Transformation of EWU Teacher Education Certification Program

Submitted by (Co-Coordinators)

Dr. Fran Sherwood: Associate Professor: Department of Education

Dr. Patty Luse: Associate Professor: Department of Education

Introduction

Currently, the ability of teacher education students to graduate from EWU in four years is almost impossible, as credit inflation has sapped the strength of the degree that has a history of quality at Eastern for over 100 years. Administrative concerns regarding dropping student enrollment, coupled with the sincere caring and concern of Education Faculty about the welfare of our students, has prompted a need to involve all members of the department in a transformative curriculum review. Individual faculty in the Department of Education are currently working on some marvelous teaching, scholarship, and community based projects, but collaboration, integration, curriculum review, and accountability of the certification program as a whole needs to be re-conceptualized.

One of the main purposes of the proposed strategic planning initiatives grant is to directly align the proposed grant with Goal I of the Academic Strategic Plan, which is to provide EWU students with a rigorous and engaged student learning experience. It is vital that the education curriculum and degree requirements undergo revision and realignment to enable our students to engage in meaningful, rigorous, and applicable learning experiences. As the curriculum is reformed and the certification program transformed, students will be attracted (recruitment), a seamless four year program will
assistant and encourage students to complete their program in a timely manner (retention), and they will be prepared to begin teaching in the present socio-political contexts in our schools (teacher certification). In addition, we need to address the development of preservice teachers as potential leaders in our schools who will participate in effective change. This strategic work will foster a process of collaboration to develop interdisciplinary, integrative and intentional approaches to renew and transform the Curriculum of the Teacher Certification Program by the faculty as a whole.

**Three Components of the Proposal**

First, in Part 1 a procedure for streamlining course content and reducing credits will be developed and implemented immediately so an initial procedure for recruitment, retention, and assessment coupled with transformation design plans in place will provide a framework for the NACTE accreditation process to take place in 2007-2008. All state and accreditation requirements must be addressed and these reorganized plans guided through the department and university process.

Second, Part 2 of this grant will assist in developing and implementing the framework for transforming the department’s personnel and curriculum to:

1. Implement the newly developed mission, vision, and goals of the department.
2. Align the department’s development with the EWU Mission and Strategic plan for recruiting students into a new and exciting program, and retain them for a four-year resident certificate program.
3. Continue to intentionally align our offerings with state and national standards.
4. Implement current knowledge about teacher preparation that will make our program very competitive in today’s market.

5. Develop the process to achieve the above in a scholars learning community format that includes interdisciplinary, integrated, multicultural, and community perspectives to achieve our goals.

Third, Part 3 of this grant will provide for an assessment plan to include the following:

1. Assess the indicators for the goals of the grant in an ongoing and cumulative manner

2. Design an accountability framework and timeline for the department’s new initiatives for NACTE accreditation

3. Design course evaluation that will determine if the newly revised curriculums are being presented and integrated into course content.

Given the climate in today’s educational institutions, where many interests subsume the control of the outcomes of our department, we need to assure our role in the State of Washington’s Birth to Higher Education. It is vital that EWU has an equal voice for the ultimate welfare and education of the children in our society for whom our teacher education students will have the implementation opportunity and the responsibility for the child’s success and will leave no child behind. This curriculum and mission renewal will give us the visibility and credibility to make our voice heard across the state.
Part 1 of the Proposal

The focus and scope of the initial short-term revision will not reduce the intent of the education degree, but it will reorganize knowledge and skills in order to emphasize quality according to Superintendent of Public Instruction language and requirements, without redundancy and repetition in courses.

Initial efforts to reduce the credit load for an Education degree began during Winter Quarter, 2006. This resulted in a reduction of credits from both the elementary and the secondary degree requirements. But, it was only a bare beginning, and there is an ongoing need for further realignment and reduction of credits. Reduction of credits is an important issue to explore, but the secondary result of this credit reduction is another goal which we are pursuing, and that is increased enrollment. While there are no substantiated reasons for the declining enrollment over the past three to four years, it is apparent when talking with students that the heavy credit load may have driven potential students to other institutions. Thus the reduction of credits could provide some immediate relief for recruitment and retention efforts.

