

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

Institution Name: WSU					
Academic year: 2007-2008					
Number of program completers: 355					
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	8			100%
Chemistry	0245	2			100%
Designated World Languages: French	0173	1			100%
Designated World Languages: German	0181				
Designated World Languages: Spanish	0191	6			100%
Earth Science	0571				100%
English Language Arts	0041	27	27	100%	100%
History	0081				
Mathematics	0061	16	16	100%	99%
Music: Choral	0113	9			100%
Music: General	0113				
Music: Instrumental	0113				
Physics	0265	1			
Science	0435	7			100%
Social Studies	0081	22	22	100%	100%
Theatre Arts	0640				100%
Visual Arts	0133				100%

<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Agriculture	0700	5			
Business Education	0100				
Early Childhood Education	0021				100%
Elementary Education	0014	248	248	100%	100%
Family and Consumer Sciences	0120	5			
Health/Fitness	0856	11	11	100%	100%
Library Media	0310				
Marketing	0560				
Middle School English	0049				100%
Middle School Social Studies	0089				100%
Middle School Math	0069				100%
Middle School Science	0439				100%
Reading/Literacy	0300	15	12	80%	97%
Technology Education	0050				
Traffic Safety	0867				
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Early Childhood Special Education	0690				
Special Education	0353	2			100%
Bilingual Education	0360	2			85%
English as a Second Language	0360				

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

Institution Name: WSU				
Academic year: 2007-2008				
Total number of program completers: 355				
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>	387	382	99%	99%
<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>	355	355	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).*

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 (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 impact

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. During student teaching, preservice teachers assemble documentation to show their positive impact on student learning. The preservice teachers then reflect upon the data and information gathered. All documentation is scanned on to a CD and submitted to the department at the end of the student teaching experience. 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 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: 640 (**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: 369
2. Please provide the numbers of supervising faculty who were:

9 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.

3 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.

32 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 2007-2008 academic year (September 1, 2007 – August 31, 2008): 44

3b. **Total faculty FTE** assigned to supervise student teaching during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 12:1

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 : 8:1

5. The student/faculty ratio, based upon faculty **FTE** was: 12.31

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 10-16. The total number of hours required is 400-640 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 programs: 16 weeks full-time, 640 hours

MIT (Elementary and Secondary) Pullman: 10 weeks full-time, 400 hours

MIT (Elementary and Secondary) Tri-Cities: 12 weeks full-time, 480 hours

MIT (Elementary and Secondary) Vancouver: 16 weeks full-time, 640 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 two days a week for the semester. They have opportunities to explore the school environment, study teacher and learner concerns, observe diverse teaching and learning situations, and teach small groups of student and, when appropriate, large groups. All interns complete a minimum 10 weeks field experience and most complete 12-16 weeks full-time in classrooms

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 minimum four-week, full-time advanced practicum experience. Secondary preservice teachers complete a three-week full-time practicum experience followed by a 60-hour advanced practicum. The final field experience for both elementary and secondary preservice teachers is a 16-week full time student teaching internship.

Student teachers/interns observe pupils and school professionals and reflect upon their observations. As the preservice teacher is ready, he/she assumes the role of the classroom teacher with the support and guidance of the cooperating 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 2007-2008 academic year(September 1, 2007 – August 31, 2008):

Pullman/Spokane Campus

Math Science Partnership 2007 – 2008 – Lynda Paznokas and John Paznokas, \$79,341. In collaboration with the Science Math Engineering Education Center the College of Education proposed to build on initial efforts by Educational Service District 101, Washington State University (WSU), and Eastern Washington University (EWU) to improve student achievement in science, bring those efforts into concert, and reach a critical mass of K-8 science educators with intensive and sustained professional development, addressing content knowledge and instructional skill. Twenty-eight districts will enroll teachers in summer academies at the WSU and EWU campuses. Project activities will support kit-based and non-kit based curriculum, integration of reading and writing, and strong elements to support active student engagement and inquiry-based learning.

