



Academic Program Review Report

The Education Program University of Washington Bothell

February 1, 2010

**The Education Program
University of Washington Bothell**

Degrees and Certificates Offered

Master of Education (in conjunction with any of the following options):

- Individually designed degree focus
- Secondary and Middle Level Teacher Certification
- Professional Certification (Pro-Cert)
- National Professional Board of Teaching Standards Certification
- Reading Endorsement

Master of Education in Educational Leadership (in development for 2010 launch)

K-8 Teacher Certification (two options):

- Five Quarter Option (I)
- Extended Program Option (II) for those currently earning a bachelor's degree or in need additional time to undertake a full-time class load

Washington State Teacher Professional Certification (Pro-Cert)

Secondary Level Teaching Endorsements available in:

- Biology
- English/Language Arts
- Mathematics
- History
- Social Studies

Middle Level Teaching Endorsements available in:

- Humanities
- Math
- Science

Undergraduate Minor in Education

Year of Last Review: 1998

Bradley S. Portin
Director and Professor

February 1, 2010

Table of Contents

Executive Summary	4
Section I: Overview of the University of Washington Bothell Campus and the Education Program	5
About the University of Washington Bothell and the 21st Century Campus Initiative	5
The Education Program at University of Washington, Bothell	6
Degrees and Certificates Offered	8
Organization of the Education Program	9
Shared Governance in the Education Program	10
Budget and Resources	11
Section II: Teaching & Learning	12
Student Learning Goals and Outcomes	12
Instructional Effectiveness	14
Section III: Scholarly Impact	19
Faculty Scholarship	19
Student Accomplishments and Scholarship	21
Influences from Advancements in the Field and Disciplines	22
Collaboration and Interdisciplinary Efforts	24
Section IV: Future Directions	26
Strategic Directions for the Education Program	26
Plans to Reach Identified Goals	26
UNIT-DEFINED QUESTIONS	29
PART C	31
APPENDICES	31
Appendix A: Organization Chart	31
Appendix B: Budget Summary	32
Appendix C: Information about Faculty	33
Appendix D: HEC Board Summary	34

Executive Summary

The Education Program is pleased to present this report of our history, shared work, progress, and plans for the future. The program's commitments are represented in the mission statement:

***“The Education Program prepares innovative, ethical practitioners
who are grounded in intellectual and professional communities
and who are dedicated to educating diverse students.”***

The report is divided into four sections. Section I provides an overview of the Education Program and its relation to the University of Washington Bothell campus and broader mission. In Section II, we describe the program's work in teaching and learning with particular emphasis on how the program models the instructional-learning cycle that we strive to have our graduates to exercise in schools. Section III outlines the scholarly impact of the faculty, staff, and students in the arenas of traditional and applied scholarship. In the final section, Section IV, we describe where we see the program headed in the years to come.

The Education Program is a young unit, now in its seventeenth year. While young, and on a steep growth profile, the program has developed a sense of core identity and embraced a unique opportunity to impact the quality of education and educators in the region. The Puget Sound and North Sound are our most prominent “service area.” However, the program has been extending reach and impact to other parts of the state and region as our capacity grows.

We take our mission seriously. The preparation of the highest quality educators for our schools—and in other educational support contexts—is a way we envision contributing to the health and success of our communities, schools, and the students served. We are integrating new opportunities in globalization and E-learning and believe we are well-positioned for innovation in a time of economic and political turmoil around public education.

This report represents the collective reflection and authorship of the faculty and staff of the Education Program. We have embraced the opportunity from this review to look carefully at our work, to present it in a way that invites critique, and prepares us to engage in continuous improvement and innovation in order to best meet the needs of our constituents. In addition, the report is also reflective of—and acknowledges the contributions from—the interdisciplinary commitments and ready collaboration of colleagues across the UWB campus and the three-campus system of the University of Washington.

One way to assess the impact of our work is in the words of our graduates. As one noted,

“My experience in the elementary teacher certification program at UW Bothell has been very rewarding. The faculty are devoted to developing a generation of teachers with the skills and compassion to teach children from diverse backgrounds and cultures. I feel as if I am on the cutting edge of teacher education, and I'm excited about my future.” (UWB Education Program graduate)

We look forward to engaging with the Review Committee and the University of Washington Graduate School in this important effort.

The Education Program
University of Washington Bothell
February 2010

PART A

Section I: Overview of the University of Washington Bothell Campus and the Education Program

About the University of Washington Bothell and the 21st Century Campus Initiative

The University of Washington Bothell (UWB) is one of three campuses of the University of Washington (UW), an internationally renowned research university. As a publicly funded university, UWB exists to serve the educational needs of the citizens of the State of Washington. In its 2008 Strategic Master Plan, the state Higher Education Coordinating Board (HECB) outlined two goals for providing what the people of our state want and need from their public higher education system:

HECB Goal 1: We will create a high-quality higher education system that provides expanded opportunity for more Washingtonians to complete postsecondary degrees, certificates and apprenticeships.

HECB Goal 2: We will create a higher education system that drives greater economic prosperity, innovation and opportunity.

The 21st Century Campus Initiative¹: UWB Priorities Plan for 2008-2020 addresses our state's need to expand access to higher education by outlining a clear and compelling vision for how we intend to grow in both size and excellence.

Developed as a partnership between faculty, staff and administration, with input from students, the Alumni Council and the UWB Advisory Board, the 21st Century Campus Initiative identifies the priorities and actions to guide us in addressing the following overall institutional goals:

- *Build a distinctive 21st Century public institution reflecting our mission and campus priorities.*
- *Grow to a combined enrollment of 5,000 undergraduate and graduate students by 2020 to serve the needs of our region.*
- *Achieve distinctiveness and growth in a fiscally responsible manner.*

The purpose of the 21st Century Campus Initiative is to lead us toward success in meeting these goals by focusing our energies and resources in an intentional manner as we pursue a common vision.

Priorities of the 21st Century Campus Initiative (with selected efforts that most affect Education)

Growth: Serve the citizens of the State of Washington by providing increased access to a premier university education.

¹ The 21st Century Campus Initiative: <http://www.uwb.edu/21stcentury/plan.xhtml#purpose>

- Grow to a total undergraduate and graduate enrollment of 5,000 full-time equivalent (FTE) students in 12 years and 6,000 in 15 to 20 years.
- Develop new majors and graduate programs in high-demand fields and foundational studies to serve student, employer and regional needs.
- Support ongoing enrollment growth in existing program areas.
- Use technology and innovative delivery modes to overcome barriers to enrollment and extend UWB's reach.

Resourcefulness: Build a culture of institutional sustainability through sound, creative use of financial and human resources.

Diversity: Enhance campus commitment to diversity and inclusiveness.

- Enhance recruitment, support and retention for underrepresented faculty, staff and student groups.
- Incorporate multicultural content and diverse perspectives in learning and scholarship.
- Build P-12 and community college pipeline partnerships, forging relationships and aiding student preparation for university studies.

Student-centered: Enhance student services to support academic success and enrich student life.

Community: Deepen and broaden community engagement and research.

Innovation: Support signature strengths in interdisciplinary scholarship and innovative teaching.

- Encourage and support collaborative, interdisciplinary and cross-program initiatives.
- Engage faculty and students in inquiry- and problem-based approaches to research and learning.
- Promote research on the scholarship of teaching and explore innovative teaching methodologies that foster student/faculty interactions.
- Employ innovative technology and academic support services to enhance educational experiences.

Sustainability: Develop environmental and human sustainability as a signature initiative.

The Education Program at University of Washington, Bothell

The Education Program at the University of Washington Bothell, began in 1992, offering a Master of Education and consisting of a core faculty of three and one staff person. Four years later, with three additional faculty and two additional staff on board, the K-8 Teacher Certification program admitted its first cohort. Today the program has 12 faculty, seven staff, ten K-8 and secondary field instructors, and a host of study and credential options that are described in this report. The program celebrated its 15th anniversary in the autumn of 2007.

UW Bothell's certification programs meet state standards for our mission to prepare educators who demonstrate a positive impact on student learning. The K-8 Teacher Certification Program is a post-baccalaureate program. The Secondary and Middle Level Certification Program is also a post-baccalaureate program and is embedded within the Master of Education program. Both programs:

- developed from, and continue to be refined, by a strong research base.

- are based on a conceptual framework which prepares teachers to be thoughtful, innovative, ethical practitioners who are dedicated to educating diverse students.
- reflect institutional, state, and national standards for teacher knowledge and skills.
- admit candidates as a cohort in which they progress together through a series of courses and teaching internships, resulting in an enhanced learning community and life-long professional colleagues.
- require that candidates experience diverse students in more than one educational setting, and work with students prior to their full-time internship.

