Title II Institutional Report
1999-2000
Section I. Pass Rates

1. Program completers in the 1999-2000 academic year, September 1, 1999 – August 31, 2000:

   549 Program completers, 1999-2000

2. Current assessments/procedures used by this institution to determine how each program applicant meets the State Board of Education requirements relative to basic skills competency.

   *Undergraduate Admission* requirements included:

   - A grade-point-average of at least 2.75 on a 4-point scale.

   - Scholastic Aptitude Test (SAT). Minimum scores on the SAT must be at the mean level of the scores of the previous year’s graduating high school seniors in the State of Washington. Mean SAT scores for the 1999–2000 academic year required a R1040 composite score, with a minimum revised test score of 520 in both the verbal and quantitative sections.

     or

     - American College Test (ACT). The minimum ACT score for 1999-2000 applicants was a score of 23, with a score of at least 11 in the verbal section and 9 in the quantitative section.

     or

     - The Test for Entrance to Teacher Education Programs (TETEP). The TETEP score minimum was a composite score of 103 with at least 50 in the verbal section and 40 in the quantitative section.

   - Writing competence, represented by a “B” grade in a college level English composition course.
Elementary and Special Education applicants were also required to demonstrate communication skills as represented by completion of a college level speech competency course with at least a “B” grade or other performance-based evaluated experience.

**Graduate Admission.** Admission to graduate programs is coordinated through Western’s Graduate School. Admission requirements for Woodring College of Education graduate programs include GPA, test scores, and letters of recommendations, with the following variations across programs:

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<thead>
<tr>
<th>Graduate Program Admission Requirements by Program</th>
<th>Minimum Grade Point Average</th>
<th>Test requirements</th>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>3.0</td>
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3. Current strategies used to assess the content knowledge of program completers.

**A. Initial Screening Strategies.** Candidates meet with an advisor as soon as they are admitted to the College of Education. If an individual student has relevant experiences or course content related to program requirements, the advisor may waive the program requirement or, in some cases, award credit for the coursework.

**B. Intermediate Screening Strategies.** Individual instructors and field-based school partners assess course content and practica performance throughout the program. The following table displays course evaluation forms used by Woodring instructors during fall quarter of 1999 and illustrates the variety of instructional formats utilized within the College. Instructors match the instructional format and evaluation strategies. For example, seminar/discussion and small lecture courses account for approximately 70% of Woodring’s courses. The most common evaluation strategies used in these two types of courses are student-generated projects, papers, presentations, and periodic written tests.
### Use of Course Evaluation Forms

<table>
<thead>
<tr>
<th>Form</th>
<th>On Campus Number of Classes</th>
<th>On Campus Percentage of Total</th>
<th>Extension Number of Classes</th>
<th>Extension Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form A: Small lecture class</td>
<td>26</td>
<td>29%</td>
<td>33</td>
<td>29%</td>
</tr>
<tr>
<td>Form B: Large lecture class</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Form C: Seminar or Discussion</td>
<td>37</td>
<td>42%</td>
<td>66</td>
<td>59%</td>
</tr>
<tr>
<td>Form D: Problem Solving Class</td>
<td>9</td>
<td>10%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Form E: Skill Acquisition Class</td>
<td>15</td>
<td>17%</td>
<td>13</td>
<td>12%</td>
</tr>
<tr>
<td>Form F: Large Lecture (Homework)</td>
<td>1</td>
<td>1%</td>
<td>0</td>
<td>0%</td>
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</table>

All teacher certification programs: Difficulty with content knowledge is typically reflected by low grade point averages (GPA). Retention in a teacher certification program at Western is contingent upon maintenance of a quarterly GPA of at least a 2.75 beginning with the quarter a candidate is notified of admission to the College (3.00 for graduate students). This requirement applies even in quarters when the candidate is not registered in education courses. Candidates who fail to meet this standard receive a letter from their department advising them they have been dropped from the program and must seek departmental advice.

Content knowledge is also monitored in the context of practicum assignments. What follows is a description of procedures followed by certification programs when serious performance issues arise at any point during a candidate’s course of study. Serious issues include content knowledge deficits as well as poor professional performance.

Elementary Program: Student review procedures have been established to mentor and support students as they move through professional coursework. The process provides for early identification of potential difficulties that may hinder a student's successful completion of the teacher education program. Additionally, the process provides a network of assistance opportunities to insure the student the best possible opportunity for success. This process correlates with the expectations for student conduct as outlined in the WWU Student Code of Conduct. Inappropriate student behavior can result in actions derived from both the Department of Elementary Education Student Review Procedures and the WWU Student Code of Conduct. (From Elementary Student Conduct and Case Conference Handbook.)