Washington Higher Education Coordinating Board June 2006-September 2007 – Tariq Akmal, \$215,087. Partnerships In Inquiry.

WSU College of Education Ellison Foundation – 2007-2008 – Jane Kelley, Joy Egbert, Pat Mainella, Mary Roe and Tom Salsbury, \$29,600. Seed Grant: Language and Literacy Education Collaborative.

Ken and Marleen Alhadeff Teachers of Teachers Faculty Awards

Tariq Akmal and Guy Westhoff, \$1,488. Using Video for Reflective Teaching.

Jane Kelley, \$1,500. Enhancing Children's Literature Courses: Books, Professional Resources, And Instructional Videos.

Pat Mainella, \$1,500.

Phil Morgan, \$1,485.

Lenore Schmidt, \$385.53.

Pauline Sameshima, \$800.

Pre-Service Environmental Education Project 2006 – 2008 – Lynda Paznokas, \$31,899. The Pre-Service Environmental Education Project (PEEP) was coordinated by TOTOS (Teachers of Teachers of Science). TOTOS consists of science methods professors from Washington's colleges and universities that have met for 7 years to discuss issues related to preparing teachers to teach science. TOTOS works closely with Washington's Office of Superintendent of Public Instruction. Sixteen teacher preparation programs from TOTOS will participate.

Washington State University New Faculty Seed Grant – 2007-2008 – Tom Salsbury and Jo Olson, \$12,675. Development of Mathematical Meanings And Language With Elementary English Language Learners.

Associate Professor Dawn Shinew, WSU Pullman, received the 2008 Washington Award for Excellence in Teacher Preparation.

Associate Professor Dawn Shinew, WSU Pullman, \$20,000. Berry Family Faculty Fellow to support research in determining impact of elementary teacher education program on graduates.

Israel Palestine Peace Fulbright-Hays GPA 2008 – 2009 – Michael Hayes \$79,000. In this group study abroad we will study the culture of peace as it is being developed between Israelis and Palestinians. From these experiences we will develop a curriculum that includes a film for middle and high school teachers that examines the relationship between Israel and Palestine in the context of community oriented peace activities. This is a collaborative effort between Washington State University, the University of Idaho, and the University of Hawaii. A team consisting of pre-service teachers, in-service teachers and university faculty in teacher education programs will be put together. With this collaborative team we will extend area and international studies to teachers and teacher educators who have not had extensive experience with research and teaching in this curriculum area.

Gathering and Analyzing Evidence of P-12 Student Learning-Multiple Perspectives for Data Examination and Implementation of Standard V – Christine Sodorff \$5,640. The project supports the expansion of reviewers to include student teaching supervisors, mentor teachers and representatives from each campus who would meet with Pullman faculty to evaluate K-12 student work samples submitted by teacher candidates which provide evidence that they have had a positive impact on their student's learning.

College of Education, Washington State University Technology Resources Database – 2007 – Matt Marino, \$13,213.

WSU College of Education Ellison Grant– 2008 – Pat Mainella. Seed grant: Language and Literacy Education Collaborative.

WSU College of Education Faculty Funding Research Award - \$5,000 – Matt Marino, \$5,000.

National Science Foundation – 2007-2008 – Jo Olson (co-PI), \$513,317. Culturally Relevant Application in Mathematics (CREAM)

Tri-Cities Campus

Math-Science Partnership 2008 – Judy Morrison, \$49,002. The principal investigator will design and instruct a Summer Academy for 4th through 8th grade teachers of science, follow up during the school year, and coordinate continuing research related to K-12 science instruction & serve on the Core Planning Team (CPT).

College of Education Faculty Funding Award – 2008 – Amy Roth-McDuffie, \$4,916. Connecting Children's Mathematical Thinking To Community And Family Funds Of Knowledge In Elementary Mathematics Methods Courses.

Ken and Marleen Alhadeff Teachers of Teachers Faculty Award – 2007-2008 – Judy Morrison, \$1,000. Support for Teaching Inquiry Science.

