



Academic Program Review

Fall 2011

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Part A

Section I: Overview of Organization

Mission and Organizational Structure

Mission: The mission of the University of Washington, Tacoma (UWT) Education program is to prepare ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism, and promote diversity.

Conceptual framework: The conceptual framework for preparing ethical and reflective educators who transform learning, contribute to the community, exemplify professionalism, and promote diversity establishes the shared vision of the University of Washington, Tacoma's Education Program. This vision is drawn from our core values of knowledge, service, professional excellence, justice, and diversity and provides direction for our efforts to prepare educators to work in P-12 schools. The framework guides the development of the curriculum in our programs leading to initial certification, advanced preparation of teachers, and the licensure of school administrators.

The conceptual framework of the Education Program is consistent with the campus mission—*UWT educates diverse learners and transforms communities by expanding the boundaries of knowledge and discovery*. We embrace the UWT core values of excellence, community, diversity and innovation as we review, reflect upon and revise our programs to meet our mission of preparing ethical and reflective educators. The faculty, candidates, and our education partners (e.g. PEAB members, advisory board members, classroom teachers, educational administrators, etc.) make up the community that informs and validates our framework. We call upon these community members in the continual revision of our programs.

Our conceptual framework presents a description of what we believe our students must demonstrate as ethical and reflective educators. We believe that educators must transform learning, contribute to the community, exemplify professionalism and promote diversity. We require action and reflection of our students and of our community so as to bring the components of our framework to light. Our goals for ourselves and our students are drawn from the knowledge bases of our representative fields, and include theories, research, educational policies, and wisdom of practice. Together, we use these to meet our mission of preparing ethical and reflective educators.

Philosophies, purpose and goals: We believe that teaching as a process is informed by philosophy, ethics, empirical research and theory. As such, to implement the conceptual framework we considered the relations among the knowledge, dispositions, and skills identified by scholarship and supported by professional organizations as essential for the effective educator. Our programs align with the National Science Education Standards, the International School Leaders Licensure Consortium standards and the Standards for Preparation and Certification of Special Education Personnel as advanced by the Council for Exceptional Children. We promote our program values through rigorous, coherent curricula that address the standards, skills and knowledge needed by professionals to promote student passion, civic engagement, and learning. University coursework is thoughtfully delivered in line with carefully sequenced field and classroom experiences. Reflection on the interconnection of university coursework and public school experience supports the intent of our mission of preparing ethical and reflective educators.

Education Program faculty have defined specific objectives to be met by all graduates of the UWT Education Program. These objectives articulate our core values regarding knowledge, service, professional excellence, justice, and diversity. We seek to create educators who are able to:

1. integrate theory, research, ethics, and experience to implement best practices in assessment, instruction, and classroom management.
2. develop an integrated philosophical framework that clarifies and guides educational practices.
3. develop the dispositions, knowledge, and skills to collaborate in professional learning communities.
4. demonstrate strategic decision making for the betterment of the students, classrooms, families, schools, and communities.
5. develop a reflective practice that addresses the complexity and strength of race/ethnicity, class, culture, language, genders, sexualities, age, mental/physical ability, and religion.

Values: Our framework draws on theory, research, professional norms, and practical wisdom to guide our practices (Henderson, Hawthorne, & Stollenwerk, 2000). At the core of our work is a value of producing and engaging with scholarship. Our embrace of **knowledge** as a component of our values means we view our candidates, and guide our education professionals to view themselves, as intellectuals (Giroux, 1988). Education is a process informed by philosophy, ethics, empirical research, and theory. We inculcate reflection as a habit of mind. To reflect means to draw on practice and read it through knowledge of the historical, economic, sociological, philosophical, and psychological foundations of education. This knowledge includes concepts about learning, assessment, diversity, technology, professional ethics, legal and policy issues, and the roles and responsibilities of the professional. We train educators to both draw on research and to do research as part of their professional practice, so that practice does not remain a closed loop (Britzman, 1991). Instead we strive to position educators in a complex cycle of knowledge production: their work informing our own at the university, and our work (and the work of our respective fields) informing daily educational practice.

In fostering an ethic of **service** in our candidates, we are guiding them to education as a broader and more engaged praxis (Freire, 1968, 1998). We seek to have students who educate in a wider sense of the term, who work with communities. This means educators who are building connections to the broader school site as well as to community agencies and community organizations.

Beyond the community lie larger professional organizations. We are guided by understandings of **professional excellence**. In line with this, and our valuing of knowledge, is an emphasis and commitment to ongoing growth and learning by both faculty and candidates. This growth is shaped by conversations and intellectual commitments shaped at the level of professional communities and organizations (e.g., Council for Exceptional Children, 1996). Beyond this it means we view our teaching and that of our candidates as an ethical act. Finally, in our own organization we seek to make strategic decisions for the betterment of communities and classrooms.

In line with values of knowledge, service, and professional excellence, is an emphasis within our frameworks for education that supports **diversity**. We draw on the large literature that seeks to help candidates understand and strategize around the intersections of school and difference

(Banks, 1994; Nieto, 1996; Tatum, 1997). Candidates are taught to draw on multiple approaches for addressing students (Delpit, 1995). They learn to analyze classrooms and develop repertoires that reach out to students and involve them in their own learning.

Finally, we value **justice** in our own work and the work of our candidates. This means that candidates understand the ways that historical and emergent disenfranchisement affects schools, and the ways that schools can act to further such exclusions. We see educational work as integrally about working against forces that marginalize (De los Reyes & Gozemba, 2002; Freire, 1968; Paley, 1992). This means understanding both historic forms of oppression around ethnicity, race, culture, class, but also emerging forms of oppression, e.g., involving new technologies, ecology, and globalism (Beck, 1992; Bowker & Star, 1999; Castells, 1999; Fortun, 2001).

Undergraduate and Graduate Degrees Offered in the unit (includes special pathways, options, tracks, or majors/minors, and fee-based programs within these degrees, and certification programs offered)

Degree offered: Master of Education: There are two tracks available for earning an M.Ed. – Certification to M.Ed. and M.Ed. for practicing educators (1 and 2). Students also matriculate for non-degree seeking purposes (3)

1) Certification to M.Ed.

- a) [Teacher Certification K-8](#)
- b) [Teacher Certification K-8 and Special Education](#) (Dual Track)
- c) [Secondary Teacher Certification: Mathematics and Science](#)
- d) [Educational Administrator Certificate](#) (Ed Admin)

Options (a-d) are all offered as Certification to M.Ed. programs. The certification portion occurs during the first year. Some students opt not to complete the program to earn the M.Ed. and will enroll only to complete certification (it may not have been their goal to begin with or they already have a Master's degree).

- e) Professional Certificate (Pro Cert) – last quarter offered Spring 2011. Practicing teachers could complete the Pro-Cert embedded into their M.Ed. or the Pro-Cert alone.

2) M.Ed. for practicing educators – designed for practicing educators, but open to those without teaching experience. Students must select a study option:

- a) [Curriculum and Instruction](#)
- b) [Special Education](#) (with the option of a teaching endorsement)
- c) [Student Academic and Social Success](#)
- d) [Teaching English Language Learners](#) (with the option of a teaching endorsement)

3) Non-degree seeking (for those who already have a Master's degree or just want an additional endorsement, Pathway 3, or the professional certificate):

- a) Special Education Endorsement
- b) Teaching English Language Learners
- c) Professional Certificate – last quarter offered spring 2011

Endorsement Pathways – Pathways 1 and 2 are also available through the Certification Officer at UWT Education Program. These teachers are not enrolling classes at the university.

The number of instructional faculty, students enrolled, and degrees granted over last three years are identified below:

Univeristy of Washington Tacoma
Education Program

Number of instructional faculty, students enrolled, and degrees granted over last three years

	Sum 08-Sp 09	Sum 09-Sp 10	Sum 10-Sp 11
FTE Instructional Faculty Headcount			
Tenure Track	11	11	11
Part-time Lecturers	22	21	22
Field Supervisors	18	18	19
Residency Teaching Cert			
K-8	40	37	32
K-8 with Special Education	19	19	22
Secondary Science	6	21	17
Total Headcount	65	77	71
Degrees granted (study option = certification)	32	50	51
Ed Admin Certificate			
Headcount	14	20	21
Degrees granted (study option = certification)	7	7	8
M.Ed. (for practicing educators and certification completers)			
Curriculum and Instruction	30	28	29
Multicultural Education	8	7	4
Special Education	25	23	19
Student Academic and Social Success	25	26	23
Teaching English Language Learners	2	4	5
TCP Completers	15	14	40
Headcount	105	106	120
Degrees granted	30	28	34
Total degrees granted all programs	69	85	93
Headcount = 10th day autumn quarter			
Total headcount as indicated by IRP	184	203	215

4) **Undergraduate minor: Education**

The purpose of the undergraduate minor is to increase awareness of career opportunities in educational settings and understanding of the role and responsibilities of classroom teachers. Goals of the minor include:

- a) Develop broad perspectives on educational issues in today's world
- b) Work closely with professors, teachers and others interested in education and schooling
- c) Get hands-on experience in a public classroom setting
- d) Prepare for graduate and or teacher certification programs in education

Students completing this minor are encouraged to apply to one of UWT's [Teacher Certification/Master of Education programs](#). Although completion of the minor does not guarantee admission, it enables one to improve chances of admission through coursework and experience.

Shared governance and advisory boards: The Education Program at UWT is a separate academic unit of the UWT campus. The program has been headed by Director Kären Landenburger since autumn 2008. All educator certification programs are housed in the UWT Education Program. The organizational chart for the [UWT](#) campus can be found on the UWT web site. The [organizational chart for the Education Program](#) is located in Appendix A. The program meets twice a month to discuss current issues impacting the program, determine needed programmatic changes and review program policies for governance, structure and functioning. [UWT Education Program – Policy and Procedures Manual](#) guides program functioning.

The unit has three advisory boards. Two boards, supported by the state, are the Professional Educator Advisory Boards for [Teacher Certification](#) and [Educational Administrator Certification](#). The PEABs participate in and cooperate with the university on decisions related to the development, implementation, and revision of the two certification programs. During the 2010-2011 academic year special education faculty led by Drs. Stein and Kinder initiated the formation of a special education advisory board. The purpose of the board is to assist in the restructuring of the special education/K-8 Dual Track Teacher certification program. The board consists of alumni of the education program, faculty, special education leaders in the Puget Sound region, and representatives from the state. The purpose of the board is to advise grant faculty on issues related to curriculum, field experiences, and evaluation. The advisory board also reviews evaluation data and makes recommendations to the faculty.

Budget & Resources

The program budget is adequate for the delivery of a rigorous and personalized program. Ninety-three percent of the Education program budget is in salaries. University programs with practicum components are budgeted with sufficient faculty and/or staff lines to cover placement acquisition, field work supervision, and certification and/or licensure. Support for the program is through state allocations, tuition and fees. All funds utilized to support teaching efforts are garnered from tuition.

