

Overview of Proposed Education Changes

December 1st, 2009

Modified February 9th, 2010

The Division of Teacher Education is bringing forward a series of far-reaching changes to degree plans for: (1) Early Childhood Only; (2) Early Childhood/Elementary, and; (3) Elementary/Middle. These changes are precipitated by many factors including:

- 1) increasing testing and accountability demands in Oregon public schools particularly in the areas of mathematics, science, social studies, and language arts;
- 2) increasing competition from other teacher preparation programs (see enrollment management analysis beginning on pg. 5);
- 3) unacceptable levels of “within pipeline” attrition meaning we lose too many students who originally designate themselves as pre-education majors who do not then apply for admission to our licensure programs (see enrollment management analysis beginning on pg. 5), and;
- 4) increasing professional demands to improve teacher skillfulness in: (a) assessment practices; (b) cultural competence; (c) early literacy practices, and; (d) content specific instructional strategies (see research and policy analyses beginning on pg. 3 and graduate survey analyses beginning on pg. 10).

In addition to responding to each of the factors described above, several important guiding principles shaped the design of our proposed revisions including:

- 1) the desire to include Education courses in the Education majors (none are currently included);
- 2) the desire to move Education courses into 100-, 200-, and 300-level to (a) build stronger and earlier relationships with Education students and (b) help Education students acquire foundational concepts before the 400-level when they get overwhelmed with the application of skills in schools and classrooms;
- 3) the desire to reduce or eliminate courses that are not tightly aligned with professional demands for 21st century teachers, and;
- 4) the desire to more efficiently and effectively prepare teachers for the demands of the profession.

In May '08 Provost Neely tasked the Division of Teacher Education to develop plans to begin advising pre-education students. In partnership with AALC, a comprehensive advising model accompanies these curricular revisions and is described in subsequent documentation.

In an effort to be transparent in the change process, each of the three current degree plans are included side-by-side with the proposed revised degree plans. Though DTE recognizes that the processes originally used to vet these proposals across campus units were unsuccessful we are committed to moving forward with the most collaborative and collegial stance possible. We apologize for any outstanding tensions that may exist and will work hard to mend relationships as appropriate.

Finally, though the Education Core is not a degree plan it is a critical component of the preparation of new teachers. For this reason, we bring proposed revisions to the Education Core forward for review as well.

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Question: What do research and policy documents in teacher education say about teacher preparation?

*Building a 21st Century
U.S. Education System (NCTAF, 2007)
Chapter 4 Teaching for the Future*

Until we recognize that it is time to develop new ways to organize teaching and learning, we will continue to engage in a costly annual recruitment and hiring cycle, pouring more and more teachers into our nation's antiquated classrooms only to lose them at a faster and faster rate. This will drain public tax dollars, undermine teaching quality, and stymie efforts to prepare students for the future. We are at a tipping point that compels us to abandon schools that were designed to meet the needs of the last century.

Schools of education and the colleges and universities that host them are under increasing criticism for the gaps between their teacher preparation programs and the needs of today's schools. These gaps have significant consequences for teaching quality and student achievement. First, the instructional strategies that many teachers develop during their preparation years are not well aligned to student learning needs in the schools where they will serve. Second, most teacher preparation programs still prepare teachers for the traditional stand-alone teaching role, with the expectation that they will be working in self-contained classrooms. Few of today's young teachers have been prepared to work as members of collaborative professional communities in schools that are becoming genuine learning organizations, and during their early years of teaching they receive inadequate coaching from their preparation program faculty and insufficient mentoring from the accomplished teachers in their districts (p. 52).

*Teaching for a New World:
Preparing High School Educators to Deliver College- and Career-Ready Instruction
Alliance for Excellent Education Policy Brief*

Given today's rigorous academic demands, teachers must be able to differentiate instruction to meet the needs of all of their students.¹ Unfortunately, while the student population, as well as the expectations set upon them are rapidly shifting, most pre-service preparation programs, both traditional and alternative, have not adapted to help teacher candidates meet the needs of today's classroom.²

Clearly, new standards geared to college- and career-ready instruction need to be determined for new teachers, but this alone will not ensure effective educational reform. There also needs to be a focus on candidates' abilities to meet these new standards once they become the teacher of record in the classroom.

Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. Education Evaluation and Policy Analysis, 31, 416-440.

¹ C. Hitchcock, A. Meyer, D. Rose and R. Jackson, "Providing New Access to the General Curriculum: Universal Design for Learning" *Teaching Exceptional Children* 35, no. 2 (2002): 8-17.

² Levine, *Educating School Teachers*; Goe, "The Teacher Preparation Teacher Practices Student Outcomes Relationship in Special Education."

This article is one of the first to estimate the effects of features of teachers' preparation on teachers' value added to student test score performance. Our results indicate variation across preparation programs in the average effectiveness of the teachers they are supplying to New York City schools. In particular, preparation directly linked to practice appears to benefit teachers in their 1st year (p. 416).

