Title II Institutional Report
2002-2003
TITLE II INSTITUTIONAL REPORT


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Section I. Pass Rates

Program completers for whom information is provided are those completing program requirements in the 2002-2003 academic year as defined by the state (September 1, 2002 – August 31, 2003)

The number of program completers at Western Washington University: 456

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

Applicants to the Woodring College of Education demonstrate competency in the basic skills of reading, writing, and mathematics -- skills that contribute to the development of content knowledge and teacher competence. Program admission criteria include these assessments, tracked through the teacher candidate tracking system:

- Undergraduate and post-baccalaureate applicants must have a grade point average (GPA) of at least 2.75 (3.0 for Special Education applicants) on a 4-point scale; pass the Washington State WEST-B basic skills test; demonstrate writing competency through a college level English composition course; and demonstrate communication skills through a college level speech course (Elementary and Special Education applicants) or a professional studies course (Secondary candidates).

- Graduate applicants must have a grade point average of at least 3.0 on a 4-point scale; pass the Washington State WEST-B basic skills test; and depending upon the education program, pass the Graduate Record Examination General Test or the Miller Analogies Test.

Minimum scores on the WEST-B mathematics, writing, and reading tests are required for admission to our teacher education programs. Of the 736 candidates who applied for our teacher education programs during 2002-2003, 655 (88%) achieved the required WEST-B scores in all three areas after one test administration. This pass rate is higher than the state pass rate of 81% for all teacher education institutions. An additional 24 applicants to our teacher education programs passed all three tests with a second test administration and were subsequently admitted.

Current strategies used to assess the content knowledge of our program completers, including initial, intermediate, and end of program screening assessment strategies.

Woodring College of Education is developing and administering assessment systems that assure comprehensive assessment of candidate content, professional, and pedagogical knowledge, skills, and dispositions relative to the Washington standards for initial teaching certification and the standards for the advanced preparation and certification of teachers and school administrators. Candidate knowledge, skills, and dispositions are assessed at key decision points including admission to the program, qualification for the internship, and program completion and institutional recommendation for certification.

Our assessment system for programs for the initial preparation of teachers includes both external (state mandated) assessments and internal (locally developed and program-specific) assessments. The state of Washington currently requires two measures of candidate knowledge skills and dispositions: (1) WEST-B: a paper-and-pencil test of basic skills in writing, reading, and mathematics; and (2) Performance-Based Pedagogy Assessment: a standards-based performance assessment of teaching performance and the impact of teaching behaviors on P-12 student learning. An additional assessment of candidate knowledge, the Praxis II (WEST-E), will be implemented in fall of 2005. In
addition, the state of Washington administers the Educational Benchmarking Inc. (EBI) survey to first-year alumni and their employers to gather perceptions of the effectiveness of the teacher education program in preparing candidates relative to the Washington Residency Standards.

In addition to these state-mandated assessments, Woodring College of Education administers a number of program-based assessments of candidate knowledge, skills, and dispositions. These assessments include admission interviews, portfolios, teacher work samples, grade point averages in the teaching major and general education courses, the Woodring College of Education Intern Development and Evaluation Survey administered during the practica and student teaching internship, surveys conducted during the internship and the first year of teaching, and a survey of employers. All of these assessments focus on candidate knowledge, skills, and dispositions relative to the Washington Residency Standards for initial teacher certification.

During AY 2002-2003, we evaluated 25 endorsement programs against performance-based endorsement competencies, developed program approval documents, and gained State Board of Education program approval. In reviewing our program approval documents, the State Board of Education commended Western Washington University on the considerable time and effort involved in the process and the well-organized manner in which the endorsement programs were presented for review.

The state approval of performance-based endorsement programs has been a University-wide process. Faculty members from each discipline meticulously reviewed the endorsement competencies, and aligned them with course work and experiences offered within their programs. This work involved extensive collaboration with Woodring to ensure that the development and assessment of endorsement competencies addressed through the professional education studies were included, and to identify the process used by academic departments for collecting and analyzing sample data for use in program improvement.

