,746 were undergraduates, 3239 were graduate and 727 were professional or other students. Of the 18,746 undergraduates, 486 self identified as African American, 230 Native American, 996 Asian or Pacific Islander, 702 Hispanic, 14,236 Caucasian, 672 foreign, and 1424 other. The average age on the Pullman campus is 18 for freshmen and 22 for transfers while the average age of students at the other campus sites is 31 and for those engaged in distance degree programs, 34. While students in teacher preparation on the Pullman campus are generally undergraduates between the ages of 18-22, those in programs at Vancouver and Tri Cities, as well as those in the 2+2 programs delivered through collaborative programs with Clark, Lower Columbia, Grays Harbor, and Centralia are generally individuals who are older, who are seeking a career change, and who may currently be serving in the schools as paraprofessional educators.

- (B) Mission of the unit.

Washington State University, as a land grant university, is committed to providing teaching, research and professional service to all of the people of the state. WSU is often referred to as one university, geographically dispersed. This mission is apparent in the teacher certification program offered through the College of Education at WSU. This program is designed to meet the diverse needs of the population of Washington, from those who are place bound in rural and urban settings to those who are changing careers and very mobile. Through its constructivist model of learning, the College of Education prepares effective practitioners and scholars with the leadership and problem-solving skills necessary to meet the needs of citizens of contemporary society. It is our belief that teachers must

be liberally educated, well grounded in human growth and development, informed and appreciative of cultural and linguistic diversity, committed to egalitarian ideals, capable of communicating and inspiring an interest in learning in others, competent in technical aspects of teaching and managing group learning, and reflective about their own beliefs and actions.

(C) Institution (history, mission)

Washington State University, the state's land-grant university and its only statewide university, prepares individuals for productive lives and professional careers, conducts basic and applied research and provides public service statewide. Founded in Pullman in 1890, WSU became a multi-campus system in 1989 with the establishment of campuses in Spokane, the Tri Cities, and Vancouver. Degree and non-degree courses are available as well through regional Learning Centers around the state and through the Extended Degree Programs.

The university consists of ten colleges and a graduate school, and offers nearly 100 major fields of study. The undergraduate core curriculum, including world civilizations courses and expanded writing requirements, is nationally recognized. In addition, WSU's Honors College is one of the oldest and most well respected programs for academically talented students.

WSU runs the Washington Higher Education Telecommunication System (WHETS) which transmits live, interactive instruction to the branch campuses and other sites. WSU's instructional faculty includes a substantial number of scholars with national and international reputations.

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

WSU Pullman: (1) Undergraduate and postbaccalaureate preparation in elementary education (multi-subject) and specific subjects (early childhood education, English, English/language arts, health/fitness, history, mathematics, biology, chemistry, earth science, physics, science, social studies, French, German, Russian, Spanish, agriculture, family and consumer sciences, reading, special education, bilingual/ESL; (2) Master in Teaching with elementary certification; (3) master's degree in secondary education with certification; and (4) two-plus-two programs for elementary teacher certification with Grays Harbor and Centralia community colleges.

WSU Tri Cities: (1) Master in Teaching with elementary certification; (2) two-plus-two program for elementary certification with Columbia Basin College; and (3) secondary certification.

WSU Vancouver: (1) Master in Teaching with elementary certification; (2) two-plus-two program for elementary certification with Clark College and Lower Columbia College; and (3) in the subject areas of biology, English, history and social studies,

ESL/Bilingual, Reading, and Special Education, postbaccalaureate specific subject certification only or in conjunction with a master's degree.

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

In 2003-2004 the Department of Teaching and Learning had 34 full-time tenure track faculty in professional education (22 female, 12 male; 5 have self identified not Caucasian); 22 full time, non-tenure track faculty in professional education (13 female, 9 male; 1 self identified not Caucasian); 7 part time in professional education and full time in the institution (4 female, 3 male); 31 part-time in professional education and not employed otherwise by the institution (19 female, 12 male); and 22 graduate teaching assistants (15 female, 7 male) in professional education; 18 graduate research assistants (13 female, 5 male). One faculty member is a Boeing Distinguished Professor of Science Education and one is a Boeing Distinguished Professor of Mathematics Education.