Washington Office of Superintendent of Public Instruction – 2007 – Judy Morrison, Meadows, I. Ingram, M. McLean, V. Van Beek, S. Lindsay, C. Wheaton, and R. Landvoy, \$891, 563. Southeast Washington Science Learning Community MSP.

Vancouver Campus

Professional Learning Communities – Tamara Nelson and David Slavit's continuation of a multi-year study (\$2,171,571) of understanding the complexities of implementing and sustaining a model of teacher professional development based upon professional learning communities and teacher collaborative inquiry in mathematics and science.

Assistant Professor Jason Margolis was named the PEMCO Insurance Faculty Fellow in Educational Leadership.

Ken and Marleen Alhadeff Teachers of Teachers Faculty Awards

Deanna Day, \$673.56.

June Canty, \$669.91

Stephen Kucer, \$1,000

Washington Higher Education Coordinating Board – 2008 – Deanna Day, and Jason Margolis, \$32,418. Reading Achievement Now!

WSUVancouver Faculty Research Mini-Grant Program – 2008 – Tonda Liggett and Susan Finley, \$3,000. Can We Teach Diversity?

Washington Higher Education Coordinating Board Reading Achievement Now! – 2007-2008 – Jason Margolis, Barbara Lomas, \$123,000. NO TITLE.

Hockinson Mentor Teachers 2008 – Jason Margolis, \$4,887. To provide facilitation of professional development workshops for Hockinson Mentor Teachers: 90 minute workshops to focus on development repertoires for teachers as teacher educators/teacher leaders.

Reading Achievement Now! (RAN!) 2008 – Jason Margolis and Deanna Day, \$32,418. Coordinate and facilitate professional development activities for RAN! teachers, designed to enhance their literacy pedagogies and teacher leadership capacities. They will participate in a grant leadership team involving planning, organizing, and evaluation of RAN! activities.

Guidance Plus Support Project 2007 – 2008 – David Slavit and Anne Kennedy, \$14,376. David will serve as a mathematics content resource for the teachers and principals and a lead for K-16 roundtable discussions. Anne is providing evaluation services and supervision of an evaluation assistant

SW Math Transition Project 2008 – Barbara Freeouf, \$25,000. Washington State University in partnership with Clark College and 2 regional K-12 school districts will cooperate to explore and develop a substantive regional plan that would examine and support school-college math transitions. An important target in this initial proposal are high school students who have passed the 10th grade math WASL exam, do not elect to take any more mathematics in junior and senior years, but may, none the less, go to college. We are calling these students the students with gaps in skills, knowledge, and course work in math beyond passing the 10th grade WASL.

National Science Foundation: Graduate Teaching Fellows in K-12 program, or GK-12, WSU Vancouver science graduate students will partner one-on-one with sixth to ninth grade science teachers in Vancouver, Camas and La Center school districts (\$2.7 million over five years).

(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):

Awards from Professional Associations

Professor Mary Roe, member, board of examiners, National Council for Accreditation of Teacher Education; member, National Middle School Association's Research Advisory Board; Vice President, Association of Literacy Educators and Researchers.

Professor Dawn Shinew and The Department of Teaching and Learning recipient from the Association of American Colleges of Teacher Education Best Practices in Professional Ethics and Moral Dispositions.

Professor Terrell Young, WSU Tri-Cities, was inducted into the Washington Organization for Reading Development Hall of Fame in recognition of his work on behalf of early childhood literacy.

Alhadeff Teachers of Teachers Recruitment Awards

Assistant Professors Janet Frost, WSU Spokane, and Pauline Sameshima, WSU Pullman.

Alhadeff Teachers of Teachers Retention Awards

Assistant Professors Deanna Day, Jane Kelley and Judy Morrison; Associate Professors Tariq Akmal and Stephen Kucer; Director and Professor June Canty; Clinical Assistant Professors Phillip Morgan and Lenore Schmidt.

College of Education Faculty Excellence in Research Award

Associate Professor Joy Egbert, WSU Pullman.