Explored achievement test scores of almost 350,000 students in grades 4-8, 8,500 teachers, and more than 40 teacher preparation programs and alternative pathways to the classroom in New York City schools.

Teacher preparation that focuses more on the work of the classroom and provides opportunities for teachers to study what they will be doing as 1st-year teachers seems to produce teachers who, on average, are more effective during their 1st year of teaching. This finding holds up across various model specifications and both for measures created from data on the requirements of programs and for measures created from survey of teachers. Thus, similar measures created from two independent data collection efforts reach a shared conclusion (p. 434).

Response: Teacher preparation programs must re-design themselves around courses and experiences that are tightly aligned with the demands of 21st century schools and classrooms. Times have changed and teacher preparation must follow.

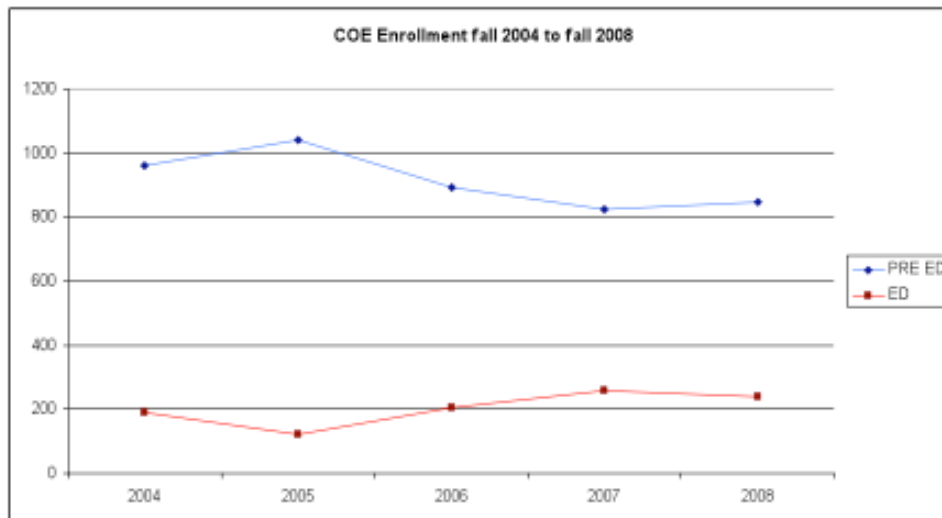
Enrollment management analysis

Enrollment Management

Relevant information for teacher preparation programs

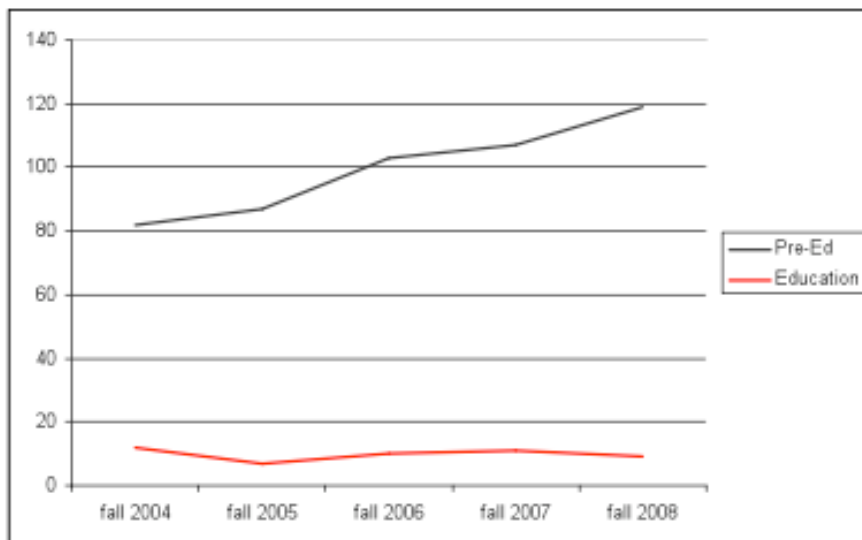
Prepared by Associate Provost, David McDonald
Summer 2009

Undergraduate Enrollment Graph



Teacher education programs clearly experience massive “within-in pipeline” attrition likely caused by the lack of Education courses open to pre-education majors prior to the 400-level.