The Education Program mission statement asserts: *“The Education Program prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and who are dedicated to educating diverse students.”*

The Program’s conceptual framework consists of five elements and expands on our Mission Statement:

- ***Innovation in Times of Educational Change.*** Recent reforms have added complexity to the work of teachers and have introduced new demands to public school classrooms. While some models of school reform assume the passive complicity of teachers, our program, in locating teaching within broader questions of the purposes of schooling in a democratic society, challenges future teachers to engage in thoughtful and innovative professional practice. Innovation is presented as a means to meet the changing character of the student population and our expanding knowledge and understanding of teaching and learning. Currently, the Standards Movement is focusing unprecedented attention on curriculum reform and on the nature of "knowing". The Standards documents of the State of Washington and of the various national curriculum organizations contain clear and compelling arguments for "teaching for understanding", for contextualizing knowledge, and for applying what is learned in "real life" situations. Within the spirit of innovation, we expect our candidates to understand the disciplinary nature of the subjects they will be teaching, to align curriculum and instruction with children's cognitive development, and to see their roles as facilitators of children's development and as practitioners competent in assessing children's progress toward learning.
- ***Innovation Grounded in Knowledge of Students and Learning.*** Our teacher certification program is built on a foundation of constructivist perspectives on cognitive development. Constructivism has challenged traditional conceptions of what it means to "know" and what it means to learn. For much of the history of formal education, teaching was viewed as synonymous with "telling." Constructivist teaching assumes more active, more contextualized, and more engaged learning. We are educating future teachers who are thoughtful about their own learning and can therefore be more thoughtful about the learning of their students. We encourage critical thinking through extensive reading and reflective writing. We promote problem solving through interdisciplinary projects, joint inquiry, and analysis of multiple resources. We ask for self-assessment through journaling, performance critiques, and portfolios. Our program strives to teach our candidates as we would have them teach their students.
- ***Ethical Practice.*** Our program prepares candidates to be mindful of their ethical and professional commitments to teaching all the children in their classrooms and to the moral purposes of schooling in a democratic society. Ethical practice includes grounding professional decision-making in the broader discourse of professional practice and policy rather than more individualistic justifications. Thus, our program helps candidates understand

that ethical practice requires them to remain deeply engaged in their fields throughout their careers and to act as collaborative professionals not free agents. Further, we encourage our candidates to recognize that schooling in democracy involves learning to thrive within ideological diversity as well as ethnic and class diversity. We help them understand how curriculum and pedagogy can be constructed to honor the strengths and beliefs of all children. We assist them in the development of skills for working with parents and community services to support the well-being and success of their students as well as their emerging beliefs and ideals. We encourage them, in turn, to educate their own students to understand that the purpose of education is the creation of a just and democratic society that respects and values differences.

- ***Practice Grounded in Intellectual and Professional Communities.*** Teachers accepting the invitation to teach in more innovative and more authentic ways require support in their experimentation, resources to address their questions, and the collegiality of peers and faculty. In our teacher certification program, candidates are expected to contribute to the professional development of members of their cohort. Faculty, academic support staff, and field instructors, together with the Master Teachers/Cooperating Teachers in the schools, model evidence of collaborative decision-making and, where appropriate, engage the candidates in that process. Field placements in dyads and small groups demonstrate for candidates the potential for professional development in collaborative models of teaching. Because our candidates participate in rich professional and intellectual communities, we anticipate that they will develop as teachers who cultivate community within their classrooms and their schools.
- ***Dedication to Educating Diverse Students.*** In our teacher education program we are committed to preparing future teachers who are dedicated to educating diverse students. Our candidates engage in focused course work in multicultural education. Their study is complemented by courses in pedagogy that stress the ways in which curriculum and instruction can respond to differences in student learning as well as differences between students themselves. Field placements within our program are designed to give candidates experiences in several different settings where they can encounter the wide variations among students and their schools. We support our candidates as they struggle to develop the skills and knowledge necessary to teach an increasingly diverse student population.

Degrees and Certificates Offered

Master of Education² (in conjunction with any of the following options):

- Individually designed degree focus
- Secondary and Middle Level Teacher Certification
- Professional Certification (Pro-Cert)
- National Professional Board of Teaching Standards Certification
- Reading Endorsement

K-8 Teacher Certification (two options):

- Five Quarter Option (I)

² A second Master of Education in Educational Leadership (principal certification) is in development for a 2010 launch.

- Extended Program Option (II) for those currently earning a bachelor's degree or in need of some additional time to prepare for a full-time course load (often non-traditional students and career changers)

Washington State Teacher Professional Certification (Pro-Cert) [In process to transition to Pro-Teach]

Secondary Level Teaching Endorsements available in:

- Biology
- English/Language Arts
- Mathematics
- History
- Social Studies

Middle Level Teaching Endorsements available in:

- Humanities
- Math
- Science

Undergraduate Minor in Education

Organization of the Education Program

The 12 members of the academic staff consist of four full professors, two associate professors (one emeritus at 40%), four assistant professors, and two senior lecturers (see Appendix A for a full organizational chart). The Education Program is led by a full-time director.

In any given quarter, between 2-4 adjunct faculty may be assisting with course delivery. Adjunct and clinical faculty are recruited into preferred continuing program relationships to maintain continuity with program direction and philosophy.

Ten part-time clinical faculty (lecturer appointments) provide coordination as field instructors. Field instructors are experienced practitioners who act as liaisons between the interns, master teachers, and the Education Program faculty. They help interns understand and meet all University expectations so that the student-teaching experience is successful as well as satisfying.

The staff consists of seven members including a full time program manager, program advisors, certification specialists, field placement officers, and program support staff.

Two centers (administratively under the Vice Chancellor for Academic Affairs) have strong links to the Education Program and have blended work with the program. These include:

- *The Goodlad Institute for Education Renewal* supports PK-12 school renewal efforts locally and around the nation, and communicates about challenges and results that inform the public conversation about school quality. (Prof. Tom Bellamy, Director)
- *The Center on Reinventing Public Education (CRPE)* performs policy-oriented research on K-12 public education: financing, human resources, governance, equity and effectiveness. (Prof. Paul Hill, Director)

Shared Governance in the Education Program

The current Director of the Education Program joined the faculty in July 2009. Prior to that, the Education Program had three years of interim leadership. During that period, interim directors and faculty worked in a collaborative manner to make program decisions. As a small program, many decisions are made as a committee of the whole.

Decision making bodies include:

- *Education Program Faculty*: This group meets twice a month for 1.5 to 2 hours. The Program Faculty recommend, deliberate, and make collaborative policy and program decisions and recommendations to the Director.
- *Education Program Staff*: The staff group meets twice a month for one hour. The staff group considers and recommends policy and operational practices. In addition, the staff have advisory contact with students and form an important conduit of information about admissions, student progress, and completion.

Committees and Working Groups: Four groups work together on a regular basis for programmatic review and decision-making. These include:

- *Curriculum Committee*: This committee is charged with curriculum oversight and decisions that are cross-programmatic in nature. This committee is chaired by Prof. Bellamy.
- *Inquiry Committee*: This committee is charged with collecting and analyzing data in relation to program goals and needs. This committee is chaired by Prof. Banks.
- *K-8 Working Group*: This is comprised of the faculty and staff who participate in the K8 certification programs. They are responsible for program cohesion, student evaluation and support, and identifying matters that require the attention of the faculty as a whole.
- *Middle and Secondary Working Group*: This is comprised of the faculty and staff who participate in the middle and secondary certification programs. They are responsible for program cohesion, student evaluation and support, and bringing matters that require the attention of the faculty as a whole.

There are several external constituent groups who provide regular feedback to the program on educational issues and program quality:

- The clinical faculty/field supervisors provide a valuable link to the schools and districts as they are regularly in the schools. We meet with them on a regular basis as a source of communication.
- The *Professional Education Advisory Board* meets on a quarterly basis throughout the year as required by state law. This important advisory body helps to provide information to us about their perceptions of need as practitioners and educational leaders, and challenges us to ensure program quality.
- Our teacher certification programs are based on the concept of partner schools and districts. We meet with district and school officials on a regular basis for the purposes of student placement.

- We are developing two new advisory groups that are part of our “APPL” Consortium (Authentic Pathways to Principal Leadership). The consortium is made up of the seven partner districts in our new Educational Leadership program and is divided into an Executive Board/PEAB and a clinical faculty group. While oriented to our leadership program, they will also help to keep us connected to the educational issues that affect all of our programs.

Budget and Resources

The Education Program (as is the case of each of the six programs at UWB) is responsible for significant portions of the budget. The funds are divided into the following categories:

- General Operating Funds (GOF). Funds over which the University has significant discretion. Composed of: state appropriations (tax support) and operating fee revenue (portion of tuition).
- Designated Operating Funds (DOF). Designated Operating Funds - funds over which the University has unlimited discretion though the University, as a matter of internal policy, may have restricted their use. Composed of: indirect costs (or overhead) charged to self-sustaining budgets and grants, interest income, summer quarter revenue, hospital revenue, administrative overhead, and miscellaneous fees.
- Research Cost Recovery (RCR). the allocation of funds back to academic units that generate indirect costs from grants and contracts
- Grants
- Gifts

The Program budget for this biennium is: \$2,514,709 (See Appendix B for budget detail).

The budget owner is the Program Director (Portin), and the budget approver is the Program Manager (Hillson). The University of Washington (as all Washington public institutions) has been in a period of budget retrenchment. Additional allocations were provided in this academic year for a .5 FTE Secondary Field Coordinator and Certification Officer, part-time Secondary Field Supervisors, and two faculty searches.

Budget oversight occurs at both the program and campus level. Requests for additional funding are accompanied by analysis of the cost/benefit and relation to the campus goals. Currently, all programs are in the process of outlining plans for the allocation of carry-over funds and new requests to accomplish the goals of the 21st Century Campus Initiative.

Additional funding:

The campus is currently over-enrolled (approximately 16% campus-wide). The tuition revenue from the extra students is being shared, in part, with the programs for the purpose of meeting the needs of additional students in programs.

