

ASSETT

AGILE & SUSTAINABLE SUPPLEMENTAL EDUCATIONAL TECHNOLOGY TRAINING



Standard 5: Faculty Qualifications, Performance, and Development

Overview

This poster's purpose is to demonstrate that the ASSETT project has worked to address two key sections of Standard 5:

- 5b. Modeling best professional practices in teaching
- 5f. Unit facilitation of professional development

ASSETT has provided just-in-time technology skills training as well as more general technology-related professional development for undergraduate and graduate students as well as faculty and staff.

Context/History

- Since Spring 2012, ASSETT has offered supplemental educational technology trainings for students, faculty, and staff in the College of Education.
- ASSETT began offering these trainings because:
 - recent graduates' stated lack of hands-on experience with teaching technology;
 - College of Education Faculty indicated that they wanted and needed more technology trainings and professional development opportunities.
- ASSETT presentations have been made by graduate students, faculty, local teachers, and invited experts and guests.
- We have conducted exit polls and evaluations on some presentations.
- We have digitally recorded some presentations to share online with students, faculty, and community.

So what did we do?

- We provided hands-on technology with equipment being used in K-12 schools for students and faculty;
- We provided introductions to and hands-on training with technologies useful for improving online education;
- We provided research-driven discussions on how technology can augment and support professional development, research, and community;
- We invited multiple guest speakers and experts to campus to share their insights, expertise, and suggestions with students, faculty, and staff.

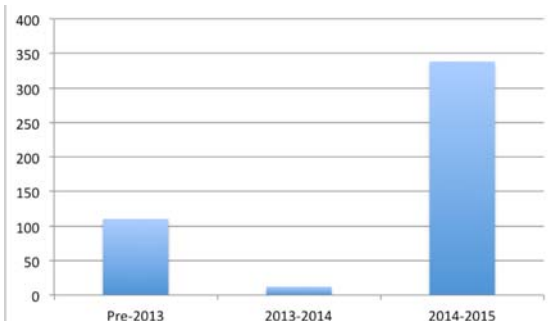
Diversity of Trainings Offered

- Hardware training with SmartBoards, Clickers, and Document cameras: targeting mostly undergraduate students but also Faculty;
- Software training with ScreenFlow & Jing for Faculty & graduate students;
- Faculty presentations on social media & educational activism, digital resources for teaching literacy, and digital tools for increased efficiency;
- Guest presentations by field leaders like Dr. Punya Mishra, Audrey Watters, and Dr. Jesse Stommel;
- Presentations at WOU and in classes with by local working teachers like Dean Deters and Tyler Ciscell.

Diverse Deliverables for Participants

- Hands on experience working with hardware and software;
- Electronic and hard copies of handouts and work sheets;
- Web site(s) with collected links & resources shared;
- Recordings of presentations posted to WOUtv for the college and online community.

ASSETT Contact & Delivery Hours



Outcomes

- Video views online:
 - Mishra: 231 in 12 months
 - Watters: 242 in 7 months
 - Stommel: 1,498 in 6 months
- Presentations
 - 32 since Spring 2012
 - 16 in 2014-2015
- Contact Hours (hours of training * # of attendees)
 - 462.9 hours total
 - 338.4 in 2014-2015
- Outcomes:
 - Bringing local teachers increases number and diversity of presentations while addressing what many students want to know.
 - Bringing outside speakers, either on-site or virtually, increases outreach, presence, and professional networks on campus and beyond.
 - Virtual presentations supports professional development by giving faculty and students asynchronous access to presentations and growth.
- Room for Improvement
 - Increase publicity for events.
 - Solicit more undergraduate engagement.
 - Reach out more beyond the Division of Teacher Education for greater participation
 - Continue our support and engagement for diversity within the presenters.

What's Coming?

1. Fall 2015 through Winter 2016 focus on use & familiarity with SWIVLS for EdTPA as and recording materials for online courses.
2. Faculty-oriented support workshops in late Fall: using Apple TV in the Classroom and Improving online courses.
3. Rest of year: more faculty presentations on how they use technology: professional development.
4. This continues ongoing work to provide both hands-on technology training as well as to support and encourage the use of technologies in professional development.
5. What's next:
 1. Continue to respond to Division & College needs;
 2. Support & promote work done by faculty & students with technology;
 3. Adapt our work, presentations to student & faculty requests.
6. Results:
 1. More thoughtful, intentional integration of technology in online teaching;
 2. Thoughtful, intentional integration of technology in face-to-face courses;
 3. Increased understanding of how technology can support teacher candidates' EdTPA paths.
7. Would like to see:
 1. More presentations/workshops by local teachers;
 2. An in-service day in Fall 2016 that includes local teachers & school districts;
 3. Greater involvement from local teachers;
 4. More presentations by faculty in the College of Education.

The Bilingual Teacher Program

Standard 4: Diversity

Overview



We would like to share the Bilingual Teacher Program (BTP) activities and how it meets Standard 4: On diversity.

Context/History

- The Bilingual Teacher Program started in 2008.
- *The* program has tried to capitalize on the linguistic potential available in our Division (e.g., bilingual students of Hispanic/Latino background).
- Initially, to be bilingually endorsed, teacher candidates (TCs) only needed to show proficiency in Spanish. The faculty realized that to be a competent bilingual teacher more was needed.



What did we do at WOU?

- As of fall 2012, TCs are placed in bilingual classrooms.
- The placement lowered the number of endorsed TCs. Most of them decided to become bilingual fellows (i.e., TCs who have the Spanish skills at different proficiency levels).
- By the end of 2015, we will have endorsed 35 bilingual teachers (i.e., 17-18 TCs respectively).

Academic and/or financial support

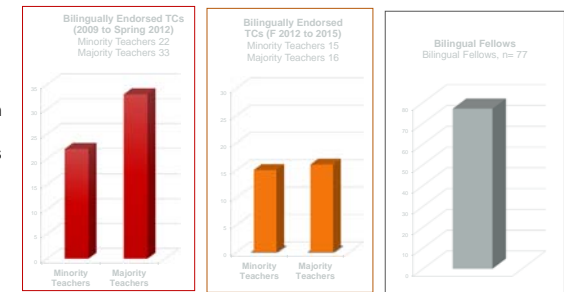
- Since TCs still need to deepen the content knowledge in Spanish so some activities were designed:
 - a. we started “*Pláticas*” (or speaking sessions);
 - b. kindles can be borrowed to read apps or write in Spanish;
 - c. TCs tutored in Spanish in a nearby elementary school;
 - d. TCs attend the yearly Bilingual Fellows Event. We bring local guest speakers (e.g., Dr. Esperanza De La Vega from PSU) and from other states as well (e.g., Dr. Peter Sayer from Texas).
- Bilingual fellows are also reimbursed for up to \$400.00 for tests taken; and they also receive some funding when doing a Study Abroad in Queretaro, Mexico.

It can be noted that it has been a challenge to recruit, retain, and endorse bilingual TCs. It is our hope that programs such as the Bilingual Teacher Scholars become the norm so that more teachers can be endorsed.

What did we do outside WOU? The Bilingual Teacher Scholars Program

- Since our pool of prospective bilingual TCs is limited, we looked for other options to recruit them (i.e., WOU partnered with school districts that have a diverse student population). During the fall of 2015, we welcomed 42 prospective bilingual teacher scholars (BTSs). This cohort of TCs are positioned to make an impact at university level. Interestingly, some BTSs come from the Teacher Cadet Program (another partnership that WOU has with the Salem/Keizer SD). We hope that this cohort model continues to grow in the years to come.

Outcome: Bilingual-endorsed TCs and Bilingual fellows



Discussion/what's next?

- Continue to foster partnerships with the SDs (e.g., Teacher Cadet or Ignite programs) to attract more high school students to the teaching profession to then be bilingually endorsed.
- At university level, offer bilingual courses (e.g., in content areas) so that TCs are better prepared.
- Continue to look for ways to support academically (and financially), our diverse TCs since some face unique challenges (e.g., passing the state tests).

BRIDGE PROGRAM

Collaborative learning to support the needs of teachers as they transition from student teachers to effective novice teachers

RATIONALE

- Teacher attrition has grown by 50 percent over the past fifteen years.
- 46 percent of all new teachers in the U.S. leave the profession within five years.
- The national teacher turnover rate has risen to 16.8 percent.
- In urban schools it is over 20 percent.

(Kral, 2011; ASES, 2011; NCTAF, 2010, 2008)

PROVIDES:

- Mentoring (Lee et al., 2012; Lee et al., 2009)
- Reflection, community, action, feedback (Hollen & Hastings, 1981)
- Guided facilitative interaction (Brookstein & Barbee, 2006)
- Collaborative learning (Bass et al., 2000)
- Professional development (Fisher et al., 2010)
- Opportunity for teachers to discuss... with others in trusted environments (Brookstein & Barbee, 2006)
- "Overlapping communities" (Lee & Garcia, 2008)

PURPOSE:

To support current COE students, and our alumni, bridging their path from pre to in-service teachers as they gain knowledge and skills to become effective educators.

PARTICIPANTS:

- Student teachers
- Recent alumni (years 0 through 5)

FRAMEWORKS:

COMMUNITY OF PRACTICE

Community of Practice (CoP) is an aggregate of people who come together around a mutual engagement. Ways of doing things, ways of talking, beliefs -- in short, practices -- (that) emerge in the course of this mutual endeavor. (Wenger & McConnel-Greif, 1992, p. 494, emphasis added)

- Mutual engagement
- A jointly negotiated enterprise
- A shared repertoire

(Wenger, 1998, pp. 79-81)

PROFESSIONAL LEARNING COMMUNITY



The use of PLCs is the best, least expensive, most professionally rewarding way to improve schools. In both education and industry, there has been a prolonged, collective cry for such collaborative communities for

more than a generation now. Such communities hold out immense, unprecedented hope for schools and the improvement of teaching.

(Lantieri, 2008, p. 134)

RESEARCH Qs

- What challenges do novice teachers face as they transition from pre to in-service teachers?
- How can a Community of Practice help reduce negative feelings (i.e. stress, frustration, anxiety) related to this transition and their new professional responsibilities, and help promote a collaborative network of professionals?
- What tools, strategies, knowledge, and skills can be incorporated in this Program that may help beginning teachers positively impact student success and increase teacher retention rates?

METHODOLOGY

Mixed methods approach blending exploratory and explanatory designs (Creswell, Plano Clark, Gutmann, & Hanson, 2003) with qualitative inquiry

- Likert-scale and open-ended questions on surveys (surveys only)
- Constant-comparison method (Glaser & Strauss, 1967)
- Observational data, interviews, focus groups

IMPLICATIONS

THEORETICAL

- New teachers will be better prepared and more effective
- New teachers will remain in the profession
- Students of new teachers will be more successful

RESEARCH

- Expand understanding of perceptions of practices needed to cultivate and keep effective new teachers
- Enhance knowledge on how collaborative practices and learning communities support and enrich the needs of new teachers.

PRACTICE

- Strengthen TE Preparation Program areas
- Deliver a just, inclusive, well-rounded program

FINDINGS

Preliminary evidence from the Program's first meeting and survey responses indicate that participants find the following to be most beneficial:

- A non-evaluative CoP
- Additional professional development
- "Overlapping communities"
- Time to reflect and opportunities to take action



WESTERN OREGON UNIVERSITY COLLEGE OF EDUCATION

ALUMNI RESPONSE:

"I have attended the BP as a student teacher last year and now as a graduate and licensed teacher... [My favorite part is] talking with others in the education field... Teaching is an incredibly complex profession so it is reassuring to know others are experiencing the same challenges and yet still finding ways to successfully reach students... It was interesting (and helpful) to hear about the different paths people were on as teachers." Sarah, class of 2012

DRS. ALICIA WENZEL, CINDY RYAN, AND CARMEN CÁCEDA

SHARED CONCERNS FROM TEACHERS:

- Addressing the individual needs of their students
- Assessing to determine students' strengths and weaknesses, especially in reading
- Classroom management

BENEFITS OF THE BRIDGE PROGRAM:

- Offers continuing education
- Links to teaching resources, support
- Shared ideas from others in the field

Deaf and Hard of Hearing Education Program



Mission Statement

The mission of the Deaf and Hard of Hearing Education program is to train future educators to embody the qualities of educational equity through intellectual discourse and hands-on experience. Through this high quality program, teacher candidates gain the professionalism, cultural awareness, and the ethical practices in order to fully assess for optimal learning and ensure each deaf and hard of hearing child has the best opportunities for success. As the program culminates, graduates will acquire their teacher licensure to teach in a variety of settings.