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

During AY 2002-2003, we field tested the State of Washington Performance-based Pedagogy Assessment of Teacher Candidates and administered the assessment to all candidates completing the student teaching internship. To support implementation of the assessment, we conducted intensive training with professional education and arts and sciences faculty and University Internship Coordinators. We also conducted focus group interviews with selected groups of Affiliated Teaching Faculty (cooperating teachers) to gain feedback on the authenticity and usefulness of the instrument. Through these activities, Woodring College of Education provided leadership to the state for the research and development of the instrument.

The State of Washington Performance-based Pedagogy Assessment of Teacher Candidates is a summative evaluative tool used to assess candidates’ pedagogy knowledge and skills in the P-12 classroom. Twice during the course of the internship, candidates develop and then teach an instructional plan addressing ten residency certification criteria. These criteria include but are not limited to, the state learning goals, essential academic learning requirements, and subject matter content for the area the candidate will teach; and formal and informal assessment strategies that measure student learning. Candidate performance is observed and evaluated by the University supervisor through the use of an observation scoring rubric. The pedagogy assessment provides an opportunity for candidates to demonstrate competency in planning for instruction and in making a positive impact on student learning.

In addition to the State of Washington Performance-based Pedagogy Assessment of Teacher Candidates the following are current program-specific assessments of the candidate’s positive impact on student learning:

**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 following courses contain a practicum component: Math 382, Science Ed 391, and Elementary Ed 394a and 394b.

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

**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. Candidates must demonstrate knowledge of the Essential Academic Learning Requirements (EALRs) throughout the program.

One of the components of the portfolio is K-12 student work that has resulted from the candidate’s efforts 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 outcomes:
- 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)*

**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 your teacher preparation program at your institution:
Please consider the number of students enrolled (full admission status) in your teacher preparation program during the 2002-2003 academic year (September 1, 2002 – August 31, 2003), including all areas of specialization, in providing the following data.

1. Total number (headcount) of students enrolled (full admission status) during Fall Quarter or Fall Semester: 1252 (note: this number may not always be equal to the number of program completers for September 1, 2002 – August 31, 2003)

(B). Information about supervised student teaching: (for the purpose of this report, student teaching refers to the culminating clinical experience used to determine candidates’ competence in the professional roles for which they are preparing)

2. Total number of students enrolled in supervised student teaching during the 2002-2003 academic year: 456

3. Please provide the numbers of student teaching supervising faculty who were:

   ___11___ Appointed full-time faculty in professional education and full-time in the institution: an individual who works full-time in a school, college, or department of education, and spends all or part of the time supervising student teaching.

   ___5___ Appointed part-time faculty in professional education and full-time in the institution: any full-time faculty member in the institution who also may be assigned to supervise student teaching.

   ___67___ Appointed part-time faculty in professional education, not otherwise employed by the institution; may be part-time university faculty or P-12 teachers who are employed to supervise preservice teachers. The number does not include P-12 teachers whom receive a stipend for the role of a cooperating teacher or mentor.

   ___0___ Other, please describe.

Supervising faculty for the purpose of this report includes all individuals considered by the institution 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 2002-2003 academic year (September 1, 2002 – August 31, 2003): 83

Total faculty FTE assigned to supervise student teaching during the 2002-2003 academic year (September 1, 2002 – August 31, 2003): 10

Define the process that was used to calculate faculty FTE:
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: 5.49

5. The student/faculty ratio, based upon faculty FTE was: 15.2

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: 11 for Elementary and Special Education; 18 for Secondary

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7. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe:

The Elementary Education Extended Field Experience allows prospective teachers to spend two consecutive quarters in the same classroom, beginning with the first term combination of university course work and practicum experience and the second in the student teaching internship. This model requires more in-depth collaboration between university faculty and public school personnel.

8. Please describe the range of field experiences required in your teacher preparation program per WAC 180-78A-264 (6). “Field experience” is defined by WAC 180-78A-010 (5) as “a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.”