The goals for Part 1 of this proposed grant include the following:

1. Streamline course content by consolidating course content, resulting in more efficient and meaningful workloads for students. Course syllabi will reflect the integration and consolidation of skills and information.

2. Reduce credits required in the teacher certification program by as much as 14–18 credits at the elementary level and 10-12 credits at the secondary level.

3. Develop plans for the immediate retention of students.

4. Renew efforts for recruitment so students will be attracted to the teacher certification program at EWU.
Activities to Implement Part 1 include:

1. Through collaborative discussions among faculty within the Education department credits will be reduced by eliminating some departmental requirements.

2. Rename courses and begin evaluating content in Education courses through an interdisciplinary cross campus focus group and a faculty workshop in an effort to further reduce credit load.

3. Complete all necessary C-PAC forms during the summer so the forms can be presented at the first C-PAC meeting in September.

Part 2 of the Proposal

We are proposing a year long approach for the grant where faculty, in a collaborative network, will integrate key concepts, abilities, dispositions, and other aspects of the department’s developed goals in a reflective practices approach that focuses on learning, service, and diversity rather just on instruction. The process will center on enhancement of developing professionals who care, communicate, collaborate and are competent in supporting the holistic learning and development of students in our schools. We propose that a year long process of dialogue and development will influence our integrative and collaborative approaches, and highlight our program as the “go to” Department in the State of Washington. The preparation for the proposed strategic process begins with the an initial draft of the mission, vision, and departmental goals, included in this document, placed here to outline the content that will be used by faculty in the process of transformation of the curriculum.

<table>
<thead>
<tr>
<th>DRAFT</th>
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<tr>
<td><strong>Mission Statement</strong> (our purpose)</td>
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Eastern Washington University education graduates will be caring, effective, informed, reflective and student-centered teachers and leaders within diverse classroom, school, community and global contexts.

**Education Faculty Commitment Statement**
The faculty of the Department of Education are committed to guiding highly skilled, strategic and knowledgeable teachers for K-12 schools by remaining on the cutting edge of our fields through reflective practice and life-long learning.

**Vision Statement** (What our purpose will look like)
The stated vision of the faculty of the Department of Education is that EWU graduates will:

- create meaningful and engaged student learning opportunities.
- use reflection as a basis of continual improvement and model professional growth by reflecting upon the interaction of personal and professional experiences, research and pedagogical beliefs.
- utilize planning as a means of providing for the multiple needs of students.
- practice democratic collaboration as a problem-solving strategy in developing critical thinking.
- promote and model life-long learning.
- recognize diversity and social justice as essential ingredients of a democratic society.
- demonstrate excellence in instructional preparation and practice.
- incorporate the use of educational technology.
- encourage all students to become critical thinkers, problem-solvers and inquirers—future citizens whose school experiences lead to active participation in an ever-changing global society.

**Goals to Implement our Vision**
Our faculty and students will:

- develop, implement and analyze a variety of assessment tools to monitor student learning and inform instructional decisions and planning.
- reflect on their practice to inform and improve their instruction. Such reflections should meld personal experiences, research and pedagogical beliefs.
- design instruction that is focused on clearly defined learning targets aligned with Washington state and other appropriate curriculum documents to provide for multiple learning needs.
- develop and facilitate pro-active, student-centered classrooms.
- structure purposeful, learning tasks that actively engage students in higher level, critical, and creative thinking utilizing a variety of independent and collaborative experiences.
- provide a rich variety of teaching strategies to facilitate a positive, inclusive learning environment.
- use educational technology to record, assess, monitor, accelerate, and/or expand student learning.
• engage students in developing higher level thinking skills through collaborative, active learning opportunities.
• involve students in self-assessment as a means to encourage them to assume more ownership and control of their own learning.
• promote an exchange of views that honors the diversity of our students’ individual backgrounds and communities.
• infuse democratic principles in their classrooms.
• utilize inquiry as a means to continue life-long learning.

The proposed process of the grant, to be partially funded by the Strategic Planning Initiative Grant, will begin to implement and refine the department’s goals added to the first part of the grant process which is to streamline the course content and reduce the number of credits.

**The goals for part two of this proposed grant include the following:**

1. Facilitate intensive dialogue by the faculty of the education department to take the work done in Phase one and the newly developed mission, vision, and goals of the department and refine the renewal of certification program in a collaborative and integrative approach where all voices are brought to the table.