(F) Collaborative activities

CO-TEACH. Collaborative Teacher Education Accountable to Children with High Needs. This partnership involves WSU Pullman's colleges of Education, Liberal Arts, and Sciences, and the General Education Program; four community colleges; thirteen school districts; Northwest Indian College; tribal schools; OSPI; Apple Computer; and the Washington Education Association. The overarching goal is to prepare teachers of learners with diverse backgrounds and needs.

2+2 Program. WSU Pullman and Centralia and Grays Harbor community colleges. A 2+2 elementary teacher preparation program with cohorts at each site, coordinated from the Pullman campus.

2+2 Program. WSU Vancouver and Lower Columbia, Clark Colleges. A 2+2 elementary teacher preparation program with cohorts at each site, coordinated from the Vancouver campus.

WSUV and five school districts and two community colleges: BETAP: Bilingual/ESL Education Teacher Advancement Program. Title VII funded program in collaboration with Scholarships for 13 bilingual/ESL paraprofessionals to pursue an MIT degree and 22 paraprofessionals to pursue an undergraduate degree with elementary certification.

WSUV and ESDs 112 and 114, and nine school districts from Olympia to Goldendale: PRiSSM: Partnership for Reform in Secondary Science & Mathematics. This project is seeking to develop a common vision of high quality science and mathematics, the improvement of student learning, the formation of professional learning communities, and a plan for continuous improvement.

WSUV and Vancouver School District: Evaluation Cool Town is a partnership with the Vancouver School District, Hewlett-Packard, and AT&T to study a technology project at Eleanor Roosevelt Elementary School that provides laptop computers to students.

WSUV and ESD 112; Gorge Math Project: Next Steps. Using School Improvement Plans, WSU in partnership with will provide sustained support in mathematics to teachers in nine of the smallest and most rural school districts in the Columbia Gorge region to help students meet state standards in mathematics. University faculty and mathematics leaders will provide resources to help districts adopt a research-based curriculum and focus on the high need areas of upper elementary through high school. Funded by the Washington Higher Education Coordinating Board.

WSUV and five school districts, and one educational service district which includes 19 small, rural districts: TEAMS: Teams in ESL for Achievement in Member Schools provides approximately 70 scholarships for in-service teachers to obtain endorsement in ESL, and professional development in ESL for school administrators.

WSUV and Vancouver School District: Literacy Partnership. This project provides a sequence of courses in literacy instruction designed and team-taught by faculty at WSUV and educators from VSD; 41 teachers participated.

WSUV and Vancouver School District: Special Education Search Committee. A special educator from VSD served on the search committee.

WSUV and Battle Ground School District: Literacy Search Committee. A principal from BGSD served on the search committee.

WSU Tri Cities and Kennewick School District. Collaboration involves teacher mentoring/induction and professional certification programs.

Tri Cities faculty members collaborate with the Richland School District (Learning Support Teams and No Child Left Behind); and the Pasco School District (Literature Circles and Second Language Learners).

WSU collaborates with the Garfield-Palouse and Pullman School districts for practicum and student teaching placements.

WSU Vancouver faculty engage in collaborative activities with neighboring school districts: Battle Ground, Camas, Castle Rock, Evergreen, Hockinson, Kalama, La Center, Kelso, Longview, Ridgefield, Vancouver and Washougal.

WSU College of Education. Through its Partnership Center, is implementing partnerships with school districts in the state of Washington to deliver the



Professional Certificate Program in which practicing teachers obtain advanced state certification.

WSU College of Education. National Board for Professional Teaching Standards project. WSU faculty at each campus collaborated with school districts throughout the state of Washington, mentoring sixty-eight K-12 teachers seeking National Board Certification. Sixty-four teachers completed the process.

**Section V. 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 Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Person who Prepared the Report  
Name: Linda Chaplin  
Title: Director, Teacher Education Student Services

\_\_\_\_\_ Date \_\_\_\_\_  
Signature of Person Responsible for Teacher Preparation Program  
Name: Edwin Helmstetter  
Title: Chair, Department of Teaching and Learning

Certification of review of submission:

\_\_\_\_\_ Date \_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of President/Chief Executive (or designee)

\_\_\_\_\_  
Title