Secondary Program: Secondary Education Faculty members review student performance throughout the entire professional education sequence and evaluate students in terms of their preparedness to continue in coursework or into the internship. The process for identifying and following up with concerns is as follows:

**Step One:** Problem Identification. Categories of problems include low academic performance, communication skill deficits, problems with organization and time management, professional conduct, and “other.”
Step Two: Individual Faculty Member (first contact) Process
- A faculty member meets one-on-one with the candidate to share concern(s) verbally.
- The candidate has the opportunity to respond to the concern(s) and the right to ask questions for clarification.
- The faculty member documents the concern(s) and develops plans for remediation using departmental Student Referral/Remediation Form.
- Documentation is placed in the student’s file in the Admissions/Field Experience Office and a copy is provided to the student.
- The student has the right to attach a copy of his/her response to the concern(s).

Step Three: Secondary Education Faculty Team Process
- A collective meeting is held twice per academic year to review the progress of all candidates to discuss merits and/or area(s) of concern.

- In cases where faculty members determine an area of concern is significant enough to negatively impact continuation in the professional education sequence or the internship, the following occurs:
  a. Faculty Review Team: A minimum of two faculty meet with the candidate; concerns are shared and, if warranted, remedial steps are identified.
  b. The process may stop at this point with the faculty committee preparing a written summary of the meeting and documenting decisions and/or recommendations. A copy of this summary is placed in the student’s file in the Admissions/Field Experience Office, and provided to the student.
  c. If concerns may negatively impact the student internship the faculty review committee may recommend one of the following regarding proceeding into the internship: conditional approval, delay with remediation, or denial.

(from Secondary Education Due Process Procedure.)

Special Education: In the Department of Special Education, content knowledge of the state learning goals and Essential Academic Learning Requirements (EALRs) is assessed throughout the academic major (special education). Students are required to take several tests directly assessing their knowledge of state learning goals and EALRs. Additionally, students must demonstrate their skill in using EALRs in developing lessons to address specific academic goals and objectives and cross-reference EALRs to IEP goals and objectives. Examples of the assessment of special education students content knowledge of state learning goals and EALRs include:

- In the initial quarter after admission to the major, students take Effective Teaching and a school practicum course. During that quarter, they practice writing active plans, which include effective teaching practices and are linked to the EALRs. The
plan is written for and taught to a class of public school students, and the instructor evaluates the depth and accuracy of the content.

- During the Effective Teaching course, the candidates are assessed on their ability to match public school course content with specific EALRs components and benchmarks through a series of assignments.

- Candidates demonstrate content knowledge related to state goals and EALRs by planning and teaching direct instruction lessons linked to the EALRs.

- In the course Assessment and Evaluation I students are required to demonstrate skill in writing accommodations on IEPs for special education eligible students in the general education (EALRs) curriculum. In a second assessment class, Curriculum-Based Evaluation, candidates demonstrate skill in assessing present levels of performance in content area cross-referenced to the EALRs.

In the final quarter prior to the internship, special education majors must design and implement instruction for P-12 students in academic content based directly on the EALRs. Concurrently, in a pre-internship practicum the candidates are assessed on the EALR content of their lesson plans and observed delivering instruction based on EALR content lesson plans.

C. End of Program Screening Strategies. Content knowledge is assessed at the end of a candidate’s program during the internship. The following sample items are from Western’s Intern Development and Evaluation System final evaluation forms. These items focus on an intern’s content knowledge and are intentionally designed for each type of certification (elementary, secondary, special education). Interns are rated on a five-point scale ranging from “unsatisfactory” to “exceptional” on each item.

Secondary:
- Knows and outlines core concepts and principles of content area.
- Specifies appropriate goals and objective
- Ties objectives to Essential Learnings
- Knowledge in content area is presented clearly/accurately

Elementary
- Specifies appropriate goals, concepts, and objectives
- Specifies appropriate objectives and EALRs
- Identifies supporting strategies and resources

Special Education
- Summarizes and prioritizes goals and objectives
- Provides specific opportunities for instruction of IEP/IFSP/EALR goals and objectives
- Displays knowledge of current special education laws and procedures

4. Current strategies used to assess the program completers’ “positive impact on student learning”

Secondary Education. Each secondary education student is required to build a portfolio beginning in his or her first quarter in the program. The portfolio is a document that tracks the candidate’s performance in secondary education and is carried into the student internship at which time candidates are instructed and guided to begin turning their work into a professional development portfolio.

One of the components of the portfolio is K-12 student work that has resulted from the candidate’s efforts in on-site in practica and the internship. Each candidate file includes:

1. Lesson plan(s) that include measurable objectives.
2. Rationale statements explaining why the content is relevant to the students.
3. Rubrics that guide the students toward successful completion of the objectives.
4. Sample assessment tools. Candidates must not only utilize standardized assessment tools but are also expected to include authentic and alternative approaches to evaluating student acquisition of the material.

