

TITLE II INSTITUTIONAL REPORT

Annual Institutional Report on Teacher Preparation: **Academic Year 2005-2006**

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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 2005-2006 **academic year (September 1, 2005 – August 31, 2006)**. Do *not* include completers of alternative-route programs.

Table 1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

| Institution Name: | | | | | |
|---|------------------------|------------------|-------------------|---------------------|---------------------|
| Academic year: | | | | | |
| Number of program completers: | | | | | |
| Type of Assessment | Assessment Code Number | # taking assess. | # passing assess. | Institut. pass rate | Statewide pass rate |
| <i>Academic Content Areas (math, English, biology etc.)</i> | | | | | |
| Biology | 0235 | | | | |
| Chemistry | 0245 | | | | |
| Designated World Languages: French | 0173 | | | | |
| Designated World Languages: German | 0181 | | | | |
| Designated World Languages: Spanish | 0191 | | | | |
| Earth Science | 0571 | | | | |
| English Language Arts | 0041 | | | | |
| History | 0081 | | | | |
| Mathematics | 0061 | | | | |
| Music: Choral | 0113 | | | | |
| Music: General | 0113 | | | | |
| Music: Instrumental | 0113 | | | | |
| Physics | 0265 | | | | |

| | | | | | |
|---|-------------|--|--|--|--|
| Science | 0435 | | | | |
| Social Studies | 0081 | | | | |
| Theatre Arts | 0640 | | | | |
| Visual Arts | 0133 | | | | |
| | | | | | |
| <i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i> | | | | | |
| | | | | | |
| Agriculture | 0700 | | | | |
| Business Education | 0100 | | | | |
| Early Childhood Education | 0021 | | | | |
| Elementary Education | 0014 | | | | |
| Family and Consumer Sciences | 0120 | | | | |
| Health/Fitness | 0856 | | | | |
| Library Media | 0310 | | | | |
| Marketing | 0560 | | | | |
| Middle School English | 0049 | | | | |
| Middle School Social Studies | 0089 | | | | |
| Middle School Math | 0069 | | | | |
| Middle School Science | 0439 | | | | |
| Reading/Literacy | 0300 | | | | |
| Technology Education | 0050 | | | | |
| Traffic Safety | 0867 | | | | |
| | | | | | |
| | | | | | |
| <i>Teaching Special Populations (special education, ESL etc.)</i> | | | | | |
| | | | | | |
| Early Childhood Special Education | 0690 | | | | |
| Special Education | 0353 | | | | |
| Bilingual Education | 0360 | | | | |
| English as a Second Language | 0360 | | | | |

Table 2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

| | | | | |
|---|------------------------|-------------------------|----------------------------|----------------------------|
| Institution Name: | | | | |
| Academic year: | | | | |
| Total number of program completers: | | | | |
| Type of Assessment | # taking assess | # passing assess | Institut. pass rate | Statewide pass rate |
| <i>Aggregate: Basic Skills*</i> | NA | NA | NA | NA |
| <i>Aggregate: Professional Knowledge*</i> | NA | NA | NA | NA |
| <i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i> | | | | |
| <i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i> | | | | |
| <i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i> | | | | |
| <i>Performance Assessments*</i> | NA | NA | NA | NA |
| <i>Summary of Individual Assessments**</i> | | | | |
| <p><i>*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).</i></p> <p><i>**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).</i></p> | | | | |

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.

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 Assessment 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.

Section IC. Positive

Describe the **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. Students assemble portfolios during selected courses in conjunction with their field experiences that include evidence of student achievement, and do so again during their final practicum prior to student teaching. 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. Pre-service teachers take course work in English as a second language and special education to prepare them to modify curriculum, instruction and assessment to meet the needs of all learners.

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 (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 2005-2006 academic year (September 1, 2005 – August 31, 2006), 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: **752** (note: this number may not always be equal to the number of program completers for September 1, 2005 – August 31, 2006)

(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 2005-2006 academic year: **449**

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

12 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.

5 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.

34 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.

_____ 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 2005-2006 academic year (September 1, 2005 – August 31, 2006): 51

3b. **Total faculty FTE** assigned to supervise student teaching during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 15.29

Define the process that was used to calculate faculty FTE:

Thirty student teachers per year (15 per semester) is considered a full time load for a supervisor. This decrease, from 36 (18 per semester) student teachers used in prior years to calculate FTE, is a result of the additional responsibility supervisors have had to assume with implementation of the Performance-based Pedagogy Assessment.