2. Coordinate the implementation of the department’s goals and streamlined courses with student outcomes, recruitment, and retention as the umbrella purposes for re-conceptualization of the teacher certification program.

3. Facilitate the discussion of focus groups composed of education faculty and staff, EWU faculty from interested disciplines, Pre-K to 12 educators, community members, and students to have a collaborative voice in the transformation of the teacher certification program.

4. Coordinate a year-end celebration and dissemination of the assessment results to summarize the road map, implementation and refinement of the goals of the grant.
Activities to implement Part 2 include:

1. Facilitators from the Washington Center for the Improvement of Undergraduate Education will come for a faculty workshop before the beginning of fall quarter and again in winter quarter to assist faculty in integrating, renewing, and transforming course curriculums.

2. From the renewal efforts, the department will have a marketable product to promote our programs (something to sell) and materials and opportunities for recruitment will be developed and teams of faculty will begin recruiting students. A marketing plan will be outlined.

3. Interested individuals will form focus groups from across the university, outside communities, and students to discuss the meeting of the department goals, and actions plans will be designed and implemented.

4. Year end culmination of projects will be held to review and celebrate the success indicators of the grant, and a dissemination plan will be developed to promote and continue the work of the department.

5. Final Reports will be written

6. A Continuation grant will be drafted.

Part 3 of the Proposal

Assessment is a critical piece of any successful curriculum revision. Without assessment there can be little or no indication if the revision has made any impact or achieved the intended results. Although some of the goals of this grant are long-term and
cannot be completely assessed within the one-year framework, there is still a need for ongoing assessment throughout each part of the grant’s goals.

The goals for Part 3 of this proposed grant include the following:

1. Determine whether the renewed recruitment efforts resulted in increased enrollment and retention of education students.
2. Monitor the inclusion of newly designed course content in education courses.
3. Provide a framework and timeline to monitor accountability of the new initiatives for NCATE accreditation.

Activities to implement Part 3 include:

The following activities are divided into three parts so that the goals in each part of the proposal can be measured and assessed.

Part 1.

1. Teacher certification Program credits will be reduced by as much as 14-18 credits at the elementary level and 10-12 credits at the secondary level.
   2a. Renamed courses are listed and approved.
   2b. Initial focus group and faculty workshops are held and summaries are written outlining the immediate changes to courses and credit changes.
3. CPAC forms are completed and ready to be submitted at the first UAC meeting in September.

Part 2:

1. Two Faculty workshops are held and facilitated by the Washington Center for Undergraduate Education from Evergreen and content from department goals are
integrated into the curriculum and are reported as action plans with appropriate support, timelines, and procedures for implementation.

2. Promotion materials are developed. In addition to brochures and flyers, a CD will be produced, and a conference table display will be assembled.

3. A timeline will be developed for recruitment and at least four teams of individuals will promote the renewed curriculum.

4. Two Community focus groups will meet and ideas for enhancing the transformation of the program will be brainstormed and developed into action plans.

5. Student and Faculty Surveys will be developed to measure the success of the integration of curriculum and the transformation of the program.

6. Final reports to be written to disseminate the information gathered and analyzed

7. Continuation grant to be written.

Part 3:

1. Surveys will be designed, administered, and analyzed to assess recruitment results and retention rates.

2. Course surveys will be administered at the end of Winter and Spring quarters to measure the success of integration of curriculum.

3. A final report will be prepared after compiling and analyzing all pertinent data.
Timeline to support Grant:
Transformation of EWU Teacher Education Certification Program

**Strategic Planning Timeline**

**July 1 – September 15**
- Planning begins for Fall Workshop
- Sub-committee is formed for further discussion of course changes
- Course change forms are completed using recommendations of education department faculty
- Data collection begins: enrollment numbers, retention numbers
- Organize and facilitate Fall Workshop
- Changes to curriculum are advertised to students for Winter Quarter

**September 16 – April 6**
- Planning for Winter Workshop and Collaborative Focus Groups
- Recruitment and marketing plan is developed
- Data collection continues: enrollment numbers, retention numbers, course evaluation surveys
- Organize and facilitate Winter Workshop
- Mid-year success indicators are reported to department
- Organize and facilitate Focus Groups
- Surveys are designed for course assessment
April 9 – June 30