College of Education Excellence in Collaboration and Networking 2008

Associate Professor Lenore Schmidt, WSU Spokane, Clinical Assistant Professor Larry Gregory, WSU Tri-Cities, and Assistant Professor Tonda Liggett, WSU Vancouver.

College of Education Excellence in Service to the Profession 2008

Professor Darcy Miller, WSU Pullman.

College of Education Excellence in External Funding 2008

Associate Professor Joy Egbert.

College of Education Faculty Excellence Award for Service 2007

Professor Mary Roe, WSU Pullman

College of Education Department of Teaching and Learning Awards

Professor Gisela Ernst-Slavit, WSU Vancouver, for external funding and Advisor Award by the Graduate and Professional Student Association; Paulie Mills, WSU Pullman, and Terrell Young, WSU Tri-Cities, Excellence in Mentoring Award; Assistant Professor Trenia Walker, WSU Vancouver, for Service to the Profession.

WSU Outstanding Mentor Certificate

Associate Professor Susan Finley, WSU Vancouver, Pauline Sameshima, WSU Pullman.

Professor Terrell Young, WSU Tri-Cities, and Associate Professor Rick Sawyer were named to the WSU President's Teaching Academy.

Assistant Professor Tamara Nelson received the WSU Vancouver Chancellor's Research Award.

Jan Spiesman-Laughlin, WSU Vancouver, received the Educational Rescue Hero award present by the Southwest Washington Chapter of the American Red Cross.

Elected/Appointed Offices in Professional Associations

Director and Professor June Canty serves on the Professional Educators Standards Board (PESB) and on the PESB Executive Committee

Director and Clinical Associate Professor Joan Kingrey serves on the Washington State Association for Supervision and Curriculum Development (WSASCD) Board and is editor of its journal, *Curriculum in Content*.

Other Recognition for Teaching, Research, Service, Leadership

Professor and Chair, Corinne Mantle-Bromley was designated as an AED Scholar for her contributions to the Agenda for Education in Democracy bestowed by the Seattle-based Institute for Educational Inquiry.

Graduate Student Honors

Monica Hughey, WSU Vancouver, won the Ken Miller Award for Outstanding Master in Teaching Student.

(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 certification to the academic major
- For elementary preparation candidates must have Math 251, Math for Elementary Teachers
- Timed writing scores

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, physical and life science, US history, civics, economics, geography, speech communications
- 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 BA EDUCATION: Applicants submit application portfolio, which is reviewed for the following minimum admission requirements:

- complete application portfolio
- program prerequisite courses
- WSU General Education Requirements (GERs)
- 80 supervised hours working with children

Candidates who pass the initial screening are interviewed by at least two faculty members. The interview includes:

- group interview
- individual interview
- timed write

Candidate selection is based upon scoring system developed by the BA Education Committee. Offers of admission are contingent upon completion of outstanding prerequisites to meet admission criteria.

WSU VANCOUVER MIT ELEMENTARY: Applicants submit application portfolio, which is reviewed for the following minimum admission requirements:

- complete application portfolio
- program prerequisite courses
- GPA: 3.0 in last 60 semester/90 quarters of college transcripts

Candidates who pass the initial screening are interviewed by at least two faculty members. The interview includes:

- group interview
- individual interview
- timed write

Candidate selection is based upon scoring system developed by the MIT Elementary Committee. Offers of admission are contingent upon completion of outstanding prerequisites to meet admission criteria.

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 and timed writing scores. For subject area preparation, where only a limited number of new students can be admitted to teacher preparation each semester, admission recommendations are made by the content department to the Department of Teaching and Learning. Some departments 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 2007-2008 academic year (September 1, 2007 – August 31, 2008): 469

WSU Pullman	(BA 243; MIT Elementary 29; MIT Secondary 15)
WSU Vancouver	(BA 66; MIT Elementary 38; MIT Secondary 18)
WSU Tri Cities	(BA 48; MIT Elementary 1; MIT Secondary 11)