During the Internship, secondary candidates must show evidence of the following:

- Use of a variety of strategies to assess student learning
- Collection of continuous and current achievement information
- Use of assessment/evaluation information to report teaching improvement
- Positive impact on student learning

(from the Secondary Education Intern Development and Evaluation System)

Elementary Education. The Elementary Program links methods and practica courses so candidates apply state learning goals and EALR content in the context of K-8 classroom settings. Candidates receive instruction in assessment techniques in reading, language arts, social studies, math, and science education methods courses and then use those strategies to demonstrate a positive impact on students in practicum and internship settings. The Intern Development and Evaluation System form used by the Elementary Education Department requires candidates to demonstrate the following seven criteria:

1. Uses standards of quality assessment
2. Utilizes a variety of assessment methods/strategies
3. Links assessment and evaluation to the objectives
4. Communicates achievement of expectations, standards, and criteria
5. Develops a systematic/longitudinal plan for collecting, analyzing, and utilizing data
6. Demonstrates a positive impact on student learning
Special Education. During the first quarter after admission, candidates majoring in Special Education are introduced to the concept of progress monitoring. Throughout the major candidates demonstrate positive impact on student learning in a variety of settings including:

- In an initial practicum candidates are required to provide evidence that P-12 students accomplished lesson goals/objectives. Candidates must explain what impact their evidence will have on future instructional planning.

- In a practicum linked to the reading courses candidates apply the concept of curriculum-based measurement in a quarter-long progress-monitoring project. Candidates monitor progress of at least two P-12 students on oral reading fluency rates and chart a minimum of six data points for each student. The candidates draw trend lines and evaluate P-12 student progress against nationally determined standards for reasonable improvement in oral reading fluency or against IEP expectations.

- During the quarter prior to the internship, a performance-monitoring project requires candidates to monitor the impact of interventions on P-12 student(s) over the course of a quarter. Each candidate maintains a visual display of progress monitoring data. Some candidates chart rate samples; some display percentage scores; some use pre-post samples. The performance monitoring assignment is integrated with assignments in classroom/behavior analysis, curriculum analysis, and instructional interventions and organized with Power Point for presentation and explanation to other members of the class. At least ten lessons are taught, and the candidate assesses the impact on P-12 student learning in each.

- During the internship, candidates must provide evidence of:
  - Selection and administration of appropriate measures for summarizing student performance
  - Interpretation and application of relevant assessment information
  - Summaries of assessment/evaluation results for parents, colleagues, and students, and
  - Positive impact on student learning.

(from the Special Education Intern Development and Evaluation System)

Section II. Program Information

(A) Number of students in teacher preparation programs at Western Washington University:

1. Total number (headcount) of students enrolled (full admission status) during Fall Quarter 1999: 1,362

(B) Information about supervised student teaching:
2. Total number of students enrolled in supervised student teaching during the 1999-2000 academic year: 584

3. Student teaching supervising faculty who were:

   6 Appointed full-time faculty in professional education and full-time in the institution. (Individuals who work full-time in a school, college, or department of education, and spend all or part of the time supervising student teaching.)

   8 Part-time faculty in professional education and full-time in the institution. (Full-time faculty member in the institution also assigned to supervise student teaching.)

   40 Appointed part-time faculty in professional education, not otherwise employed by the institution.

   0 Other

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

Total faculty (headcount) assigned to supervise student teaching during the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 54 Faculty

Total faculty (FTE) assigned to supervise student teaching during the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 12.3 FTE

Definition of the process that was used to calculate faculty FTE: FTE was calculated by percentage of load, with 18 candidates per quarter, per supervisor considered to be a full-time assignment (1.0 FTE).

4. The student/faculty ratio, based upon the total number of faculty was: 10.81
   (584 divided by 54)

5. The student/faculty ratio, based upon faculty FTE was: 15.8 per quarter
   (Number of candidates in the year divided by the total FTE supervisors in the year, divided by 3 quarters in the year. 584 divided by 12.3 divided by 3 = 15.8)

6. The average number of hours per week required for students to participate in supervised student teaching was 40 hours.

   The total number of weeks of supervised student teaching required was: 12 per quarter (Elementary and Special Education), 18 per semester (Secondary Education)
7. Range of hours of supervised student teaching/internship options:

Students do not have options related to the number of hours required. They are at the school as per the hours required of the teacher to whom they have been assigned.

8. Description of the range of field experiences required in Western’s teacher preparation program per WAC 180-78A-264 (6).