Data collection continues: enrollment numbers, retention numbers, course evaluation surveys

Data is analyzed and categorized

A year-end dissemination plan is developed

Data is compiled and final assessment report is prepared

Continuation grant is drafted
# Department of Education Strategic Planning Initiatives Grant

**May 31, 2006**

## Budget Categories

<table>
<thead>
<tr>
<th>Personnel</th>
<th>2006-2007</th>
<th>In-Kind Categories Explanation</th>
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<tbody>
<tr>
<td>2 Co-ordinators</td>
<td>10,000</td>
<td>Funds to come from Education Department</td>
</tr>
<tr>
<td>1 Grant Evaluator</td>
<td>2,500</td>
<td>2 Facilitators from the Washington Center for Improvement of Undergraduate Education</td>
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<tr>
<td>16 workshop participants</td>
<td>4,800</td>
<td>2,000</td>
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**Administration and Clerical Support**

**PERSONNEL:**

<table>
<thead>
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<th>Benefits:</th>
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<tbody>
<tr>
<td>Benefits @ 18%</td>
<td>2,250</td>
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**TOTAL PERSONNEL:**

| 19,550 | 2,000 |

**Contractual:**

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<th>Travel:</th>
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| TOTAL TRAVEL: | |

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**Goods and Services:**

<table>
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<tr>
<th>Recruitment and Promotion Materials</th>
<th>2,000</th>
<th>Focus Groups and Faculty Workshops – Light Refreshment</th>
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**TOTAL SUPPLIES:**

**TOTAL EQUIPMENT:**

**Direct Costs:**

| 5,000 |

**Total Grant:**

| 21,550 | 5,000 |
Detailed Budget to support Grant:

**Personnel**

**Co-coordinators**
Two co-coordinators are budgeted to co-direct the activities of this grant. These personnel will coordinate the curriculum transformation process from the inception of the process through the assessment of the stated goals, and planning for the sustainability of the changes brought about by the transformation.

The co- coordinators will be responsible for coordinating the year-long process of revising and realigning the education curriculum and degree requirements. There are three parts of the revision process and the duties/activities of the co-coordinators will be described according to the three parts.

Part One: Developing a procedure for streamlining course content and reducing credits

- Planning for Preliminary changes to curriculum
- Presenting preliminary changes to faculty
- Chairing subcommittee to further discuss preliminary changes
- Organizing and chairing cross-campus focus groups to further evaluate course content and requirements
- Completing C-Pac forms
- Advertising changes to curriculum to notify students
- Chairing subcommittees to discuss implementation of changes for Winter Quarter

Part Two: Planning for dialog to influence collaboration and integration to accomplish vision and goals

- Planning, coordinating, and facilitating two faculty workshops led by the Washington Center for the Improvement of Undergraduate Education
- Facilitating the development of a recruitment and marketing plan to advertise EWU’s Education certification program
- Organizing and facilitating cross campus focus groups to discuss implementation of revised curriculum and courses
- Reviewing and celebrating mid-year success indicators of the grant
- Developing a mid-year dissemination plan to promote and continue the work of the department

Part Three: Coordinating the assessment process

- Facilitating focus groups to develop question stems to be used for assessment surveys
• Designing surveys to accurately assess whether delivered course content matches curriculum requirements
• Analyzing and categorizing assessment data
• Developing a year-end dissemination plan to promote and continue the work of the department
• Drafting a continuation grant to preserve and continue the progress of the department

Grant Evaluator
One grant evaluator is budgeted for the assessment of this grant. This person will have the responsibility of preparing a final assessment report. Although the goals of improving recruitment, increasing enrollment, and improving retention are important goals of this grant, they are long-term goals and will not be fully and accurately assessed at the end of the grant period. However, it is important to assess the short-term effects of the grant and with the exception of preparation of the final report, these assessment activities will be on-going throughout all phases of the grant.

Part Three: Administering, analyzing, and reporting assessment results

• Designing, administering, and analyzing surveys to assess recruitment results
• Designing, administering, and analyzing surveys to assess retention rates
• Obtaining data to analyze enrollment trends
• Facilitating the administration of course assessment surveys
• Compiling all data and preparing a final assessment report