3. Number of applicants not admitted during the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 102

WSU Pullman	(BA 57; MIT Elementary 1; MIT Secondary 5)
WSU Vancouver	(BA 11; MIT Elementary 6; MIT Secondary 3)
WSU Tri Cities	(BA 8; MIT Elementary 0; MIT Secondary 11)

4. Number of program completers for the 2007-2008 academic year (September 1, 2007 – August 31, 2008): 355

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): 1

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): 1

(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 cooperating 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 2007-2008: 9

WSU Pullman - 4

WSU Vancouver - 3

WSU Tri-Cities - 2

(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 academic year 2007-2008 there was a combined WSU campus enrollment of 24,545 of which 21,149 were undergraduates and 3,396 were graduate students. Of the 21,149 undergraduates, 514 self identified as African American, 298 Native American, 1,270 Asian or Pacific Islander, 1,106 Hispanic, 15,700 Caucasian, 632 foreign, and 1,629 other. The average age of undergraduates on the Pullman campus is 21 while the average age of student at the other campus sites is 27 and for those engaged in distance degree programs, 31. 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 include a variety of traditional age students and 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 Conceptual Framework, the College of Education contributes to the theory and practice of the broad field of education, and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical

settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

(C) Institution (history, mission)

History

Washington State University will be recognized as one of the nation's leading land-grant research universities. 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.

Mission

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

- To **advance** knowledge through creative research and scholarship across a wide range of academic disciplines.
- To **extend** knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.
- To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

Values

- **Quality and Excellence:** We are committed to maintaining quality and excellence in all our endeavors.
- **Integrity, Trust, and Respect:** We are committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that we do.
- **Discovery, Innovation, and Creativity:** We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.
- **Land-grant Ideals:** We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.
- **Diversity and Global Citizenship:** We embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability.
- **Freedom of Expression:** We are committed to being a community that protects the free exchange of ideas while encouraging dialog that is constructive and civil.
- **Stewardship and Accountability:** We are committed to being ethical and responsible stewards of University resources and to being accountable for upholding the full scope of these values.

The university consists of eleven colleges and a graduate school, and offers more than 70 degree programs and 200 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 offering an enriched, four-year core curriculum to students of high ability and initiative. 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. Each year AMS videoconferencing saves WSU travel, time and money with

over 13,000 hours of courses, meetings and interview. AMS system support over 300 academic courses each year.

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

WSU Pullman/Spokane: (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 or secondary certification; and (3) two-plus-two programs for elementary teacher certification with Grays Harbor and Centralia community colleges.

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

WSU Vancouver: (1) Master in Teaching with elementary certification or secondary certification or secondary certification in the subject areas of math, biology, English, history, and social studies; (2) two-plus-two programs for elementary certification with Clark College, Grays Harbor College, and Lower Columbia College; and (3) additional endorsements in ELLL/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 2007-2008 the Department of Teaching and Learning had:

36 full-time tenure track faculty in professional education (22 female, 14 male; 5 have self identified not Caucasian);

11 full time, non-tenure track faculty in professional education (6 female, 5 male; 1 self identified not Caucasian);

0 part time in professional education and full time in the institution;

66 part-time in professional education and not employed otherwise by the institution (43 female, 19 male, 4 unknown gender, 2 self identified as not Caucasian); and

18 graduate teaching assistants (13 female, 5 male) in professional 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. The Centralia partnership ended in May 2008; the Grays Harbor partnership was moved to WSU Vancouver in June 2008.

Riverpoint Partnership for Math and Science. WSU Spokane partners with Eastern Washington University, Community Colleges of Spokane, ESD 101, Spokane Public Schools, Mead, and Central Valley to improve math and science education for students served in the ESD 101 region.

WSU Spokane Professional Certification. WSU Spokane partners with Spokane Public Schools to provide professional certification coursework for its teachers with residency certification.

2+2 Program. WSU Vancouver and Lower Columbia, Clark, and Grays Harbor 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.

WSU Vancouver 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).

WSU Vancouver 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.

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

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

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)

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Certification of review of submission:

_____ (Signature)

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