The Education Program recently established strategic goals for the near future³. Budget resources are being aligned to ensure the accomplishment of the three goals identified by the faculty and staff (see Section IV: Future Directions). Throughout the year, the budget owner and manager will, with input

³ Adopted by the Education Program Faculty and Staff in autumn quarter 2009.

from the faculty, assess whether the fiscal resources are being used in a manner that supports the adopted program goals.

With the support of the Office of Research Support (a division of Academic Affairs), a number of grant funding efforts have been successful⁴ and others are in development. Further detail of grant activity is outlined in Section IV.

The Education Program has yet to develop a comprehensive alumni program. It is our aim to undertake this vital task in the coming year and to develop an alumni council and fund that could be used for program needs as directed by the council. We see this as a critical area of attention and development. This is especially important as we develop a rich data system to track our graduates and collect data about the efficacy of their preparation at UW Bothell.

Section II: Teaching & Learning

Student Learning Goals and Outcomes

K-8, Middle Level and Secondary Teacher Certification

The K-8 Teacher Certification Program offers two options. A five-quarter option requires one quarter of part-time study followed by a summer and three quarters of full-time study. The Extended program option requires three quarters of evening coursework, and a summer of part-time study followed by three quarters of full-time study. In addition to the elementary education endorsement, candidates can earn middle level endorsements in math/science or humanities while earning their K-8 certification.

The Secondary Teacher Certification Program, embedded within the M.Ed., offers endorsements in Biology, English/Language Arts, Mathematics, History, and Social Studies. Candidates with an endorsement in a content area and M.Ed. start with three quarters of part-time evening coursework and then change to full-time study for three quarters. A final class in the seventh quarter concludes the M.Ed. secondary. We are now accepting applications for the fourth cohort.

Extensive field experiences provide opportunities for candidates in both programs to apply and to test their developing knowledge and skills. Candidates engage in reflective seminars in which they examine the professional role of the teacher and the complexities of work in schools. These seminars are conducted partly on campus and partly in the field. On campus sessions, led by UW Bothell core faculty, provide an opportunity for the members of each cohort to reconnect and to exchange observations and ideas from their different field placements. Sessions in the field, led by Field Instructors (K-8 program) or Clinical Faculty (Secondary program), provide an opportunity for smaller groups of candidates to meet with their particular field liaison who assesses their work in the field. The field sessions are particularly valuable as the Field Instructors/Clinical Faculty are familiar with each candidate's field situation and can provide contextualized guidance.

⁴ Video interviews with Education program grant recipients can be viewed at:

<http://www.uwb.edu/academic/research/research-in-action/robin-angotti>

<http://www.uwb.edu/academic/research/research-in-action/tom-bellamy>

University of Washington Bothell and its school partners work together to provide candidates with the following learning and teaching experiences:

- Field assignments in public schools and classrooms;
- Field experiences immersed in the life of schools and classrooms;
- Opportunities to observe instruction, apply principles, practice skills, and refine ideas discussed in seminars, courses, and Professional Development Days;
- Opportunities to demonstrate sensitivity to and understanding of the needs of learners from diverse racial, ethnic, and social class groups;
- Opportunities to demonstrate interpersonal, ethical, and professional behavior;
- Authentic context for observation by and feedback from Field Instructors/Clinical Faculty and Master/Cooperating Teachers.

Master of Education Degree (M.Ed.)

The Master of Education program is designed to provide the academic foundations and depth students need to advance in their career within the education community, take on leadership roles within the profession, and make significant contributions to the future of children, youth, and families.

In the Master of Education program, students are encouraged to think deeply about the complex nature of education. Students are expected to demonstrate commitment to improving their teaching and to building collegial relationships with other professionals who share common goals, commitments, and professional questions. High expectations are held in the graduate level skills of writing, critical thinking, and collaborative learning.

The program begins with three core courses. These courses focus on:

- Examination of research methodologies and the generation of research questions.
- The use of multicultural education as a theoretical foundation for examining the ways in which students' biographical journeys, values, and beliefs influence the questions they raise and the framing of those questions.
- Organizational change and school reform as well as the responsibilities of professional leadership related to educational change.

In addition to the core courses, students choose elective courses under the guidance of a faculty advisor. These may be selected from M.Ed. courses or may be selected from appropriate courses in other academic programs such as the UW Bothell Master of Arts in Policy Studies. Up to twelve credits of graduate-level coursework may be taken at the University of Washington Seattle.

Undergraduate Minor in Education

The Minor in Education is intended to help students develop broad perspectives on the purposes and forms of education and schooling. It consists of 25 credits of coursework, 18 of which must be graded. One core course is required, Education and Society (B EDUC 320), and a minimum of two credits in Service Learning Practicum (B EDUC 452). Courses offered in the Education Minor generally relate to the following themes:

- Education in a Democratic Society
- Knowing and Learning
- Children, Youth, and Their Families

- Racial, Ethnic, Cultural and Gender Diversity

Students in the Education Minor can take 12 different courses in Education (e.g. B EDUC 456 Adolescents in School and Society), six different courses in Interdisciplinary Arts and Sciences (e.g. B IS 435 Interactive Learning Theory), and students with senior standing who are admitted to the K-8 Teacher Certification Extended Program may apply 16 credits of specified certification coursework (e.g. B EDUC 405 Contexts of Learning and Schooling) to the minor. If accepted into the K-8 certification program, these courses may be taken concurrently with IAS courses in his/her senior year.

Instructional Effectiveness

Students in the Elementary Education K-8 and Secondary/Middle Level programs are assessed quarterly on their clinical performance both by Cooperating Teachers and university supervisors (or field instructor). During the final student teaching internship, a comprehensive performance –based assessment of pedagogy is used. The instrument⁵ is based on ten standards and 57 performance criteria.

Students in all certification programs are evaluated on coursework learning objectives that deal with knowledge development, classroom application and personal reflection. Students are assessed by their instructors, their peers, and frequently themselves through reflective practice activities. A variety of assessment products are used including: reflection and critique through class discussion, journals, websites, blogs and other digital media; documentation and analysis of observation, assessment and instruction of children; case studies; documentation and analysis of classroom, school, district and community events; annotation and critique of professional literature and children's literature; creation of model lessons and units; critique and creation of curriculum materials; creation of paper and digital resource files; group presentations both on-line and live; and academic papers. At the end of the teacher certification programs students create a portfolio (with electronic option) of work built across the program and around program goals and objectives.

The M.Ed. Program has various forms of assessment to evaluate knowledge of course content as well as application to practice. Faculty evaluate knowledge of course content through students' contributions to class and small group discussion, website (Blackboard) discussions, synthesis and analysis of readings and film, review of literature, multimedia projects, final conceptual papers or position statements, and reflections on experience and learning. Faculty also assess application of knowledge through case studies, lesson and curriculum development, and through implementation of curriculum and leadership projects.

The M.Ed. Completion Dossier is required of all students admitted after 2009, and provides an opportunity for candidates to demonstrate comprehensive knowledge, skills and dispositions associated with the program's overall goals for academic learning and improvement of professional practice in education. The Completion Dossier ensures breadth of academic work and the candidate's application of knowledge. Guided by the Education Program's goals, the dossier is comprised of the following four elements:

1. An introduction to the Completion Dossier, in which the student describes how four academic products and one application product to be presented in the dossier, taken as a whole, meet

⁵ All assessment instruments will be available to the Review Committee during its site visit.

- the Education Program's learning goals as these are elaborated in the rubric for Completion Dossiers.
2. Four substantive academic products, normally developed in conjunction with four different graduate courses.
 3. One of the following products that demonstrate application of knowledge in the student's practice:
 - a. National Board Portfolio
 - b. Professional Certification Portfolio
 - c. Practitioner Research Paper
 - d. Critical Literature Review
 4. A written reflection.

The faculty advisor and a second faculty reader evaluate the Completion Dossier to determine if the products show evidence of the accomplishment of program goals; in case of a disagreement, a third faculty member also evaluates the portfolio. If a student has not demonstrated competency in attaining all of the program goals, s/he will need to take additional courses to work on becoming proficient in any unattained goals.

Assessments of student satisfaction and satisfaction of students from under-represented groups

All students enrolled in courses in the M.Ed., Pro-Cert, and credential programs have the opportunity to provide feedback to instructors through UW Instructional Assessment System (IAS) course evaluations and additional student comment sheets. These evaluations and valuable student comments regarding student satisfaction provide instructors with information that allows them to modify coursework to meet student needs and respond to student concerns. The Director also reviews course evaluations to provide meta-analytic themes for faculty deliberation and development. Additionally, all assistant professors are expected to arrange annual peer reviews of their teaching (with tenured faculty participating every three years). Faculty are required to submit the summaries of peer and student teaching evaluations for all courses as part of their annual reviews, third-year reappointment dossiers, and tenure dossiers. Faculty are also expected to self-evaluate their teaching and to outline plans for improvement when student evaluations indicate that courses are not meeting student needs.

Students in the elementary and secondary certification programs are given opportunities to provide assessment and feedback on their satisfaction with the program during each quarter of their field experience. Students are consulted and surveyed regarding their preferences for field experience placements, giving them an opportunity to participate in crafting the optimal placement experience for their own learning. Additionally, students are surveyed about their assigned university supervisor for field placement, the person that is the liaison between the university and school partner, as well as their satisfaction with the cooperating public school teacher who mentors them during their field placement. This collected information is used by the field coordinators to make future decisions about field placements, Cooperating Teachers, and Field Instructors.