4. The student/faculty ratio, based upon the **total number** of faculty was 9:1

5. The student/faculty ratio, based upon faculty **FTE** was: 15:1

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 supervised student teaching required is **12-16**. The total number of hours required is **480-640** hours.
7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe:

FIELD EXPERIENCE REQUIRED HOURS

Undergraduate program: 16 weeks full time, 640 hours
 MIT Pullman: 15 weeks full time, 600 hours
 Ed.M. with secondary certification Pullman/Vancouver: 16 weeks full time, 640 hrs.
 Ed.M with secondary certification in Tri Cities: 12 weeks full time, 480 hours
 MIT Tri Cities: 12 weeks full time, 480 hours
 MIT Vancouver: 8-9 weeks @ 2 full days/week plus 8 weeks full time, 448-464 hours

(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.”

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-12 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 8 weeks full time on the Vancouver campus for the MIT program; and for 15-16 weeks full time on the Pullman and Vancouver campuses for the Ed.M. with secondary certification program.

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.

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

1. Is your teacher preparation program currently approved or accredited by the state?
 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 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 2005-2006 academic year (September 1, 2005 – August 31, 2006):

Vancouver Campus

STRIDE: (\$2,300,222 over 5 years, Nelson, Slavit, Kennedy). A Study of Professional and Learning Communities amongst Secondary Science and Mathematics Teachers: Changes, Support Systems and Student Learning. This project is an intensive research effort funded by the National Science Foundation based on the PRiSSM project.

PRiSSM: (\$9,094,267, over five years, 2003-2008, Slavit and Nelson). Partnership for Reform in Secondary Science & Mathematics. This project involves a partnership with ESD 112 and 114, nine 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.

RAN!: (\$52,301, 2005-2007, Margolis and Day). Reading Achievement Now is a project funded through ESD 112 which is designed to help teachers better meet the needs of all students in subject matter content.

Hoskinson Mentor Teachers: (\$10,000 over two years, Margolis). This project is designed to help teachers develop the skills to help them become effective mentors for prospective and fledgling teachers.

Engaging the American Past: (\$100,000, 2002-2007). Headed by Dr. Richard Sawyer (but including several education and history faculty members), this project involves a partnership between WSUV departments of History and Teaching and Learning, ESD 112, Longview and Vancouver School Districts, and the Center for Columbia River History. It is designed to enhance the capacity of middle and high school teachers in SW Washington to teach history.

ESD 112 WSU Vancouver Chapter of MESA (\$6000, 09/01/05-06/30/06, Canty) Establish Mathematics, Engineering Science Achievement Program in Southwest Washington School Districts.

Pullman Campus

EPA Preservice Environmental Education Project (\$31,899, 07/01/06-06/30/07, Paznokas).

Huie-Rogers Faculty Fellowship (\$20,348, 07-01-06-06/30/07, Price) Faculty fellowship for Diversity Education research.

National Science Foundation Collaborative Learner-Constructed Visualization (\$100,000, 9/1/05-8/31/07, Maring). Using a Collaborative Learner-Constructed Engineering-Concept Visualization Model in Engineering Education.

National Science Foundation Culturally Relevant Engineering Applications in Mathematics (\$1,729,041, 02/15/06-01/31/08, Maring) Graduate teaching fellows in K-12 Education.

Cybertutoring Math Students (\$1500, 03/27/06-03/26/07, Maring) Coordination fees for cybertutoring project for non-traditional and/or low achieving math students.

OSPI Pedagogy Assessment Training (\$4263, 12/20/05-6/30/07, Mantle-Bromley) Professional Education Advisory Board Special Projects.

OSPI American Indian Option Cert Achievement, College of Education (\$18,041, 06/12/06-12/31/06, Banks) Collection of evidence. Work samples in reading and writing.

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.

Washington State Higher Education Coordinating Board Improving Teacher Quality Grant - SAHE's (\$103,912, 02/01/05-03/31/06, Egbert, Roe, Shinew) Reading the word and the world: Preparing teachers to scaffold reading experiences for diverse learners.

Washington State Higher Education Coordinating Board Partnerships in Inquiry (\$219,510, 02/01/05-01/31/07, Akmal) Formation of Professional Development Teams (PLTs) that consist of grade level schools and higher education faculty in literacy and mathematics.

Washington State Higher Education Coordinating Board Parents Teachers Reading Strategies (\$90,000, 08/16/05-08/15/06, Egbert, Salisbury). Parents and teachers negotiating reading strategies: The Partners Project.

(B) Identify any awards received by your program, your program faculty, or your students during the 2005-2006 academic year (September 1, 2005 – August 31, 2006):

Awards from Professional Associations

International Reading Association Teacher Educator of the Year: Terrell Young, Professor, Department of Teaching and Learning, WSU Tri Cities.