Pedagogical Knowledge

- This program is heavily based on practice. We believe a combination of instruction and hands-on experiences will allow our graduates to fully conceptualize teaching practices in the classroom.
- All students will participate in three practicum courses and two student teaching experiences while participating in this two year program.
- Practicum experiences are not restricted to observing teachers. They also will observe speech language pathologists, audiologists, and other stakeholders in the field of Deaf and Hard of Hearing Education.

Professional Knowledge

- Prior to admittance in the program, pre-service educators will participate in an interview with a panel of faculty members.
- Pre-service teachers will take a total of fourteen courses. These fourteen courses have been designed with the concept of meeting the needs of all deaf and hard of hearing children regardless of their communication modalities or classroom environment.
- Pre-service teachers will also participate in a Special Project during the summer. They will conduct research on a topic of special interest. After gathering research, they will develop a lesson plan detailing how they will teach their colleagues about this topic. At the end of the term, pre-service teachers will teach this topic, and also turn in a handbook to be part of a resource library for the community.
- All assignments are assessed using a combination of program objectives and LEAP objectives.

Program Sequence

YEAR ONE				
FALL TERM (12 CREDITS)	DHHE 441 Foundations of Deaf Education (3)	ED 611 Theories of Teaching and Learning (3)	DHHE 483 Ethical Practices in Working with Deaf and Hard of Hearing Students (3)	DHHE 623 Academic Discourse in DHHE (3)
WINTER TERM (10 CREDITS)	DHHE 444 Curriculum Methods in Deaf Education (3)	DHHE 443 Instructional Approaches and Classroom Management in DHHE (3)	DHHE 480 Multiculturalism in Deaf Education (3)	Practicum (1)
SPRING TERM (10 CREDITS)	DHHE 445 Language and Literacy Applications in Deaf Classrooms (3)	DHHE 448 Educational Audiology and Spoken English Development (3)	DHHE 486 Educational Environments for Students with Hearing Loss (3)	Practicum (1)
SUMMER TERM (6 CREDITS)	DHHE 465 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities (3)	DHHE 430 Special Project (1)		
YEAR TWO				
FALL 2016 (18 CREDITS)	SPED 646 Law and Special Education (3)	DHHE 446 Legal and Pedagogical Assessment Principles and Practices (3)	DHHE 625 Structure of ASL and English in the Classroom (3)	Practicum (1)
WINTER 2017 (10 CREDITS)	DHHE 439 Student Teaching: Self-Contained Classrooms (8)	DHHE 441 Portfolio (3)		
SPRING 2017 (10 CREDITS)	DHHE 440 Student Teaching: Mainstreamed Settings (8)	DHHE 442 Portfolio (3)		

Impact on Student Learning

- All assignments in the program have their own rubrics. Students will select several assignments to be included in their portfolio.
- Students will participate in constructing their own portfolio over two terms. They will be asked to reflect on their program and collect artifacts that demonstrates their educational philosophy.
- Technology is ingrained throughout all courses, and all unit plans will need to have a technological component.

Assessments

Summary of Program-Level Key Assessments	
Knowledge of Content:	<ul style="list-style-type: none"> Elementary Subtest 1 Elementary Subtest 2 ASL Proficiency Interview
Professional Knowledge:	<ul style="list-style-type: none"> ORELA Civil Rights Special Project (DHHE 630)
Pedagogical Knowledge:	<ul style="list-style-type: none"> Lesson Observations (3)
Impact of Student Learning:	<ul style="list-style-type: none"> Teacher Work Sample 1 Teacher Work Sample 2
Technology:	<ul style="list-style-type: none"> Exit Survey Technology Questions Teacher Work Samples
Dispositions:	<ul style="list-style-type: none"> Clinical Experiences Disposition Evaluation Dispositional Interview Exit Interview

Program Goals

- Instill in pre-service teachers the desire to participate in lifelong intellectual work through theory and practice to generate educational knowledge that benefits children, families, and communities.
- Develop leaders in the field of Deaf and Hard of Hearing Education, such as teachers, researchers, and specialists.
- Provide opportunities for advocacy and collaborative inquiry in order to prepare teachers for diverse and inclusive settings.
- Increase research opportunities in multiple areas affecting Deaf and Hard of Hearing Education, such as Deaf-Blindness, Academic Achievement, Transition Education, and the impact of Early Intervention.



Faculty and Students

- The faculty who teach in this program are Dr. Patrick Graham, Michael Olivier, and Katie Pfaff. All of these faculty have obtained certification in Deaf and Hard of Hearing Education, and have previously taught in schools for the deaf.
- This program currently has eleven students.
 - 90% Female
 - 27% Students of Color
 - 45% Students with documented disabilities
 - 100% Sign Language users
- All the students have experience working with deaf and hard of hearing population, either through interpreting, volunteering, or working in the school for the deaf.

Contact

- For more information please contact:
 - Dr. Patrick Graham at grahamp@mail.wou.edu
 - Michael Olivier at olivierm@mail.wou.edu
 - Katie Pfaff at pfaffk@mail.wou.edu

Diversity



	Monocultural Education	Tolerance	Acceptance	Respect	Affirmation, Solidarity, And Critique
Anti-racist Antidiscriminatory	Racism is unacknowledged. Policies and practices that support discrimination are left in place.	Policies and practices that challenge racism and discrimination are initiated. No overt signs of discrimination are acceptable.	Policies and practices that acknowledge differences are in place. Textbooks reflect some diversity. Transitional bilingual programs are available. Curriculums are more inclusive of the histories and perspectives of a broader range of people.	Policies and practices that respect diversity are more evident, including maintenance bilingual education. Ability grouping is not permitted. Curriculum is more explicitly antiracist and honest. It is 'safe' to talk about racism, sexism, and discrimination.	Policies and practices that affirm diversity and challenge racism are developed. There are high expectations for all students; students' language and culture are used in instruction and curriculum. Two-way bilingual programs are in place wherever possible. Everyone takes responsibility for challenging racism and discrimination.
Basic	Defines education as the 3 R's and the canon. Cultural literacy is understood within a monocultural framework. Important knowledge essentially European American. Eurocentric view reflected throughout the curriculum.	Education is defined more expansively and includes attention to selected information about other groups.	The diversity of lifestyles and values of groups other than the dominant one are acknowledged in some content, as can be seen in some courses and school activities.	Education is defined as knowledge that is necessary for living in a complex and pluralistic society. As such, it includes much content that is multicultural. Additive multiculturalism is the goal.	Basic education is multicultural education. All students learn to speak a second language and are familiar with a broad range of knowledge.
Pervasive	No attention is paid to student diversity.	A multicultural perspective is evident in some activities, such as Black History Month and Cinco de Mayo	Many students are expected to take part in curriculum that stresses diversity. A variety of languages are taught.	The learning environment is imbued with multicultural education. It can be seen in classroom interactions, materials, and the culture of the school.	Multicultural education pervades the curriculum; instructional strategies; and interactions among teachers, students, and the community. It can be seen everywhere: bulletin boards, the lunchroom, assemblies.
Important for all Students	Ethnic and/or women's studies are only for students from that group.	Ethnic, cultural and women's studies are only offered as isolated courses.	Student diversity is acknowledged, as can be seen not only in Holidays and Heroes but also in consideration of different learning styles, values, and languages. A multicultural program may be in place.	All students take part in courses that reflect diversity. Teachers are involved in overhauling the curriculum to be more open to such diversity.	All courses are completely multicultural in essence. The curriculum for all students is enriched.
Process	Education is primarily content. Who, what, when, where. The 'great white men' version of history.	Education is both content and process. 'Why' and 'how' questions are tentatively broached.	Education is both content and process. 'Why' and 'How' questions are stressed more. Knowledge of and sensitivity to students of all backgrounds are more apparent.	Students take part in community activities that reflect their social concerns.	Education is an equal mix of content and process. It is dynamic. Teachers and students are empowered. Everyone in the school is becoming a multicultural person.
Education for Social Justice	Education supports the status quo. Thinking and acting are separate.	Education is somewhat, although only tenuously linked to community projects and activities.	The role of schools in social change is acknowledged. Some changes that reflect this attitude begin to be felt: students take part in community service.	Education is both content and process. Students and teachers begin to ask, "What if?" Teachers build strong relationships with students and their families.	The curriculum and instructional techniques are based on an understanding of social justice as central to education. Reflection and action are important components of learning.
Critical Pedagogy	Education is domesticating. Reality is represented as static, finished and flat.	Students and teachers begin to question the status quo.	Students and teachers are beginning a dialogue. Students' experiences, cultures, and languages are used as one source of their learning.	Students and teachers use critical dialogue as the primary basis for education. They see and understand different perspectives.	Students and teachers are involved in a 'subversive activity.' Decision-making and social action skills are the basis of the curriculum.

edTPA Implementation at WOU



Standard 1: Candidate Knowledge, Skills, & Dispositions / Standard 4: Diversity

About edTPA at WOU

Western Oregon University has adopted the EdTPA assessment as a performance assessment for teacher candidates, piloting with this year's incoming cohorts that will graduate in Spring 2016. EdTPA is a nationally available performance assessment of readiness to teach. The portfolio assessment is designed with a focus on student learning and principles from research and theory. As a performance-based assessment, edTPA is designed to engage teacher candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Our goal is to use edTPA data to support our continued inquiry into our program's effectiveness in preparing teachers for the classroom and for "connecting teaching and learning". We are also examining how this required performance assessment can offer us similar feedback on our teacher candidates' impact on student learning.

Timeline / Tasks to Complete

Oregon State Adoption	WOU Adoption
<p>2014-2015</p> <p>All programs are provided training to implement the edTPA;</p> <p>Communication will begin in the field with school districts, teachers and parents regarding the implementation of the edTPA; IHEs are encouraged to have candidates take the edTPA to assess their progress in adding the assessment to completion requirements.</p> <p>2015-2016</p> <p>Training will continue with institutions and candidates;</p> <p>Communication will continue with districts, teachers, and parents regarding the edTPA;</p> <p>"30%" of candidates must take the edTPA for program completion in spring 2016;</p> <p>Results of edTPA will be evaluated regarding each institution's progress toward implementation;</p> <p>2016-2017</p> <p>The passage of the edTPA is required for all new candidates for program completion. (Non-consequential.)</p> <p>2017-2018</p> <p>The passage of edTPA is required for all new candidates for program completion (consequential)</p>	<p>2014-2015</p> <p>Small groups of faculty participated in conference call with Oregon coordinators for edTPA, discussing local rollout (Various dates, 2014);</p> <p>Group of faculty trained as local evaluators at state training in Eugene, Oregon (November 2014);</p> <p>Formation of edTPA exploratory committee to provide recommendations for moving forward (January 2015);</p> <p>Provide training to all faculty and supervisors at WOU on the basics of edTPA and evaluation materials (May 2015).</p> <p>2015-2016</p> <p>Assessment, literacy, and pedagogy professors meet to discuss possible course placements for edTPA tasks;</p> <p>Existing DTE Assessment Committee is restructured to establish edTPA timeline at WOU;</p> <p>UG and MAT coordinators work closely with cohort/team leaders and field placement supervisors to monitor student reaction and growth with established edTPA tasks;</p> <p>Formative Assessment and Supervisor Training: Mock edTPA ;</p> <p>Goals: Local evaluation training, student-led rubric conferences;</p> <p>Create Moodle sites for faculty, supervisors, and students to collect and disseminate information.</p> <p>Upcoming tasks:</p> <p>Refine course offerings across programs using edTPA data to align with task requirements;</p> <p>Establish boot camps for supporting teacher candidates to keep a focus on instructional time in courses.</p>

Developing Common Assessments and Scaffolds

- Academic Language Assignment(s)
- Context for Student Learning
- Lesson Plan Template & Planning Support
- Videotaping and Self Analysis of Instruction
- Assessing Student Work/Giving Feedback Assignment(s)
- Mock edTPA
 - Mock edTPA showcase
 - Student led rubric conferences
 - Local training of supervisors
 - Continued dialogue
- Term III & IV Assignment: Equitable Student Learning Outcomes

Licensure Pathways and edTPA

Undergraduate (UG)	Master's of Arts in Teaching (MAT)	Special Education (SPED)
Fall: 38 students Winter: 43 students	31 students in 2015-2016	Will begin in Winter 2016
2 cohorts/year	4 cohorts/year, 2 campus and 2 web-based	ECE Program
3 term program, complete edTPA in Term 2	Campus: 4 term program, complete edTPA in Term 3	Will begin in Winter 2016

Connecting Teaching and Learning

- Transitioning to edTPA has given us the opportunity to look closely at our established course sequences for our programs, examine our curriculum, and reflect on the content and pedagogy teacher candidates receive.
- We are examining the scope and sequence of our coursework and will be moving some courses from the "Ed CORE" into pre-program coursework so students enter teacher candidacy with a firm foundation for standards-based teaching and assessment, especially within the areas of literacy and math.
- Just like we did with the Teacher Work Sample, we are having conversations about what we teach, when we teach it, why we teach it and how it contributes to students' preparation to become classroom teachers and to impact their own students' learning.
- We are collecting our own data by producing assessments (like the mock edTPA) that allow us to fine tune our teaching as we go, to learn from mistakes, and to include all stakeholders (faculty, supervisors, teacher candidates, clinical sites) in critically analyzing what edTPA measures and how it fits within the larger goals of our program.
- These conversations and this data will help us to use edTPA as one measure of student learning that is combined with other assessments (The Equitable Learning Outcomes Assessment, Clinical Workbook, Service Learning Projects, etc.) that provide a "big picture data set" of how our students are prepared to become effective classroom teachers.