**Practica—Woodring Courses**

<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>and</td>
<td>Literacy Practicum</td>
<td>144 Contact Hours</td>
</tr>
<tr>
<td><strong>Early Childhood Education</strong></td>
<td>Science Education Practicum</td>
<td>14 Contact Hours</td>
</tr>
<tr>
<td>(P-3)</td>
<td>Teaching K-8 Mathematics</td>
<td>8 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Practicum (P-3 only)</td>
<td>54 Contact Hours</td>
</tr>
<tr>
<td><strong>Secondary Education</strong>*</td>
<td>Middle Level Practicum</td>
<td>20-40 Contact Hours</td>
</tr>
<tr>
<td></td>
<td>Secondary Level Practicum</td>
<td>20-40 Contact Hours</td>
</tr>
<tr>
<td><strong>Special Education P-12</strong></td>
<td>Effective Teaching Practicum</td>
<td>50 Contact Hours</td>
</tr>
<tr>
<td>and</td>
<td>Special Education Practicum I</td>
<td>35 Contact Hours</td>
</tr>
<tr>
<td><strong>Early Childhood Special</strong></td>
<td>Special Education Practicum II</td>
<td>35 Contact Hours</td>
</tr>
<tr>
<td>Education (P-3)</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 most academic majors require additional practica placements within the content area.

**Internship**

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>REQUIRED HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary Education</strong></td>
<td>Supervised student teaching in primary, intermediate, or middle level settings. One academic quarter (11 weeks, 16 quarter hour credits). Extended Field Experience option available which makes the internship 20 weeks.</td>
</tr>
<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 quarter hour 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>

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9. Our program provides for experience(s) with diverse populations.

All Candidates. Content related to diversity is distributed throughout the University. Courses on minority literatures, cultures and history are now standard parts of the curriculum. These courses are completed by candidates as General University Requirements and required courses in the content major. Woodring faculty and administration are constantly working to provide additional opportunities for personal interaction with diverse populations, including diverse faculty and students, and for the incorporation of meaningful, research-based curriculum content in all teacher education courses. Recruitment and retention of diverse faculty and students are a top priority supported by designated faculty and staff support, on-going operational funding, and a targeted fund-raising effort for a new Students of Color Promise Scholarship program to begin in the 2003-2004 academic year.

In addition to the inclusion of diversity knowledge base content in specific courses, initial certification candidates also develop knowledge by completing a Diversity in Education requirement through the Center for Educational Pluralism (CEP). The CEP is a resource center to assist students as they prepare to teach in diverse classrooms and to provide an entry-level knowledge base about multi-cultural 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. All teacher education departments have completed or are working to infuse multi-cultural education into required curriculum and assist in the transition of the CEP from curriculum support to a university-wide resource center for diversity studies and multicultural education.

Candidates have diversity practicum opportunities to mentor and tutor students of underrepresented populations in school settings through three student-run organizations – Hispano American Student Tutoring for Achievement (HASTA), LINK Project (with Bellingham School District), and the Native American Mentoring Program (NAMP).

Candidates in all certification programs design lessons that address student diversity and are evaluated during the internship on these outcomes:

- 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.

(from Intern Development and Evaluation System)

Through the Northwest Center for Holocaust Education, housed at Woodring College, candidates are assured a solid knowledge base for teaching Holocaust studies in K-12 schools, as stated in Chapter 28A.300 of the Revised Code of Washington (RCW): “Every public high school is encouraged to include in its curriculum, instruction on the events of the period in modern world history known as the Holocaust, during which six million Jews and millions of non-Jews were exterminated. The instruction may also include other examples from both ancient and modern history where subcultures or large human populations have been eradicated by the acts of mankind. The studying of this material is a reaffirmation of the commitment of free peoples never again to permit such occurrences....”

Elementary Education. Additionally, candidates in the Elementary 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.
Special Education  Candidates in Special Education have targeted and integrated readings, assignments, and activities throughout each course on topics related to the wide range of diversity in today’s schools.