Quarterly meetings are held for certification programs. These meetings provide the opportunity for bi-directional communication as both information sessions for the program to communicate to the students as well as for the students to give feedback to the program faculty and staff.

Teacher Professional Certification Program

In addition to quarterly course evaluations, the Teacher Professional Certification Program considers quarterly course evaluations and student satisfaction measures from a Catalyst Pro Cert Graduate Survey. This survey has been administered in 2008 and 2009 and has had high rates of return (87% in

2008) from the 29 teachers who have completed Professional Certification at UWB. The survey provides information on program evaluation including questions on: students' ability to get questions answered about the Pro Cert Process, instruction and feedback during all stages of the program and the seminars, and the support for Pro Cert work from the M.Ed. courses. This survey also includes a self-assessment of the program's impact which provides evidence of the program's benefit for articulating teaching competencies regarding: teaching, pupils and families, colleagues from both school and district, professional development and a sense of professionalism as an educator.

Developing a more robust assessment system

Although each of the above measures gives indication of student success during different periods of program completion, there is a need for a holistic evaluation of student satisfaction with the entire program experience. All data currently is collected, but not disaggregated, thus there is a need for separating the data to get a better picture of the satisfaction of under-represented groups. The Program is planning to use existing over-enrollment revenues to contract with an expert to develop an end-of-program exit assessment and develop a substantive alumni data system that will provide data on graduate success, expectations for state reporting on graduate impact on student learning, and alumni development. The data system will also provide for the ability to disaggregate assessment for underrepresented groups. This is a high priority goal for the Education Program.

In addition, the Education Program has set a goal to establish a Student Advisory Committee of student representation from each of the program areas. This will establish a systematic process for obtaining student perspectives and suggestions.

Using assessments for Program improvement

The Secondary/Middle Level Option is a two-year program that admitted its first group in 2007. Changes in the program have been made each year, and the process of using student learning to guide revisions remains active. As a new program strand, the faculty working group meets regularly to review program progress and make adaptations and improvements. For example, assessment of student learning based on observations of instruction, curriculum and lesson planning, and critical reflection entries from IMAGINE⁶ camp resulted in program revisions implemented the following year. The revisions included moving the Curriculum, Instruction, and Assessment course to the spring after the first summer and moving the initial field placement to the autumn after the second year.

Assessment of student learning relative to adolescent development during curriculum planning in the courses on Curriculum, Instruction, and Assessment (CIA) in the summer, prompted us to increase direct contact with adolescents and provide earlier experience in schools. With the second cohort, we included guided observations of instruction in the spring CIA course, and with the third cohort, we began including course assignments requiring direct experiences in schools and/or with adolescents in each quarter.

Assessments related to interns' content knowledge and pedagogical content knowledge observed during their field experiences prior to student teaching caused us to seek ways to revise the program.

⁶ IMAGINE Camp is a week long summer experience for middle and high school age students on the University of Washington Bothell campus in environmental sustainability. The first quarter secondary/middle level certification students work with these students for an initial practicum.

This planning is still in process.

Assessment of students' learning and needs during autumn quarter related to writing skills and general preparation for a graduate program in the social science led to plans to recommend that admitted students purchase a writing manual to expand the orientation for new students.

Reading Endorsement option in the M.Ed.

Passing of the WEST-E in reading examination is required by OSPI for all candidates seeking a Reading Endorsement in Washington State. The first cohort is completing this program. Courses approved as options for those working toward the Reading Endorsement were designed to address all six competencies as outlined by OSPI. Once students complete the coursework and the WEST-E in Reading, we will have data to use for program and/or course revisions.

Undergraduate Minor in Education

Courses in the undergraduate minor are broad perspectives on the purposes and forms of education and schooling open to all students at UWB whether or not they intend to be teachers. The courses included in the minor are such that the students have choice in their sequencing and can choose among courses at the (100, 200, 300, and 400 level). There is one required course and service learning and several options from which students select their course of study in the minor. This flexibility makes it difficult to assess learning at the program level, thus the program has relied on assessment of student learning in individual courses, especially in the cores courses, rather than an accumulative assessment at the end of the program.

Review of the Education Minor is on the agenda of the Education Program Curriculum Committee. Questions generated at a faculty meeting will guide the review of the program. Some of these questions reflect assessment of students' learning needs in teacher certification programs at UWB such as:

- What are the goals and purposes of the Education Minor?
- Are the course options aligned with the goals of the Education Minor?
- Considering changing contexts of education and schooling, are there other courses that should be made available in the minor (e.g., using technology in education, pedagogical content knowledge courses in specific endorsement areas such as math, science, history, social studies or English language arts)?
- Are students who complete the Education Minor at UWB successful candidates in UWB teacher certification programs?

Training in teaching

The Education faculty has full access to professional development in teaching at UWB and UWS. Faculty have participated in (and served as faculty for) the *UW Faculty Fellows Program*. At UWB, three faculty have been fellows in the *Initiative for Community Engagement and Learning* in which community engagement projects were developed for two courses. Additionally, Education faculty have participated in training through the UWB Instructional Technology department.

Four Education faculty participated in the *Faculty Institute in Digital Storytelling*, leading to revisions of a major assignment in the K-8 literacy course to incorporate multi-media production. The UWB

Teaching and Learning Center also funds travel for attendance at conferences about teaching or to present work on innovative teaching.⁷

Seminars for Clinical Faculty who observe, monitor, and mentor student-teachers in our K-8 certification program keep Clinical Faculty up-to-date on current research in education.

Teaching and mentoring outside the classroom

The cohort models of the certification programs mean that faculty are engaged in ongoing and continuous formal and informal conversations with students about their overall professional development beyond the content of their own courses. Faculty offer multiple independent studies to students each quarter for the purposes of developing their expertise and career goals.

Student Recruitment

Recruiting is done through the program website, through UWB Admissions Advisors at community colleges and statewide, through information sessions held on campus, program fairs, and through one-on-one meetings between advisors and potential students. Advisors provide high school workshops followed by campus visits from students enrolled in Teaching Academies in local high schools. At least one-third of K-8 candidates flow through the Education Minor and they receive quarterly advising.

The University of Washington, Bothell is investing in a number of recruiting strategies create bridges for applicants from underrepresented groups. One strategy is through the *Dream Project*, a student-initiated high school outreach program that operates as a University of Washington Bothell course. The Dream Project partners UW Bothell students with first-generation and low-income high school students to help them achieve the dream of attending college. This program, and additional resources in minority recruitment, has resulted in impressive increases in the diversity of the campus. From a more diverse student population, the Education Minor is one recruiting strategy for students into the Education Program.

A second strategy is the parallel goal of supporting diversity hiring in faculty positions. As we diversify the faculty, we hope to ensure a welcoming environment for students from underrepresented groups.

Supporting student success

In the certification programs, faculty members regularly consult with staff and field instructors about the academic standing and performance of students. Clinical faculty in the certification programs observe students in the field, monitor their progress as developing teachers, and conduct small group seminars for the students they supervise. When intervention is called for, an established "focus of concern" process of intervention and support is initiated.

In the graduate program, academic standing is monitored each quarter via reports from the Graduate School on students whose GPA falls below Graduate School requirements. Faculty advisors monitor

⁷ For example, funds from the Teaching and Learning Center were used to send two faculty to a Critical Friends Group Coaches' Institute run by National School Reform Faculty to learn about "Facilitative Leadership and Critical Friendship" in the development of learning communities. Protocols from that conference are now used regularly in the professional seminars for students in the K-8 Teacher Certification Program.

and support students through culminating projects. Intervention strategies are instituted on a student-by-student basis with the tailoring of supports to the needs of the student.

Preparing students for the next phase of their career

In the certification programs, students are fully advised during professional seminars about state-mandated professional development in initial years of teaching. In addition, the Education Program has adopted a strategic goal of developing a professional growth continuum for educators to access across their career. This includes initial certification, early mentoring through Pro-Cert, additional certification endorsements, further graduate study, National Professional Board of Teaching Standard certification, degree work in teacher leadership, and (soon to be launched) the opportunity to transition to principal leadership. The M.Ed. program offers graduate students multiple opportunities to consider their development as teacher leaders and take required courses in school change and teacher leadership.

Section III: Scholarly Impact

Faculty Scholarship

University of Washington Bothell Education Faculty have demonstrated their expertise across all the themes within the Program's mission through their numerous journal articles, presentations at conferences, and publication of books, articles, and chapters that are cited in conceptual and research studies in their perspective fields. As well, several faculty members have received some significant grants to further their contribution to the field and their research including Dr. Carole Kubota for environmental education, science education, and teacher leadership, Dr. Nancy Place for teachers' professional development, and Dr. Antony Smith for research on reading assessment. Of particular note, Dr. Robin Angotti has been awarded grants for more than two million dollars for the improvement of mathematics and science teaching.