Equitable Learning Outcomes Assignment:

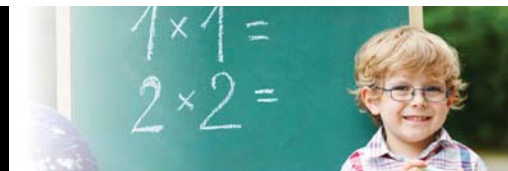
Completed during the final term of teacher candidacy (after passing edTPA), this clinically-based assignment will ask students to look at pre and post assessment data and examine their own impact on *all students*, with a concrete emphasis on examining important sub-groups including: English language learners, students identified as TAG, students on IEPs and 504s, students from culturally and linguistically diverse backgrounds, and students living in poverty. Students will use theory and research to provide a rationale for their instructional choices and will also reflect on how they can better impact student learning gains through culturally relevant pedagogy, differentiation, and other best practices.

Moving forward with edTPA

- We are looking seriously at adopting a vendor-based assessment system like TK20 or TaskStream which will allow us to organize edTPA performance data easily as it is reported back to us through Pearson Results Analyzer.
- We are exploring options for paying for future edTPA submissions by purchasing vouchers through student course fees.
- We are establishing boot camps that will help us separate tasks that are specific to test preparation, so that we can focus on good pedagogy.

Elementary Math Instructional Leaders

Dr. Cheryl Beaver, Dr. Laurie Burton, and Dr. Rachel Harrington | Western Oregon University



EMIL Mission and Learning Outcomes

- Elementary Mathematics Instructional Leaders will know and deeply understand the mathematics of elementary school, how mathematics concepts and skills develop through middle school, will have a foundation in pedagogical content knowledge and will be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.
- LO1) Know and understand deeply the mathematics of elementary school and how it develops through middle school.
- LO 2) Have a foundation in pedagogical content knowledge as specified by the NCATE/NCTM Standards for Elementary Mathematics Specialists.
- LO 3) Be prepared to take on collegial non-evaluative leadership roles within their schools and districts.

Timeline of EMIL—OREGON & WOU

- February 2013: The Teacher Standards and Practices Commission (TSPC) approves standards for an Elementary Mathematics Instructional Leader Specialization.
- Spring - Fall 2013: WOU Teacher Education (College of Education) and Mathematics (College of Liberal Arts and Sciences) faculty collaborate to develop a 24-credit graduate program designed to meet the TSPC standards.
- Winter 2014: WOU offers its first EMIL course in a hybrid format (online and 3 in-person Saturday meetings per term) to accommodate the busy schedule of inservice teachers.
- March 2014: WOU's EMIL program becomes the first TSPC-approved Elementary Mathematics Specialist program in Oregon.
- November 2014: WOU and The Research Institute are awarded a \$1.1M Title IIB MSP grant, *Developing Mathematical Instructional Leaders in Oregon* (DEMILO), to educate up to 60 teachers across Oregon to earn the TSPC EMIL Specialization through WOU's program.
- Winter 2015: WOU modifies its EMIL program to be fully online to accommodate teachers across the state.
- Winter 2016: WOU will graduate the first TSPC certified Elementary Mathematics Instructional Leader in Oregon.

Participants

The participants in the program include:

- Inservice K-8 teachers
- Professionals working as Math Specialists, Math Coaches, and in other mentoring rolls
- Graduate students in WOU Master of Science in Education degree programs
- Teachers simply interested in taking a course to improve their math skills and to learn more about the Common Core State Standards for Mathematics

Program Description

24 Credits

MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices	3
MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices	3
MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices	3
MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices	3
ED 637 Advanced Content Pedagogy: Mathematics	3
ED 673 Elementary Mathematics Leadership Practicum I	3
ED 609 Elementary Mathematics Leadership Practicum II	3
Choose one:	3
MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices (3)	
MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices (3)	

Program Schedule (first years)

	14-15	15-16	16-17
Fall	MTH 611	MTH 614	MTH 613
Winter	MTH 612	MTH 611	ED 637 MTH 614 ED 637
Spring	MTH 613	MTH 616	ED 609 MTH 615 ED 609 ED 373
Summer	MTH 616	MTH 612	MTH 616

The DEMILO Project



DEMILO

- Project DEMILO (Developing Elementary Mathematics Instructional Leaders in Oregon) is a collaboration between WOU, The Research Institute (TRI), the Willamette Education Service District, and the Oregon Coast STEM hub to address the need for increased mathematics content knowledge for elementary school teachers.
- The DEMILO grant is a \$1.1M Title IIB MSP grant from the Oregon Department of Education and provides scholarships for participants to complete WOU's TSPC-approved Elementary Mathematics Instructional Leader program.
- Participants also engage in many professional development opportunities to enrich their experience and expand leadership and real-world content knowledge.
- There are 52 participants representing over 30 districts in Oregon enrolled in WOU's EMIL program through the DEMILO grant.

Other Options

- Students will soon be able to fold the EMIL program into a WOU Master of Science in Education degree. This 45 credit program culminates with a professional project or thesis exit option in addition to the EMIL classes and the Education Core classes.
- Students will soon be able to earn an EMIL Graduate Certificate through Western Oregon University.

Student Feedback

- "Great class! I learned A LOT! Very good conceptual understanding tasks!"
- "I love that you have high expectations for us. It makes me feel like my intelligence and expertise is acknowledged, expected, and valued."

Lake & Peninsula Partnership

Ken Carano | Western Oregon University

Partnership Overview

This partnership uses Blackboard Collaborative for WOU grad students to tutor P-12 public school students online in an Alaska rural school district. In addition to tutoring Alaska public school students, tutors will discuss and reflect upon online tutoring best practices and how these types of technology tools can be used for critical pedagogy in a P-12 environment with their colleagues.

Tutoring Session

Participants: ANHester, Ethan #2, Linda Kichter

Questions:

- Name all four characters in this story.
- When does this story take place?
 - at the party
 - before the party
 - after the party
 - at Jerry's house
- What did Jerry put on Mandy when her dress got all soapy?

Lake and Peninsula School District



Standard 4: Diversity

4d. Experience working with diverse students in P-12 settings

Tutoring Session

Participants: ANHester, Ethan #2, Linda Kichter

CHAT - Supervised

From the permission log: User established...
 Ethan joined the Meet Room...
 jama joined the Meet Room...
 jama joined the Meet Room...
 Ethan joined the Meet Room...

BINGO

add	here	there	they	go
no	no	my	one	by
like	love	live	give	I
think	be	able	he	we
be	was	to	do	are

DOG

Course Goals & Objectives

- Utilize Blackboard Collaborative to allow university students to tutor Alaska public school students
- Examine the impact of this experience on student perceptions and beliefs
- Conclude and recommend on applications for K12 environment and critical pedagogy

Tutoring Session

Participants: ANHester, Ethan #2, Linda Kichter

Questions by Mariah Dietrick:

Read each sentence from the poem, "Snakes." Then, choose the best meaning for the underlined word in each sentence.

- A snake can glide, from side to side.
 - slide
 - roll
 - jump
 - hide
- They have long backbones, but no hair.
 - rattles
 - heads
 - spines
 - Spots
- They use their tongue to taste the air.
 - body part for seeing
 - body part for tasting
 - body part for hearing
 - body part for moving
- They taste your scent, if you are near.
 - skin
 - shoes
 - body
 - Smell

Lake and Peninsula School District

Community Demographics

American Indian/Alaska Native	67%
White	30%
Asian	1%
African-American	1%

School Enrollment (K-12)

Kindergarten	17
Elementary (1-8)	236
High School (9-12)	159

Learning to Teach while Teaching for Learning



STANDARD 3: Field Experiences and Clinical Practice

Dr. Gay L. Timken, HEXS; PETE faculty

Overview

WHO: WOU Physical Education Teacher Education (PETE) students in Teaching Methods II (PE/EXS 430) and Assessment Strategies in physical education (PE/EXS 431)

WHAT: Teach 6th grade physical education

WHERE: Talmadge Middle School (TMS)

WHEN: Winter term 2014 & 2015, Monday & Wednesday

WHY: The principal asked to collaborate to improve their physical education program

Context/History

- Formerly used peer teaching as part of the secondary physical education methods class
 - Tried to create a similar class at the local high school but the teacher wasn't ready to 'go there'
- Course based on 2008 NASPE (now SHAPE America) Beginning Teacher Standards
 - Scientific & theoretical knowledge
 - Skill-based & fitness-based competence
 - Planning & implementation
 - Instructional delivery & management
 - Impact on student learning
 - Professionalism
- What has always been & continues to be:
 - Lesson planning & teaching of those lessons
 - Videotaping & systematic observation of PETE students' lessons
 - Creating assessments aligned with instructional objectives and K-12 standards
 - Creating a work sample for one specific unit in physical education

Daily Structure

- WOU PETE students:
 - Planned and delivered four lessons (2014 = 65 Ss; 2015 = 100 Ss)
 - Created posters around physical activity and nutritional content
 - Created and administered exit slip once a week
- Lesson format: Monday – 10:20-11:20 Wednesday – 9:50-10:35
 - Whole class aerobic warm-up led by Team (while teachers take attendance)
 - Two gyms; Class divided by 4; taught ~25 students in a quadrant
 - Short content lecture on PA & nutrition
 - Physical activity time – fitness-based only
 - Content closure & dismissal

Assignments & Assessments

- See printed materials for lesson plans, exit slips and systematic observation forms to assess PETE students' planning and delivery
- See examples of EXS 430/431 work samples

Survey & Student Comments

- Survey Monkey was used to survey students from Winter 2014 and Winter 2015 classes
- Survey based on their perceptions of how well 430 and 431 prepared them to meet SHAPE Beginning Teacher Standards, in particular Standards 3, 4, & 5
- 60% response rate; 60% male, 40% female; 93% white

Relative to Standard 3:

- Students' many unique personal attributes were emphasized and a high importance was placed on our appropriate approaches and teaching methods in respects to students' most ideal learning atmosphere.
- We created lesson plans constantly and developing content around specific objectives was a main priority

Relative to Standard 4:

- Self-assessment was helpful in aiding our identification of effective and ineffective cues and prompts.

Overarching comments:

- WOU PETE 430/431...has prepared me beyond explanation for graduate school. I am currently attending a different university... for my masters in teaching and I am by far ahead of every teacher candidate in my program.
- The class was the greatest experience that I had on campus... This is an experience that can prepare you for the teaching field more than any other experience. We had students in our class who hadn't even [student taught] yet and were offered full time [teaching] positions...because we took this course they were more than prepared for the challenge!