(A) Information about state approval or accreditation of our teacher preparation program:

10. Is your teacher preparation program currently approved by the state?  **Yes**  ____ **No**

11. Does any state or national association accredit your teacher preparation program?

  **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?  ____ **Yes**  **No**

Section III. General Information

(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 2002-2003 academic year (September 1, 2002 – August 31, 2003):

1. Pathways to Careers in Teaching Phase II Project  (second biennium):
   $138,519  (7/1/01 – 6/30/03)  
   Year One:  $55,115  (7/1/01 – 6/30/02)
   Year Two:  $83,404  (7/1/02 – 6/30/03)
   These state funds were awarded to WWU by the Washington Higher Education Coordinating Board, in support of Phase II (math and science concentration) of a collaborative approach to teacher preparation and recruitment involving three regional community colleges and three regional school districts.

2. Title II Teacher Quality Enhancement:
   $121,149  (9/1/00 - 12/31/01)
   $ 69,230  (1/1/02 - 12/31/02)
   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.

3. Indian Education Professional Development:
   $379,507  (8/1/01 – 7/31/02) Year 1 of 2
   This is a master’s degree program funded by the USDOE for Native American teachers wishing to become principals and educational administrators. Participants receive full tuition sponsorship, living expenses, books, and course fees to be used towards the completion of the Master’s degree in Educational Administration at Woodring College of Education.

4. Research Literature Review  (Rand Corporation)
   $384,891  (9/1/02-8/3/03) Year Two (extension to 01/30/04)
   To William Demmert to study the academic achievement of Native American children in reading, mathematics, and geography as reported by National Assessment of Educational Progress (NAEP) data.

5. No Limit Grant  (Office of the Superintendent of Public Instruction):
   $200,000 Phase II  (7/03-8/05)
   This is an initiative involving all nine Educational Service Districts (ESDs) and 260 teachers across the state, led by a team of Woodring faculty (Kate Popejoy, P.I.) from Instructional Technology and Elementary Education. The WWU team is charged with evaluating the implementation of the program, whose goal is to develop classroom models for project-based learning to improve math skills through instructional technology.

(B) Identify any awards received by your program, your program faculty, or your students during the 2002-2003 academic year (September 1, 2002 – August 31, 2003):

Faculty Awards

Nancy J. Johnson, Elementary English Education professor, received the 2003 Arbuthnot Award from the International Reading Association for her ability “to inspire students to generate enthusiasm for reading children’s and young adults’ literature.” Johnson was also one of 15 children’s literature experts
nationwide serving on the 2003 John Newbery Award Committee, which annually selects the most
distinguished contribution to American literature for children.

Bruce Larson, Secondary Education, was awarded the 2003 Western Washington University Excellence in
Teaching Award for the tremendous impact his teaching has had on students. His current research focuses
on examining the difference between online learning and face-to-face discussion in the traditional
classroom setting. He is the fourth faculty member in the Secondary Education Department to receive this
award.

LeAnn Tyson Martin, associate professor of physical education, received the State Board of Education
Excellence in Teacher Preparation Award for 2003. She was honored “for contributions in curriculum
development, research on effective teaching, dissemination of research through publications and
presentations, and service.”

Joseph E. Trimble, assessment/psychology/ Woodring College, editor of the Handbook of Racial and
Ethnic Minority Psychology (with G. Bernal, K. Burlew, and F. Leong), which was selected by the library
publication CHOICE as an Outstanding Academic Title for overall excellence in presentation and
scholarship, relevance to field, and value to undergraduate students.

Student Awards
Thirty-five scholarships totaling $88,650 were awarded to teacher certification candidates during the 2002-
2003 academic year. These include two scholarships that require outstanding scholastic achievement. The
winners of the Paul & Jeannette Woodring Scholarship must score in the top 10 percentile on the SAT or
GRE. The winners were: Nicole Ayers, Heidi Belmondo, Heera Chandani, Jennifer Fox, Barbara Goebel,
Melanie Schweder, Kelly Smith, Lisa Stammes, Jessica Stephenson, Kyle Yamanda (three more than
previous academic year). The winners of the Edward Tilden Mathes Memorial Scholarship must maintain
a minimum cumulative GPA of 3.75. They were: Jennifer Fox, Van Onishi, Melissa Wilson.