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CONTENT</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Education</strong></td>
<td>Effective Teaching Practicum</td>
<td>72 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Literacy Practicum</td>
<td>72 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Science Education Practicum</td>
<td>20 Contact Hours</td>
</tr>
<tr>
<td><strong>Secondary Education</strong></td>
<td>Middle Level Practicum</td>
<td>20 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Secondary Level Practicum</td>
<td>10 Contact Hours</td>
</tr>
<tr>
<td><strong>Special Education K-12 and Early Childhood Special Education Birth-8</strong></td>
<td>Effective Teaching Practicum</td>
<td>30 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Special Education Practicum I</td>
<td>24 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Special Education Practicum II</td>
<td>28 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Special Education Practicum III and IV</td>
<td>72 Contact Hours (combined)</td>
</tr>
</tbody>
</table>

* All teacher certification candidates must complete an academic major, and some academic majors require additional practica placements within the content area.

**Internship**

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<td>Supervised student teaching in primary, intermediate, or middle level settings. One academic quarter (12 weeks, 16 credits).</td>
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<tr>
<td><strong>Secondary Education</strong></td>
<td>Supervised student teaching in junior high, middle school, or senior high school level. One semester in length (to match secondary high school calendar, sixteen weeks, 24 quarter hour credits.)</td>
</tr>
<tr>
<td><strong>Special Education</strong></td>
<td>Supervised student teaching in Birth-12 special education settings. One academic quarter, (12 weeks, 16 credits). Students seeking both special education and elementary endorsements or special education and secondary certificates must complete two full internship assignments.</td>
</tr>
</tbody>
</table>
9. Describe how your program provides for experience(s) with diverse populations.

All Candidates. Content related to diversity is distributed throughout the University. Curricular changes have occurred in disciplines such as English, sociology, anthropology, foreign language and history, where courses on minority literatures, cultures and history are now standard parts of the curriculum. Indeed, offerings and emphases on the multicultural nature of our society are growing far faster than other parts of the curriculum in each of these departments.

In addition to the inclusion of diversity knowledge base content in specific courses, initial certification candidates also develop knowledge from the Center for Educational Pluralism (CEP). The CEP was developed as a resource center to assist students as they prepare to teach in diverse classrooms and to provide an entry-level knowledge base about multicultural issues. All teacher certification candidates choose from three options to meet knowledge-base expectations. They may 1) complete either a Cross-Cultural Education Anthropology course or an Elementary Education Multicultural Education for Teachers course; or 2) complete the objectives described in the CEP’s Individual Diversity Plan; or 3) read and respond to a series of reading assignments and activities developed by CEP staff. Once knowledge base requirements have been met, the CEP remains a resource center, rich in curriculum and supplementary materials that candidates and faculty may draw upon for the remainder of their programs.

Elementary and Special Education. Additionally, candidates in the Elementary and Special Education programs are required to engage in and track experiences with diverse populations throughout the program by reporting on a Working with Diverse Populations form that is distributed during the first practicum course. They describe lessons, curricular adaptations, and structured experiences with students from various backgrounds and ability levels.

Secondary Education. Secondary Education candidates participate in an urban school experience where they participate with special needs, English as a Second Language, and migrant leadership classes. Once back on campus, candidates complete a reflection assignment related to the experience.

All Certification Programs – Internship. Candidates in all certification programs design lessons that address student diversity and are evaluated during the internship on these items:

- Prepares culturally responsive lessons for students from diverse racial and ethnic groups
- Designs / adapts curriculum that is challenging and developmentally appropriate
- Utilizes knowledge of families and community resources to enhance support for children and families, including those from racially and ethnically diverse groups
- Is mindful and respectful of gender, racial, ethnic, and ability differences when communicating with students, colleagues, and parents
10. Is your teacher preparation program currently approved by the state?  **Y** Yes

11. Does any state or national association accredit your teacher preparation program?
   **Y** Yes  Name: National Council for Accreditation of Teacher Education (NCATE) April 2000

12. Is your teacher preparation program currently under a designation as “low-performing” by the state as per section 208 (a) of the HEA 1998?  **X** No

**Section III. General Information**

(A) Federal, state, and private grants to improve teacher quality received by Woodring’s teacher preparation program for the 1999-2000 academic year:

1. **Teaching Training Pilot Program** (*Pathways Project*):
   $149,966 (9/15/99 – 6/30/01)  Year One: $74,983 (9/15/99 – 6/30/00)
   Year Two: $74,983 (7/1/00 – 6/30/01)

   These state funds were awarded to WWU by the Washington Higher Education Coordinating Board, in support of a collaborative teacher preparation and recruitment program involving three regional community colleges and three regional school districts. This is a two-year project initiated in the report year.