Why We Work Well Together

From a TMS Physical Education teacher

The WOU program allows my large class sizes to be more successful. ...we were able to split up into smaller groups and provide a better learning environment for my students. The WOU students did a great job at providing visual representations for specific topics, a pre/post FITT Principle test, various fitness stations, and warm up dances and cardiovascular activities. Without the WOU students some of these things were near to impossible for the sixth grade students to learn with only two teachers.

From Perry LaBounty, Principal at TMS

Based on these experiences, I can definitively state that this format has made a positive impact on both the WOU students, and Talmadge teachers and students....Benefits of this working relationship include:

for Talmadge Teachers:

- The opportunity to learn and apply new instructional strategies.
- The opportunity to collaborate with a larger group of educators regarding current best practice.
- The opportunity to work with smaller groups of students to refine skills and provide direct feedback.

for Talmadge Students:

- Increased learning opportunities.
- The opportunity to physical education standards through a variety of methods.
- The opportunity for higher level of personal attention providing specific feedback.
- The opportunity to develop positive relationships with a larger number of adults.

This model of delivering instructional Methodology classes has been incredibly beneficial for both the university and Talmadge and should be replicated for content areas if logistically possible.



MSED ED609 Practicum



Standard 3.b Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Overview

MSED practicum experience: Design and implement a P-12 classroom based practicum experience for licensed teachers in the MSED program that requires them to critique and synthesize educational theory related to classroom practice.

Context/History

- NCATE/TSPC requires MSED programs to include a P-12 practicum experience for licensed teachers.
- 2007 accreditation visit – P-12 practicum not in place.
- Needed to find a way to include a P-12 practicum experience for all licensed teachers in MSED programs.

So what did we do?

- Created Curriculum and Instruction MSED option (2012-13) so that we could have more control over program level assessments.
- Began advising most MSED students who are licensed teachers into C and I option.
- Added ED609 Practicum requirement to MSED in 2014-15 catalog.
- Created the MEd Curriculum and Instruction Practicum Guide (2015).

Innovation

Customize:

- Each practicum experience will be individualized depending on the type of practicum experience, content area and grade.
- University supervisors will have content and grade band expertise.

MSED Exit Option Merger:

Possible for students to use the ED609 Practicum as the framework for their MSED exit option

Materials Produced

The image shows two forms side-by-side. On the left is the 'MSED C&I Program Plan' form, which includes sections for 'CONCENT AREA: Curriculum and Instruction FOCUS AREA', 'COURSE LIST', and 'C&I WITH EMERGENCY OR STUDY'. On the right is the 'ED609 Practicum Application' form, which includes fields for 'Name', 'Date', 'Contact Information', 'Practicum Prerequisites', 'Project Option', 'Placement Request', and 'First Choice School District'.

MSED C&I ED609 Practicum Guide



Challenges

- Placements for MEd students without a classroom of their own
- Recruitment of supervisors with appropriate expertise
- Development of a system for identifying students who need the practicum
- Identification of students with similar practica needs so that university supervisors can support a smaller unified group

What's next?

Develop an exit survey

➤ for all involved in ED609 practica: students, supervisors and clinical professionals

➤ to collect data about

- challenges to the practicum experience
- successes
- weaknesses
- ways to improve it
- impact of practica experiences

Conduct research on practicum effectiveness in teaching and learning settings such as going beyond the practicum – follow up and long term impact

MSEd Information Technology Practicum



Standard 1: Candidate Knowledge, Skills, and Dispositions; Standard 3: Field Experiences

Overview

This poster illustrates the field experience that is now required of all K12-licensed teachers in the MSEd Information Technology program. It will allow teachers to apply the knowledge and skills gained in the program to instruction in a face-to-face or online K12 setting.

History

The MSEd Information Technology program is designed around project-based courses that encourage students to apply assignments to their current professional work. Final portfolios illustrate the breadth of projects candidates have completed with their own students across all ISTE standards.

Adding the practicum allows us to capture a deeper look at the planning and implementation of a specific project, including capturing data on student learning, candidate dispositions, and candidate reflections on the effectiveness of their technology-rich instruction.



So what did we do?

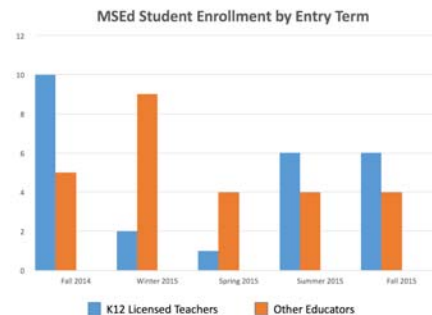
- All K12-licensed teachers who entered the program Fall 2014 or later will complete a practicum;
- Prior to their practicum, they must have completed ED 626 Instructional Design and an additional 12 credits in the program;
- The 3-credit practicum will be conducted over the course of one term;
- Full-time teachers will conduct the practicum in their own classrooms;
- Those not in a classroom will be given a technology-rich setting with diverse students. Options include:
 - A technology-rich classroom;
 - A faculty development setting in a K12 school;
 - An online classroom.

Practicum details

- Teachers will select and implement one of three options:
 - A mini-unit of technology-rich instruction, for those interested in transforming their classroom practices;
 - A professional development project, for those who want to teach teachers;
 - An educational technology instructional product that they will test with students, for those interested in creating digital content for K12 education.
- Teachers will be observed by a subject matter expert (SME) and a clinical teacher while they are teaching their project
 - SME's will have PhD or master's level expertise in educational technology;
 - SME's are compensated on an FTE scale based on current practicum calculations;
 - Clinical teachers are licensed teachers, ideally with significant experience integrating technology into K12 lessons. This might not always be possible when candidates do their practica in their own classrooms. The clinical teacher must, however, be open to innovation;
 - Clinical teachers receive professional development credits.
- Students will produce a short work sample, described in the field book.

K12 teachers requiring a practicum

Since the practicum became a requirement in Fall 2014, 51 students have entered the MSEd Information Technology program. 25 of those students are K12-licensed teachers. 26 come from other education-related fields.



Implementation

Currently our first two candidates are completing their practica. We are considering this a pilot so that we can assess our procedures and requirements and adjust as necessary.

- One candidate is doing her practicum her own middle-school language arts class. Her instruction focuses on digital citizenship.
- One candidate is doing her practicum in her on online journalism classroom. Her instruction focuses on writing for a digital medium.

A pilot practicum field book has been completed and is being used by the candidates currently conducting their practica.

Materials

WESTERN OREGON UNIVERSITY
Request for MSEd Information Technology Practicum: ED 609
(to be submitted at least 10 weeks before placement)

Name: _____ Date: _____

Contact Information: _____

Phone: _____ Email: _____

Practicum Requirements:

- Completion of a minimum 15 credits in the MSEd Information Technology program, including Ed 626 Instructional Design.

Project Option (see attached descriptions):

- Option 1: Technology-rich Instruction Project
- Option 2: Professional Development Project
- Option 3: Digital Instruction Project

Hard copies of materials for the practicum are available for review, including:

- A placement request and application;
- A practicum field book that has been completed and is being piloted;
- Observation assessments that are aligned to ISTE standards;
- Additional materials under development.

What's next?

At the end of winter term, 2015, we will evaluate the effectiveness of the practicum pilot, make modifications and take next steps as necessary:

- We anticipate adjusting the practicum book;
- It is likely we will add in some components. For example, it may be necessary to add a specific reflection on diversity;
- Once the pilot is completed and practicum procedures are finalized, we will add the content into the Policy Manual.

On-Site Pedagogy Course at Central High School

Standard 3: Field Experiences and Clinical Practice

Overview

For the past four year, all students enrolled in Content Pedagogy: Mathematics have had an embedded field experience at Central High School. Each week, the preservice teachers worked with children in a SIOP Algebra course. Instruction was enhanced by the use of iPads apps that addressed common algebra misconceptions

Contextual Factors

- In 2009, WOU was awarded a FIPSE grant to create the Center for Algebraic Thinking along with Willamette University, Pacific University and George Fox University
- The Center wrote the Encyclopedia of Algebraic Thinking and over 20 apps to address common misconceptions in Algebra.
- Central High School staff contacted us asking for ideas to support Algebra students.
- We felt our students and the Center's resources could help.
- We decided that we could support one class each week.
- Central agreed to give us access to classroom space, the building's iPads, and to an Algebra course.
- We agreed to bring our preservice teachers out each week for one term.

<http://algebraicthinking.org/>

Weekly Schedule

On Mondays:

Classroom teacher contacts Dr. Harrington with weekly topic or area to address

Dr. Harrington researches topic in Encyclopedia and investigates appropriate apps.

On Tuesdays:

Preservice teachers read Encyclopedia and download and practice app

On Wednesdays:

Class meets to discuss plan

Class work with Algebra students for one period

Class debriefs the work

Students At Work



Encyclopedia of Algebraic Thinking

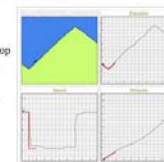


Apps

DEVELOPED IN COORDINATION WITH SHODOR



Three apps in one! Students often have difficulty understanding the relationship between axes in a graph and how the two variables interact. They tend to believe the graph will look like reality. To develop a more comprehensive understanding of the dynamic taking place in graphs, each of these apps challenge the student to explore how the information from each axis influences the graph. In Bicycle, the user takes a bike on a journey up and down a hill and sees different graphical representations of what is going on based on considering different variables. In Flask, the user draws a flask of any shape, watches it fill up with water, and sees how the graph is influenced by the shape of the flask. In Doodle Pad the user can draw an action and instantly watch two distinct graphs appear, demonstrating different representations of what is happening mathematically.



- Children use the app to explore concepts they are learning right now.
- Preservice teachers practice and apply what they have learned from the research.
- The classroom teacher and the university professor are they to supervise and make suggestions.
- Preservice teachers are able to discuss and reflect immediately after the experience.

Continuing the Work

- Each Winter term, this field experience will be repeated.
- Faculty at CHS are now being used to teach courses in our program.
- Assignments are adjusted to leverage the experience (Questioning Assignment)
- Informal feedback from program graduates has show this to be a critical course component.



Project High Five - Culture, Collaboration, Commitment, Communication, and Community



Aligns with NCATE Standards 3a, 3c, and 4d

Overview

Project High Five—Culture, Collaboration, Commitment, Communication, and Community was funded through an Oregon Department of Education (ODE) Culturally Responsive Pedagogy and Practices (CRPP) Grant in the amount of \$200,000 for implementation during 2014-2015.

The purpose of the project was threefold: (1) to develop a strong Professional Development School (PDS) partnership program between Central School District (CSD) and Western Oregon University (WOU) focused on the co-teaching approach and based on principles of culturally responsive pedagogy (NCATE Standards 3a and 4d); (2) to strengthen and expand a contextualized English Language Development (ELD) model of instruction for English Learners by utilizing their funds of knowledge and intentional instructional practices (NCATE Standard 3c); and (3) to actively involve pre-service and in-service teachers, as well as K-12 students in self-reflection and community service activities framed toward advocacy for equity and social justice (NCATE Standards 3a, 3c, and 4d).

Context/History

- CSD serves the communities of Monmouth and Independence and is comprised of 3 elementary schools, 1 middle school and 1 high school, with a total enrollment of about 3,000 students. Over 40% of the students are Latino and more than a quarter of the students are designated as "English Learners" with 10 different languages spoken at home. Almost 65% of the students enrolled in the district are economically disadvantaged. In order to serve the students within CSD, in-service and pre-service teachers must be aware of the cultures and perspectives of their students and families and enact culturally responsive practices in the classroom.
- WOU and CSD had had a long history of productive collaborations designed to promote K-12 student learning and pre-service teachers (including literacy and math partnerships and mentoring program). More recently, at one school site (Independence Elementary School) a Professional Development Schools (PDS) model was in the early phases of being implemented, where a site supervisor from WOU who had participated in extensive co-teaching professional development worked closely with pre-service and in-service teachers to implement a co-teaching approach to scaffold instruction for diverse learners and prepare pre-service teachers to meet unique learning needs. Two years prior, Project Luisa had supported WOU's ability to provide professional development within the school district with the goal of moving away from an isolated pullout model of English Language Development (ELD) to a contextualized, content-based ELD model within the general education classroom. Despite these productive partnerships, pre-service and in-service teachers identified resources and time as the primary barriers to growing the partnership and these initiatives further.
- Given the needs and strengths of the community, as well as the promising collaborations already in place, faculty at WOU and the Teaching Research Institute (TRI) wrote a successful ODE CRPP grant in consultation with CSD and our community partners, the Ella Curran Food Bank (ECFB) and Oregon Child Development Coalition (OCDC).