Please see the [Budget Summary](#) (Appendix B) for the unit's budget for 2005-2007, 2007-2009 and 2009-2011. Due to decreased funding from the state the budget has been reduced over \$100,000. To meet these cuts we lost a staff adviser and have reduced the frequency of courses offered. Class enrollment is one mechanism the program uses to determine whether we are using

our current resources wisely. Our highest enrolled program is the K-8 and K-8/Special Education Teacher Certification Programs (TCP). We have increased the numbers in these two areas to meet the need in the South Sound. We have dropped one study option, Multicultural Education, because enrollment was extremely low with class sizes below 5-8 students. The unit discusses budget and resources on a regular basis in relation to our strategic plan. The faculty, retreat for this year will be used to determine future directions that will meet the needs of the South Sound and utilize the strengths of current faculty.

Unit fundraising is conducted through the UWT Office of Advancement. The Director, Josh Knudson, meets with academic program directors on a regular basis to discuss need and possible fit with perspective funders. Local and national funding supports faculty research efforts. The program has brought in a total of \$5, 406,207 since 2007. Funding for travel, program memberships, and state PESB meetings required for program functioning are funded according to program needs from Travel and Contract Services. Budget reductions across the university have resulted in decreased travel funds. Since presentations at national and regional conferences are required for promotion and tenure, allocations for travel are according to rank with untenured Assistant Professors receiving the most funds and Full Professors the least. Fees for conference registration and Professional membership dues for the program are covered through contract services.

Other monies brought into the program are through local, state or federal grants. Two of the three federal grants within Education result in Facilities and Administrative (F&A) monies which are received by the campus to cover the cost of building maintenance and materials, libraries, centralized administrative costs of managing grants and contracts and departmental administrative costs. Twenty percent of these funds generated from grants and contracts are used to directly support research and service on campus. Currently the Education Program has two federal grants which generate F&A cost recovery for program use. Dr. Julia Aguirre, in collaboration with faculty from 6 institutions of higher education, was awarded a 5-year 3.5 million dollar research grant from the National Science Foundation which will generate funds. In addition, Dr. Greg Benner was granted \$1.5 for research through the U. S. Department of Education.

Section II: Teaching and Learning

Student Learning Outcomes

Education Program faculty have defined specific objectives to be met by all graduates of the UWT Education Program. These objectives articulate our core values regarding knowledge, service, professional excellence, justice, and diversity. We seek to create educators who are able to:

1. integrate theory, research, ethics, and experience to implement best practices in assessment, instruction, and classroom management.
2. develop an integrated philosophical framework that clarifies and guides educational practices.
3. develop the dispositions, knowledge, and skills to collaborate in professional learning communities.
4. demonstrate strategic decision making for the betterment of the students, classrooms, families, schools, and communities.
5. develop a reflective practice that addresses the complexity and strength of race/ethnicity,

class, culture, language, genders, sexualities, age, mental/physical ability, and religion.

The University of Washington, Tacoma Education Program has carefully collected assessment information since its inception in 1992. However, as the University prepared for the Northwest Regional Commission on Colleges and Universities review, all programs began the process of aligning goals, systematizing data collection, broadening data collection venues (program, courses, field experiences etc.), and triangulating data across multiple perspectives and sources. These assessment system improvements have been assisted by grant work. In the fall of 2010, Drs. Stein and Kinder received a Department Of Education grant, Project RTI, for the revision and improvement of the Dual Track (special education and K-8) Teacher Certification program. One of the major objectives of this grant is program evaluation; therefore, the Dual Track program has been piloting data collection and analysis systems that, when perfected, will be incorporated into the entire Education Program assessment system. The work in preparation for the Northwest Regional Commission and work begun by Project RTI, resulted in dramatic improvement in the Education Program's assessment system and has, as a result, led to improvements in the program.

In addition to Program Student Learning Outcomes each certification and study option have either state standards and competencies and/or student learning goals that guide curriculum development. Teacher Certification and Educational Administrator certificates are guided by state standards set by the Professional Educator Standards Board. Study options are guided by student learning goals. Curriculum is developed and integrated in a manner which meets all standards/learning goals in a progressive sequence.

Assessment

Early in 2007, the Education Program began extensive work in the development of its first strategic plan. The resulting mission statement, vision, values, and strategic goals approved by the faculty in November 2008 became the heart of the program and the backbone of the assessment plan. See University of Washington Tacoma, [Education Program, 2008-12 Strategic Plan](#).

Candidate learning is systematically assessed through a linked system of 1) **candidate knowledge** assessed in coursework and 2) **candidate skills and dispositions** assessed in coursework and field experiences. The assessment data are collected as students progress through program **transition points** from admission to field experiences, student teaching, or internships and finally to completion of their M.Ed. The assessment system includes policies and procedures for retention that enable early identification of candidates who are experiencing academic or other problems in their program. The Graduate Faculty Council monitors and oversees these retention and dismissal policies and procedures.

Candidate knowledge: The assessment system for candidate learning is consistent for all programs. Evidence of candidate knowledge is systematically collected by faculty members in classes associated with each of the programs. In each class, the assessment of candidate learning is focused on the course objectives. The course objectives are aligned with the Education Program Student Learning Outcomes, the program's professional/endorsement standards, and state standards. Each course objective (and by alignment, Student Learning Outcomes and standards) are evaluated through evidence collected by the faculty member using multiple instruments—quizzes, tests, assignments, class discussions, etc. The course syllabi include a table that clearly presents this alignment and the instruments used for evaluation.

An example of a teacher certification candidate knowledge assessment alignment table is linked to this document. This is the table for [TEDUC 554 Topics in Literacy: Language Arts](#). Note, that each course objective is aligned with the appropriate Student Learning Outcome, Standard V, elementary and special education competencies and evidence of learning.

Candidate disposition and skills: In addition to evidence of candidate learning in university courses, the Education Program collects evidence of candidates' dispositions and skills. In the Teacher Certification program, field supervisors and cooperating teachers evaluate candidates' dispositions. Candidates are provided with a copy of the [Standards for Essential Abilities and Dispositions](#). All students, regardless of program, are expected to meet *Standards for Essential Abilities and Dispositions for Admission and Continuance in the Education Program of the University of Washington Tacoma*.

During Autumn Quarter, cooperating teachers complete the [Assessment of Essential Abilities and Disposition](#). Any concerns regarding candidates' dispositions are discussed with the candidate immediately. If concerns continue, any field supervisor or faculty member identifies these concerns through a referral to the Graduate Faculty Council (GFC) as discussed below.

For the Educational Administrators program, dispositions are evaluated as part of the admissions criteria as demonstrated in the interview process. Candidates' dispositions continue to be evaluated and reviewed during the program. Any concerns are immediately discussed with the candidate.

Cooperating teachers and mentor principals and field supervisors regularly evaluate candidates' skills. Each program has evaluation tools employed by field supervisors and cooperating teachers. These tools are used frequently and have been developed to encourage early identification of any potential concerns. In the teacher certification program field supervisors and cooperating teacher provide frequent evaluation and feedback to their candidates through the [Lesson Observations Form](#). The Lesson Observation Form provides data for ongoing monitoring with the [Progress Monitoring Tool](#) and the Progress Monitoring Tool for Secondary Science. The Progress Monitoring tools are aligned with the final evaluation tools—the Pedagogy Assessment. The [Progress Monitoring Tool Rubric](#) goes beyond “Met/Not Met” to include a progressive development of skills from “Not evident”, “Emerging”, “In process” to “Met”. This range of “scores” provides the field supervisors, cooperating teachers, and the faculty coordinators with the data to follow candidates' improvement and identify if improvement is occurring on a slower than expected pace. The development of the Progress Monitoring Tool and the use of the rubric have resulted in early identification of concerns, remediation, and a very high success rate on the final evaluation, the Pedagogy Assessment. The state of Washington is piloting a new pedagogy assessment this year. The handbooks for the assessment and the rubrics for assessment have recently been released. The program will be updating current TCP tools to meet the requirements of the new pedagogy assessment.

Field supervisors meet with the faculty program coordinators on a regular basis to discuss candidates' progress in mastering skills and competencies for each program. These meetings provide an opportunity to identify any candidates who may be struggling, and often lead to the identification of weakness in the program. For example, it was through these meetings that the concern regarding length of special education and general education classroom experiences for the Dual Track first appeared.

In the Educational Administrator program, field supervisors meet on campus four times with the

faculty program coordinator each year to calibrate supervisory practices and to review as a group the individual progress of each candidate. Mentor principals and field supervisors complete the [Educational Administrator Program Internship Evaluation](#) which is aligned with the Standards for School Leaders developed by the Interstate School Leaders Licensure Consortium (ISLLC). As with the Teacher Certification program, the evaluation tools used in the Educational Administrators Program enable early identification and remediation of concerns.

Graduate Faculty Council and retention and dismissal policies and procedures: The Education program has developed over the last five years a method of monitoring candidates learning, disposition, and skills that focuses on retention, enables early identification of potential problems, remedy systems, and, if needed, dismissal systems while providing procedural safeguards for candidates. The development of the policies and the council were developed to improve procedures previously in place. It has taken several years and a number of revisions to reach this point. However, we have found that our current early alert systems including progress monitoring and our policies that focus on retention have resulted in much greater success in passing the Pedagogy Assessment. [The Retention and Dismissal Policy](#) is distributed to all students in the program. The [Graduate Faculty Council](#) (GFC) is responsible for:

1. Reviewing all graduate students as determined in the *UWT Education Program Retention & Dismissal Policy*
2. Reviewing files of students with low scholarship, unsatisfactory progress, or unprofessional behavior as outlined in the *UWT Education Program Retention and Dismissal Policy*.
3. Establishing action plans/contracts for remediation between a student of concern and the GFC.
4. Reviewing progress on contracts previously established between the GFC and student of concern and make subsequent recommendations based on that progress.

Since the implementation of this committee and policy, faculty, staff and candidates have all communicated that concerns related to academics, skills, and dispositions have been handled in a method that was productive and fair to all involved.

In addition, the Graduate School of the University of Washington has broad policies, procedures and guidelines regarding admission and retention which may be found at the [UW Graduate School: Policies, Procedures and Requirements](#).

Transition points: The [Measurement Tools Summary](#) identifies sources of evidence regarding candidate learning, skills, dispositions and program operations across candidates' transition points within the programs: admissions, field experiences, certification completion, M.Ed. completion, and follow-up data. There is some variation in procedures across the programs as noted in the table.

Curriculum: A number of regularly administered evaluation tools provide the program with feedback regarding the curriculum. Candidates complete a focus group interview with our PEABs annually as well as an exit survey when they complete their degrees. We survey alumni and their employers. A number of the questions on the alumni and employer survey are aligned allowing multiple data sources regarding the curriculum. For example, the table of [Dual Track Curriculum 2009-10](#) was developed to review principals' and alumni's feedback regarding preparation across several university methods classes related to evidence-based practices, differentiated instruction, and progress monitoring. Since we collect these same data over years

we can see if we have improved in target areas. These data are used for program improvement. For example, the data from the 2009-10 alumni and their principals indicated that they did not feel as well prepared to monitor writing progress as they did in other areas. Therefore, writing progress monitoring was introduced earlier to the 2011-12 cohort and will be revisited at a later point. The surveys of Dual Track Curriculum were completed by alumni at the end of their certification coursework (August 2011).