Winners of the 2002-2003 Woodring Outstanding Student and Graduating Seniors awards were: Nicole
Beck and Nichole Ayers (Elementary); Lynnell Larson and Sabrena Neff (Secondary); and Kari
Hendrickson (Special Education – both).

(C) Admission criteria for our teacher preparation program:

1. Number of applicants for the 2002-2003 academic year (September 1, 2002 – August 31, 2003: 988
2. Number of applicants not admitted during the 2002-2003 academic year (September 1, 2002 – August 31,
2003): 417
3. Number of program completers for the 2002-2003 academic year (September 1, 2002 – August 31, 2003):
456
4. Number of candidates who completed student teaching/internship, but did not complete the program during
the 2002-2003 academic year (September 1, 2002 – August 31, 2003): 0
5. Number of candidates who completed the program, but were not recommended for certification during the
2002-2003 academic year (September 1, 2002 – August 31, 2003): 0

Undergraduate Admission requirements programs included:

- A grade-point-average of at least 2.75 on a 4-point scale for Elementary and Secondary applicants; 3.0
  for Special Education.
- Passing score on the Washington State WEST-B basic skills test.
- Writing competence, represented by a “B” grade in a college level English composition course for
  Secondary Ed; “B-” for Elementary Ed and Special Ed.
- 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. Secondary Education students meet the
  communications skills requirement by a performance assessment conducted during their first enrolled
  quarter in SEC 410 – Dynamics of Teaching.
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:

<table>
<thead>
<tr>
<th>Graduate Admission</th>
<th>3.0 Minimum GPA</th>
<th>Graduate Record Exam score of 1500 or Miller Analogies Test score of 45</th>
<th>Written statement of purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
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</tbody>
</table>

All applicants for the Master’s in Teaching Program in Secondary Education take part in a group interview as part of their application. Two professional educators who have been trained in conducting and evaluating Group Assessment Interviews rate each member in their interview group. A scoring technique that helps to discriminate between high and low skill acquisition on a variety of important teaching dimensions is used. Scores are later compared and discussed by the interviewers and an overall consensus score (between one and six, with six being the highest score) is agreed upon for each applicant. Research on the independent scores of interviewers indicates that even before a discussion to establish consensus is held, scores given to any individual tend to be very similar if not the same. An overall score of 3 or higher is required for an applicant to remain in the pool. Applicants’ Group Assessment scores are combined with other admission criteria to determine those recommended for admission. Research indicates that the Group Assessment Interview is a reliable tool for predicting future success in teaching. This is particularly true when it is used in conjunction with assessments of academic ability.

(D) Applicant selection process for our program:

Undergraduate Admission.
Upon receipt of applications, Teacher Education Admissions Office personnel screen the materials and forward complete applications of eligible students to the appropriate department. Elementary and Special Education faculty committees then review each file and select the strongest candidates to fill a pre-defined number of positions in their program. Secondary Education applications are reviewed by Secondary Education faculty and then forwarded to the appropriate academic department for evaluation and recommendation regarding admission. This process occurs each quarter during the academic year, which allows students to enter the teacher education programs fall, winter, and spring quarters. Approximately 375 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.

All applicants for the Master’s in Teaching Program in Secondary Education take part in a group interview.

(E) Screening points for our program candidates:

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

   Undergraduate Elementary:
   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 teacher education. 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 averages for the academic major or minor may differ among departments. (2002-2003 University bulletin, page 162)

   Undergraduate Secondary:
   Students must maintain at least a 2.75 quarterly GPA following the quarter they are notified of admission to Secondary Education (graduate students a 3.0 GPA). This requirement applies even to quarters when no education courses are being taken. Students who fail to meet this standard will receive a letter advising them they have been dropped from the program and that they must contact the Secondary Education departmental office. (2002-2003 University bulletin, page 304)

   Undergraduate Special Education:
   Students must maintain at least a 3.0 quarterly GPA beginning the quarter they are notified of admission to Special Education. This requirement applies even to quarters when no education courses are being taken. Students who fail to meet this standard will receive a letter advising them they have been dropped from the program and they must contact the Special Education office. (2002-2003 University bulletin, page 318)

   Secondary Masters in Teaching:
   Students must maintain at least a 3.0 quarterly GPA beginning the quarter they are notified of admission to the Secondary Masters in Teaching program. Students who fail to meet this standard receive a letter advising them they have been dropped from the program and they must contact the Secondary Education Program and the Graduate School.