Alhadeff Teachers of Teachers New Faculty Recruitment Awards 10/19/05-05/01/06
Cori Mantle Bromley, Professor and Chair; Assistant Professors Thomas Salisbury and Michael Dunn; Associate Professor Stephen Kucer.

Alhadeff Teachers of Teachers Retention Awards 01/06/06-06/30/06
Assistant Professors Jane Kelley, Anne Campbell, Deanna Gilmore, David Holliway, Amy Roth McDuffie, Judith Morrison; Associate Professors Mary Roe and Lynda Paznokas; Clinical Associate Professor Lenore Schmidt.

College of Education Faculty Funding Awards - Research Category 5/01/06 – 5/14/07
Associate Professor Stephen Kucer, Lynda Paznokas, Dawn Shinew; Assistant Professors Anne Campbell, Michael Dunn, David Gruenewald, Leslie Hall, David Holliway, Jane Kelley, Amy Roth McDuffie, Judy Morrison, Marisol Rodriguez-Price, Tom Salisbury.

College of Education Faculty Funding Awards – Professional Development Category
Associate Professors Lynda Paznokas, Mary Roe, Assistant Professor Judy Morrison

College of Education Faculty Funding Awards - Graduate Student Support Category
Associate Professor Lynda Paznokas

College of Education Dean's Faculty Research Award
Assistant Professor David Gruenewald

Elected/Appointed Offices in Professional Associations
Assistant Professor Deanna Gilmore was selected as the 2005-06 Washington State Coordinator of the Promising Young Writers Contest sponsored by the National Council of Teachers of English (NCTE).

Professor Terrell Young served as President of the NCTE Children's Literature Assembly.

Professor Terrell Young was appointed to Chair the 19th West Regional International Reading Association Conference.

Professor Terrell Young serves as the International Reading Association Coordinator for the state of Washington.

Professor Terrell Young served on the 2006 Conference Committee for joint conference of the Washington Organization for Reading Development (WORD) and Washington Science Teachers Association (WSTA).

Professor Terrell Young served on the 2007 Annual Convention Committee of the International Reading Association

Larry Gregory, Instructor, chairs the Careers in Education Committee for the Tri Cities region.

Other Recognition for Teaching, Research, Service, Leadership

WSU Women in Leadership Forum Outstanding Mentors: Graduate Teaching Assistant Melissa Saul; Assistant Professor Guy Westhoff; Associate Professors Susan Finley and Paulie Mills;

WSU President's Leadership Award: Undergraduates Sarah Aiken, Health and Fitness Education; Justin Leighton, Agricultural Education; Bradley Liebrecht, History Education; Dana Sprengle and Socorro Yanez, Elementary Education.

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

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 academic 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.
- Three letters of recommendation
- Evidence of competency in math, science, US history, civics, economics, geography
- Competency in basic skills (WEST-B)
- Personal statement and resume (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.
- Applicants must have passed the WEST-E in their content area.

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 described in (C) above. 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).

2. Number of applicants for the 2005-2006 academic year (September 1, 2005 – August 31, 2006): **547**

| | | |
|----------------|-----|------------------------------|
| WSU Pullman | 328 | (BA 288; MIT 40; Sec Cert 0) |
| WSU Vancouver | 129 | (BA 61; MIT 53; Sec Cert 15) |
| WSU Tri Cities | 90 | (BA 61; MIT 20; Sec Cert 9) |

3. Number of applicants not admitted during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 84

| | | |
|----------------|----|-----------------------------|
| WSU Pullman | 61 | (BA 44; MIT 17; Sec Cert 0) |
| WSU Vancouver | 14 | (BA 7; MIT 5; Sec Cert 2) |
| WSU Tri Cities | 9 | (BA 0; MIT 9; Sec Cert 0) |

4. Number of program completers for the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 432

5. Number of candidates who completed student teaching/internship, but did not complete the program during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 7

6. Number of candidates who completed the program, but were not recommended for certification during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 6

(D) 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 the Professional Dispositions Assessment (PDA), 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 use the PDA assessment. A second dispositions instrument which specifically evaluates performance and professional behavior in field experiences 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 2005-2006: **6**

| | |
|----------------|---|
| WSU Pullman | 2 |
| WSU Vancouver | 4 |
| WSU Tri Cities | 0 |

(E) 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. Programs at the undergraduate and graduate level at all campuses include specific course work addressing learners with special needs and English language learners.

The undergraduate and master's programs in Vancouver require 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.

Section IV. Contextual Information.