The Educational Administration Program conducts a [survey](#) of alumni in August organized around the six ISLLC Standards. The data across the first 10 years of the program have been aggregated and an analysis comparing the responses of the candidates who completed the program in the first five years to those who completed in the last five years has been conducted. [Survey data](#) reveal that program graduates of the last 10 years consistently rate their preparation in regard to the ISLLC Standards and corollary performance indicators as “Very Good” to “Excellent”. Two exceptions were Learning Technology and Community Partnerships which were rated “Good” to “Very Good”. As a result, faculty members are reviewing ways to increase candidates’ knowledge and experiences in these areas through coursework and the internship.

Operations and administration: Our candidates and alumni are the best source of data regarding the overall operations and administration of the Education Program and the certification programs. The alumni complete surveys, interviews with the PEAB, and an exit survey from the Graduate School. In addition, in 2010 University of Washington’s Office of Institutional Research conducted a student survey.

The Dual Track candidates are surveyed regarding how helpful the faculty and staff are particularly related to advisement issues, competencies and standards, the clarity of program expectations, and length and challenge of the program. These [data](#) have been used to for program improvement. The Teacher Certification candidates have identified winter quarter as extraordinarily challenging. During winter quarter candidates are in public school placements half time and in university classes half time. Both their field experiences and their coursework require extensive preparation. In response to this concern, we have changed the number and nature of university classes during winter quarter and how candidates’ time is divided. As we continue to collect data over the years, we will continue to review the issue of the challenging winter quarter to determine if we have made improvements and if further changes are needed. The [Teacher Certification](#) and the [Educational Administrators](#)’ PEABs both conduct focus groups/exit interviews. These data are summarized and reviewed by program faculty and the PEAB as a whole. After reviewing the summarized data the PEABs make recommendations for changes and discuss changes proposed by the faculty and staff.

The University of Washington Graduate School includes an exit questionnaire as part of the graduation clearance procedures. These data are compiled by the Graduate School and made available to the program. These [questionnaire data from 2006-2011](#) in a summary report.

Finally, in the Spring of [2010 Institutional Research](#) conducted a survey of students enrolled in the Education Program. These data and comments are available; however, since it is not possible to disaggregate these data by program, these data have been used mainly to confirm the data collected by the PEAB, Graduate School, or the Education Program. **Candidate databases.** The Staff Coordinator maintains extensive candidate databases for Teacher Certification programs. Candidates are included in the database from the point of application. The database includes candidates’ demographic characteristics (gender, age, ethnic/racial group, undergraduate

university, undergraduate major, undergraduate GPA, etc.). As candidates progress, their WEST B and WEST-E scores, field experience placements, and information regarding their employment after completing the program are maintained on the databases. These data are used to assess if we are meeting recruitment goals, if we are successful in placing interns in schools with diverse student populations, and to conduct follow-up surveys with the candidates and their employers. These data bases identify students by name and university identification number; therefore, the data bases are carefully protected.

The UWT Ed Admin Alum Placement Data Base (2002-2011) contains data related to placement rate of graduates (74%); gender of graduates (63% female; 37% male), and ethnicity (3.3% African-American; 3.3% Asian; 1.67% Hispanic; 1.1% Native American; 90.6% white. UWT strives to exceed the percentages of classroom teachers of color in the State of Washington: 1.47% African-American; 2.66% Asian; .77% Native American; 2.86% Hispanic; and 92.24% White (OSPI 2009-2010).

The Teacher Certification Program and the Educational Administrators Program both focus on evidence-based practices that result in positive impact on K-12 students' learning. The Dual Track program surveys alumni and their principals regarding candidates' knowledge of evidence-based practices. In addition, surveys assessed candidates' knowledge of progress monitoring procedures for reading, math, and writing. As previously discussed, based on these surveys we have provided additional instruction related to writing progress monitoring.

The Educational Administrators program, based on feedback from candidates, instructors and field supervisors, has increased its focus on quality instruction in three "craft knowledge" courses: Supervision of Instruction; School-wide Assessment, and Curriculum and Instruction.

Evidence of candidates' impact on student learning is represented in the completed portfolios of Teacher Certification and Educational Administrator candidates. The portfolios consist of exemplars of evidence of students meeting course objectives and standard V for Teachers and Educational Administrators. The portfolios are rather lengthy. We can make copies available upon demand.

Instructional Effectiveness

The Education Program faculty are known for their excellence in teaching, as evidenced by their quarterly teaching evaluations, which are frequently commended by the Vice Chancellor for Academic Affairs for excellence. In recent years, many faculty have been nominated for the UWT teacher of the year, three faculty: Drs. José Rios, Rich Knuth, and Matthew Weinstein have won the UWT Distinguished Teaching Award. Summaries of the teaching evaluations are kept in the program office, and the Director uses these for end of the year conferences with faculty. The following [chart](#) identifies the mean score of course content and teaching for all courses from 2008-2010.

Faculty regularly receive feedback about their instruction through student course evaluations. The director of the program reviews student course evaluations on a quarterly basis. All faculty review all faculty teaching effectiveness on a regular basis through yearly merit reports. Each faculty evaluation is compared with other faculty teaching in the same institution. Faculty in education tend to have a decile rank of 7-9 indicating that their scores are 70-90 percent higher than others teaching in the same institution. Faculty also are required to have peer evaluations of teaching done at specific time periods according to rank. Usually these evaluations take the form

of a colleague visiting a class while an individual is teaching; focusing on specific concerns, questions or areas as delineated by the faculty teaching the class. A written critique with exemplars and suggestions is submitted to the individual faculty and the director of the program.

Faculty development, particularly in relation to teaching is offered through various venues. The University holds a conference every year on different aspects of teaching and learning. Faculty have the opportunity to learn pedagogical methods for teaching large group of students to learning about classic seminar techniques. All faculty have access to the [Office of Educational Assessment](#) (OEA). The OEA is dedicated to the improvement of educational practice through assessment of teaching and learning and through evaluation and support of educational programs and services. The [Center for Instructional Development and Research](#) offers consulting services, teaching topics such as engaging students in learning, planning the course syllabus, and assessment of student learning. The Center also offers a reading room which has literature on topics such as teaching and learning, assessment, teaching portfolios, and diversity and multiculturalism. In addition, UWT sponsors a teaching, learning roundtable. This group works with the UWT Teaching and learning Center to sponsor teaching forums based on campus exemplars of success in teaching and learning.

Instructional changes: Most faculty in education regularly analyze the classes they teach for successes and failures of the course design. In Secondary Science, in courses teaching curriculum development and methods for grades 5-12, the instructor removed material that wasn't a main focus of the class so students could focus on essentials of practice. In addition, topics were given more or less time to present a more balanced list of topics. Dr. Stein is using Clicker technology to keep students engaged when teaching large classes.

Dr. Julia Aguirre's math methods courses focus on the mathematics education needs of the general education student population with special attention paid to historically marginalized groups including students of color, poor students, and English language learners. However, UWT had a strong emphasis on special education including a "dual-track" general education with special education endorsement program. To be more inclusive of special education needs she has integrated substantial resources on explicit/direct instruction for mathematics and Response to Intervention to support mathematics learning of students with learning disabilities and other special education needs. Dr. Aguirre has also increased the number of group assignments with brief individual written reflections so that students can practice professional collaborative skills in lesson design and analysis, reduce the number of extensive individual writing assignments, as well as honor their individual contributions and instructional perspectives.

All faculty use course evaluations and peer reviews as mechanisms for growth and curriculum change. Most faculty have embraced technology to some degree. With the increase in class sizes some faculty use clicker technology in classes. Faculty also have developed relationships with colleagues in other institutions with whom they discuss curricular advances in the field. Through collaboration with environmental science colleagues Dr. Rios has tried new educational methods successfully to teach teacher interns how to teach science.

Teaching and Mentoring Outside the Classroom

Faculty engage in research with graduate and undergraduate students. Project RTI and the TEACH MATH project both hire undergraduate students as research assistants for the grants. Think Time, a grant recently completed by Dr. Benner, served as a mechanism for growth for a doctoral student in Education. Drs Aguirre and Benner offered students opportunities to co-

author papers and present research findings on a national level. Graduate students working on these projects have been able to develop scholarship experience that provide support post graduate school. In addition, students work on research for credit either for fulfillment of their culminating project or for independent study. Dr. Feuerborn has mentored students on the research process in projects focusing on issues of emotional behavioral support. Dr. Rios has worked quite effectively with students assisting them in using their culminating project as a basis for published manuscripts.

Recruitment: Staff member Carla Van Rossum is dedicated to [pre-admission advising](#) and recruiting. She, in collaboration with Donna Plummer, Program Coordinator and our Internet Technology Department is primarily responsible for the UWT Education Website, and organization of marketing efforts. Ms. Van Rossum's conducted recruiting events, pre-admission advising and admissions duties for the TCP program including K-8, K-8 plus special Education (Dual Track), Secondary Science and Mathematics, and Educational Administrator. These duties are in addition to recruitment and pre admissions advising for the general Master of Education..

One of the [Education program's strategic goals](#) is to increase ethnic diversity in the program. In turn, increased diversity in the program would lead to an increased representation of diverse groups in the classrooms in the South Sound. Ms. Van Rossum has developed her recruitment skills through programs offered by UW Office of Minority Affairs and Diversity. Also our program was represented at the *Communities of Color, K-12, and Colleges of Education: A Significant Conversation Forum*. The goals of this forum were: to increase the number of students of color applying to education programs in Washington's universities and colleges, increase the multicultural capacity of our schools and universities, create significant partnership to address these and other significant issues. The University of Washington Tacoma is trying to operationalize these goals to increase diversity in our undergraduate programs. A number of initiatives with local school districts and tribal groups have increased the enrollment of students of color at UWT. Our Education Minor has attracted some of these undergraduate students who may choose teaching as a career.

Retention: One of the program's goals is retention of all candidates. Program faculty and staff review admissions and enrollment procedures to ensure that policies are user friendly and nondiscriminatory. Yearly, data on minority enrollment is submitted to the University of Washington Graduate School. Title II data are also submitted to PESB every year.

Candidate performance is continuously monitored, and candidates who experience challenges are brought to the attention of the staff, faculty, and field supervisory team. We have designed a particularly effective system for early intervention for problematic academic or dispositional behavior that is part of a system of candidate support. When initial intervention by an individual faculty member is unsuccessful, candidates are referred to the [Graduate Faculty Council](#). The [UWT Education Program Retention and Dismissal Policy](#) outlines a formal process to assist in delineating a concern and developing an improvement plan including: steps for improvement, expected outcomes, mechanism for evaluation and a time line for resolving the concern.

As a program we err on the side of initiating an informal process earlier rather than later in order to help our candidates succeed in a timely fashion. The Graduate Faculty Council is set up to assist a candidate prior to the concern becoming insurmountable. Since refinements in our admission, retention and dismissal policies, we have been able to improve retention and predict success in candidates with more accuracy. In addition, we have been better able to help those

who are not appropriately matched for the profession understand this mismatch earlier, with less expense and personal impact.

In addition to academic achievement professional behavior is of paramount concern. Prior to field placement all interns review the [Standards for Essential Abilities and Dispositions for Admission and Continuance in the Education Program of the University of Washington Tacoma](#). Cooperating teachers are asked to complete the dispositions form at designated times and return the document to the program.