Participants

- Co-Directors:** Dr. Maria Dantas-Whitney and Dr. Chloë Hughes (WOU)
- Grant Evaluator:** Dr. Christina Reagle (TRI)
- WOU-CSD Liaison:** Sue Thompson (WOU)
- Co-teaching PD:** Dr. Chloë Hughes and Sue Thompson (WOU)
- Contextualized ELD PD:** Dr. Maria Dantas-Whitney and Anne Foltz (WOU)
- CSD-WOU Liaison:** Buzz Brazeau and Laura Zink (CSD)
- Community and Service Learning Coordinator:** Dr. Marie LeJeune (WOU)
- Community Partners:** Dr. J. Morris Johnson (ECFB) Odilon Campus (OCDC)
- 79 elementary and secondary pre-service and in-service teachers**
- Approximately 1,950 K-12 students**

Illustrations of innovation

- Adapted the Multicultural Efficacy Scale by Guyton and Wesche (2005) to survey participants
- Developed Co-teaching and Contextualized ELD curriculum
- Created a resource-sharing website: <http://woucentral.weebly.com/project-high-five.html>
- Recorded several co-teaching and contextualized ELD videos for use during future professional development
- Revised the Service Learning for pre-service teachers to have a stronger focus on CRPP

Examples of CRPP

- Each elementary in-service teacher participant received 6 books by Monica Brown as well as professional development from Monica Brown that focused on CRPP
- Each secondary in-service teacher participant received resources to support CRPP
- Service learning projects brought books to families and literacy materials (in Spanish and English) to children in preparation for Kindergarten at the Kindergarten Round-Up
- Monica Brown interacted with and read to over 610 K-5 students in the 3 elementary schools and also provided an evening of professional development open to the public

Outcomes...

Project High Five has supported continuous improvement toward several NCATE Standards:

- Increased our ability to collaborate with our school partners, particularly teachers (NCATE Standard 3a),
- improved pre-service teachers' understanding of and ability to implement CRPP (NCATE Standard 3c), and
- provided pre-service teachers with deeper experiences of working with diverse students and families in P-12 schools as well as in the local community (NCATE Standard 4d)

Project High Five's post-survey (Guyton & Wesche, 2005) results show that:

- 69% of the respondents agreed they could adapt instructional methods to meet the needs of learners from diverse groups
- 68% of the respondents agreed they could develop instructional methods that would dispel myths about diverse groups
- 64% (compared to 50% in the Pre Survey) stated they felt confident they could adapt instructional methods to meet the needs of learners from diverse groups.
- 78% of the respondents agreed or strongly agreed that at the end of the ELD workshop series, I feel confident in creating language teaching and practice tasks for ELLs in my classroom
- 96% of the respondents agreed or strongly agreed that after the ELD workshop I will be thoughtful of including culturally relevant practices into my daily instruction

Other Project High Five Findings:

- One significant instructional strategy resulting from High Five was to combine Contextualized ELD and Co-Teaching strategies
- Unplanned positive outcomes: a) Pre and In-service teachers observed children's literature and social justice blended across grade levels and b) K-5 students of color saw themselves as they interacted with the author, Monica Brown, who talked about the benefits of speaking more than one language
- Impactful activities that generated meaningful conversations between the pre- and in-service teachers were the "community-based homework" assignments. Pre-service teachers had to make direct connections with families via positive phone calls, participation in extra-curricular activities, and community interaction events

What's next?

- Residual grant monies enabled the provision of two extra days of combined contextualized ELD and co-teaching professional development for 10 CSD in-service teachers (during summer, 2015)
- We wish to grow our clinical placements in PDS schools based upon co-teaching and CRPP and have been asked to provide professional development to teachers at Garfield Elementary School in Corvallis School District (December, 2015) with a cohort of 6 in-service and 6 pre-service teachers who will participate in follow-up professional development and be supported by a site supervisor (beginning winter, 2016)
- We are actively looking for grants to help us further this work

Calendar of Professional Development and Collaboration

	Spring 2014	Summer 2014	Fall 2014	Winter 2015	Spring 2015
Co-Teaching Preparation	Identified who would be prepared as Clinical Teachers and established dates for preparation	2 days Elementary (17 Clinical Teachers) 2 days Middle/High (6 Clinical Teachers)	1 day Elementary, and Middle/High Clinical Teachers with Teacher Candidates Service Learning Coordinator presented on Service Learning	90 minute follow up Co-Teaching Meeting focused on connecting with students and families (phone calls, conferences) and coaching techniques for co-teaching	90 minute follow up Co-Teaching Meeting focused on connecting with students and families (extra-curricular activities) and using video clips for coaching and celebration
Teacher Candidate Placements	Placements matched once Clinical Teachers were identified	Teacher Candidates started the school year with Clinical Teachers in late August	Placement 1 Half-Time	Placement 1 Half-Time Began developing video clips of co-teaching	Placement 2 Full-Time Continued developing video clips of co-teaching
Contextualized ELD	Established dates for PD	ELD & CRPP PD for elementary and secondary in August	Planned for focused ELD PD	Focused ELD PD and observations for elementary	Focused ELD PD and observations for elementary and secondary teachers
Service Learning	Appointed Service Learning Coordinator		Coordinator met with agencies (OCDC and ECFB) to gather ideas and make decisions to connect WOU & CSD with community outreach Planned & implemented Food Bank Holiday Project	Planning Service Learning Projects, as well as community outreach Planning for Kindergarten Roundup Project & Family Literacy Project with Monica Brown	Implementation of the Service Learning Projects Kindergarten Roundup Project (30 CSD staff + administrators with WOU faculty + pre-service teachers registered over 180 kindergarten students)
Advisory Council	Selection of Advisory Council	90 minute meeting	90 minute meeting	90 minute meeting	Family Literacy Project with Monica Brown 90 minute meeting



Project PIECE: Promoting Inclusion in Early Childhood Educators



Aligns with NCATE Standard 4: Diversity (4c and 4d)

Overview

The College of Education (COE) and the Teaching Research Institute (TRI) at Western Oregon University (WOU) was awarded a five-year (2014-2018) \$1,000,000 grant from the U.S. Department of Education of Special Education Programs to provide training and support for early childhood educators so they can get their bachelor's degree with a teaching authorization in early childhood, as well as an endorsement in early intervention/early childhood special education.

The primary goals of this project are to implement and evaluate a unified professional development program for 3 cohorts of early childhood educators (ECE) resulting in up to 45 fully graduated scholars. This combined early childhood/early childhood initiative has placed an emphasis on recruiting, retaining, and graduating scholars from underserved and diverse cultural backgrounds (NCATE Std. 4c) to work with diverse children in inclusive early childhood programs (NCATE Std. 4d).

Context/History

- Inclusive teacher preparation programs are the impetus for inclusive teaching that forms and shapes teachers' attitudes and perceptions regarding disability while providing the content knowledge and strategies to include all children in early childhood programs (Couse & Recchia, 2011). Project PIECE is preparing highly qualified teachers who are fully credentialed to teach, collaborate and consult with colleagues in inclusive settings.
- A key component of this grant was working with community college and early childhood community partners to determine if there was a need for these teachers. In September 2013, 50% of Head Start teachers nationally were required to have a bachelor's degree in early childhood or a related degree. In addition, within the state of Oregon, there was a growing need for early childhood teachers who were prepared to teach in diverse and inclusive classrooms. "Forty percent of Oregon children, birth to age five, are considered at risk. This program will help early childhood professionals meet that growing need," Dr. Patti Blasco, Project PIECE Co-Director. (NCATE Std. 4d).
- Project PIECE supports the Oregon 40/40/20 plan by increasing the number of students completing a four-year degree. Scholars who have at least their associate's degree, or equivalent, have been drawn from Head Start, Migrant Head Start, relief nurseries, and community college programs in rural and some some urban areas (NCATE Std. 4c).
- WOU's College of Education and TRI was strategically prepared to take on this initiative. Partnerships and articulations specific to the Early Childhood Program with local community colleges were either in place or in preparation. In addition, growing collaborative relationships were being nurtured with the early childhood work force. All of which set the stage for the COE and TRI to collaboratively write a successful OSEP grant.

What the Research Tells Us

- Cohort models (10-20 students), financial assistance, courses conveniently scheduled and located, tutoring and academic support is essential to student success (Whitebook & Ryan, 2011).
- Early childhood workforce lacks training and experience with teaching English language learners and young children with disabilities (Bueno, Darling-Hammond, Gonzales, 2010).
- Evidence-based practices suggest areas that should be addressed in order to support and mentor underrepresented scholars (Milem, Chang, & Antonio, 2005; Maude, Catlet, Moore, Sanchez, Thorp, & Corso, 2010). These include:
 - Offering the best possible course of study that engages the scholar both intellectually and socially.
 - Planning and organizing the utilization of organizational resources to enhance learning.
 - Providing adult learning strategies that are mindful of diversity and individualized to meet each scholar's need to achieve higher education goals.
 - Offering a welcoming community that engages scholars and demonstrates diversity in all aspects of campus life.

Participants

- Project Co-Directors:** Dr. Cindy Ryan (COE) & Dr. Patricia Blasco (TRI)
- Grant Evaluator:** Dr. Christina Reagle (TRI)
- Early Childhood and Special Education Faculty:** Dr. Mickey Pardew, Dr. Cindy Ryan, Dr. Patti Blasco, Dr. Bruce Sheppard, Linda Craven and R. Taylor
- Community College Partners:** Chemeketa Community College, Lane Community College, Linn-Benton Community College, Portland Community College (NCATE Std. 4c)
- Early Childhood Work Force Partners:** Community Action Head Start, Oregon Child Development Coalition Migrant & Seasonal Head Start, Family Building Blocks Relief Nursery, Family Tree Relief Nursery, Old Mill Center for Children and Families, and local school districts (NCATE Std. 4d)
- Clinical Practice Partners:** Same as EC Work Force Partners (NCATE Std. 4d)

Scholars in Class



Scholars Celebrate Applying for Ed Core



Data & Innovations

- Recruitment:** It is not enough to advertise and mail out flyers. Building and maintaining strong relationships with the early childhood work force and community college partners is critical.
- Project PIECE Scholars:**
 - Winter 2014 Cohort (C1): 5 scholars
 - Fall 2014 Cohort (C2): 14 scholars
 - Fall 2015 Cohort (C3): 17 scholars
 - Total Scholars: Fall 2015-36 fully enrolled scholars (Initial goal had been 45 total scholars)
- Scholar Demographic Data (NCATE Std. 4c) n=36:**
 - Gender Self-Identification: 32 females and 4 males
 - Scholar Age: Mean=37yrs, Median=33yrs. 13 scholars>40yrs. of age
 - First Language: 56% of scholars first language is Spanish. 44% of scholars first language is English
 - Disabilities: 11% of scholars self-identify as a person with at least one disability
 - Racial Self-Identification: 58% Hispanic, 33% White/Caucasian, 6% Black, 3% Asian
 - Employment: 85% of scholars work at least 1/2 time in early childhood (Head Start, child care, relief nursery) or school district classrooms (instructional assistants, teachers)
 - Scholar Income: 9-<\$15,000; 22-<\$30,000
- Course Implementation:**
 - All early childhood coursework offered as evening or weekend hybrids or online. All coursework is a blend of early childhood & early intervention/early childhood special education inclusive practices.
 - Liberal Arts (LACC) credits have been a struggle due to the high number of non-traditional and underserved population of students (NCATE Std. 4c). We are working with LACC to offer courses in alternative formats (hybrid, online). We have had success with HUM 199, MTH 398/396, and GS 325 courses.
 - Clinical practice settings include: Term I-infant/ toddler; Term II-preschool; and Term III-K-4 inclusive classroom (NCATE Std. 4d).
 - Scholars are required to complete volunteer hours in inclusive birth-5year old & K-4 learning environments (NCATE Std. 4d).
- Mentoring & Support:**
 - Faculty are available evenings and weekends for additional mentoring and support (navigating university system, registration, coursework, moral support, and more).
 - Connections have been made with university programs-peer mentoring, Writing Center, Math tutoring. One issue continues to be offering these services in alternative formats.
 - Cohorts get together on a regular basis (with faculty support) to support each other, gain resources, and build leadership skills.