Please use this space to provide information that describes:

(A) Student population served by your institution

In the fall of 2005 there was a combined WSU campus enrollment of 23,544 of which 19,585 were undergraduates, 3,219 were graduate and 740 were professional or other students. Of the 19,585 undergraduates, 530 self identified as African American, 237 Native American, 1150 Asian or Pacific Islander, 818 Hispanic, 14,549 Caucasian, 618 foreign, and 1683 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 approximately one-half of those at 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 research 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 more than 250 fields of study including majors, minors, options, and certificate programs. 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 respected all-university programs for academically talented students. WSU confers over 5,000 bachelor’s master’s professional and doctoral degrees statewide in a typical year.

WSU runs the Academic Media Services (AMS) 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 program(s) 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 and Walla Walla community colleges; and (3) master's degree with secondary certification.

WSU Vancouver: (1) Master in Teaching with elementary certification; (2) two-plus-two programs 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, mathematics, 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 2005-2006 the Department of Teaching and Learning had 37 full-time tenure track faculty in professional education (20 female, 17 male; 6 have self identified not Caucasian); 18 full time, non-tenure track faculty in professional education (12 female, 6 male; 1 self identified not Caucasian); 4 part time in professional education and full time in the institution (3 female, 1 male); 25 part-time in professional education and not employed otherwise by the institution (15 female, 10 male); and 27 graduate teaching assistants (17 female, 10 male) in professional education; 5 graduate research assistants (3 female, 2 male). One faculty member is a Boeing Distinguished Professor of Science Education.

(F) Collaborative activities

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.

2+2 Program. WSU Tri Cities collaborates with Columbia Basin College through the BRIDGES Coordinated Bachelor Degree program to offer an elementary teacher

preparation program. A cohort-based elementary preparation program is also offered for students in the Walla Walla area.

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 STRIDE: A Study of Professional and Learning Communities amongst Secondary Science and Mathematics Teachers: Change, Support Systems and Student Learning. This research effort, funded by the National Science Foundation is based on the PRiSSM project (see above).

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 ESD 112. Project Reading Achievement Now (RAN!) is designed to help teachers better meet the needs of all students in subject matter content.

WSUV and Hockinson School District: Project to help teachers develop the skills to become effective mentors for prospective and fledgling teachers.

WSUV and Hockinson School District: Educational Leadership Search Committee. The district superintendent served on the search committee.

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.

WSUTC and Tapteal Elementary (Richland) and Edwin Markham Elementary (Pasco). Amy McDuffie has worked with the entire staff of both schools to implement professional development activities which have resulted in increases in pupil standardized test scores and teachers' improved understanding of teaching and learning mathematics. This work was part of a HECB grant under the direction of Tariq Akmal, WSU Pullman.

WSUTC and Richland School District. Terrell Young worked with the district on comprehension instruction at both the elementary and middle school levels and served on the language arts curriculum adoption committee. He also spoke to parents at Sacajawea Elementary School's Kindergarten Readiness Program.

WSUTC: Judy Morrison is a member of the Southeast Washington LASER Advisory Board for the Richland, Kennewick, Pasco, North Franklin and Walla Walla School Districts. She also served on science fair committees and as a science fair judge.

WSUTC: Anne Campbell worked with 4th grade teachers and English language learners in Pasco School District to develop strategies to improve the students' comprehension of mathematics word problems and develop English language learners' basic concepts in math.

WSUTC: Deanna Gilmore's students in T&L 507 Developing Literacy in a Multicultural Setting, each volunteered 10 hours of tutoring for students and adults in special programs in the region. They also raised \$500 to purchase high-interest, low level reading materials for the Adult Literacy Center in Pasco which was matched by \$500 from the Reading Foundation in Richland.

WSUTC: Deanna Gilmore served on the Tri Cities Careers in Education Committee which hosted a one-day workshop for more than 100 area high school students who plan to become educators.

WSUTC: Larry Gregory consults with local schools and districts on classroom management and leadership.

WSU collaborates with neighboring districts--Garfield-Palouse, Colfax, Colton, Asotin, Clarkston, St. John, LaCrosse, and Pullman School--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 School and Community Collaboration 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 collaborated with school districts throughout the state of Washington, mentoring ninety K-12 teachers seeking National Board Certification, 57 first-time candidates and 33 advanced candidates. All completed the process. WSU's certification rate for first-time candidates was 73%, almost twice the national average.

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*.

Signature of Institutional Representative responsible for teacher preparation program.

_____ Date _____
Cori Mantle-Bromley, Chair
Department of Teaching and Learning
Washington State University
Pullman, WA 99164-2132

Certification of review of submission:

_____ Date _____
V. Lane Rawlins, President
Washington State University
Pullman, Washington 99164-1048