[The Teaching and Learning Center](#) (TLC) is a place where all members of the UWT community (students, staff, and faculty) can come for feedback, help, and/or inspiration during their academic and learning careers. The TLC offers one-on-one conferences with a writing consultant for 25 or 50 minutes, online writing consultations, Drop-in consultations for math and science, and help for students whose first language is not English.

Faculty and staff assist students in either finding their first job placement or continuing on as a professional teacher. A panel on résumé development and job interviews is offered to all Teacher Certification students every year. In addition, each student develops a *Pre-service Professional Growth Plan*. These plans give students the opportunity to assess their experiences related to Professional Certificate standards. They are responsible to identify areas of professional development that would broaden their depth and breadth of expertise as a teacher. For each areas of professional development they propose growth activities, possible resources needed to complete the activities, and timeline in which they plan to complete the activities. Dr. Laura Feuerorn promoted professional development in pre-service teachers through the development of Student Chapter of the Council for Exceptional Children.

Section III: Scholarly Impact

Faculty Research and Collaboration

The members of the Education faculty exceed in scholarship, as evidenced by their [grant funding](#) and [publications](#). Faculty research is primarily grounded in P-12 settings and is utilized in university courses and professional consultation. All faculty regardless of rank or title model evidence based practices for their disciplines.

Project Response to Intervention: Drs. Marcy Stein and Diane Kinder were awarded a pre-service teacher education grant for \$1.4 by the Office of Special Education Programs, U.S. Department of Education. A key goal of the project, Project Response to Intervention (RTI), was to redesign our dual track special education Teacher Certification Program (TCP) so that it is aligned with state efforts to increase a school district's ability to implement a Response to Intervention model of service delivery. The redesigned program enhances the competencies of special education teachers to collaborate with general education teachers in the use of evidence-based instructional interventions and systematic progress monitoring to address the needs of children with high incidence disabilities, including those who are culturally and linguistically diverse in both urban and suburban settings.

The grant was slated to start in October 2012. Due to changes in government procedures the grant started unexpectedly in October 2011. A number of faculty joined efforts to assist the grant in successfully moving forward in the first year. Year 1, the planning year, has resulted in the development of intensive partnerships with seven local area schools, a restructuring of the entire first year curriculum and a preliminary restructuring of year two, the planning of a

mentoring/coaching program to better prepare cooperating teachers to function as mentors and coaches for our teacher candidates and the development of a preliminary assortment of performance assessment measures.

A pilot program extending the amount of time in the classroom and an increased collaborative special education and general education field component was successfully piloted this academic year. The expansion of the Education program's current partnership with the Office of the Superintendent of Public Instruction (OSPI) resulted in increased monetary support for the grant and the formal incorporation of an OSPI coaching/mentoring program into the schools involved in the grant. In addition, grant investigators were successful in working with the UWT Advancement office to obtain monies from Bank of America to support the work of project RTI. These monies will assist in the provision of professional development to UWT partner school principals and central administrators to improve the quality of their RTI implementation resulting in improved K-8 student achievement, especially achievement for those students most at risk for academic failure, and to improve the quality of field placements for dual track teacher interns.

Teachers Empowered To Advance CHange in Mathematics (TEACH MATH): Dr. Julia Aguirre, in collaboration with faculty from 5 additional institutions of higher education, received a 5-year 3.5 million dollar research grant from the National Science Foundation. As, Co-PI, Dr. Aguirre was awarded \$403, 804 for project work at UWT. The grant funds research and development activities that focus on strengthening teacher competencies that combine rigorous mathematics, attention to children's mathematical thinking, and connection to cultural/community resources to support and advance student learning in mathematics. Strong methods for teaching mathematics intertwined with the ability to engage with and build the capacity of teachers to work effectively in schools that serve culturally, linguistically and socio-economically diverse communities is one step toward decreasing the achievement gap of students in the schools.

Math360/Think Time/Data Dashboard: Dr. Greg Benner continued work on three grants this year: *Math 360: Adding academic language to content knowledge in mathematics* (May 2009 – May 2011, \$1,200,000) is a collaborative project with the Yakima School district. The purpose of the grant is to increase student achievement in mathematics by increasing teacher content knowledge in mathematics. The second grant, *an efficacy study of the Think Time strategy for schools*, (March 2007 – February 2011, \$1,430,137) was funded by the U.S. Department of Education. This project was a collaborative effort between the University of Washington (UW) and Auburn School District developed to determine the efficacy of a theory driven prevention-oriented behavioral intervention with K-5 children who exhibit disruptive behavior. His third grant, *OSPI/UWT Data Dashboard Project* (2010-2012, \$379,679), is a collaborative project with the Washington State Office of the Superintendent of Public Instruction and the University of Washington Tacoma Education program and the Institute of Technology. The purpose of this grant is to build a system to evaluate the Office of Superintendent of Public Instruction Special Education Department funded state needs projects and to develop common data collection measures across funded projects.

Math Getting It: Dr. Laura Feuerborn has two grants in progress. She initiated data collection and analysis for a one year grant funded for \$5,000 by the Chancellor's Fund for Research and Scholarship. The study, conducted in collaboration with UWT Institute of Technology faculty Dr. Donald Chinn, is examining the effect of school staff beliefs on the systemic implementation

of response to intervention. She also continued her work as evaluator of the *MATH: Getting It* project, a collaborative partnership with University Place School District and UWT colleague, Dr. Julia Aguirre.

The dissemination of research is essential for the profession to practice from an evidence base. All faculty are expected to attend international/national, regional and local conferences to disseminate their research findings and to seek collaborative discussion with other colleagues in the field. In addition to conferences, faculty are expected to publish in journals; building the capacity of professionals to apply evidence-based behavioral and academic practices.

Fulbright Award: Dr. Beaudoin, under a Fulbright Fellowship, spent 2009-2010 academic year at the University of Rijeka in Croatia establishing a collaborative relationship and setting the stage for future exchanges between the two universities. The purpose of the project was to increase her knowledge of the Croatian education system, teach courses to faculty on general and special education teaching methods and classroom behavior strategies, and set the stage for future scholarly endeavors with faculty from the University of Rijeka. Her expertise in *Positive Behavioral Support* and strategies for teaching special education supported her focus on research-based proactive strategies to address school behavior. In addition, she was able to explore the similarities and differences between the education systems in the U. S. and Croatia.

Graduate Student Awards and Impact on the Field

Lucy Dafoe (Ed Admin. 2002-2003) received the Middle School Principal of the Year award from the Bureau of Indian Education in 2009. It is a national award. She was the secondary principal at Chief Leschi at the time. She is now at a Seminole school in Florida.

Three TCP graduates, Ali Gildeman and Sheridan Mack (TCP Secondary Science 2011) and Justin Vinson (TCP Secondary Science 2010) were hired by the Ministry of Education in Spain to teach science. The teachers Live and teach in Madrid. The program is sponsored by the Ministry of Education in Spain and the University of Washington.

Amy Dahlberg, (TCP/Dual Track 2008-2009 and MEd 2011), was named most promising new teacher for Oakland Bay Jr. High, Shelton School District. She runs the behavior intervention program for special education at the school.

Debra Knesal (Ed Admin) Principal Central Avenue Elementary, Franklin Pierce School District was awarded the prestigious *School of Distinction* award for the past three years. This award is given to principals whose schools who ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards.

Maria Jost, Katherine Drennan, Jeffrey Kuhlman, Jacqueline Judd and Karly McKee, were recipients of the *Henry T. Schatz Science and Math Education Fellowship*. The purpose of this endowment is to provide need-based fellowships for UW Tacoma student earning Master of Education degrees and who purpose in attending eh university if to become a math and/or science teacher.

Sonny Subido, Gregory Bergsrom, Desiree Le Sage and Zachariah Groshell, were recipients of the *Douglas & Belinda Louie Fellowship*. This fellowship is awarded to a student based on academic merit, and additional preference is given to students who demonstrate a capacity, through their personal background and/or professional record, to contribute to the diversity of the

University community and whose future professional contribution in the field of education are likely to benefit a diverse population of students.

Kelli Ehresmann and Casey Wyatt received *the Patti Banks endowed Fellowship*. The fellowship is awarded to a student based on academic merit. The University of Washington Tacoma's Education Program offers this scholarship for a graduate student enrolled in or applying for the Educational Administration Program to obtain an administrator or program administrator certification.

Advances in the Discipline of Education

Dr. Matthew Weinstein, Through NARST (The National Association for Research on Science Teaching) has been instrumental in a paradigm change demonstrating the importance of poverty and social justice in science education.

The Dual Track's strong collaboration with K-12 in our partner schools has strengthened our field experience for interns. In addition, it has offered opportunities for scholarship. In this partnership, five – six interns and a faculty member partner with a school. Eighty percent of the school staff must agree to the partnership. Faculty from the university work in the schools with interns as well as with teachers, academic coaches and administrators. Interns receive multiple teaching opportunities and learning experiences. Staff in the schools receive coaching to increase teaching methods. The partnership maximizes the direct instruction given to students in the schools. Drs. Kinder and Stein hypothesize that the collaborative partnership will increase student achievement. They plan to collaborate with partner schools to test the hypothesis.

Faculty such as Drs. Rios and Tucker have taken advantage of technology and the significant shift toward university and community partnership to collaborate with local school districts on the submission of a grant to increase achievement and college admission for students in K-12.

Nationwide expectations/demands placed on the evaluation of teachers and principals (e.g.employing student achievement data and "value added" metrics in the evaluation of teachers and principals) has resulted in changes in how and what we teach in relation to instructional supervision and evaluation. Similarly, greater demands/expectations for teacher collaboration in Professional Learning Communities (PLCs)are increasing reflected in the evaluation of teachers and principals. Moving schools and teachers from norms of autonomy to norms of collaboration is a central leadership challenge studied in our leadership courses.

Collaboration within University and with Professional Community Education faculty members are active participants in professional organizations as evidenced by their participation in state and national conferences and related [professional activities](#). Drs. Rios and Weinstein are actively involved in the Washington Science Teachers' Association and participate in statewide planning for science education. Drs. Knuth, MacDonald and Kinder are members of the Association for Supervision and Curriculum Development. Their involvement with this association has contributed to improving the "craft knowledge" courses in the Educational Administrators program. Dr. Aguirre is a member of the National Council of Teachers of Mathematics (NCTM), Association of Mathematics Teacher Educators (AMTE), and American Educational Research Association (AERA). She has presented annually at these research conferences over the past 5 years. In addition, Dr. Aguirre is a member of the Society for the Advancement of Chicanos/Latinos and Native Americans in Science (SACNAS). She has presented consistently at this conference since 2006 partnering with research mathematicians and

scientists devoted to increasing the numbers of Chicano/Latino and Native Americans in STEM disciplines. More locally, Dr. Aguirre is a member of the South Sound Mathematics Consortium and has led professional development sessions on culturally responsive mathematics education.

Drs. Benner, Beaudoin, Feuerborn, Stein and Kinder are members of the Council for Exceptional Children (CEC) and American Education Research Association (AERA). They have presented at CEC international conferences in 2009 and 2010 in addition to providing volunteer support for the 2009 conference in Seattle. Several members of the faculty are active participants in the Association for Direct Instruction, most notably Dr. Stein. She not only was asked to keynote recently at their national conference but also was inducted into the Direct Instruction Hall of Fame in 2011.