Outcomes

- Project PIECE goals:**
 - Goal 1: Graduates demonstrate knowledge and apply high quality skills in inclusive programs for children who receive EI/ECSE services (NCATE Std. 4c & 4d)
 - Goal 2: Graduates provide effective, evidenced-based practices to children receiving EI/ECSE services and their families (NCATE Std. 4d)
- As our first scholars are in their first Term of clinical practice (Infant/Toddlers), we have not been able to assess Project PIECE goals. Additional data to share:
 - 3 of our first scholars will graduate with their Bachelor degrees in June 2016 before moving on to the 21 credit EI/ECSE endorsement
 - 8 scholars have applied to begin the Early Childhood Education Core (clinical practice sequence) Summer 2016, with another 8 to begin Fall 2016. These groups will graduate Winter & Spring 2017
 - 3 scholars have already been hired as 2nd grade bilingual teachers in a local school district with licensure variances pending their completion of this program

Project SPELL: Sustainable Practices for English Language Learners



Standards 3a, 3c (Clinical Experiences) & Standard 4d (Diversity)

Overview

Project SPELL is a five-year "National Professional Development" grant of nearly \$2 million sponsored by the U.S. Department of Education, Office of English Language Acquisition (OELA). The project is a partnership with two highly diverse Oregon school districts: Salem-Keizer and Woodburn. It is focused on high-impact practices that help all students learn, with particular focus on serving the academic needs of English Language Learners. Targeted professional development activities are offered in the STEM areas.

Background

WOU had previously collaborated with the Salem-Keizer School District to deliver ESOL endorsement coursework for teachers within the district and away from the university to allow for both formal and informal professional learning to occur in school-based settings. In conversations with district administrators, a desire arose to extend these professional development opportunities beyond the intensive 12-month ESOL endorsement program, and to provide teachers with more sustainable opportunities to develop skills in data-based decision making, implementing research-based strategies, addressing ELP and content-based standards, and professional reflection. At the same time, the Woodburn School District, a district with a high percentage of ELL students, expressed interest in replicating the Salem-Keizer model in Woodburn. *Project SPELL* was the direct result of these conversations and expressed needs.



Project Design

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Coursework WOU Conference Cohort 1: 20 teachers	Coaching WOU Conference Cohort 1: 10 teachers Cohort 2: 30 teachers	Inquiry Projects WOU Conference Cohort 1: 10 teachers Cohort 2: 30 teachers	Inquiry Projects WOU Conference Cohort 1: 10 teachers Cohort 2: 30 teachers	Inquiry Projects WOU Conference Cohort 1: 10 teachers Cohort 2: 30 teachers

Year 1: Coursework
Year 2: Coaching
Year 3: Inquiry Projects
Every Year: Conference at Western Oregon University

Salem-Keizer School District
Woodburn School District

ESOL Endorsement Coursework & STEM Workshops

	2011-2012	2012-2013	2013-2014	2014-2015	Total so far
Inquiry Projects	--	--	9	10	19



"I loved that there were so many things that I could apply right away"

"This whole experience was absolutely fantastic! I have learned so much and really feel that my teaching has been "beefed up." Thanks!"



"Great course, very hands on, made me reflect on my own attitudes and culture."

"I was reminded to think about cultural differences and how they affect students' understanding."

Coaching & Inquiry Projects

	2011-2012	2012-2013	2013-2014	2014-2015	Total so far
Inquiry Projects	--	--	9	10	19

"I learned about the power of poems and chants, and how greatly they affect ELL students' writing."

"It was great to consistently use sentence frames with clear forms and functions."



Annual Conference

	2011-2012	2012-2013	2013-2014	2014-2015	Total so far
Number of participants	--	58	52	70	180

"I was very inspired and completely validated as a professional."

"Very applicable ideas for my own classroom"

"The presenters were amazing, energetic, and had great knowledge to share."



Measures & Outcomes (2014-2015)

Measure Outcomes	Description of Data	Outcome Data
Participant Learning	<ol style="list-style-type: none"> Course Evaluations: The Salem-Keizer and Woodburn district teachers completed evaluations of courses taken during the 2014-2015 reporting period. A Likert scale (1-5) was used to gather numerical data (1=Ineffective, 2=Somewhat effective, 3=Modestly effective, 4=Effective, 5=Very effective). STEM Conference Evaluations: The 2015 Project SPELL STEM Conference was held on April 4, 2015. A 5-point Likert scale was used to obtain participants' views of the Conference and workshop sessions. Inquiry Project Evaluations: Inquiry Project presentations were evaluated via a rating scale with a 6-point Likert Scale. Coaching Evaluations: A 10 item before/after Likert scale was used for teachers to rate changes in their teaching due to coaching. Course Grades: Teachers' course grades were obtained during the reporting period. WOU uses a 4-point grading system (1 = D, 2 = C, 3 = B, 4 = A). Scores on ESOL NES Test: 25 Teachers completed the test (out score 228). 	<ol style="list-style-type: none"> Course Evaluations: Mean rating across the courses: 4.05; range 2.9 to 4.86. STEM Conference Evaluations: Keynote address mean rating: 4.43 Conference Evaluations mean rating: 4.87 Ratings for workshop presentations: Mean rating: 4.55. Inquiry Project Evaluations: Mean rating: 4.73. Coaching Evaluations: 10 teachers completed the coaching evaluation. All reported positive changes as a result of the coaching they received. Possible rating total 60. Mean before coaching 38.2, mean after coaching 44.7. Course Grades: Aggregated Mean grades and ranges: Mean grade=3.89; range=2.0 to 4.0. Scores on ESOL NES Test: Total mean passing score NES: (n=25) 237.16
Participant Application of Knowledge and Skills	<ol style="list-style-type: none"> Scores on WOU ESOL Classroom Observation Form for teachers being coached. Salem-Keizer SD: 14 teachers were coached Woodburn SD: 5 teachers were coached 19 ELLs participated in the coaching process. Coaches modeled strategies, co-planned lessons, and provided constructive feedback. Coaches conducted a formal observation. All teachers were formally observed using the WOU ESOL Classroom Observation Form, which outlines five areas for observation: (1) Planning for Instruction of ELLs, (2) Sheltering and Implementing Instruction for ELLs, (3) Evaluating the Performance of ELLs, (4) Establishing a Classroom Conducive to Learning, and (5) Demonstrating Professional Behaviors. All point Likert scale is used to score each item, and an average score is given for each of the five major categories. 	<ol style="list-style-type: none"> Average scores for the Salem-Keizer coaches are provided below: Planning for Instruction of ELLs: 5 Sheltering and Implementing Instruction for ELLs: 5 Evaluating the Performance of ELLs: 5.1 Establishing a Classroom Conducive to Learning: 5.1 Demonstrating Professional Behaviors: 5.4 Average scores for the Woodburn coaches are provided below: Planning for Instruction of ELLs: 4.1 Sheltering and Implementing Instruction for ELLs: 4.2 Evaluating the Performance of ELLs: 4.3 Establishing a Classroom Conducive to Learning: 4.3 Demonstrating Professional Behaviors: 4.4 Average scores on the Classroom Observation Form for in-service teachers who completed Practicum Waiver are provided below: Planning for Instruction of ELLs: 4.6 Sheltering and Implementing Instruction for ELLs: 4.7 Evaluating the Performance of ELLs: 4.6 Establishing a Classroom Conducive to Learning: 4.74 Demonstrating Professional Behaviors: 5.1
Completers' effectiveness in instructional setting	<ol style="list-style-type: none"> English Language Proficiency Assessment (ELPA) results for Salem-Keizer and Woodburn School Districts: ELPA results were obtained for 50 S-K elementary level students and 140 Woodburn students. RTT test scores range from 491 to 500 depending on the students' grade level. Improvement in language ability for Salem-Keizer and Woodburn SD: Developmental Reading Assessment (DRA) and Elementary Progress Report (EPR). DRA levels for reading were obtained for 80 elementary students. The Elementary Progress Report (EPR) is a teacher-rating system; scores range from 1 to 4. 11 & 3rd quarter Language Arts grades are presented for Woodburn Language improvement. Improvement in math ability for Salem-Keizer and Woodburn SD: Mathematics Improvement for S-K used the Elementary Progress Report (EPR). 11 & 3rd quarter grades are presented for Woodburn Mathematics and Science improvement. 	<ol style="list-style-type: none"> ELPA results for Salem-Keizer SD Mean RTT score 491.46. 30 students showed improvement over prior year. 5 students' scores were unchanged. 7 students had no improvement. ELPA results for Woodburn School District: Mean RTT score 501.5. 36 students with 2014 ELPA scores showed improvement. 5 students' scores were unchanged. 25 students showed no improvement. Salem-Keizer and Woodburn LA Improvement: S-K mean DRA score 23.66. All students improved performance. S-K EPR mean rating 1.88. Woodburn Quarter 1-Quarter 3 mean LA GPA improved from 2.59 to 2.70. Improvement in math ability for S-K and Woodburn SD: Mean S-K EPR values 2.20. Woodburn Quarter 1-Quarter 3 mean math GPA improved from 2.80 to 2.98.
Impact on P-12 student achievement.		

Lessons Learned

- We have held regular meetings with our district partners to plan, implement, refine, and evaluate the various project activities in a collaborative way. A formal meeting of the Advisory Council is held once a year in conjunction with the annual conference.
- The involvement of teachers of all grade levels (from Head Start from High School), in addition to specialists (Special Education, Music, PE, etc.) has made us adapt/adjust project activities to meet their contextual needs.
- In the early years of the project, the coaching process lacked a clear direction, so we implemented several changes. In Salem-Keizer, the coordinator started holding monthly meetings with the coaches to address challenges and ensure consistency. In Woodburn, the coordinator is implementing a structured coaching timeline for all participants, with quarterly meetings for debriefing and feedback.
- Our original plan was to have 3rd year participants conduct formal action research studies in their classrooms. It became obvious that this would be too much for the teachers. The smaller-scale inquiry projects are more doable and quite practical.
- Some innovations from project SPELL have been incorporated into our campus program (e.g., course materials, instructors).

Theory to Practice Assignment in Reading Program & Assessing Action Research



Standard 1: Candidate Knowledge, Skills, and Dispositions

Overview

"Critical Lens Project" was developed for ED 655: Foundations of Literacy as the final project for the course.

This project was developed to provide course participants an opportunity to connect theory and practice by intensively examining the seminal works of a theorist that has impacted the field of literacy in significant ways.

Context/History

The impetus for the project was a disconnect we often found between what we observed teachers doing in practice during the practicum from the theories they had read and discussed within their courses. Furthermore, teachers had difficulty articulating why certain practices and structures were effective and why others may need to be examined and changed.

So what did we do?

Students pose and explore a question related to theoretical and historical perspectives of literacy. They read three chapters/articles by a seminal author that they chose to research, and three chapters/articles about the author's work (not self-authored). Participants develop a graphic organizer representing author's big ideas. Students write a position statement of what they think the author's stance toward literacy, develop systematic ways of recording key passages and reflections from the readings. Students develop and articulate their philosophical stance of literacy based upon theory that will be written in personal position statements. Lastly, student participants record connections between theories and practice, linking the theories to articles that cite the original theories and show classroom applications.



Evidence/illustration of innovation

Faculty began developing this project 3 years ago, implementing it in all ED 655: Foundations of Literacy courses 2 years ago.

Materials/stuff

The following rubric was developed and is currently being used by all instructors of ED 655: Foundations of Literacy.