2. **Title II Teacher Quality Enhancement**: $41,961 (1/01/00 – 8/31/00)

   WWU is a participant in the Seattle Consortium of this federally funded Title II grant that was awarded to the Washington State Office of Superintendent of Public Instruction.

   The mission is to align and articulate teacher recruitment strategies, curricula and support activities for future teachers. WWU was awarded sub-grantee funds in the amount of $41,961 during the first eight months of the project. (Additional funding of $121,149 was approved for the period of 9/1/00 - 12/31/01.)

3. **Indian Education Professional Development**: $345,734 (8/1/00 – 7/31/01)

   This is a pre-service training project funded by the US Department of Education, with the goal of increasing the number of Native Americans who teach in schools having a significant Native American population. Stipends are provided to Native Americans to complete their teacher preparation program, and these participants go on to teach in the schools where children have unique educational and culturally related academic

4. **Y Generation Grant**  Western Washington University was awarded $17,500 as a sub-grantee of The Evergreen State College, recipient of a U.S. Department of Education Catalyst Grant designed to build connections with the Generation www.Y teachers and classes. Two month’s funding for this grant falls within the Title II Report 1999-2000 framework ($2917).

(B) Awards received Woodring College of Education faculty and students during the 1999-2000 academic year:

**Faculty Awards**

**Dr. Tim Keiper**, Secondary Education, received the *Best Elementary Teaching Article Award* for 2000 from the National Council for Geographic Education. The award was given for an article published in the *Journal of Geography*, and selected from among all articles published in eleven issues (March 1998 – November 1999) of the journal.

**Dr. Christine Ohana**, Science Education, received an award for “*Outstanding Leadership*” from Iowa State University for her contributions teacher education during the 1996-1999 period of time.

**Dr. Robert Kim**, Educational Foundations, published text, *Distinguished Asian Americans*, was named the “*Library Journal’s Best Reference Source for 1999*”. The award from the Library Journal denotes the top reference resources published each year.


**Awards to Students**

**Christopher Matsumoto**, Special Education, was selected as a WWU *Presidential Scholar* from Woodring College of Education for 1999-2000.

**Brynn Bond** (Elementary), **Sharece Steinkamp** (Secondary), and **Christopher Matsumoto** (Special Education) were named as 1999-2000 *Outstanding Seniors* by their departments.

The following 21 teacher certification students were admitted to the *Golden Key National Honor Society*: Kathy Amico, Mindy Baker, Katherine Blai, Connie Bright, Debra Brownfield, Sharon Carpenter, Margaret Collins, Joanne Cooper, Shirley Edde,
Thirty-five teacher certification candidates received a total of $58,545 in scholarship support from the Western Foundation during the 1999-2000 academic year.

Admission criteria for Western’s teacher preparation program:

**Undergraduate Admission** requirements programs included:

- A grade-point-average of at least 2.75 on a 4-point scale.
- Scholastic Aptitude Test (SAT) Minimum scores on the SAT must be at the mean level of the scores of the previous year’s graduating high school seniors in the State of Washington. Mean SAT scores for the 1999–2000 academic year required a R1040 composite score, with a minimum revised test score of 520 in both the verbal and quantitative sections.

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**Graduate Admission.** Admission to graduate programs is coordinated through Western’s Graduate School. Admission requirements for Woodring College of Education graduate programs include GPA, test scores, and letters of recommendations, with the following variations across programs:
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1. Number of applicants for the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 989
2. Number of applicants not admitted during the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 274
3. Number of program completers for the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 549
4. Number of candidates who completed student teaching/internship, but did not complete the program during the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 0
5. Number of candidates who completed the program, but were not recommended for certification during the 1999-2000 academic year (September 1, 1999 – August 31, 2000): 0

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

**Undergraduate Admission.** Upon receipt of applications, Woodring College of Education Admissions Office personnel screen the materials and forward complete applications of eligible students to the appropriate department. Faculty committees then review each file and select the strongest candidates to fill a pre-defined number of positions in their program. This process occurs each quarter during the academic year, which allows students to enter the Woodring College of Education fall, winter, and spring quarters. Approximately 500 students are admitted to campus-based programs each year following this process.

Approximately 50% of initial undergraduate applicants transfer to Western Washington University with at least 90 credits within a transferable Associate of Arts (AA) degree from a Washington State community college. The transferable AA degree meets all of Western Washington University’s General University Requirements (GUR). Students who enter
Western as freshmen or who transfer without a transferable AA degree must complete Western’s GUR series in its entirety, unless transfer credits are judged to be comparable to Western’s requirements.