The faculty have published in prestigious journals within the field of education including:

- *Asia-Pacific Journal of Teacher Education*
- *College Teaching*
- *Educational Leadership*
- *Elementary School Journal*
- *Equity and Excellence in Education*
- *International Journal of Leadership in Education*
- *Journal of Adolescent and Adult Literacy*
- *Journal of Curriculum & Pedagogy*
- *Journal of Curriculum Studies*
- *Journal of Educational Controversy*
- *Journal of Literacy Research*
- *Journal of Moral Education*
- *Journal of Peace Education*
- *Journal of Research in Science Teaching*
- *Journal of Teacher Education*
- *Journal of the National Network for Educational Renewal*

- *Mathematics Teacher*
- *Peabody Journal of Education*
- *Phi Delta Kappan*
- *Reading Teacher*
- *Research in Social Education*
- *Rural Educator*
- *Social Education Theory and Research*
- *Teaching and Teacher Education*
- *Teachers College Record*

The faculty have written books and articles in their professional fields including Dr. Robin Angotti's research on mathematics education and teacher portfolios, Dr. Nancy Place's study of literacy portfolios, Dr. Antony's Smith's work on literacy coaching, and Dr. Carrie Tzou's scholarship in inquiry science. Dr. Pamela Joseph wrote a number of entries for the *Encyclopedia of the Social and Cultural Foundations of Education* and *Encyclopedia of Curriculum Studies*; because of her scholarship in curriculum studies, she has been elected to Professors of Curriculum, a group of 125 international curriculum scholars. Faculty's scholarship has been cited in academic literature (articles, books, and dissertations) and has been included as readings in university syllabi. Among this noted scholarship is Dr. Nancy Place's work on literacy portfolios, Dr. Carole Kubota's study of science education in museum settings, and Dr. Carrie Tzou's research on cognition and learning. Dr. Pamela Joseph's publications on curriculum studies, the teaching profession, moral education, and the moral dimensions of teaching have been frequently cited in scholarly works; her book *Cultures of Curriculum* (Routledge) has been a text in graduate classes in the United States, Canada, Europe, and has been published in China. And Dr. Bradley Portin's co-edited book, *Self-reflective Renewal in Schools: Local Lessons from a National Initiative*, examined conditions supporting readiness to undertake school improvement.

The faculty also have made a strong presence at national and international conferences in which their papers were accepted through a peer review process; these conferences include: American Educational Research Association, ACM Technical Symposium on Computer Science Education, American Anthropological Association, American Association for the Advancement of Curriculum Studies, American Association of Colleges of Teacher Education, Association for Science Teacher Education, Educational Research Association, Ethnography in Education Forum, International Conference of the Learning Sciences, International Conference on Technology in Collegiate Mathematics, International Congress for School Effectiveness and Improvement, International Group for the Psychology of Mathematics, International Reading Association, Internationalization of Curriculum Studies Conference, Mathematics Education Research Group, National Association for Research in Science Teaching, National Association of Multicultural Educators, National Network for Educational Renewal, National Reading Conference, National Reading Conference, National Science Teachers Conference, North American Association for Environmental Education.

The Education Program faculty have published books, contributed chapters in books, authored scholarly articles in Tier 1 journals as well as publications aimed at practitioners, been awarded grants, presented at regional, national, and international conferences, and participated in various venues as invited speakers in their areas of expertise.

Selected accomplishments include:

- Dr. Cherry Banks has an international reputation in the area of multi-cultural education and is the co-editor of 5 editions of *Multicultural Education: Issues and Perspectives*.

- Dr. Jane Van Galen received the Critics Choice award from the American Educational Studies Association for her book, *Late to Class*.
- Dr. Thomas Bellamy was selected to give the Annual Walter Cocking Lecture at the 2007 meeting of the *National Council of Professors of Educational Administration* and also received a \$1.75 million grant from the U.S. Department of Education for Leaders for Teacher-Preparing Schools Project.
- Dr. Robin Angotti was an invited speaker at the *International Conference on Teaching Statistics* in Bahia, Salvador, Brazil.
- Dr. Karen Gourd presented at the First World Congress on *The Power of Language* in Bangkok, Thailand.
- Dr. Jean Eisele is collaborating with the Jackson School on the UW Seattle campus to establish a UW contribution in India and has visited India three times to further those efforts.
- Dr. Carole Kubota is known nationally for her grant work which provides exemplary professional development programs for teachers and leaders in science education.
- Dr. Antony Smith received the *Student Outstanding Achievement Award*, the highest award from the National Reading Conference, for his dissertation work.
- Dr. Nancy Place is publishing research on the *National Board Certification Process for Professional Teaching Standards* with Dr. Tracy Coskie, an Associate Professor at Western Washington University.
- Dr. Carrie Tzou is collaborating with faculty from the UW Seattle campus on a *Centers for Ocean Science Education Excellence* (COSEE) grant, conducting ethnographic research on underrepresented youth's learning about the environment.
- Dr. Pamela Joseph has published several articles in her areas of specialization: curriculum inquiry and curriculum leadership, the teaching profession, moral education and the moral dimensions of teaching.
- Dr. Bradley Portin has been co-principal investigator for two large-scale Wallace Foundation-funded studies and co-authored a number of monographs on educational leadership.
- Amelia Bowers was awarded one of 18 scholarships from the Exploration Seminars program at UW Seattle and has led study visits to Italy and India.

Of particular merit, two Education faculty (Dr. Banks and Dr. Kubota) have each received one of the University of Washington's highest honors, the *Distinguished Teaching Award*.

Student Accomplishments and Scholarship

Education Program faculty work with their students in mentoring relationships to develop a scholarship of practice among our graduate students. As a Master's degree program, applied scholarship and rigorous design in practice-based issues describe much of the work our students produce. In addition, we strive to prepare students for doctoral work for those whose career

trajectories take them beyond master's level work. We also encourage our students toward leadership and positions of influence within their schools, districts, communities, and broader educational context. The following are selected examples of student accomplishments in these areas:

- Lorna Barth, a graduate of both our K-8 Teacher Certification Program and our M.Ed., published her work with science fairs in the nationally recognized science teachers journal, *Science and Children*.
- Three secondary education M.Ed. students presented *Digital Divide: Using Emerging Technologies to Teach Math* at the National Council of Teachers of Mathematics annual meeting in Washington DC. This presentation was one of the most well-attended sessions at the 2008 conference. Because of the feedback and response, it became a catalyst and foundation for the Math 2.0 Higher Education Coordinating Board grant. One of the three students has recently applied for a Ph.D. program in math education and it has produced an article under review for the *Mathematics Teacher*.
- Suzanne Cowper, a graduate of the K-8 Teacher Certification cohort, has served as a Master Teacher for candidates in subsequent cohorts and has also chaired our Professional Education Advisory Board.
- Many of our graduates (e.g. Sabrina Carter, Mary Grambush, Sarah Garen-Ziegler, Maggie Windus, Carol McCaig, Jeanine Layes, Ellen Young, Greg Wirtala) continue the tradition of mentoring by becoming Master Teachers working with new teacher candidates in our Education Program.
- Nikko Linn, graduate of both our K-8 Teacher Certification Program and our M.Ed., spoke before representatives of the *National Oceanic and Atmospheric Association* on the state of science education, current pressures on today's teachers, and goals for science education in the future.
- In addition to her activity on district committees, Sarah Garen Zeigler, a graduate of our K-8 Teacher Certification Program, is currently working on her Ph.D. on the UW Seattle campus.
- Debbie Patashnik, another graduate of our K-8 Teacher Certification and M.Ed. programs is the writing lead at her school and serves on her district's Testing, Assessment and Research committee.
- Many of our Teacher Certification graduates are invited to be guest presenters in our Teacher Certification Reflective Seminars. Many also return to earn their Master of Education degrees.

Influences from Advancements in the Field and Disciplines

The education program has been influenced by a number of advancements and interests that impact our work. In addition, our three strategic goals are shaped by the field as well as the interests of schools, school districts, and policy systems to ensure educational opportunity. These include the following:

Digital learning and technology in schools

The opportunity for using technology and digital media to support student and professional learning is substantively shaping our work. It is for that reason that it was chosen as one of three strategic program goals. We are looking at two dimensions of E-learning: First, how technology supports both student and professional learning; and second, how technology can support our goals to expand the reach of our programs to broader communities.

New technologies have enabled deeper collaboration among faculty; e.g. course assignments in K-8 literacy are supported by the technology courses. We are moving reflective writing from isolated pieces in individual classes toward using digital platforms for student reflection. This enables faculty to read and comment on students' professional development across individual courses and for students to more readily make connections between their courses.

School-university partnerships

Emphasis in the field on the importance of creating close connections between university teacher education programs and local schools prompted the move of the K-8 Literacy course from a campus location to a partner school. In addition, the construct of our new Educational Leadership Program rests on substantive partnerships with a consortium of school districts. Finally, as a program we are moving toward *co-teaching models* for our internships at both the K-8 and Secondary levels.

Professional learning

An imperative of teacher and leader education is that learning is not an event constrained to a degree or credential program but is a career-long commitment to learning that enables teacher to master new skills and capacities to meet emerging needs. We are using literature on professional learning communities and career continua as a way to structure our existing programs and the connections between them.

Leadership

We conceive of leadership as a capacity, social process, and professional commitment. Rather than simple role-based preparation for such positions as the principalship, we are infusing leadership as part of teacher preparation. In this model, teachers understand their responsibility and opportunity to support the learning of their peers and students beyond their classroom.

Diverse learners

We believe that every teacher we prepare must have the ability to work with diverse learners. This has a variety of meanings. In the first instance, it is the ability to adapt teaching and learning opportunities to the variety of learning needs students present. In the second, we know that virtually every teacher will have students whose first language is not English. We believe that every teacher is a "special education teacher" and every teacher is an "ELL teacher."