Evidence/example

	Exemplary (8-10 pts.)	Developing (5-7 pts.)	Insufficient (Below 5 pts.)
REQUIREMENT 1. (10 points) Read and pulled quotations from all 6 articles and have 30 quotes. REQUIRED: 6 articles, 30 quotations	Read and pulled quotations from all 6 articles and have 30 quotes. Reflected on and made connections to the quotations. At least half of these extensions were meaningful and authentic, showing relevant thinking and connections to learning.	-Read only 5 articles and only pulled only 25 quotes. -Reflected on and made connections to the quotations. -At least a quarter of these extensions are meaningful and authentic, showing relevant thinking and connections to learning. The rest are fairly surface-level connections.	-Read only 3 articles and pulled only 15 quotes. -Only have quotes and no extensions; or extensions are trite.
REQUIREMENT 2A. (10 points) points taken from 2A if you focus your efforts here) Theorist Bio and Context: situated within our learning for this class REQUIRED: Brief biography including where they studied, what they studied and why they studied what they studied	-Includes a fairly comprehensive life sketch, that includes both personal and academic examples -Demonstrates a comprehensive understanding of where the theorist is coming from and why their theory has had an impact.	-Includes a brief life sketch -Demonstrates a limited understanding of where the theorist is coming from and why their theories have had an impact.	-Life sketch only includes dates, doesn't give much insight into who the person is -There is no context given.
REQUIREMENT 2B. (10 points) possible, but you can earn more points taken from 2B if you focus your efforts here) REQUIRED: Includes examples of how this theory would inform classroom	-Presents teaching ideas and describes how this theory would influence instruction -Includes 3-5 examples from your own classroom -You personalized it, you tried it out, you integrated this theory into your own teaching	-Presented teaching ideas but didn't describe how the teaching ideas are connected to and influenced by theory -Includes 2-3 examples from your own classroom -It is not personalized. You found some activities and presented them, but didn't try them out or personalize it with your own context.	-Copied and pasted ideas from the Internet.
REQUIREMENT 3. (10 points) Handout for others because you're now the expert... REQUIRED: Handout for your classmates to help them remember the information	-1-2 pages, can be front and back -Visually pleasing and easy to follow -Must include a picture of the theorist	-Only a half page, or is too many pages -Not visually pleasing, just a jumble of information -No picture of the theorist	-No handout -Printed out of the Wikipedia page
REQUIREMENT 4. (10 points) Presentation to the class REQUIRED: Present information to your classmates and teach other	-You stay within the 7 minute time limit of your presentation -You have made relevant choices to present your information that are engaging--because you have a CHOICE (PowerPoint, video of teaching, video clip, class demonstration, etc.) -You are prepared and engaged, teaching your classmates information that they do not have and which expands their understanding of theory	-Your presentation is too long or too short -You just presented information and didn't pay much attention to how engaging it was -You could have prepared more and didn't pay much attention to how you could expand your classmates' understanding of theory	-You did not present and are not prepared
TOTAL POINTS (50 possible)	40-50 Exemplary	25-39 Satisfactory	Below 25 Revise and resubmit

Outcome/implementation/etc...

Scores have been collected from two sections of the class. However, data has not been aggregated according to the rubric. Data collection will begin this Fall term, 2015.

	Average	Range
Fall, 2013 (n=20) *rubric not developed yet	45.8	30-55
Summer, 2014 (n=23) *with rubric	46.6	40- 49.5
Fall, 2015 (n=11) *with rubric	50	50
Summer, 2015 (n= 15) *with rubric	44.6	30-50

Discussion/what's next?

Future goals for data are to compare the data collected in this project to data collected during the practicum. Specifically, comparing the Practicum Field Book data from the "Plan for Instruction," and "IT's of Effective Instruction" sections of the booklet, as well as data collected from the Action Research Rubric sections (2) Review of Related Literature and (4) Findings, Conclusions, Recommendations, Plan of Action to see if the project is effective in supporting teachers in implementing theories into practice.



Action Research Rubric

Accreditor Feedback:

"The rubric indicates whether the candidate is insufficient, developing, proficient, or exemplary in each of five areas. An overall score of 12 or less is insufficient with a score of 13-14 as developing, 15-17 as proficient, and 18 -20 as exemplary. It is unclear what is required to pass this assignment." Only two of the categories measure information related to the content pedagogy with the other categories related to the format and presentation of the information."

Response:

The accreditors make a very good point. The rubric has been revised to specify that the candidate needs at least 15 out of 20 points to pass. If they do achieve proficient scores candidates are given the opportunity to revise and resubmit their work.

Accreditor Feedback:

"Only two of the categories measure information related to the content pedagogy with the other categories related to the format and presentation of the information."

Response:

The rubric follows established guidelines for conducting and presenting research. The literacy program is built on the premise that teachers must be problem posers as well as solvers that are able to pose significant questions related to instructional contexts and practice, situate their work within a larger body of research and theory, design appropriate ways of exploring their questions, analyze data, and create plans of action based on analysis of data.

The practicum, which includes: observations of teaching, assessment of instructional plans, and assessment of professional dispositions, is an effective measure of content pedagogy, but incomplete in and of itself. The Action Research Project rubric, coupled with the Practicum Data, along with the bi-weekly seminars whereby WOU faculty and reading candidates discuss research questions, examine data together, and present findings to other audiences such as participating in a poster session during Academic Excellence Showcase, provides the program with effective data to plan improvements. Analysis of questions posed, literature drawn upon, and data collection and analysis provide instructors with insights into what candidates have taken-away from their experiences in the graduate reading program.

Also, the International Literacy Association (ILA, formerly IRA) stipulate that for certification, a Reading Specialist/Literacy Coach Candidate must have the following:

- A valid teaching certificate
- Previous teaching experience
- A master's degree with a concentration in reading and writing education
- Program experiences that build knowledge, skills, and dispositions related to working with students, supporting or coaching teachers, and leading the school reading program
- Typically, the equivalent of 21-27 graduate semester hours in reading, language arts, and related courses: The program must include a supervised practicum experience, typically the equivalent of 6 semester hours.

We contend that being able to design and present research demonstrates not only Master's Degree level work, but is essential to supporting and/or coaching teachers and being a literacy leader.

Richard Woodcock Education Center

Standard 6d: Unit Facilities

Artist Rendering

Origin and evolution

- The Richard Woodcock Education Center is the future home of the College of Education.
- It is the namesake of Dr. Richard Woodcock, faculty member at Oregon College of Education from 1959-1961.
- Dr. Woodcock is a pioneering educational psychologist specializing in assessment of cognition and ability.
- The RWECC is a demonstration project for the Governor's Wood Products initiative.
- It is a wood-framed structure of 50,000 square feet and showcases Cross Laminated Timber (CLT) as both a decorative and a structural component.
- Construction will be completed in May 2016 and faculty will take occupancy over the summer with classes beginning in fall '16.
- For the first time ever, all COE faculty will be housed in the same location!



Key features

- Collaborative learning spaces, high technology, accessible and inclusive design principles, and a desire to reflect nature and a connection to the Earth.
- The Duncan Family and Kylo Family collaboration hubs link instructional spaces and faculty and staff spaces creating a mixing chamber where innovation and learning can occur.
- The Pastega Learning Commons is a large, open-format space designed to showcase the wood construction and to invite the public into engagement.
- Features 21 instructional spaces with a STEM lab, early learning facilities, a multimedia design suite with green-screen technology, ASL language learning lab, and one-on-one counseling rooms.
- Academic Advising offices provide strong support and guidance for all students.
- A warm hearth and an open main staircase creates a dramatic entrance.

First floor plans



Second floor plans



WOU Special Educator Program



NACTE Standard 1: Candidate Knowledge, Skills and Professional Dispositions

Overview

This poster is to provide additional information about the WOU Special Educator Program and assessments used in it, why they are structured the way they are and what improvements in the assessments are being undertaken.

Special Educator Cohorts run for 2 years

- Since the Special Educator Program was redesigned and implemented in 1999 to meet TSPC licensure changes, it has undergone one major revision and several minor revisions. Since 1999, the WOU Special Educator Program has been, and remains, a 2-year program that begins in Fall term of Year I and ends in Spring of Year II with completion of both the licensure and Master's degree requirements.
 - Student-candidates who hold an existing Oregon teaching are Special Educator I (SpEd I) student-candidates can finish their Special Educator endorsement at the end of Fall term Year II. If they want to complete their Master's degree, it can only be done in Spring term of Year II.
 - Student-candidates who do not hold an existing Oregon teaching license are Special Educator II (SpEd II) student-candidates and they can finish their Special Educator initial licensure and Master's degree programs at the end of Spring term Year II.
- At least one new cohort begins every academic year.
 - In 2015, two cohorts began the academic year – one in Fall term and one in Summer term.
 - The Summer-start cohort is restricted to Salem-Keizer School District employees, all of whom are instructional assistants (thus SpEd II student-candidates) in SKSD schools and who meet the WOU Graduate Studies entrance requirements. Classes for the SKSD cohort are held at an SKSD facility in Salem.
 - The Fall-start cohort is campus-based and is comprised of both SpEd I and SpEd II student-candidates.
- Because some students complete only the Special Educator endorsement, because some students extend completion of their program to 3 or 4 years, and because some students drop out or are counseled out of completing the program, the data for the Special Educator Program reflects variations the result.
- Special Educator Program cohorts run for 2 years, and, as such, all data that is gathered for the Special Educator Program is in 2-year intervals.

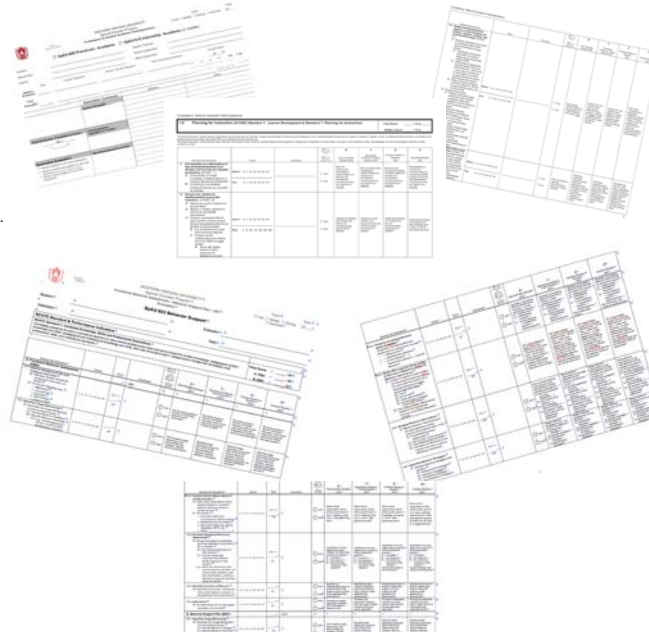
Performance required on key assessments for SpEd I and SpEd II candidates

- Key Special Educator Program assessments do not require different performances for Special Educator I (SpEd I) and Special Educator II (SpEd II) student-candidates. The same high standards are required for key assessments for all Special Educator student-candidates.
- The majority of SpEd I student-candidates completed their undergraduate teacher training within 3 years of applying for admission to the Special Educator Program. Many only taught as substitute teachers in regular and special education.
- Special Educator II student-candidates often have over 3 years of experience as instructional assistants. So, in fact, SpEd II student-candidates often have significantly more experience in special education than do SpEd I students.
- Faculty has found that in terms of knowledge and skills in special education, by the completion of the Special Educator program, it would be very difficult to distinguish a SpEd I student-candidate from a SpEd II student-candidate.

Rating Systems of Program-level Assessments

- It was reported by the NCATE reviewers that they felt the Special Educator Program assessments did not always provide good information to the rater to make a decision about the score to be awarded a student-candidate on assessment components (e.g., should the student have been awarded a score of "3" or "4").
- In an effort to provide better guidance to the raters of student-candidate products, descriptive rubrics are being developed for field experience products and for all courses in the Special Educator Program as well.
- Samples of newly developed descriptive rubrics for some of the key assessments in the Special Educator Program are presented below; a more comprehensive compilation of newly developed descriptive rubrics will be provided to the review team at the location of this poster.**

Sample Descriptive Rubrics



TSPC Review

- The TSPC report stated the following excerpt of a critique of the Special Educator Program.
 - Data is included for each assessment. It is generally quantitative and displayed in hard to read 3-D tables with cones as bars. There is a summary for each data collection and some analysis of the meaning of the data. However, there is little to no specificity to the recommendations for improvement from each assessment and little indication that improvements have been implemented based on data collected. For example, Key Assessment #9 (Technology) notes that, "Our goal is to create rubrics for these two major assignments that will give us a higher quality, more on-target level of information about our candidates and their ability to use technology to support student learning and development." These rubrics do not currently exist, so there is no differentiator for discerning levels of competence of candidates and no clear information for candidates on expectations for performance.*
- Program faculty members feel that if key assessment data indicates a significant problem exists, then changes will be made to rectify the problem(s) identified. Descriptive rubrics do provide instructors with much more consistent methods of evaluating the products of student-candidates. Faculty will continue to develop descriptive rubrics for course products and field experience products.
- One of the new rubrics for Key Assessment #9 (Technology) will be provided as a handout for the NCATE site review team at the Poster session.