Graduate Admission. Admission to graduate programs is coordinated through Western’s Graduate School. The Graduate School of Western Washington University grants admission with the concurrence of the department or program unit in which the student will pursue graduate study. The Graduate School informs applicants of the decision made on their applications. Application forms are available from the Graduate School. Full admission is contingent upon:

- A baccalaureate degree from regionally accredited U.S. college or university, or an equivalent degree from a foreign university. The degree must be appropriate to the master’s study intended. Two recent, official transcripts from each college or university attended must accompany the application in a sealed envelope prepared by the Registrar of each institution.

- A 3.0 undergraduate grade point average (on a 4.0 scale) in the last 90-quarter or 60-semester hours of study. In order for post-baccalaureate credit to be included in the GPA computation, the course work must be upper division. Post-baccalaureate course work at community colleges is not included in the GPA used for admission. Applicants with advanced degrees from accredited institutions are considered to have met GPA requirements.

- Three current letters of reference from professors in the applicant’s undergraduate major field, or from professors of post-baccalaureate courses, or from others able to make an appropriate assessment of the applicant’s academic or professional competence.

- Favorable review and recommendation of applications by the graduate faculty in the program to which application is made.

- Graduate Record Examination (GRE) or Miller’s Analogies scores.

(E) Identify the “screening” points for your program candidates:

1. Describe the types of “screening” activities for your candidates.

   Once admitted, candidates must maintain a grade-point-average of at least 2.75 to retain their status as a Woodring student with registration privileges. Each department has developed procedures for notifying and counseling students whose GPA falls below 2.75. The University Bulletin contains this statement in the Elementary Education section:

   Retention in the program requires continuous demonstration of competence in standard oral and written English in all course work. Retention also requires maintenance of at least a 2.75 GPA from the date of notification of admission to the Woodring
College; no academic probation for low GPA will be awarded. Students who fail to meet this standard will receive a letter advising them that they have been dropped from the program and they must contact the Elementary Education Office. Grade point average for the academic major or minor may differ among departments. (Page 302)

Additional screening points and processes were described in Section I.3.B and C on pages 2-5 of this report.

2. As the result of your screening process/activities, identify the number of candidates whom did not continue in your program in 1999-2000:  22

Section IV. Contextual Information.

Please use this space to provide information that describes:

(A) Student population served by your institution

During the 1999 – 2000 academic year, the composition of the candidates in Professional Education was as follows:

<table>
<thead>
<tr>
<th>Initial Certification Gender and Ethnicity Information by Program</th>
<th>Bellingham</th>
<th>Extension</th>
<th>Ethnic Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>56</td>
<td>341</td>
<td>68</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>165</td>
<td>202</td>
<td>21</td>
</tr>
<tr>
<td>Special Education</td>
<td>16</td>
<td>135</td>
<td>9</td>
</tr>
<tr>
<td>Totals</td>
<td>237</td>
<td>678</td>
<td>98</td>
</tr>
</tbody>
</table>

The following table elaborates further on the ethnic origin of students in Woodring’s educator programs. Ninety-six students who did not identify their ethnic origin are not represented on this table.
### Fall 1999 Enrolled Students of Known Ethnic Origin

<table>
<thead>
<tr>
<th></th>
<th>Initial Certification</th>
<th>Extension Programs</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Supported</td>
<td>Extension Programs</td>
<td>Totals</td>
</tr>
<tr>
<td>Asian / Pacific Is.</td>
<td>37</td>
<td>22</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>4.44 %</td>
<td>5.09 %</td>
<td>4.66%</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1.44 %</td>
<td>2.08 %</td>
<td>1.66%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>14</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>1.68 %</td>
<td>1.85 %</td>
<td>1.74%</td>
</tr>
<tr>
<td>American Indian</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>1.44 %</td>
<td>3.01 %</td>
<td>1.97%</td>
</tr>
<tr>
<td>White</td>
<td>759</td>
<td>380</td>
<td>1,139</td>
</tr>
<tr>
<td></td>
<td>91.01 %</td>
<td>87.96 %</td>
<td>89.97%</td>
</tr>
<tr>
<td>Total</td>
<td>834</td>
<td>432</td>
<td>1,266</td>
</tr>
</tbody>
</table>

(B) Mission of the “unit”

**Mission Statement of the College**

Our programs lead to certification and/or to graduation of professionals who have entered the College with a sound knowledge of basic social sciences, humanities, sciences, mathematics and English and who exit as graduates who are professionals in all aspects of their behavior. It is our goal that all of our graduates will be excellent communicators who can work cooperatively and collaboratively with their colleagues and who are sensitive to human and social diversity and are leaders of change in education and society. Graduates of the Woodring College of Education will be skilled classroom leaders who understand children and youth, or they will be proficient human service professionals or adult educators. They will display mastery of state and national standards expected of a beginning teacher, administrator, counselor, human service professional, or adult educator by drawing upon what they know about pedagogy and academic content to demonstrate a positive impact on student learning and other human and organizational behaviors.