In addition, we infuse our programs with cultural competence and value commitments to respect for diversity of race, ethnicity, social class, religion, and sexual orientation. Each are issues that teachers need to encounter in their preparation to best support the learners—all learners—in their classrooms and schools.

Collaboration and Interdisciplinary Efforts

The University of Washington Bothell is a small campus. As such, our faculty and staff have heavy service commitments both within the program and across campus. In addition, many colleagues maintain commitments across the tri-campus system and regularly serve in University-wide efforts.

Within the unit, all faculty and most staff serve on program committees and working groups (outlined earlier in unit “organizational structure”). Across the campus, our faculty have/are serving on the following (a sample):

- UWB Center for Serious Play
- Science and Technology Program
- Interactive Media and Technology degree planning committee
- Initiative for Community-Based Learning and Scholarship
- The Dream Project
- The 21st Century Campus Initiative
- General Faculty Organization
- Campus Diversity Taskforce
- Campus Technology Taskforce
- Sustainability Taskforce
- Digital Storytelling (cross-programmatic)
- Countless search committees
- Center for University Studies and Programs
- Teaching and Learning Center
- Enrollment Management Committee

Cross-programmatic teaching:

Education faculty regularly design courses and participate as guest lecturers in other Program courses (e.g. Prof. Angotti has taught Math in CUSP/IAS, and Prof. Van Galen has been professor for the course on Participatory Media and Community Engagement in Interdisciplinary Arts and Sciences).

In addition, a number of our courses are cross-listed with other programs (e.g. BEDUC 320 & BIS 393 Education & Society, and BEDUC 591 and BPOLST 586A, Issues in Education Policy)

Cross-institutional initiatives:

Currently, two cross-institutional activities are supported through grant funding and under the leadership of Prof. Robin Angotti. These include:

- Math 2.0: Teaching Math in a Technical World - partnership with North Central Educational Service District, Math/Science Partnership Grant, Wenatchee Valley College, Central Washington University
- Program to Support Teaching Strategies to Prepare Students in Remote Rural Communities for College Level Mathematics - Partnership with UW Seattle Department of Forestry Resources, Department of Mathematics, Lewis County School Districts

Supporting junior faculty

As noted earlier, junior faculty have full access to professional development in teaching at UWB and UWS including the Faculty Fellows Program. Other resources include:

- The UWS and UWB Office of Research Support
- UW Teaching Academy
- Center for Instructional Development and Research
- The UW Faculty Field Tour
- Royalty Research Fund
- UWS and UWB Instructional Technology Department

Assistant professors in the Education Program are provided with additional funding for conference travel (fully funded for one conference) rather than partial support. They are also, generally, provided a course release in their first year to establish their teaching and research agenda.

Diversity strategies

Currently, the Education Program is in the process of conducting two faculty searches. Each of the search committees have been charged with developing strategies for ensuring recruitment of a diverse pool of candidates. We are incorporating multiple strategies to recruit faculty members from underrepresented groups. An important resource are those that lie within our major professional organizations (e.g. American Educational Research Association) and discipline specific organizations. These organizations are helpful in both advising searches and getting postings to a broader pool (often through division and special interest group newsletters and listserves).

Search chairs also target mailings to HCBUs and TCUs and other universities that have a diverse graduate pool. Depending on the composition and resources of the search committee, we seek the advice of colleagues on the posting and search process for reaching candidates of color, internationals, LGBT, and regional diversity. Included in this process we solicit lists of key communicators for targeted mailings.

When candidates come for interviews, we invest time in the careful planning of the campus visit to ensure that diverse candidates have an opportunity to meet colleagues and resources across all three campuses. Resources of the UW Faculty Senate, the UWB General Faculty Organization, and mentoring from campus colleagues serve to provide a professional support network for all new faculty.

Section IV: Future Directions

Strategic Directions for the Education Program

Beginning in September 2009, colleagues in the Education Program began a process for determining the next strategic directions. Over the course of a program retreat and faculty meetings in autumn 2009, the faculty voted to approve three strategic goals for program growth and opportunity. Each goal is followed by ways in which the program is pursuing these goals:

Goal 1: Develop a professional career continuum for educators

- Develop a strong component of teacher professional identity that includes commitments to inquiry-based practice, social justice, and professional learning.
- Develop a teacher leadership strand that is integrated into pre-service preparation, in-service collaboration with schools, and forms the basis for Phase 1 of the Master's in Educational Leadership.

Goal 2: Develop our expertise and extend leadership in E-Learning for our region

- Develop our research and teaching expertise in how technology serves/mediates student and professional learning.
- Use technology to expand our reach and impact. This includes regional expansion (especially to underserved communities) and globalizing the learning and experience of our students.

Goal 3: Develop substantive partnerships with K-12 schools and Community Based Organizations

- Develop new and existing school and district partnerships to enhance a cohesive system of schools for professional preparation through co-learning/co-teaching and reciprocity.
- Develop partnerships that can serve as shared commitment for teacher, teacher leader, and principal preparation.
- Pursue partnerships that expand our diversity goals and enhance multicultural education.

Plans to Reach Identified Goals

In order to reach these goals, the Education Program is aligning resources toward these ends and undertaking a number of action steps. The following are examples in relation to our identified goals:

Goal 1: Develop a professional career continuum for educators

- Providing advice to the PESB & Senate Committee on K-12 Education through membership on the Research Advisory Committee
- Launch of a new graduate program in Educational Leadership
- Partnership with professional development providers such as the UW Center for Educational Leadership and the Center for Strengthening the Teaching Profession

Goal 2: Develop our expertise and extend leadership in e-Learning for our region

- Conference on E-Learning hosted by UWB in 2010
- Launch of a program electronic workspace (Blackboard) for the sharing of strategies and research on E-learning

Goal 3: Develop substantive partnerships with K12 schools and Community Based Organizations

- The Executive Advisory Board for our new Educational Leadership Degree is formed of leaders from districts who have agreed to support and participate in the efforts of our Authentic Pathways to Principal Leadership Program
- Education faculty are now conducting research and providing ongoing professional development for educators and leaders in our closest school district—the Northshore School District.
- The Education Program has established a dialogue and initial commitment with the Technology Access Foundation to identify opportunities for internships and for a pathway for teachers in STEM disciplines.

Education Program's benefit and impact

Since its inception, the Education Program has been on a continuous and steep growth trajectory. While, initially, a small program with only a Master of Education degree (1992) an elementary credential program (1996), we have grown to a moderately-sized program that has produced hundreds of teachers (586 elementary teachers alone since 1997) in a variety of post-baccalaureate and graduate programs.

At the end of the day, our impact is measured by the success of all students in the schools where our graduates teach and lead. Along with the entire country, we are paying careful attention to answering the question of the value-added that our graduates provide to equitable and successful learning for all student in K12 schools.

Our graduates from initial teacher certification are sought by local school districts and principals report that they prefer to hire our graduates. This last year was a very difficult time for new graduates searching for a teaching position. Owing to the economic situation, 2061 teachers received a RIF notice in the spring of 2009. While most (87%) of those who lost their positions have returned to teach in the 2009-2010 school year, the number of spaces for new teachers was severely curtailed. Despite these difficult hiring circumstances, 48% of our new graduates found contracted positions and our data indicate an additional 43% are substitute teaching, with well over 90% in the classroom.

Another form of impact is the leadership our graduates provide. Again, we often hear that our graduates move quickly into positions of leadership in their schools. Our support for NPPTS credentialing (over 40 NPPTS teachers from UWB), ensures that many of our teachers serve with multiple endorsements, and a commitment to excellence in teaching and supporting the professional learning of others.

Our program—as our goals indicate—is committed to ensure that what we do serves the needs of public education in our region and supports graduates in their teaching and leadership across their careers. The needs of education are changing rapidly. The needs of diverse learners, English language learners, and a global society entail programs that are responsive, based in sound research and practice, and innovative in delivery.

Finally, the strength of our faculty's scholarship and leadership (as outlined previously) is the platform from which we aim to contribute to our fields and inform the practice that shapes our

programs. Whether in digital learning, multicultural education, the next generation of math education, teacher leadership, or literacy, the UWB Education Program has developed a platform of strong contributions and we intend to continue to lead.

PART B

UNIT-DEFINED QUESTIONS

Academic Program Review Spring 2010 Program generated questions with elaboration

1. What are the signature features of the UWB Education Program?

As the committee reviews our program and its signature features, we would welcome feedback along these dimensions, or others the committee deem important:

- *For professional preparation of educators*
- *For professional graduate education*
- *For applied research and impact in the field*
- *For engagement with the critical needs and issues of our constituents and the national education agenda*

2. How can we best align our investments (allocations, hires, and other key choices) with our program's plans for strategic growth and change?

- *The Legislature has mandated State programs to increase our investments in STEM fields. How is this mandate represented in our preparation of science and mathematic teachers?*
- *We anticipate approval to launch a new Master of Education in Educational Leadership program for the preparation of school leaders/principals. How does the planning for this program articulate with our program goals for impact in our region?*
- *We are moving as a campus in the direction of E-learning. The Education Program can lead in this area. How are our programs and plans building cross-campus interdisciplinary links and positioning us to be regional leaders in E-learning both for students and for teachers?*
- *Is our curriculum coherent and arrayed in a way that facilitates our current programs and future goals?*

3. How do we evaluate our students (comments, grades, and other feedback), and are expectations consistent across the program (across courses, areas, and faculty members)?