Collaborative Venture with Salem-Keizer School District (SKSD)



- Because of extreme special educator shortages in the mid-Willamette Valley, Western Oregon University has entered into a collaborative venture with Salem-Keizer School District (SKSD), the largest employer of WOU Special Educator graduates, to help rectify the shortage of special educators. The "grow your own" special educator training program began in Summer 2015 with 20 highly capable instructional assistants (i.e., SpEd II student-candidates) in SKSD schools, all of whom met WOU graduate studies admission requirements and had been recommended for the program by SKSD special educators and administrators.
- By the end of Fall 2016, the first set of highly qualified special educators will earn their Initial Special Educator licenses and begin teaching special populations as fully certified special educators. The 20 students can complete their M.S. in Education: Special Education degree in Spring 2017.
- Classes for the SKSD cohort are held at an SKSD facility in Salem. Most classes are taught by top graduates of the WOU Special Educator Program.
- Plans are underway for another SKSD cohort to begin in Summer 2016 and additional SKSD cohorts will be launched as long as there is a need for special educators
- This innovation will assure that SKSD will be able to meet the demand for special educators for the next decade as the "baby-boom" generation enters retirement.

TeachOregon - A Collaborative Relationship With Salem-Keizer SD



This relationship speaks to further implementation of Standard 3

Overview

- Demonstration of collaboration between WOU and a school partner
- Examples of design, implementation, and evaluation of field experience and clinical practice
- Demonstration of candidate development

Context/History

Following recommendations from the Blue Ribbon Panel on Clinical Preparation and Partnerships for Improved Student Learning, Western Oregon University has sought to develop increasingly engaged partnerships with Salem-Keizer School District (SKSD). SKSD is the 2nd largest school district in Oregon and employs about 50 of our graduates each year. For these two reasons, and the fact that 1/2 of our student teachers are placed in SKSD each year, we have worked to create a stronger clinical partnership. This partnership is also supported through a TeachOregon grant from the Chalkboard Project, a Culturally Responsive Pedagogies and Practices grant awarded from the Oregon Department of Education.

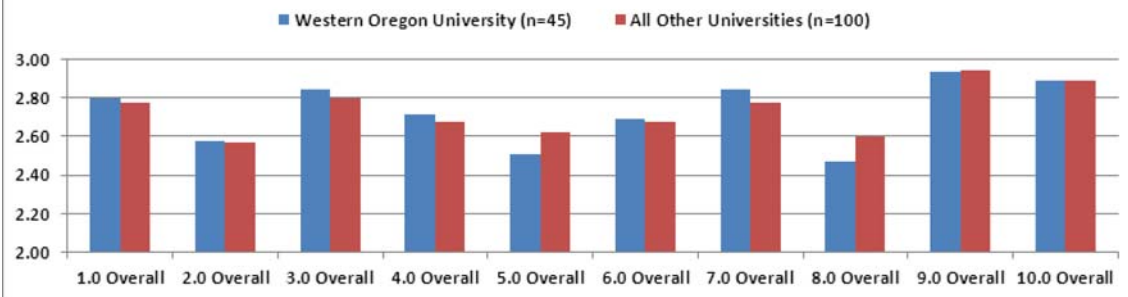
So what did we do?

- Training of clinical mentor teachers in co-teaching and coaching strategies
- Increased release for university supervisors to be more fully embedded in the schools in which they are supervising
- Data collection on the efficacy of co-teaching strategies and the clinical partnership itself
- Development of a cadet teacher program seeking to recruit bilingual and bicultural high school students into educator preparation programs
- Monthly mentor-mentee training opportunities to continue to refine co-teaching strategies and to learn additional skills and knowledge relevant to teaching and learning with additional compensation of mentor teachers

However, it is important to understand that this work was already underway prior to securing external grant support. Western and Salem-Keizer SD had previously agreed to come together in collaboration in an effort to both increase K-12 student learning and better prepare educators. Strong commitments to both goals remain and our efforts will outlast the external funding of TeachOregon.

Merit of Practice

Average Mentored Teacher Summative Evaluation Proficiency Level by Overall Standard (WOU to All Other Universities)



Innovation and Sustainability

- Given the passage of Senate Bill 83 in the 2015 legislative session, Oregon now requires that 500 clinical teachers be trained each year. Salem-Keizer's Clinical Teacher Academy training model is likely to be moved to an online venue facilitating sustainability. In addition, as long as mentoring programs continue to receive strong support and state funding in Oregon it is likely that SKSD will continue to provide a context for training in co-teaching and coaching strategies. We do not anticipate a sustainability issue here.
- Western plans to continue to provide additional release for university supervisors to be more fully embedded in schools and we can pay for this in savings in travel costs through clustered school placements. Depending on the location of the school, we can pay for an additional .10 FTE per quarter if 6-8 student teachers are clustered in a single building. This aspect of sustainability is achievable.
- Significant progress was made with SKSD in terms of data sharing and studies of efficaciousness of our collaborative practices prior to infusion of resources from TeachOregon. We do not anticipate this shared commitment abating but we do hope to increase data exchange with SKSD. We do not anticipate these efforts to require additional resources or structures.
- The Teacher Cadet program and now the Bilingual Scholars pipeline project are not soft money contingent either. In fact, both school district partners have committed to help our Bilingual Scholars secure at least \$3,000 in salary in after-school tutoring or through other means, for each of four years, while enrolled in educator preparation programs here at Western. SKSD is currently support 22 Bilingual Scholars. We anticipate this commitment to continue beyond external grant funding.
- We will struggle to continue to provide monthly training for mentor and mentees as our ability to pay for these releases is contingent upon external funding. Interestingly, SKSD just polled the 85 mentor teachers that have received training through the Clinical Teacher Academy and only a few indicated that their interest in serving as a clinical teaching partner would abate without the additional compensation provided by TeachOregon. At this time, this component of our collaborate work could suffer once external funds have been exhausted. No appropriate sustainability solution has been identified yet.

In a recent conversation (7/13/2015) with SKSD staff about the long-term sustainability of our collaborative efforts it was suggested that we seek to expand university participation from the two existing university partners to perhaps three or more. For SKSD to continue to invest personnel in the collaborative efforts they must receive a strong pipeline of diverse and qualified educators to fill needs in their district. Western Oregon University wholeheartedly supports expansion as we seek additional synergy with other university partners.

Using data for continuous improvement



Standard 2c. Use of data for program improvement

Overview

Educator programs at Western Oregon University use an extensive system of candidate assessments that we then aggregate, analyze, and use for continuous improvement.

Commitment to continuous improvement

- Western Oregon University educator preparation programs have held continuous national accreditation since 1954.
- We have mature programs and a mature perspective on assessments and their use in guiding continuous improvement.
- We regularly receive feedback from hiring principals and superintendents that our graduates are sought after on the market.
- We have a complex system of supports and structures around data and continuous improvement including:
 - Full-time COE Assessment Manager,
 - Homegrown, web-based, relational database for storing, aggregating, and reporting data called EDSMART
 - Licensure and Clinical Experiences Council,
 - COE Assessment Council,
 - DTE Steering Committee,
 - COE Chairs and Directors group,
 - COE Consortium,
 - COE Diversity Committee,
 - Joint Committee on Educator Preparation and,
 - COE annual continuous improvement event called DARE.
- We take a multiple measures approach to continuous improvement and seek to triangulate assertions prior to taking action.
- We seek to improve the trustworthiness of our data so as to improve the quality of inferences made about our candidates and our programs.
- We have identified a few examples of how candidate-level data has driven program-level continuous improvement and share those in the examples at the right.

Ex #1: Origins of ED 370

- Monitoring Undergraduate program exit survey data illustrated that students did not feel confident working with students who qualified for special education services. See Table 1 below.

Table 1: Undergraduate (UG) exit survey responses relative to preparation to serve special needs students

Question #9: Considering all of your coursework and experiences in the education program, rate your knowledge of the legal issues pertaining to students with special needs (i.e., students with IEPs or 504 plans).	2009-10 Grads (n=119)	2010-11 Grads (n=89)	2011-12 Grads (n=92)	2012-13 Grads (n=104)	2013-14 Grads (n=75)	2014-15 Grads (n=50)
<i>*reporting % of responses rated as "advanced" or "proficient"</i>						
Early Childhood	--	--	--	--	--	50
ECE	51.85	44	60.71	53.33	48.94	52.2
Elementary Middle	46.15	50	87.5	38.46	50.0	46.8
Middle/ MH	83.33	61.54	100	50.0	36.36	54.1
Total	55.2	46.23	68.42	51.0	46.96	52.1

- Though we have monitored exit survey data for a decade, we have only recently been able to sort and compare data in comparable ways across programs, cohorts, and authorization levels.
- Faculty chose to build a stand-alone UG program course called ED 370 Special Education and Inclusive Classrooms in an attempt to address this perceived lack of confidence.
- '12-'13 completers were the first students required to take ED 370 yet exit survey data appears to have remained low or even decreased!
- It may be that students now understand more completely the challenges of working with special needs students. Faculty have enormous confidence in ED 370 in that it is designed to introduce students to a broad range of handicapping conditions, the basics of special education law, and on the natural diversity that exists in student populations.
- Comparable exit survey data from the MAT program, which has had a stand-alone special education course since inception, have yielded similarly inconclusive results.
- Perhaps engendering confidence in working with special needs students is simply a very hard thing to do!
- Continuing to seek to elevate our pedagogical competence in helping our candidates gain confidence in this area is something to consider.

Ex #2: Improving tech assessments

- Monitoring MAT program exit survey data illustrated the students felt consistently confident about their ability to teach with technology.
- A lack of variability in outcome data makes it difficult to know how to improve or what "lever" to pull to improve the outcome.
- Table 2 below illustrates consistently high exit survey confidence.

Table 2. MAT program exit survey data relative to perceptions of confidence in using technology to support teaching and learning

Technology Items from MAT Exit Surveys	2009-10 Grads (n=73)	2010-11 Grads (n=71)	2011-12 Grads (n=57)	2012-13 Grads (n=45)	2013-14 Grads (n=35)
Question #6: By the end of your full-time student teaching, rate your ability to plan and use technology to support learning: <i>*reporting % ratings "advanced" and "proficient"</i>					
Campus-Based	87.54	83.81	88.3	93.74	87.6
Web-Based	82.67	72	95.4	100	84.8
Total	85.5	79.05	92.44	95.02	86.7
Question #22: By the end of your full-time student teaching experience, how prepared were you to teach with technology in your authorization or endorsement area(s)? <i>*reporting % ratings "very prepared" and "prepared"</i>					
Campus-Based	87.49	73.7	N/A*	100	94.2
Web-Based	63.6	N/A*	N/A*	87.5	88.6
Total	77.5	73.7*	N/A*	96.15	91.8

* The Exit survey changed in Winter 2011 and this question was omitted. It was reinstated Spring 2013. As a result we don't have data from the cohorts which finished Winter 2011 through Fall of 2012.

- Faculty in several programs, including the MAT, in an effort to produce better, more actionable data relative to student perceptions around students' abilities to use technology, have built modified technology assessments.
- These modified assignments are in use in the MAT program, Reading, and ESOL programs.
- Review of data will determine if these new assessments have accomplished the goal of producing more trustworthy and actionable evidence.
- Again, the goal should be the collection and use of trustworthy and actionable evidence. This is a high bar but anything less leaves us with a system that does not allow for systematic continuous improvement.