*Teacher and school administrator preparation programs are designed to prepare graduates to be thoughtful, knowledgeable, effective educators for a diverse society.*
Western Washington University began as Bellingham Normal School in 1899 with a class of 88 students. In the intervening 100 years, Western has grown into a comprehensive regional university organized into six undergraduate colleges and a Graduate School that offers master’s degrees. It is one of six state-funded, four-year institutions of higher education in Washington.

The six undergraduate colleges are the College of Arts and Sciences, College of Business and Economics, College of Fine and Performing Arts, Fairhaven College, Huxley College of Environmental Studies and Woodring College of Education. Western’s undergraduate and graduate programs lead to the following degrees: Bachelor of Arts, Bachelor of Arts in Education, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Science, Master of Arts, Master of Business Administration, Master of Education, Master of Music and Master of Science.

The Northwest Association of Schools and Colleges (NASC) accredits the University. Programs in the College of Arts and Sciences are accredited by the National Recreation and Parks Association; the American Chemical Society; the American Speech and Hearing Association; the Computing Sciences Accreditation Board; the Technology Accreditation Commission/Accreditation Board for Engineering and Technology; and the Council for the Accreditation of Counseling and Related Education Programs. The National Association of Schools of Music accredits the College of Fine and Performing Arts, and the American Assembly of Collegiate Schools of Business accredits the College of Business and Economics.

Professional preparation programs in the Woodring College of Education are accredited by the National Council for Accreditation of Teacher Education and approved by the Washington State Office of Superintendent of Public Instruction. The most recent review and approval by the State occurred in August 1999. These programs are designed to be performance-based and to prepare graduates to be thoughtful, knowledgeable and effective educators for a diverse society.

Approximately 92% of Western’s students are from the State of Washington and the other 8% are from 48 other states led by Alaska, California, and Oregon, and 37 other nations, predominately Japan, Canada and Korea. Most of Western’s students (81%) are from the Western Washington Puget Sound area.

Enrollment at Western Washington University is competitive. The average GPA for new 1999 fall quarter freshman was 3.5. Western has maintained its U.S. News & World Report ranking as the #2 regional public university in the West for three consecutive years. Other acknowledgements received by Western include recognition of the Honor’s Program by Money Magazine as one of the twenty-five best in the nation, and Western’s Vehicle Research Institute has been called “very possibly the best school in the country for total car design” by Automobile magazine.
As a public comprehensive university focusing primarily on serving undergraduate students throughout the region, the University is dedicated to the pursuit of truth, learning, and the dissemination and development of knowledge, and service to the community. Its programs contribute to the educational, economic and cultural needs of its community, which centers on Washington State and extends to the world beyond. This mission is addressed principally through teaching, which embraces the liberal arts and professional preparation.

The University nurtures the intellectual, ethical, social, physical and emotional development of each student. It aims to teach learning skills useful in a rapidly changing and highly technical world and to develop a consciousness of the challenges and responsibilities of living in a diverse and pluralistic society. It strives for graduates who are skilled communicators, able to critically analyze and use information, able to recognize and address the complex issues of the modern world, and who are willing to serve as responsible stewards of natural resources.

In its research, the University strives to develop new knowledge and to apply that knowledge, where appropriate, to the solution of problems. The goal of its cultural programs is to enrich the lives of all people touched by them. Through all of its programs on and off-campus, the University seeks to improve the life of the community by teaching people to solve problems and meet the challenges of a complex world.

The Strategic Plan for Western Washington University includes goals focused on 1) quality undergraduate education, 2) increased diversity of its students, faculty, and staff, and 3) community service. The strategic goals are built upon a set of ten assumption statements in the University’s Role and Mission Statement & Strategic Action Guidelines. The second assumption states,

The common core of the University-wide educational experience is the liberal arts and sciences, including at least these dimensions: analysis and communication; creative and aesthetic expressions; knowledge of civilization and cultural pluralism; scientific and mathematical understanding; and a sense of perspective on the nature and processes of human development. Professional and applied programs are built upon institutional strengths and are responsive to national, state and regional needs. At the same time, the University values its historical role in preparing future teachers, in preserving unique curricular emphases, and its more recent efforts to integrate new technologies in teaching and learning.

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

Woodring College of Education awards the following degrees: Bachelor of Arts in Education; Master of Education (Elementary, Secondary, and Special Education); and Master’s in Teaching (Secondary Education). In addition, Woodring College offers “certification only” programs for individuals who already have a bachelor’s degree and do not wish to pursue an advanced degree. All of these programs are offered at the Bellingham campus, and some are offered at selected extension sites throughout the Western Washington University – Title II Institutional Report: 1999-2000 19
Puget Sound region. (Admission requirements, program standards, etc. are the same for these extension programs.)