   Additional screening points and processes were described in Section I 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 2002-2003: 12
Section IV. Contextual Information.

Please use this space to provide information that describes:

(A) Student population served by our institution

| Initial Certification Gender and Ethnicity Information by Program 2002-2003 |
|-------------------------|------------------|-----------------|-----------------|---------------|---------------|
|                        | Bellingham Male | Bellingham Female | Extension Male | Extension Female | B'ham Ethnic Minority* |
|                        | Male | Female | Male | Female | B'ham | Exten. |
| Elementary Education   | 46   | 320    | 88   | 365    | 31    | 50 |
| Secondary Education    | 123  | 165    | 13   | 18     | 21    | 2  |
| Special Education      | 7    | 99     | 0    | 8      | 12    | 1  |
| Totals                 | 176  | 584    | 101  | 391    | 64    | 53 |

*Totals do not include unknown ethnicities.

<table>
<thead>
<tr>
<th>Fall 2002 Enrolled Students Ethnic Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Certification</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>State Supported</td>
</tr>
<tr>
<td>Extension Programs</td>
</tr>
<tr>
<td>Totals</td>
</tr>
<tr>
<td>Asian / Pacific Is.</td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td>17</td>
</tr>
<tr>
<td>39</td>
</tr>
<tr>
<td>3.0 %</td>
</tr>
<tr>
<td>3.0 %</td>
</tr>
<tr>
<td>3.0 %</td>
</tr>
<tr>
<td>African-American</td>
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<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>.39 %</td>
</tr>
<tr>
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<tr>
<td>1.0 %</td>
</tr>
<tr>
<td>Hispanic</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>16</td>
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<td>Native American</td>
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<tr>
<td>9</td>
</tr>
<tr>
<td>28</td>
</tr>
<tr>
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</tr>
<tr>
<td>2.0 %</td>
</tr>
<tr>
<td>Caucasian</td>
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<tr>
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<td>Other/ Multicultural</td>
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<tr>
<td>33</td>
</tr>
<tr>
<td>75</td>
</tr>
<tr>
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<tr>
<td>7.0 %</td>
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<tr>
<td>6.0 %</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>760</td>
</tr>
<tr>
<td>492</td>
</tr>
<tr>
<td>1,252</td>
</tr>
</tbody>
</table>

(B) Mission of the “unit”

Woodring College of Education provides nationally recognized programs for the preparation of teachers from early childhood to adult education, K-12 school administrators, rehabilitation counselors, human services professionals, and college student affairs administrators. As academic leaders, educators, and scholars, Woodring College of
Education faculty develop collaborative partnerships that promote the well-being of individuals, families, and the community. Through the modeling of best practices and extensive field-based experiences, Woodring College of Education programs foster a culture of learning and reciprocal community relationships that advance knowledge, embrace diversity, and promote social justice.

(C) Institution (history, mission)

Western Washington University began as Bellingham Normal School in 1899 with a class of 88 students. It 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. With an enrollment of 12,493 full and part-time students (Fall 2002), it is the third-largest institution of higher education in the state.

The six undergraduate colleges are the College of Humanities and Social Sciences, College of Business and Economics, College of Sciences and Technology, College of Fine and Performing Arts, Fairhaven College, Huxley College of the Environment 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 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; the Council for the Accreditation of Counseling and Related Education Programs; the National Association of Schools of Music; and the American Assembly of Collegiate Schools of Business.

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. WWU met all 1995 Refined Standards for the Professional Education Unit for both Initial and Advanced Levels during the NCATE accreditation site visit, April 15-19, 2000.

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.