Notably, the Dual Track program collaborates closely with OSPI (through the State Personnel and Development Grant, SPDG) in providing technical assistance and professional development around RTI systems. Recently, UWT Dual Track faculty worked with Leslie Pyper from OSPI in designing a summer institute for the cooperating teachers, instructional coaches and principals from the UWT partner schools offered in conjunction with Puget Sound ESD.

The UWT Education program has a strong history of collaboration with under-represented populations. For example, the Education Program faculty has collaborated extensively with the faculty of the Chief Leschi tribal schools for many years. A number of the teachers, instructional coaches, and the former principal and vice principal of Chief Leschi middle/high school were students in our TCP, M. Ed, and/or Ed Admin programs. Teachers and administrators from the Chief Leschi Schools have served on the TCP PEAB, Ed Admin PEAB and on the Special Education Advisory Board. Dr. Stein has collaborated extensively with the elementary school as the faculty implemented evidence-based reading curricula and with the middle/high school as they implemented evidence-based math programs.

In 2007 Dr. Stein was awarded a grant by the Higher Education Coordinating Board to provide professional development in mathematics to underserved populations. The two school systems that Dr. Stein collaborated with were Chief Leschi secondary schools and the Tukwila School District, the most diverse school system in Washington state.

In addition, since 2007 Dr. Aguirre has established additional collaborations with Tacoma Public Schools developing the Math Ambassadors project that partners with local middle schools to bring 8th graders to UWT campus to be guest speakers in her mathematics method courses and receive pre-college advising from UWT student outreach. The majority of the 8th graders are first generation college students, students of color, and bilingual. Dr. Aguirre has also served on the Equity Task forces for Tacoma Public Schools (2009-10) and Seattle Public Schools (2010-present)

The University of Washington, Tacoma Education program consistently supports undergraduate education. Through the first year Core and Summer Bridge programs, the Office of Undergraduate Education created a foundation for lower-division education at the University of Washington Tacoma. It coordinates with all programs on campus to assist students in acquiring the foundational skills they need to effectively prepare for their majors.

The Education faculty collaborate with Interdisciplinary Arts and Sciences (IAS) on a number of endeavors. The Education minor is coordinated with IAS. Courses are taught by Education program faculty but students are advised through IAS. Education program Secondary Science

and Math faculty have collaborated with IAS in setting up requirements for certification in secondary science and math. The development of majors in math and science offer the opportunity for future collaboration to assist students who major in math and science and also wish to teach in middle and secondary schools. Dr. Belinda Louie has also collaborated with IAS to develop and teach a required course on linguistic methods and theory for students in the Teaching English Language Learners study option.

Faculty has collaborated within and across the university and with other universities and community institutions on the submission of grants to promote educational change. Drs. Kinder and Stein submitted a grant in collaboration with IAS to initiate a program in early childhood education. Drs. Louie and Feuerborn have both collaborated with the Institute of Technology (IT) on funded research. Dr. Louie (Education) and Dr. Chung (IT) worked on a project integrating language learning with technology. Dr. Feuerborn (Education) worked in partnership with Dr. Chin (IT) on two area of research. The first was improving mathematics teachers' content knowledge via brief in-service. The second was a qualitative analysis of teacher perceptions of student emotional and behavioral needs.

Dr. Drs. Rios and Tucker formed a partnership with UW Tacoma's Office of Equity and Diversity and the Tacoma School District to submit a GEAR UP rant. The program, if funded, will offer an opportunity for students in the public schools and their families to have the added support needed to overcome barriers to student academic success and to increase student ability to enroll in and succeed in college. Dr. Benner and Aguirre collaborated with other universities in grant projects focusing on Response to Intervention and Culturally responsive mathematics.

UW Tacoma has also collaborated with the UW Seattle and Bothell campuses to respond to legislative mandate to increase the number of teachers prepared to teach science and math. Dr. Weinstein served on the advisory board of the science studies network connected with the Simpson Center at UW Seattle. UW Tacoma faculty also collaborates with UW Seattle faculty to support and supervise doctoral dissertations. For example, Dr. Aguirre is serving on two dissertation committees for education doctoral students. She works closely with dissertation committee to support the doctoral candidate to successfully complete the process.

Junior faculty success: Junior faculty are mentored by the director of the program and also program faculty. At times due to a lack faculty expertise at UW Tacoma junior faculty also form mentoring relationships with faculty from the UW Seattle College of Education and other universities. The faculty workload for university committees is quite high on the Tacoma campus. The director tries to play an intermediary role for junior faculty to assist them in accepting committee workloads which will help them learn more about their professional role and/or university procedures and policies without causing an excessive work load that creates a barrier to gaining promotion and tenure.

University of Washington Tacoma tenure-track faculty members are expected to meet high standards in teaching, research, and service. Junior faculty, those hired at the assistant professor level, face multiple challenges during the years leading up to the tenure decision - teaching multiple courses per quarter, honing their skills in the classroom, developing new courses and whole academic programs, helping "build the campus," and developing their own research agenda. To assist these faculty members in the latter endeavor Academic Affairs has established a program of research support.

This program provides junior faculty members with released time to pursue their research - one quarter with no teaching and no service. Release time for research will normally be provided during a faculty member's third or fourth year (on the tenure clock cycle). Eligible assistant professors are invited to apply during the autumn quarter of each academic year.

Faculty development, particularly in relation to teaching is offered through various venues. The University holds a conference every year on different aspects of teaching and learning. Faculty have the opportunity to learn pedagogical methods for teaching large group of students to learning about classic seminar techniques. All faculty have access to the [Office of Educational Assessment](#) (OEA). The OEA is dedicated to the improvement of educational practice through assessment of teaching and learning and through evaluation and support of educational programs and services. The [Center for Instructional Development and Research](#) offers consulting services, teaching topics such as engaging students in learning, planning the course syllabus, and assessment of student learning.

Diversity of faculty: The tenure track faculty of the Education Program have a ratio of one faculty of color for every three Caucasian faculty members. In order to increase our diversity we recruit widely from the UW Seattle College of Education doctoral programs. For example, this year we have hired two doctoral students as lecturers from UW Seattle College of Education. One lecturer is Hispanic American and the other is East Indian American. In addition we have hired lecturers from the local Asian American community who have taught our graduate course in multicultural education and a course for the under graduate minor, *Diversity and Equity in Schools and Curriculum*. We benefit from these scholars because of their currency in research and because of their breadth and depth of understanding current social issues of equity and justice.

UW Tacoma works closely with the UWT Office of Equity and Diversity to help cultivate an institutional vision and commitment to diversity while ensuring an equitable environment for all members of the UW Tacoma community. This means paying attention to policies and practices involving management, leadership, communication, resources, scholarship, and community. It includes focusing attention on the demographic composition of UW Tacoma and our surrounding community of the South Puget Sound to be certain that we know who are our students, faculty, staff, and community partners in order to better serve and work with all. Because UW Tacoma's mission clearly states that the University exists to "educate diverse learners and transform communities by expanding the boundaries of knowledge and discovery," equity and diversity are linked to UW Tacoma's success and the academic achievement of UW Tacoma students. In order to successfully achieve our mission we need to hire faculty who are representative of the students we teach. The UWT Education program also collaborates with The UW Tacoma Office of Equity and Diversity and the UW Seattle Office of Minority Affairs and Diversity to hire and promote the success of faculty from under-represented groups.

Sections IV: Future Directions

The University of Washington Tacoma (UWT) Education program plans to grow within the current programs and add growth through new programs in the next five years. Areas of growth include increased enrollment in secondary certification with an endorsements in Science, [Earth and Space Science](#) and/or [Biology](#) or an endorsement in Mathematics for grades 5-12, growth in K-8 certification with endorsements in special education and English Language Learners. The program has recently been approved by the Washington State Professional Educators Standards

Board for a Professional Certificate Program for Principals and Program Administrators and an initial Superintendent Certificate. The program in collaboration with the UWT Nursing program is preparing a proposal for submission to the UW graduate School and the Washington State Higher Education Board for approval of a self-sustaining practice oriented doctoral degree in Educational Leadership (EdD).

Secondary Certification in Mathematics and Science

The Secondary Science Program started in summer 2008 with a class of seven students. The enrollment grew to 17-20 student FTE in the past two years. The current enrollment has fallen to 8 student FTE for the summer 2011 cohort. The secondary certification with an endorsement in mathematics began this year. Applicant numbers were high but only one student was able to pass the prerequisite mathematics tests to enroll in the program.

According to the Washington State Higher Needs Analysis Report (2011), "...teachers... appear near the top of each region's list of high-wage, high-demand occupations requiring postsecondary education. In addition to general K-8 teachers, "The Professional Educator Standards Board (PESB) estimated that hundreds of additional math teachers were needed to implement the new graduation requirement of three years of math in the state's public high schools. In addition, enrollment growth also required the addition of about 30 full-time equivalent math and science teachers each year, on top of replacement needs for teachers leaving the workforce." All indications seem to support a continual shortage of teachers in math and science. UWT future plans include the development and refinement of an excellent secondary science and mathematics credential program that meets this demand.

Goal 1: Secondary Math and Science: A 2009 Washington State legislative mandate required all state institutions of higher learning to develop a plan, by October 30, 2009, to increase the number of math and science teacher endorsements and certificates granted by the institution. The University of Washington Tacoma (UWT) is committed to growth in the program to meet state need and to run a more cost effective program. Currently, there is a bachelors degree in science at UWT. There is no undergraduate major in mathematics. The number of courses in chemistry, biology, and mathematics is limited to lower-division undergraduate courses. Many students who have majors in math and science who enroll in community colleges transfer to colleges and universities where they complete majors in science and/or math. At this time program growth is dependent upon our ability to attract second career individuals who already have the required prerequisite science and math background or to recruit college graduates in math and science. Our goal in the next year is for Education faculty to work with Interdisciplinary Arts and Sciences, the department housing the science program and the future mathematics minor, and the Institute of Technology to determine how we might develop the courses needed to prepare quality teachers in science and mathematics.

Teacher Certification with an Endorsement in Special Education and English Language Learners

The need for highly qualified special education teachers in Washington State and throughout the lower Puget Sound region is critical. The Ninth Annual Report of Special Education Services in Washington State (Bergeson, Harmon, Gill, & Grummick, 2001) summarized results from a review by the Office of Special Education Program (OSEP) of the state's compliance with IDEA (The Individuals with Disabilities Education Act). Data from this report were collected from numerous sources including parents, advocates, service providers, school and agency personnel,

school and agency administrators, special education unit administrators and student records. In their conclusion, reviewers reported "...in all of the districts visited, that personnel shortages were negatively affecting the ability of the districts to provide a free appropriate public education to children with disabilities" (p. 21).

Specifically, they found that many districts in Washington State had severe shortages of teachers qualified to serve eligible students. Moreover, they found that these shortages resulted in "the provision of poor quality services" because the services were provided by unqualified and/or untrained staff. Finally, the report highlighted the concern by many districts regarding the low retention rates for special education teachers.