(E) Faculty composition

Woodring currently had 46 full-time professional education faculty members affiliated with certification programs in the 1999-2000 academic year. Forty-one of them (89%) held terminal degrees, and 28 (60%) were tenured or in a tenure track. The University, primarily on the Bellingham campus, supported 38 full-time faculty members and eight other faculty members were assigned to self-supporting extension programs at sites in the Puget Sound area.

The gender distribution of the faculty was 25 females (54%) and 21 males. Four percent of the full-time faculty members were from an ethnic group under-represented in teacher education. Approximately half of the full-time faculty members were hired in the five-year period since 1995.

(F) Collaborative activities

Woodring faculty members have developed professional relationships with public school partners in a variety of ways. Each certification department has long-standing working partnerships with specific school districts in order to lessen the impact of approximately 900 local teacher education students on the community. The Secondary Education department works closely with the Mount Vernon, Burlington, Sedro-Woolley and Bellingham School Districts. The Elementary Department has special relationships with the Ferndale, Nooksack and Blaine School Districts, and Special Education works with Meridian, Lynden and Mount Baker School Districts. None of these working relationships are exclusive, and all local districts host interns from all programs, but efforts are made not to overwhelm any one district with multiple requests at the practicum level. These partnerships are based on person-to-person contacts between individual faculty members and the broader professional community.

Professional community relationships are very important to members of Woodring College of Education for a number of reasons, but paramount among them are two in particular. Western Washington University is a fairly large university in a predominantly rural county. First, without excellent partnerships with local schools, our requests for the numerous practicum and internship placements would soon become bothersome, if not overwhelming. Secondly, teacher education is genuinely distributed across many colleges within the University, and it is essential that professional community communication and decision-making be an open and systematic process.

The State Board of Education in Washington requires that all teacher, administrator, and education preparation programs (ESAs) create and maintain a Professional Education Advisory Board. The purpose of each PEAB is defined in the Washington Administrative Code, with guidelines for membership (e.g., half must be practicing professionals), operating procedures, number of meetings annually, review of program
standards, follow-up studies, placement records, and program response to PEAB recommendations. PEABs also review executive summaries prepared by programs annually for submission to the state. WWU’s current Teacher PEAB has 30 members, 15 of whom are classroom teachers.

Other public school personnel also work with the College of Education in partnership roles. They host and supervise candidates in their classrooms. The Office of Field Experiences facilitates placement of interns -- and for some school districts practicum students -- with host teachers. Teachers who agree to host an intern for a minimum of 10 weeks are referred to as Affiliated Teaching Faculty because we recognize the important role they serve as models, guides, and evaluators of the candidates placed in their classrooms. Affiliated Teaching Faculty work with University Intern Coordinators (UICs) to provide interns with graduated levels of classroom responsibility, and they collaborate with UICs to provide written and verbal feedback to interns. They share in the responsibility of writing the mid-term and final evaluations of the intern, and they are also asked to evaluate the UIC and general support received from the University. The Office of Field Experiences considers this feedback as policies and procedures are created and changed.

Teacher education faculty members also work in partnership with public schools through a program called the Teacher on Sabbatical program. Each year a public school teacher is selected to work within one of the teacher education programs, while the school district continues to pay that teacher’s salary, Woodring pays the salary of a replacement teacher in the school district. This program strengthens the ties between school districts and the Woodring faculty while adding a contemporary practitioner’s perspective to selected classes.

The Special Education Department has developed strong ties with public schools by using certain schools as centers for practicum placements year-after-year. This allows regular communication and relationships to develop between University faculty members and public school teachers and principals.

The Secondary Education Department has established yet another connection with public school personnel. Each quarter, Woodring faculty members invite in-service secondary teachers to serve as instructors in peer-teaching laboratories. The teachers are paid a stipend for their efforts, but the strength of the arrangement lies in the relevancy of feedback students receive and the respectful acknowledgement of expertise that candidates give to the teachers.

In the past, grants have enabled the Elementary Department faculty to establish ties with specific partnership schools where a limited number of elementary candidates are placed for one quarter of combined on-site university courses and classroom experience followed by a one-quarter internship. In these settings, the public school partners may share in teaching and supervisory responsibilities over the two-quarter period. Plans are underway to adapt the best practices from this pilot for implementation across the elementary program.
Section V. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.

______________________________
Signature of Person Who Prepared the Report
Sheila Fox, Associate Dean
Woodring College of Education

______________________________
Signature of Person Responsible for Teacher Preparation
Marvin L. Klein, Dean
Woodring College of Education

Certification of review of submission:

______________________________
(Signature)
Karen Morse, President
Western Washington University