Enrollment at Western Washington University is competitive. Western’s Honors Program has been recognized by Money Magazine as one of the 25 best in the nation and is listed in Peterson’s Honors Programs, the country’s authoritative guide. For seven years in a row, U.S. News & World Report ranked Western second among the top public, master’s-granting universities in the West. Yahoo! named Western among the nation’s 100 “most wired” universities. WWU came in at 59 in 2001, right behind Harvard University at 58.

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 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.

Undergraduates benefit from faculty mentorship and research opportunities frequently reserved for graduate students at other universities. Students enrich their education through national or international exchange,
internships, service-learning or other career-related experiences. Western also offers students the opportunity to participate in exceptional learning experiences including Huxley College of the Environment; Fairhaven College's interdisciplinary concentrations; combined majors, such as manufacturing management; and cutting-edge technology programs supported by the business community.

(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, 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 Puget Sound region. (Admission requirements, program standards, etc. are the same for these extension programs.)

(E) Faculty composition (e.g. full-time tenure track, National Board certified teachers, etc.)

<table>
<thead>
<tr>
<th>Full-Time Teacher Education Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured/ TT</td>
</tr>
<tr>
<td>23</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>Terminal degree</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>Bellingham Campus</td>
</tr>
<tr>
<td>33</td>
</tr>
</tbody>
</table>

From ethnic groups underrepresented in teacher education: 2

(F) Collaborative activities

Woodring College of Education worked collaboratively with school partners to design, implement, and evaluate field experiences and clinical practice to insure that teacher candidates develop and demonstrate the knowledge, skills, and dispositions necessary to support the learning of all students. During 2002-2003, we continued our efforts to insure that all of our candidates have the opportunity to work and interact with diverse students. We have created formal partnerships with schools with diverse populations including tribal schools administered by the Lummi and Tulalip Indian Tribes. Through a partnership with the Seattle School District, we create opportunities for our candidates to obtain experience in urban school settings.

_The Bellingham School District and WWU Woodring College of Education Partnership_ collaborates to improve student learning by creating and sustaining a standards-based model for the preparation, induction, and career-long professional development for teachers. This model represents a professional continuum for teachers focused on assessment practices and research-based learning-teaching strategies that support the learning and well-being of all students.

Woodring College hosted its first _Education Summit_ in March 2003 at the Best Western Lakeway Inn in Bellingham. More than 200 business, education and community leaders and activists attended, including representatives from Merrill Lynch, Catholic Community Services, Greater Trinity Learning Academy of Everett, the Washington Latino Business Association, Whatcom Coalition for Healthy Communities, the Office of the Superintendent of Public Instruction, the Professional Educator Standards Board, Washington Education Association, community colleges, school districts, and statewide professional associations for school counselors, principals and administrators. They worked with Woodring faculty and staff to develop
priorities and implementation plans to guide the college’s future preparation of teachers, school leaders, and human services professionals.

Woodring College of Education established the **Community Leadership Advisory Council** consistent with action priorities set by community and academic leaders at the March 2003 Education Summit (sponsored by Woodring). The Council brings together members of the community and Woodring College of Education faculty, staff, and students to create partnerships that support the learning and well-being of children and families. It will meet as a committee of the whole twice a year.

A Summer Colloquium took place from June 19 - 27, 2003 titled **“The Education of Native Peoples.”** The conference involved more than 45 visitors from Greenland and Denmark, with limited participation from Western faculty. Discussion topics included the philosophy of education with an indigenous perspective, pedagogy, culturally based curriculum, in-service/pre-service strategies and teaching models, influences of culture and environment (early childhood education), research affecting Native peoples, and cultural standards. The next colloquium will take place in Greenland, June 13 - 18, 2004 and will focus on the status of the school reform effort.

Woodring College’s **Assistive Technology Resource Center** is committed to increasing the knowledge of WCE teachers-in-training about assistive educational technologies available to support preschool through grade-12 students with diverse learning needs. The technologies, tools, and other resources housed in the center, are accessed by local school district educators and specialists, as well as families and others in the community interested in inclusive education.