In a more recent survey of Washington State (Educator Supply and Demand in Washington State 2006 Report (OSPI, 2007), 7 out of the 8 Educational Service Districts reported the teacher shortages in special education as an area of "considerable need" (the highest level of demand). The number of actual vacancies for special education teachers for that academic year was 848 demonstrating an ongoing need for special education teachers.

In a recent review (March, 2011) of over a dozen school districts in the south Puget Sound area, all of the districts reported that they had openings for special education teachers for the coming school year. Notably, the regional and local data on job vacancies do not provide the extent of the problem as it may exist across Washington State for rural and remote school districts that have decreased access to a highly qualified applicant pool. The data do not indicate the number of positions within these districts that may have to rely on unendorsed, under qualified, and/or emergency qualified personnel.

In the Annual Report 2008-2009: Certificates Issued and Certificated Personnel Placement Statistics (Dorn, Kanikeberg, & Harkins, 2010) it was noted that 537 special education endorsements were granted by universities in Washington State. City University granted the largest number of endorsements (74), followed by Western Washington University (54) and University of Washington, Seattle (30). Locally, St. Martin's College and Pacific Lutheran University contributed a combined total of 29 endorsed teachers and University of Washington, Tacoma, granted 10 endorsements. Even with special education being the second largest category of earned endorsements in Washington State, special education has continued to be documented as a state-identified teaching shortage area for 2007-09 timeframe. Thus, the school districts across all of western Washington continue to compete for these graduates.

Goal 2: Restructuring of the teacher certification with endorsements in K-8 elementary education and special education (Dual Track): During the 2009-2010 academic year a faculty committee reviewed and developed a plan to restructure the current teacher certification with endorsements in K-8 elementary education and special education (Dual Track). In October 2010 Drs. Kinder and Stein were awarded a pre-service teacher education grant for \$1.4 by the Office of Special Education Programs, U.S. Department of Education. A key goal of the project, Project Response To Intervention (RTI), was to redesign our dual track special education Teacher Certification Program (TCP) so that it is aligned with state efforts to increase a school district's ability to implement a Response to Intervention model of service delivery. Prior to funding, the UWT education program struggled with the gap between the evidence-based practices taught at the university and the instructional practices observed in many field placements, both in general and special education. The redesigned program enhances the competencies of special education teachers to collaborate with general education teachers in the use of evidence-based instructional

interventions and systematic progress monitoring to address the needs of children with high incidence disabilities, including those who are culturally and linguistically diverse in both urban and suburban settings.

Year 1 (2010-2011), the planning year, has resulted in the development of intensive partnerships with seven local area schools, a restructuring of the entire first year curriculum and a preliminary restructuring of year two, the planning of a mentoring/coaching program to better prepare cooperating teachers to function as mentors and coaches for our teacher candidates and the development of a preliminary assortment of performance assessment measures.

Year 2 (2011-2012) began in summer 2011 with enrollment of 40 student FTE. Project faculty met with UWT Education faculty to discuss restructuring the dual track program in order to address problems and challenges that had been identified prior to the grant. As a result several program changes were made in course sequence, content, and structure. To address the issues of program integration and coherence, Project RTI engaged in a systematic process for the development of partner schools as the context for field experiences. This process has involved shifting from placement of teacher candidates with individual teachers in the region to a partner school model that engages the university and selected districts/schools in an ongoing

At the end of years 2-5, the project faculty will have completed a more complete analysis of the quality, intensity, and duration of the fieldwork placements in partner schools. The program is currently institutionalizing the redesigned program in steps and building capacity in our partner schools for better mentoring and coaching of our dual track candidates. In addition, we hope that in working with the grant, our partner schools (as well as other schools throughout our partner districts) will increase their effectiveness in implementing RTI that ultimately will increase the number of effective schools in which to place future students. Also, in 2011-2012 we will be designing a mentoring component (our induction component) that will be implemented during a candidate's first year of teaching but second year of graduate school. This component will include an Induction Seminar for the UWT graduate students *and* their mentor teachers that will focus on support of teachers during their first year of teaching.

Goal 3: Teacher Certification with an endorsement in English Language Educators: The need for English Language (EL) teachers across the United States is considerable, especially when considering the number of EL students who require service. There are over five million ELLs enrolled in America's schools. Both the actual number and the proportion of ELLs are growing rapidly, 57 % over the past ten years (Ballantyne, Sanderman, & Levy 2008). According to the 2007-08 Consolidated State Reports completed by 49 states and the District of Columbia, there currently are 255,049 certified or licensed teachers in Title III-funded programs, with an additional 67,140 teachers needed in five years. Zehler, Fleischamn, Hopstock, Stephenson, Pendick, & Sapru (2003) found that of teachers who had at least three ELLs in their classrooms, 62% reported attending training related to ELLs within the past five years. However, the median amount of training was 4 hours. According to the Washington OSPI's report to the legislature, among the 529 full-time teachers who work with 97,021 (9.4 % of the total state student enrollment), only 41% of them or 217 teachers have EL endorsement, resulting in 1 teacher with EL training to 447 EL learners. (Malagon, McCold, & Hernandez, 2011). EL teachers are sorely needed in the Puget Sound region where UWT is located.

Review of current endorsement in K-8 elementary education and addition of endorsement in English Language Learners: The restructuring of the Dual Track program has promoted efforts to restructure the additional segment (K-8 only) of the TCP. In summer 2011, Dr. Belinda

Louie, in collaboration with Dr. Greg Benner, submitted a National Professional Development Program grant to the U. S. Department of Education: Office of English Language Acquisition. This grant modeled after project RTI was not funded. Because of the significant need for teachers with an endorsement in English Language Learners and a current endorsement program and study option in Teaching English Language learners, the program has decided to use the project RtI as a template for developing a second dual track with an endorsement in elementary education and English language learners.

We will begin restructuring our coursework by focusing on research-based instructional practices in teaching language development, literacy, math, and content knowledge, the curricular areas addressed most directly by TESOL and state learning standards. In addition, Dr. Louie will work closely with the following individuals in the design and integration of evidence-based coursework, competencies and skills into the restructured program: Dr. Julia Aguirre who teaches mathematics methods courses and content area instruction for EL learners for the UWT Education Program; Luba Bezborodnikova, EL Director for Puget Sound ESD, Tukwila School District EL director; and Ethelda Burke, in her roles both as Superintendent of the Tukwila School District and as Chair of the UWT EL Education Advisory Board. All have extensive training, experience, and research interests in teacher preparation that addresses the needs of EL students from diverse cultural and linguistic backgrounds.

Similar to Project RtI, we will develop carefully coordinated partnerships with local school districts and develop field placements in schools with high EL populations with staff supporting research-based instructional strategies. Using project RtI assessment strategies as a template, we plan to develop systematic, reliable, and objective performance assessment that includes assessing teacher candidates' outcomes and EL students' performance.

Educational Administration

Goal 4: Professional Certificate Program for Principals and Program Administrators, Superintendent Certificate, and an Ed. D. in Educational Leadership (EdD): In the south Puget Sound region, many educators find themselves in administrative positions requiring not only teaching expertise, but leadership skills, policy knowledge, and the ability to affect positive organizational change, often without the background and experience to be successful and confident in such roles. These individuals are frequently experts in their professional disciplines; however, today's leaders are required to exhibit skill sets and knowledge bases that extend beyond the professional master's degree. Today's leaders must possess experience and expertise in employing research to improve organizational outcomes, to ensure quality teaching for diverse learners, to effectively assess programs, and to lead local and national accreditation and accountability processes. They must be effective political advocates, and informed fiscal and human resource managers. These leaders must demonstrate emotional intelligence necessary to successfully lead a diverse workforce, as well as professional expertise and high standards of legal, moral, and ethical behavior. The University of Washington Tacoma proposes to address these needs through a Professional Certificate Program for Principals and Program Administrators, an initial Superintendent Certificate, and self-sustaining practice oriented doctoral degree in Educational Leadership (EdD).

This proposed program attempts to rectify two regional shortage areas: 1) doctoral level education programs for learners interested in educational leadership positions, and 2) the shortage of doctorally prepared educators in nursing education, P-12 administration, and higher education administration.

Currently, there is no public university in the south Puget Sound region offering a program to prepare individuals for high level leadership roles in diverse educational settings, including P-12 public and private school systems, nursing education and staff development units, and higher education settings. Individuals from this region typically travel to Seattle (UWS, Seattle University, Seattle Pacific University), Vancouver/ Spokane/Tri-Cities/Pullman (WSU), or Oregon (U of O, Oregon State).

According to the HECB report on the Skilled and Educated Workforce (HECB, 2009), “The higher education system will need to expand at all levels in the technical and professional fields listed above to meet employer demand (pg. 2).” While much of the state-level strategic planning is dedicated to improving undergraduate education, in order to expand capacity in applied disciplines, we will address the faculty shortage in high demand applied areas, such as nursing, as well as the shortage of programs which educate faculty in instructional leadership for applied disciplines. Pierce County and south Puget Sound to Coast regions demonstrate insufficient capacity to meet anticipated need (HECB, 2009a, pg. 27). According to the HECB strategic master plan, “At the graduate level, the needs are even greaterInstitutions’ planned growth, however, is insufficient to meet goals...”

Professional Certificate Program for Principals and Program Administrators:

Implementation of the Professional Certificate Program for Principals and Program Administrators Program will be conducted through the UWT Key Bank Professional Development Center. The first cohort of students is planned for March 2012. School Administrator Professional Certification is a job-embedded, contextualized professional development and certification process. The process focuses on increasing leadership skills in order to transform schools and positively impact student learning. Specific emphasis is placed on the understanding and application of the six Interstate School Leaders Licensure Consortium (ISLLC) standards as related to the candidate’s school improvement project. Upon completion of this program candidates will present evidence to an assessment panel created by the Professional Educator Standards Board (PESB) and composed of practicing school administrators. This panel will be the ultimate determinant of Professional Certification for principal and program administrator candidates.

The program is a 12 month program composed of three phases: entry seminar, professional growth plan and project implementation and Panel presentation. The entry seminar: provides an orientation to the process and to the Professional Certification benchmarks. It requires self assessment, data analysis, determination of school context, and development of an integrated project plan. During the professional growth plan and project implementation candidates participate in a variety of professional development activities and implement new strategies to positively impact student learning. Candidates gather evidence related to providing benchmarks in order to demonstrate their developed capacity in major focus areas. In the final phase, the panel presentation, candidates prepare and present evidence to a panel including practicing administrators.

Goal 5: Superintendent Certificate, and an Ed. D. in Educational Leadership (EdD): The EdD that we propose is designed to provide a pathway for *collaborations* between UWT and local school districts, hospitals, and colleges, particularly community colleges. Students will, with their employers, consider actual problems of practice in the communities in which they serve. We will work with these local agencies in order to recruit students who exhibit leadership

potential, and who will likely continue in their workplaces in future leadership roles. We propose three components: coursework, practicum, and solving authentic problems of practice.

Coursework includes leadership courses, specialization courses for the three study options, and courses in research and inquiry. During the second year of study, students will participate in a Practicum for leadership development that is directly related to their site of employment. Based upon conversations with their current supervisors or mentors, they will design leadership activities that will expand their leadership capacity beyond that of their current employment.