In response to expectations that we provide measures of our graduates' readiness to affect teaching and learning in positive ways, and to demonstrate their growth as practitioner/scholars, we are making changes in a number of our assessment strategies. We welcome a careful look at:

- *Changes in the data we collect and processes we use to meet the expectations of the revised Standard V for teacher preparation.*
- *Portfolio assessment of our M.Ed. students.*

4. How do student accomplishments reflect the program's conceptual framework?

While we recognize a wide range of ways that our students can positively affect the schools and communities they serve, we are especially interested in collecting data on how our students are:

- *Positively affecting student learning*
- *Practicing their profession in a way that addresses the achievement gap and working with students in high needs areas.*

5. To what degree are our students assuming leadership roles (in schools, districts, or the teaching profession as a whole)?

As we further aim to develop our program to work with educators across their career continuum, how do our program designs and goals create opportunities to work with individuals from pre-service teaching, to in-service teachers, to teacher leaders, to school and district administrators?

How do our programs instill a commitment to ongoing professional learning and collaboration?

6. Would the program benefit from a review of (a) its conceptual framework, and (b) its statement of program goals and objectives?

We assume that such a review would be beneficial. To that end, does our theory of action include:

- *Future directions and needs in education?*
- *Emerging student learning needs shaped by our diverse communities?*
- *An international focus to our work and to the experiences available to our students?*
- *Accountability for outcomes?*
- *A coherent curriculum?*

7. Does the program need a vision statement?

Again, we believe that clear directions are beneficial. How are our espoused program statements:

- *Aligned with the best research and practice in our field?*
- *Representative of what is needed to extend impact and leadership in our region?*

(Revised 9.04.09, B. Portin)

PART C
APPENDICES

Appendix A: Organization Chart

Appendix B: Budget Summary

Appendix C: Information about Faculty

Appendix D: HEC Board Summary

A

University of Washington Bothell - Education Program

Faculty	K-8	M.Ed.	Secondary	ProCert	Ed Minor	M.Ed. in Educational Leadership
Robin Angotti, Assistant Professor	◆	◆	◆			
Cherry A. McGee Banks, Professor	◆	◆	◆		◆	
Thomas Bellamy, Professor		◆	◆			◆
Jean Eisele, Senior Lecturer	◆	◆	◆			
Karen Gourd, Assistant Professor	◆	◆	◆		◆	
Pamela Bolotin Joseph, Senior Lecturer, ProCert Administrator	◆	◆	◆	◆	◆	
Carole Kubota, Associate Professor Emeritus		◆			◆	
Nancy Place, Associate Professor	◆	◆				
Bradley Portin, Director and Professor		◆				◆
Antony Smith, Assistant Professor	◆	◆				
Carrie Tzou, Assistant Professor	◆	◆	◆			
Jane Van Galen, Professor	◆	◆			◆	

Clinical Faculty	K-8	Secondary
Judi Backman		◆
Karen Brusseau	◆	
William Cuthbert	◆	
Nancy Doyel		◆
Rick Hart	◆	
Louise Hatala	◆	
Sally Luttrell-Montes		◆
Cheryle Nesbit	◆	
Jan Rettig	◆	
Jo Rosner		◆

Staff
Dana Bigham, Program Coordinator
Ameilia Bowers, Counseling Svcs. Coord., Prog. Advisor
Hayley Hillson, Manager
Jon Howeler, Counseling Svcs. Coord., Prog. Officer
Jane Kinyoun, Secondary Field Coordinator
Kim McKay, Counseling Svcs. Coord., T-Cert Program
Sue Morgan, Office Assistant III

CRPE and the Goodlad Institute reside under the administration of the Vice Chancellor for Academic Affairs, but have shared interests and programmatic connections to the Education Program.

Center on Reinventing Public Education
Dan Goldhaber, Research Professor
Paul Hill, Director and Research Professor
Robin Lake, Associate Director
Marguerite Rosa, Research Professor, UW College of Ed.

Goodlad Institute for Educational Renewal
Thomas Bellamy, Director
Kellie Holden, Institute Administrator

Education - Bothell

Budget Period: 7/1/2007 - 6/30/2009

Reporting Period: Biennium 2007-2009

Account Code	Account Code Description	Budgeted Amount
01	SALARIES AND WAGES	\$2,426,423.00
02	CONTRACT PERS. SERVICES	
03	OTHER CONTRACTUAL SERV	\$54,360.00
04	TRAVEL	\$24,244.00
05	SUPPLIES AND MATERIALS	\$7,582.00
06	EQUIPMENT	
	TOTAL EXPENDITURES	\$2,512,609.00

Budget Period: 7/1/2005 - 6/30/2007

Reporting Period: Biennium 2005-2007

Account Code	Account Code Description	Budgeted Amount
01	SALARIES AND WAGES	\$1,867,728
02	CONTRACT PERS. SERVICES	
03	OTHER CONTRACTUAL SERV	\$32,202.00
04	TRAVEL	\$23,194.00
05	SUPPLIES AND MATERIALS	\$7,582.00
06	EQUIPMENT	
21	COST TRANSFERS	
	TOTAL EXPENDITURES	\$1,930,706.00

Budget Period: 7/1/2003 - 6/30/2005

Reporting Period: Biennium 2003-2005

Account Code	Account Code Description	Budgeted Amount
01	SALARIES AND WAGES	\$1,406,941.00
02	CONTRACT PERS. SERVICES	
03	OTHER CONTRACTUAL SERV	\$14,702.00
04	TRAVEL	\$20,570.00
05	SUPPLIES AND MATERIALS	\$7,582.00
06	EQUIPMENT	
21	COST TRANSFERS	
	TOTAL EXPENDITURES	\$1,449,795.00

**UNIVERSITY OF WASHINGTON BOTHELL
EDUCATION PROGRAM FACULTY**

FACULTY	RANK	APPOINTMENT TERM	AFFILIATE APPOINTMENTS
Banks, Cherry	Professor	9 month	Affiliate Faculty, H.M. Jackson School of International Studies, UW Seattle; Faculty Associate, Center for Multicultural Education, UW Seattle; Adjunct Faculty, College of Education, UW Seattle; Adjunct Professor, Interdisciplinary Arts & Sciences, UW Bothell
Bellamy, G. Thomas	Professor	9 month	Adjunct Professor, Interdisciplinary Arts & Sciences, UW Bothell
Eisele, Jean	Senior Lecturer	9 month	
Gourd, Karen	Assistant Professor	9 month	
Joseph, Pamela	Senior Lecturer	9 month	
Kubota, Carole	Associate Professor Emeritus	9 month (40%)	
Place, Nancy	Associate Professor	9 month	
Portin, Bradley	Professor and Director	9 month	Adjunct Faculty, College of Education, UW Seattle; Secondary Appointment, Interdisciplinary Museology Program, UW Seattle
Rider, Robin	Assistant Professor	9 month	
Smith, Antony	Assistant Professor	9 month	
Tzou, Carrie	Lecturer Full-Time	9 month	
Van Galen, Jane	Professor	9 month	Adjunct Professor, Interdisciplinary Arts & Sciences, UW Bothell
VACANT POSITIONS	TITLE		
Mathematics Education	Assistant Professor	Search Underway	
Social Studies Education	Assistant Professor	Search Underway	

APPENDIX D

EXISTING PROGRAM REVIEW: HEC BOARD SUMMARY

Name of unit: Education Program
Name of school/college: University of Washington Bothell
Degree title(s): Masters of Education
Year of last review: 1998
Current date: February 1, 2010

A. Documentation of continuing need, including reference to the statewide and regional needs assessment (you may cut and paste from Part A, Section IV, above).

Since its inception, the Education Program has been on a continuous and steep growth trajectory. While, initially, a small program with only a Master of Education degree (1992) an elementary credential program (1996), we have grown to a moderately-sized program that has produced hundreds of teachers (586 elementary teachers alone since 1997) in a variety of post-baccalaureate and graduate programs.

At the end of the day, our impact is measured by the success of all students in the schools where our graduates teach and lead. Along with the entire country, we are paying careful attention to answering the question of the value-added that our graduates provide to equitable and successful learning for all student in K12 schools.

Our graduates from initial teacher certification are sought by local school districts and principals report that they prefer to hire our graduates. This last year was a very difficult time for new graduates searching for a teaching position. Owing to the economic situation, 2061 teachers received a RIF notice in the spring of 2009. While most (87%) of those who lost their positions have returned to teach in the 2009-2010 school year, the number of spaces for new teachers was severely curtailed. Despite these difficult hiring circumstances, 48% of our new graduates found contracted positions and our data indicate an additional 43% are substitute teaching, with well over 90% in the classroom.

Another form of impact is the leadership our graduates provide. Again, we often hear that our graduates move quickly into positions of leadership in their schools. Our support for NPPTS credentialing (over 40 NPPTS teachers from UWB), ensures that many of our teachers serve with multiple endorsements, and a commitment to excellence in teaching and supporting the professional learning of others.

Our program—as our goals indicate—is committed to ensure that what we do serves the needs of public education in our region and supports graduates in their teaching and leadership across their careers. The needs of education are changing rapidly. The needs of diverse learners, English language learners, and a global society entail programs that are responsive, based in sound research and practice, and innovative in delivery.