Woodring College of Education is a supporting partner for the **Nooksack Valley Center for Children and Families**. The mission of the Center for Children and Families is to support the development of healthy families so that all children experience success in school and beyond. Woodring provides assessment and evaluation services to the Center.

Woodring works closely with practicing professionals in numerous ways to help inform program improvements and strengthen working relationships with schools and districts. These include, but are not limited to:

- **Professional Education Advisory Board (PEAB).** Meets four times a year with Woodring faculty to review and inform teacher education program. By law, half of the 32 members must be practicing teachers.
- The annual **Teacher on Special Assignment** program invites a public school teacher to work within one of the teacher education programs. The school district continues to pay that teacher’s salary and the College of Education 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.
- Quarterly **visiting in-service secondary teachers** serve as instructors in peer-teaching laboratories. The teachers are paid a stipend, but more importantly students receive relevant feedback and the respectful acknowledgement of expertise that candidates give to the teachers.
- Each certification department has long-standing working partnerships with specific **school districts** in two counties to maximize the benefit and minimize the impact of placing approximately 900 teacher candidates in local schools for internships and practica. Western Washington University has a long-standing cooperative agreement with Bellingham School District to provide a faculty coordinator for all student placements in the district, including volunteers, observations, practica and internships.
- The Elementary Education **Extended Field Experience** allows prospective teachers to spend two consecutive quarters in the same classroom, beginning with the first term combination of university course work and practicum experience and the second in the student teaching internship. This model requires more in-depth collaboration between university faculty and public school personnel. Woodring has partnered with the Bellingham School District since 1995 to offer a post-baccalaureate intensive, accelerated version of a K-8 certification program. Candidates complete 18 credits of foundational course work during summer quarter then are placed in one of six elementary or one middle-school to work full-time for a month with teachers to prepare for the opening of school. During fall and winter quarters, they complete 17 credits, including two days per week of practicum. The program is completed with a full-time internship during spring and 15 credits of coursework in summer. Successful candidates are recommended for certification in August.
Pacific Northwest Children’s Literature Clearing House, housed at Woodring, provides access to the newest children’s literature for K-12 educators and librarians and university faculty, students and librarians. The Center publishes reviews of free volumes received regularly from more than 40 publishers.

Woodring is the central clearing house for the Washington State Teachers Recruiting Future Teachers, a state-wide partnership of more than 100 high schools, the Office of the Superintendent of Public Instruction and teacher preparation programs, dedicated to recruiting talented, diverse students into the teaching profession.

The Special Education Department co-hosted its seventh annual Summer Clinic in conjunction with the Mt. Baker School District. Each July more than a dozen Special Education practicum students teach small groups of children in the basic skill areas of reading, writing, spelling, and math. Woodring students-as-teachers write Individualized Educational Plans (IEP) for all 45 children, and carefully monitor academic progress during the four week session. At the end of the clinic, parents receive a report on their children's progress in each academic area, as well as recommendations on district specific curriculum to pursue during the next school year.

Sixteen mid-career science and math professionals were certified to teach through the Transition to Teaching alternative route program, administered by Woodring College and the Skagit Valley Network of seven school districts. Woodring faculty worked with district administrators and mentor teachers to offer a performance-based program with a year-long or less mentored internship in one of the network schools. This program was federally funded through a grant administered by the State Office of the Superintendent of Public Instruction. The program began in Summer 2002 with 16 candidates.

Woodring hosted its Third Annual Regional Migrant/Bilingual Student Leadership Conference on the WWU Campus, in partnership with Secondary Education for Migrant Youth (SEMY), a Title I program serving middle and high school migrant students and educators; the WWU Ethnic Student Center; Woodring’s Hispano American Student Tutoring for Achievement (HASTA) program and the Native American Mentoring Program (NAMP).
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

Chuck Atkinson, Associate Dean
Woodring College of Education

______________________________
Signature of Person Responsible for Teacher Preparation Program

Stephanie Salzman, Dean
Woodring College of Education

Certification of review of submission:

______________________________
(Signature)

Andrew Bodman, Provost
Western Washington University

______________________________
(Signature)

Karen Morse, President
Western Washington University