In the final year of study, students will complete a field-based Capstone Project, which is a year-long project in which the student addresses an actual problem of practice. This must be a project outside of the student's normal work expectations. Specifically it should demonstrate leadership at a higher level than that of current employment. It must include components of: program evaluation, literature review of extant research and policy, data collection and analysis, proposal for program improvement or other solution to the problem, and implementation of proposed solutions. A comprehensive report including all of the above will be written and delivered to the University as well as to the employer in whose domain it was conducted. In addition, a publishable article, based on the problem of practice and solutions, will be completed.

The program proposal was just passed by faculty in the Education and Nursing programs. The proposal needs to be approved by the appropriate bodies/individuals on the UWT campus and forwarded to the UW Graduate School. Once the proposal is submitted to the graduate school a time line for HECB review and possible implementation will be developed.

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Part B: Self Study Questions

Assessment

How well does the program face the challenges of meeting the various requirements for an assessment/evaluation system that meets the expectations of multiple audiences?

As an M.Ed. degree program with four certification programs (K-8, Dual Track, Secondary Science, and Principal/Program Administrator), the UWT Education program prepares not only for accreditation from the Northwest Regional Commission on Colleges and Universities, but also to meet the expectations of the Washington State Professional Education Standards Board (PESB) and the professional organizations and state prescribed expectations for each of the certification programs. The Educational Administrator program candidates must meet the Interstate School Leaders Licensure Consortium standards; the Secondary Science program responds to the National Science Education Standards; and the Dual Track (K-8 and special education) program aligns with the Standards for Preparation and Certification of Special Education Personnel as advanced by the Council for Exceptional Children in addition to the expectations of the Teacher Certification K-8 Program (TCP)--the Washington State Elementary Education Endorsement Competencies. Since the last review, Drs. Stein and Kinder received a Department of Education 325T grant, Project RTI, for the revision and improvement of the Dual Track program. One of the major objectives of this grant is program evaluation. Finally, the Education Program, as part of the larger University of Washington campus system, is participating in on-going review of the academic assessment system in coordination with Northwest Regional Commission on Colleges and Universities accreditation.

In response to the challenge of coordinating the expectations of these agencies, the Education Program has engaged in aligning the goals and objectives of each course with the program Student Learning Outcomes, the state standards, and the individual certification program standards or competencies. Evidence of this alignment is now included in each course syllabus. In addition, as part of Project RTI, the special education coursework will be reviewed using Vanderbilt University's Innovation Configurations for alignment with evidence-based practices.

All of the certification programs require student portfolios that are used not only to assess individual student competencies but also to identify strengths and weakness in the programs. The Secondary Science portfolio is carefully aligned with the National Science Education Standards. The Principal/Education Administrator program students' portfolio is aligned with the Interstate School Leaders Licensure Consortium standards. The TCP portfolio is aligned with state standards and we are currently aligning the TCP portfolio with the newly adopted Washington State Teacher Performance Assessment (TPA). We are piloting the use of Task Stream, a web-based system for the TCP portfolio and other assessment tools. Moreover, we have developed formative assessments of our TCP students' professional practice: Professional Standards for Essential Abilities and Dispositions assessment and the TPA Progress Monitoring Tool to assist the field supervisors, cooperating teachers, and teacher candidates to collaborate and proactively review the candidate's progress.

The Principal/Program Administrator program and the Dual Track program have also collected evaluation information from their constituents. The Principal/Education Administrator program regularly surveys graduates. As part of Project RTI, the Dual Track program surveys cooperating teachers, field supervisors, program graduates, and employers. Project RTI has also conducted focus groups of educational leaders. Project RTI data are analyzed across constituents

in the areas of curriculum, field experiences, and program administration. It is expected that similar surveys will be developed to collect program evaluation information for the K-8 and Secondary Science programs.

Program Quality and Community Engagement

How well do we serve local, state, national, and international communities to advance research, teaching, and service in education?

This question was posed to examine the quality and reach of faculty engagement aimed at advancing the field of education in our respective disciplines. Our response is based on a review of the scholarly activity and service contributions of current faculty over the past 5 years. This breakdown of information is provided by level of community in order to view the nature of the pattern of dissemination of our collective works. This summary will highlight contributions to the profession across local, state and national communities as well as significant contributions being made to international communities.

Faculty are frequently called upon by local districts and state agencies to provide expertise, consultation and professional development. State agencies have provided \$1.48 million for faculty led projects in math, science and reading. Faculty are currently represented on 12 statewide associations and 26 school districts and Educational Service Districts across Washington State have utilized the expertise of one or more faculty members to support teachers, students and their families. Specifically, faculty have assisted local education communities in working with individual students and teachers to support positive behavior in the classroom, provided training and guidance with the implementation of instructional and management practices at the building level and provided district-wide professional development in areas such as Response to Intervention and Positive Behavior Supports. These numbers do not include the multitude of times faculty responded to support recent graduates upon entrance to the profession.

For a small faculty, the Education Program has developed a strong national presence. We hold membership in over 35 national/international associations and councils. In the last 5 years, faculty have had 26 manuscripts accepted for publication in national journals, an additional 2 books, 3 chapters, and 8 reviews in publication and several manuscripts currently under peer review. We are rapidly increasing our reputation as a research institution with awards to faculty of approximately \$3.4 million dollars in grants from sources such as the National Science Foundation, Carnegie Foundation, and the US Department of Education to support work in the fields of special education teacher preparation and the research on effective practices in the areas of math, science and classroom management.

Our work in the international community is advancing. Specifically, faculty have 2 book chapters and 12 published manuscripts in 9 international journals. In 2009, a faculty member received the Fulbright Scholar Award to teach at the University of Rijeka in Croatia. In addition to teaching responsibilities, she provided professional development to approximately 180 local teachers and volunteered her expertise as a consultant to several schools. She will serve as a consulting editor of a new journal established by colleagues at the University of Rijeka publishing peer reviewed research conducted across Central Europe. Another faculty member has developed software for analyzing qualitative data and made it available for free worldwide. He is frequently sought out to provide technical assistance to researchers around the world, including researchers most in need of free resources such as those from third world countries.

How well is the curriculum integrated into a cohesive whole? How well do individual professors integrate knowledge from previous courses, explicating linkages across courses?

The UWT Education program faculty has worked diligently in recent years to develop a Conceptual Framework and to identify five Student Learning Outcomes that reflect our mission and values and that unify course assessment and the assessment system. Course objectives in all our program's syllabi are explicitly aligned with these five Student Learning Outcomes and to State and professional organization standards.

Both our teacher and principal preparation programs are built upon the *cohort model*. The cohort model insures that all students progress together over the course of the program encountering similar problems of practice and accumulating common educational experiences, professional libraries, and so forth. The shared experiences and knowledge of the students empower our pedagogy and greatly enable making connections with previous learning: enriching, reinforcing and, if necessary, re-teaching previous content.

In addition, the UWT Education program faculty has worked to develop linkages not only across courses but also between coursework and fieldwork. For both the Teacher Certification (TCP) and the Educational Administration (Ed Admin) programs, candidates engage in fieldwork throughout the academic year in the K-12 setting. Both programs closely integrate university coursework, fieldwork, and reflective seminars. The coursework and the fieldwork experience are designed to be interactive and recursive. Candidates move back and forth between the two. This carefully orchestrated integration provides candidates the opportunity to develop and practice skills in a "just in time" mode of learning. Continuous reflection upon completed work is expected of candidates from the first day they are enrolled in the program. While in their field experiences, teacher and administrative candidates attend reflective seminars designed as a venue for them to discuss their observations and experiences and to expand the breadth and depth of their reflections. Supporting our mission of developing ethical and reflective educators, candidates learn not only to use reflection as a form of assessment but also to use it as a catalyst for change.

Finally, in 2010, Drs. Stein and Kinder received a federal grant to restructure the Dual Track program in which students receive both a K-8 certificate and a Special Education endorsement. Project RTI was funded to better prepare candidates to work in schools that are implementing a Response to Intervention (RTI) model of service delivery in an effort to meet the needs of culturally, linguistically, economically and academically diverse students.

To address the issues of program integration and coherence, Project RTI engaged in a systematic process to develop partner schools as the context for field experiences. This process has involved shifting from placement of teacher candidates with individual teachers in the region to a partner school model that engages the university and selected districts/schools in an ongoing collaboration in the development of a residency program that integrates experiences in both general and special education.

Policy and Organizational Structure

Have changes/updates in policies and organizational structure of the program assisted in the ease, completion and quality of work accomplished?

In its 2006 report to the Graduate School, the review committee made several recommendations related to the organization and policies of the UWT Education Program. These recommendations

included re-examination of program coherence and degree requirements; clarification of policies and procedures for decision-making, governance, and implementation; and facilitating communication among program faculty and between faculty and field supervisors. Since the 2006 report, the faculty, staff, and administration of the Education have acted on these recommendations and implemented new and improved organizational structures and policies that have assisted in the ease, completion and quality of work accomplished.

At the organizational level, the Education Program has created the Graduate Faculty Council, consisting of two faculty members who are charged with reviewing all cases related to academic and professional progress of UWT Education students. In conjunction with the creation of this council, the faculty and staff have clarified policies and procedures at all levels for students, faculty, and staff. Examples of these policies include standards for essential abilities and dispositions and retention and dismissal policies. All policies, as well as student rights and responsibilities, are included in all student handbooks (i.e., Teacher Credential Program (TCP), Masters in Education (MEd), and Educational Administration (Ed Admin), which are reviewed with students several times during the academic year. These changes in organization and policies have improved communication between students and the Education Program, and reduced the amount of time from initial filing to action on the part of the Graduate Faculty Council.

Another example of organizational change involves the restructuring of oversight for the TCP. This includes the creation of a TCP Coordinator and streamlining of the TCP Certification Specialist's role. The TCP Coordinator oversees field supervisors, provides TCP instruction, coordinates portfolio creation and review, builds and maintains partnerships with K-12 schools, and facilitates communication among students, faculty, staff, field supervisors, and cooperating teachers. In the past, these responsibilities were decentralized and shared among staff and faculty. Given this reassignment of specific TCP responsibilities to the Coordinator, the TCP Certification Specialist now focuses her efforts on advising students on course schedules, securing field placements for student teaching, reviewing students files for compliance with state requirements for certification, and updating program faculty and staff on emerging policies related to teacher education and licensure.

The Education Program has also responded to the Graduate School Committee's recommendation regarding program coherence and degree requirements. Several program committees were formed to examine curricular offerings and provide oversight for curricular offerings and degree requirements. These committees included the Special Education, Secondary Education, and K-8 committees. Over the past five years, committees have worked to streamline the program from 32 different offerings to 7 signature offerings. These committees spearheaded major changes/updates to program structures that include; separation of K-8 TCP into two distinct tracks – Special Education Dual-track and K-8 General Education track; expansion of the secondary teacher credential program to include secondary mathematics; creation of the Teaching English Language Learners (TELL) program; elimination of the Multicultural Education study option; streamlining of the Curriculum and Instruction study option; updating the At Risk study option to Student Academic Success and Support (SASS) study option, which included curriculum review and revision; and a review and revision of the Special Education study option.