Finally, the strength of our faculty's scholarship and leadership (as outlined previously) is the platform from which we aim to contribute to our fields and inform the practice that shapes our programs. Whether in digital learning, multicultural education, the next generation of math education, teacher leadership, or literacy, the UWB Education Program has developed a platform of strong contributions and we intend to continue to lead.

B. Assessment information related to expected student learning outcomes and the achievement of the program's objectives (you may cut and paste from Part A, Section II, above).

Students in the Elementary Education K-8 and Secondary/Middle Level programs are assessed quarterly on their clinical performance both by Cooperating Teachers and university supervisors (or field instructor). During the final student teaching internship, a comprehensive performance – based assessment of pedagogy is used. The instrument¹ is based on ten standards and 57 performance criteria.

Students in all certification programs are evaluated on coursework learning objectives that deal with knowledge development, classroom application and personal reflection. Students are assessed by their instructors, their peers, and frequently themselves through reflective practice activities. A variety of assessment products are used including: reflection and critique through class discussion, journals, websites, blogs and other digital media; documentation and analysis of observation, assessment and instruction of children; case studies; documentation and analysis of classroom, school, district and community events; annotation and critique of professional literature and children's literature; creation of model lessons and units; critique and creation of curriculum materials; creation of paper and digital resource files; group presentations both on-line and live; and academic papers. At the end of the teacher certification programs students create a portfolio (with electronic option) of work built across the program and around program goals and objectives.

The M.Ed. Program has various forms of assessment to evaluate knowledge of course content as well as application to practice. Faculty evaluate knowledge of course content through students' contributions to class and small group discussion, website (Blackboard) discussions, synthesis and analysis of readings and film, review of literature, multimedia projects, final conceptual papers or position statements, and reflections on experience and learning. Faculty also assess application of knowledge through case studies, lesson and curriculum development, and through implementation of curriculum and leadership projects.

The M.Ed. Completion Dossier is required of all students admitted after 2009, and provides an opportunity for candidates to demonstrate comprehensive knowledge, skills and dispositions associated with the program's overall goals for academic learning and improvement of professional practice in education. The Completion Dossier ensures breadth of academic work and the candidate's application of knowledge. Guided by the Education Program's goals, the dossier is comprised of the following four elements:

¹ All assessment instruments will be available to the Review Committee during its site visit.

1. An introduction to the Completion Dossier, in which the student describes how four academic products and one application product to be presented in the dossier, taken as a whole, meet the Education Program's learning goals as these are elaborated in the rubric for Completion Dossiers.
2. Four substantive academic products, normally developed in conjunction with four different graduate courses.
3. One of the following products that demonstrate application of knowledge in the student's practice:
 - a. National Board Portfolio
 - b. Professional Certification Portfolio
 - c. Practitioner Research Paper
 - d. Critical Literature Review
4. A written reflection.

The faculty advisor and a second faculty reader evaluate the Completion Dossier to determine if the products show evidence of the accomplishment of program goals; in case of a disagreement, a third faculty member also evaluates the portfolio. If a student has not demonstrated competency in attaining all of the program goals, s/he will need to take additional courses to work on becoming proficient in any unattained goals.

Assessments of student satisfaction and satisfaction of students from under-represented groups

All students enrolled in courses in the M.Ed., Pro-Cert, and credential programs have the opportunity to provide feedback to instructors through UW Instructional Assessment System (IAS) course evaluations and additional student comment sheets. These evaluations and valuable student comments regarding student satisfaction provide instructors with information that allows them to modify coursework to meet student needs and respond to student concerns. The Director also reviews course evaluations to provide meta-analytic themes for faculty deliberation and development. Additionally, all assistant professors are expected to arrange annual peer reviews of their teaching (with tenured faculty participating every three years). Faculty are required to submit the summaries of peer and student teaching evaluations for all courses as part of their annual reviews, third-year reappointment dossiers, and tenure dossiers. Faculty are also expected to self-evaluate their teaching and to outline plans for improvement when student evaluations indicate that courses are not meeting student needs.

Students in the elementary and secondary certification programs are given opportunities to provide assessment and feedback on their satisfaction with the program during each quarter of their field experience. Students are consulted and surveyed regarding their preferences for field experience placements, giving them an opportunity to participate in crafting the optimal placement experience for their own learning. Additionally, students are surveyed about their assigned university supervisor for field placement, the person that is the liaison between the university and school partner, as well as their satisfaction with the cooperating public school teacher who mentors them during their field placement. This collected information is used by the field coordinators to make future decisions about field placements, Cooperating Teachers, and Field Instructors.

Quarterly meetings are held for certification programs. These meetings provide the opportunity for bi-directional communication as both information sessions for the program to communicate to the students as well as for the students to give feedback to the program faculty and staff.

Teacher Professional Certification Program

In addition to quarterly course evaluations, the Teacher Professional Certification Program considers quarterly course evaluations and student satisfaction measures from a Catalyst Pro Cert Graduate Survey. This survey has been administered in 2008 and 2009 and has had high rates of return (87% in 2008) from the 29 teachers who have completed Professional Certification at UWB. The survey provides information on program evaluation including questions on: students' ability to get questions answered about the Pro Cert Process, instruction and feedback during all stages of the program and the seminars, and the support for Pro Cert work from the M.Ed. courses. This survey also includes a self-assessment of the program's impact which provides evidence of the program's benefit for articulating teaching competencies regarding: teaching, pupils and families, colleagues from both school and district, professional development and a sense of professionalism as an educator.

Developing a more robust assessment system

Although each of the above measures gives indication of student success during different periods of program completion, there is a need for a holistic evaluation of student satisfaction with the entire program experience. All data currently is collected, but not disaggregated, thus there is a need for separating the data to get a better picture of the satisfaction of under-represented groups. The Program is planning to use existing over-enrollment revenues to contract with an expert to develop an end-of-program exit assessment and develop a substantive alumni data system that will provide data on graduate success, expectations for state reporting on graduate impact on student learning, and alumni development. The data system will also provide for the ability to disaggregate assessment for underrepresented groups. This is a high priority goal for the Education Program.

In addition, the Education Program has set a goal to establish a Student Advisory Committee of student representation from each of the program areas. This will establish a systematic process for obtaining student perspectives and suggestions.

C. Plans to improve the quality and productivity of the program (you may cut and paste from Part A, Section IV, above).

Beginning in September 2009, colleagues in the Education Program began a process for determining the next strategic directions. Over the course of a program retreat and faculty meetings in autumn 2009, the faculty voted to approve three strategic goals for program growth and opportunity. Each goal is followed by ways in which the program is pursuing these goals:

Goal 1: Develop a professional career continuum for educators

- Develop a strong component of teacher professional identity that includes commitments to inquiry-based practice, social justice, and professional learning.
- Develop a teacher leadership strand that is integrated into pre-service preparation, in-service collaboration with schools, and forms the basis for Phase 1 of the Master's in Educational Leadership.

Goal 2: Develop our expertise and extend leadership in E-Learning for our region

- Develop our research and teaching expertise in how technology serves/mediates student and professional learning.
- Use technology to expand our reach and impact. This includes regional expansion (especially to underserved communities) and globalizing the learning and experience of our students.

Goal 3: Develop substantive partnerships with K-12 schools and Community Based Organizations

- Develop new and existing school and district partnerships to enhance a cohesive system of schools for professional preparation through co-learning/co-teaching and reciprocity.
- Develop partnerships that can serve as shared commitment for teacher, teacher leader, and principal preparation.
- Pursue partnerships that expand our diversity goals and enhance multicultural education.

Plans to Reach Identified Goals

In order to reach these goals, the Education Program is aligning resources toward these ends and undertaking a number of action steps. The following are examples in relation to our identified goals:

Goal 1: Develop a professional career continuum for educators

- Providing advice to the PESB & Senate Committee on K-12 Education through membership on the Research Advisory Committee
- Launch of a new graduate program in Educational Leadership
- Partnership with professional development providers such as the UW Center for Educational Leadership and the Center for Strengthening the Teaching Profession

Goal 2: Develop our expertise and extend leadership in e-Learning for our region

- Conference on E-Learning hosted by UWB in 2010
- Launch of a program electronic workspace (Blackboard) for the sharing of strategies and research on E-learning

Goal 3: Develop substantive partnerships with K12 schools and Community Based Organizations

- The Executive Advisory Board for our new Educational Leadership Degree is formed of leaders from districts who have agreed to support and participate in the efforts of our Authentic Pathways to Principal Leadership Program
- Education faculty are now conducting research and providing ongoing professional development for educators and leaders in our closest school district—the Northshore School District.
- The Education Program has established a dialogue and initial commitment with the Technology Access Foundation to identify opportunities for internships and for a pathway for teachers in STEM disciplines.

Number of instructional faculty, students enrolled, and degrees granted over last three years (Autumn-Summer)

	2006-2007	2007-2008	2008-2009	TOTAL
FTE instructional faculty	8	11	9	27
FTE graduate teaching assistants	0	0	0	0
Degree Program	K-8 Teacher Certification			
Headcount of enrolled students	99	96	103	298
Number of degrees granted	54	58	56	168
Degree Program	Master of Education			
Headcount of enrolled students	71	100	101	272
Number of degrees granted	27	33	37	97
Degree Program	Secondary Teacher Certification M.Ed.			
Headcount of enrolled students	N/A	11	30	41
Number of degrees granted	N/A	0	10	10
TOTAL				

NOTE: "Headcount of enrolled students" (undergraduate) = number of declared majors as of 10th day of Autumn Quarter.