Overall, these changes have improved communication among all members of the UWT Education program community. Student roles, responsibilities, and rights are clearly articulated in program handbooks. Faculty members have taken on more responsibilities related to

admissions, retention, dismissal, curriculum, and graduation requirements, as outlined in the faculty code. Staff members have clearer responsibilities that have increased the efficiency of their work and improved communication across all program levels.

How well has the program worked to facilitate admission, retention, and graduation?

Admissions: TCP and Ed Admin candidates are considered for admission by a holistic assessment that includes: transcripts, work history, goal statement, evidence of potential as a teacher, letters of recommendation, a group interview in which candidates must articulate answers in terms of content and dispositions. The faculty developed a **prompt and scoring rubric for the goal statement, with yearly evaluation and improvements in the system**. All teacher candidates are required to pass basic skills and content knowledge assessments prior to admission, because the courses are built around **pedagogical** content knowledge. Another strength of the admissions procedure for all programs (except the non-TCP M.Ed.) has been the candidate group interview. This interview evaluation tool has promoted objective and successful evaluation of candidates' potential and dispositions during the interview. The TCP discontinued the use of the interview in 2009 in order to develop a more objective evaluation of candidate interview behaviors. It will be re-implemented and evaluated in the spring of 2012.

Retention: Candidate performance is continuously monitored, and candidates who experience challenges are brought to the attention of the staff, faculty, and field supervisory team. We have designed a particularly effective system for early intervention for problematic academic or dispositional behavior that is part of a system of candidate support. When initial intervention by an individual faculty member is unsuccessful, candidates are referred to the Education Program Graduate Faculty Council (GFC). The UWT Education Program Retention and Dismissal Policy outlines a formal process to assist in delineating a concern and developing an improvement plan including: steps for improvement, expected outcomes, mechanism for evaluation and a time line for resolving the concern.

As a program we err on the side of initiating an informal process earlier rather than later in order to help our candidates succeed in a timely fashion. The GFC is set up to assist a candidate prior to the concern becoming insurmountable. Since refinements in our admission, retention and dismissal policies, we have been able to improve retention and predict success in candidates with more accuracy. In addition, we have been better able to help those who are not appropriately matched for the profession to understand this mismatch earlier, with less expense and personal impact.

Since the implementation of this committee and policy, faculty, staff and candidates have all communicated that concerns related to academics, skills, and dispositions have been handled in a method that was productive and fair to all involved. The new Retention and Dismissal Policy and the creation of the Graduate Faculty Council to oversee this policy are an example of how procedures are improved over time. It has taken 3-4 years of revision, however, during 2010-11 the policy and the Council worked well—with a high, appropriate retention rate.

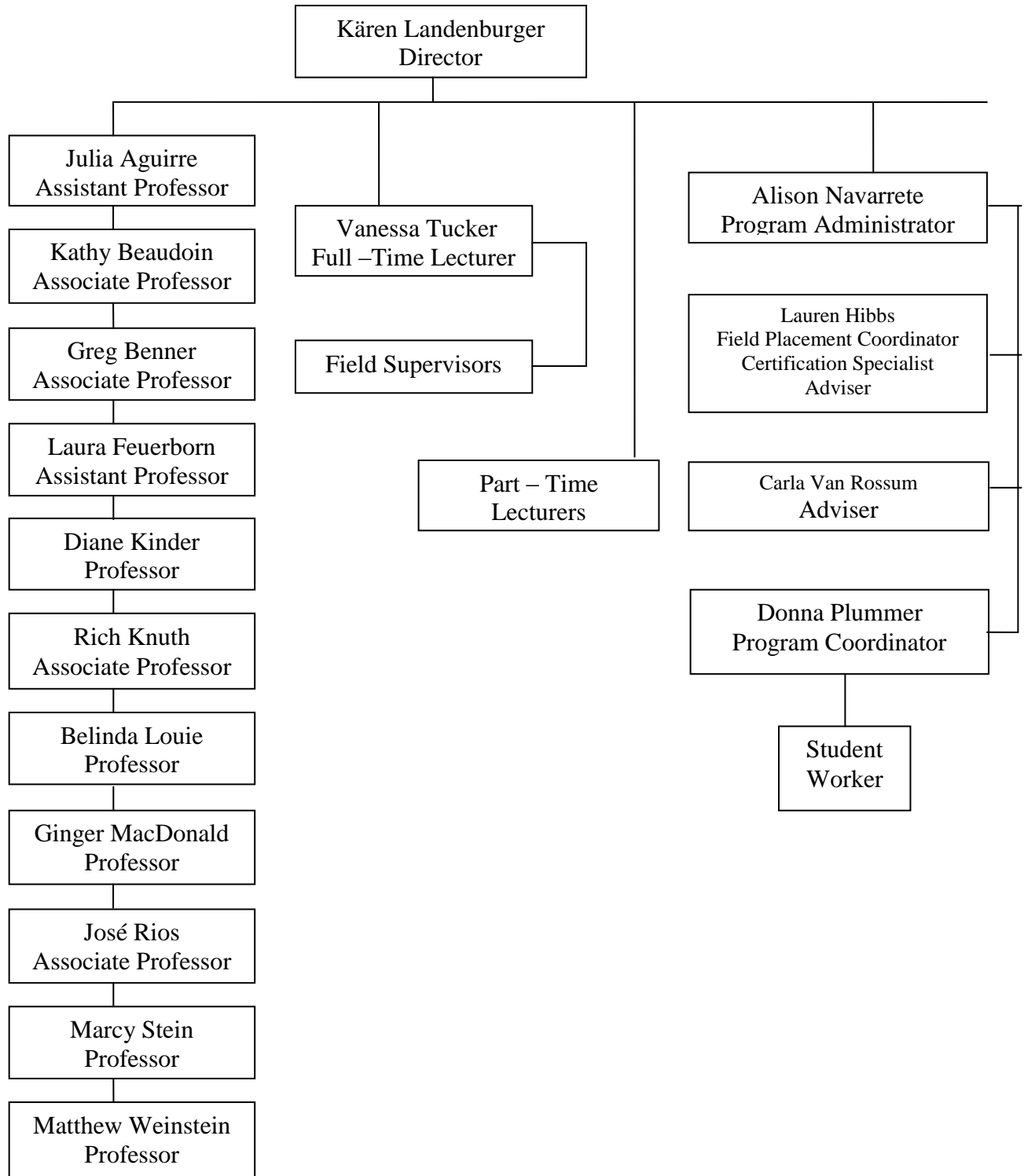
Graduation: Education Program students typically are seeking certification, endorsements, and a master's degree. However, some seek certification and/or endorsements only, and do not seek a degree. Programs are structured to keep students actively moving toward completion of their goals. Students seeking certification as teachers are encouraged to complete their certification requirements first (1 year, full time program). This allows them to seek employment, at least as a substitute teacher during the completion of the master's degree (typically 1-2 more years part-

time). It also allows them to experience more work in the classroom, which makes the coursework more meaningful to them. Most students seeking the principal certificate have a master's degree at admissions, but if not, they are likewise encouraged to complete certification aspects first, and then finish the remaining master's degree courses. Students who are currently teachers, seeking the M.Ed. are encouraged to achieve additional endorsements to their teaching certificates, to increase, knowledge, skill, and employability. Faculty and field supervisors meet regularly with students in all program options to support student development and keep them moving toward the goal of completion. In TCP, there is a progress monitoring tool used to assess accomplishment of student learning outcomes, and if needed develop improvement plans. The cohort model for TCP and Ed Admin greatly facilitates retention and timely graduation.

Part C
APPENDICES

Appendix A: University of Washington Education Program Organizational Chart

[UW Tacoma's Organizational Chart](#) is available on the UWT web site.



Appendix B:
Budget Summary

UWT EDUCATION PROGRAM PERMANENT FUNDING
2005-2007 2007-2009 AND 2009-2011

		2005-2007 Biennium		2007-2009 Biennium		PERMANENT REDUCTION	2009-2011 Biennium	
		2005-2006	2006-2007	2007-2008	2008-2009		2009-2010	2010-2011
Salaries								
01-10	Full-time faculty	\$676,174.00	\$832,257.00	\$973,880.00	\$1,022,012.00	(\$13,995.00)	\$1,008,017.00	\$1,013,192.00
01-20	Part-time faculty	\$46,080.00	\$46,080.00	\$49,437.00	\$70,524.00	(\$4,563.00)	\$65,961.00	\$65,961.00
01-60	Classified Staff	\$44,460.00	\$28,476.00	\$33,588.00	\$42,996.00		\$42,996.00	\$42,996.00
01-70	Professional Staff	\$133,638.00	\$165,284.00	\$164,102.00	\$151,848.00	(\$9,444.00)	\$142,404.00	\$142,404.00
01-80	Hourly	\$96,094.00	\$85,294.00	\$88,686.00	\$99,778.00	(\$85,116.00)	\$14,662.00	\$14,662.00
TOTAL Salaries		\$996,446.00	\$1,157,391.00	\$1,309,693.00	\$1,387,158.00		\$1,274,040.00	\$1,279,215.00
02-00	Contract Pers Services	\$500.00	\$500.00	\$500.00	\$500.00	(\$500.00)	\$0.00	\$0.00
03-00	Other Contract Services	\$11,216.00	\$8,623.00	\$21,069.00	\$22,983.00	(\$5,000.00)	\$17,983.00	\$34,377.00
04-00	Travel	\$13,710.00	\$15,710.00	\$16,710.00	\$16,710.00	(\$6,960.00)	\$9,750.00	\$9,750.00
05-00	Supplies and Materials	\$11,401.00	\$12,668.00	\$16,140.00	\$18,796.00	(\$5,000.00)	\$13,796.00	\$13,796.00
06-00		\$1,000.00						
TOTAL Operations		\$37,827.00	\$37,501.00	\$54,419.00	\$58,989.00		\$41,529.00	\$57,923.00
GRAND TOTAL Education		\$1,034,273.00	\$1,194,892.00	\$1,364,112.00	\$1,446,147.00	(\$130,578.00)	\$1,315,569.00	\$1,337,138.00
						9.00%		

01-10 Full-time Faculty: tenure track faculty lines (13)

01-20 Part-time Faculty: all part-time lecturers including field supervisors

01-60 and 01-70 Staff: classified and professional staff lines (program coordinator, pre-admissions adviser, certification specialist/adviser/placement coordinator, and administrator)

01-80 Hourly: student worker and misc

02-00 Contract Pers Services: guest lecturers, other professional services outside of the university

03-00 Other Contract Services: telephone, copying and printing, long distance, advertising, postage and freight, memberships

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05-00 Supplies and Materials: all office supplies, computers, printers, paper, etc.

2010-2011 Increase in 03-00 from \$17,983 to \$34377 was due to the UW Seattle no longer funding the technology fee centrally. UWT, however, chose to fund it centrally and increased permanent funding in that line for the purpose of covering the technology fee.

In the spring of 2009 all units across campus were asked to identify where proposed cuts could be taken. After careful review of the curriculum and

finding ways to teach more students (larger class sizes, offering courses infrequently, combining different groups of students in one class, etc), efficiencies were identified and the budget was reduced.