Pre-Ed and Education Minority Student Enrollment



Change in Enrollment 2000 to 2006

Major	WOU	Peers & OUS
Biology	+39%	+22%
Business	+51%	+26%
EDUCATION	-18%	+10%
Math	-9%	+37%
Physical Science	+213%	+35%

Source: IPEDS

Education Program Enrollments

CIP 13 - Education OUS Institutions					
Institution Name	YR 2000	YR 2002	YR 2004	YR 2006	% Change
Oregon State University	459	486	613	1001	118.1%
Portland State University	1432	1698	1505	1515	5.8%
Eastern Oregon University	208	292	240	210	1.0%
University of Oregon	1136	1313	1164	1079	-5.0%
Western Oregon University	1640	1501	1372	1350	-17.7%
Southern Oregon University	523	492	263	326	-37.7%

Conclusions

- COE degree production and overall enrollment has declined since 2004
- COE has lost market share in Oregon since 2004
- COE has the most negative enrollment pattern of WOU programs compared to peers
- COE retention rate has declined annually since 2004 (note this is counter to overall campus trend)
- COE majors are more likely to change college than LAS students
- COE majors are more likely to leave WOU than are LAS majors
- COE Graduation rates have declined

New Oregon Teacher Prep Offerings Approved 2002-2009

Prepared by Dean, Hilda Rosselli

- New Undergraduate/Post Bac Programs (5)
 - Corban College – 2005 (Post Bac)
 - Multnomah University-2009 (ECE-ELEM)
 - Northwest Christian College – 2004 (Secondary)
 - Oregon State University – 2003 (Double Degree)
 - Southern Oregon University – 2007 (Elem)

7/14/09

New Oregon Teacher Prep Offerings Approved 2002-2009

- New MAT Programs (4)
 - Marylhurst University – 2007 (ECE-ELEM)
 - Multnomah University – 2008 (ECE - HS)
 - University of Phoenix - 2005 (Secondary)
 - Warner Pacific University – 2008 (ECE-ELEM)
- Expanded delivery models (2)
 - Willamette University - 2004 (PartTime)
 - Oregon State University in Bend - 2009 (Secondary)

7/14/09

New Oregon Teacher Prep Offerings Approved 2002-2009

- Expanded Endorsement Offerings (14)
 - Concordia University– 2002, 03 (Reading, Art)
 - Concordia University – 2005 (Int Sc, Music, Spanish, Tech Ed, Music, Drama)
 - Eastern Oregon University – 2008 (Physics)
 - George Fox University - 2004 (Ag Science, Tech, French, Business, German, Integrated Science, Japanese, Marketing, Russian)
 - George Fox University – 2006 (Music)
 - Lewis and Clark College - 2004 (Drama)
 - Marylhurst University – 2008 (ESOL)
 - Oregon State University – 2004 (Social Studies)
 - Pacific University – 2005 (Marketing, Physics)
 - Portland State University 2005 (Dual Licensure-Secondary and Special Education)
 - University of Portland - 2002 (ESOL, Bilingual ESOL)
 - University of Portland – 2005 (Art, Business, Health, Integrated Science, Latin, Marketing PE, Tech Ed)
 - Willamette University - 2005 (Latin, Consumer Sc.)
 - Willamette University – 2007 (Special Ed.)

7/14/09

The result of this Enrollment Management analysis is that there are significant problems with the structure of Education majors on campus that has lead to unusually high attrition. This attrition, coupled with increasing competition from other providers, has created an “emergency” around teacher preparation at Western Oregon University.

What does data tell us about teacher preparation?

Oregon Mentor Project

As part of the Oregon Mentor Project, first and second-year teachers in Salem-Keizer schools during fall 2009 were asked “what else would have been helpful for the teacher preparation program to have included in your curriculum or experience?” The following results were reported (N=175):

- Record keeping, actual hands-on instruction with specific strategies
- How to create units and themes for an entire year
- Focus more on assessments
- More literacy instruction
- How to fill out progress reports
- How to plan out a year
- Mock interviews before graduating
- More experience with assessment
- Working with students of poverty
- Teaching and working with things like the Daily 5 and CAFÉ
- How to organize your classroom
- Effective planning and management of student work
- Integration of topics of study in every subject area
- Practice with assessment like DRA
- Behavior management
- Parent communication and family involvement
- Classroom management strategies
- 504s and IEP
- More time in the classrooms
- Parent communication
- Working with students with disabilities
- Using the different programs supported by SK like GLAD, SIOP, and Systematic ELD
- Focus on trends in reading
- Writing strategies and resources
- Teaching specifically how much pressure there would be and how it really is when you’re a first year teacher on your own
- More hands-on practice
- Ways to differentiate curriculum in primary grades
- Strategies for teaching reading
- Effective strategies for teaching reading, writing, and math
- Information about grants and government monies
- How to teach core subjects

As Salem-Keizer is, by far, the largest employer of WOU teacher graduates, we believe the results of this data suggest important implications for curriculum and experiences in our teacher preparation programs. What is evident is that these teachers need more content in professional practices across a wide range of areas. As our programs are currently designed, we are unable to provide acceptable levels of preparation in the variety of practices demanded by 21st century schools.

Graduate Survey Results

In an effort to explore the degree to which graduates from the program and in the degree plans in which revisions are proposed, we conducted a survey of those students who fit the population parameters who are also now enrolled in our Master of Science in Education program. The survey is replicated below:

Reflective Survey

Early Childhood Only, Early Childhood/Elementary, and Elementary/Middle Only

In thinking back on your preparation as a classroom teacher, in which areas did you need additional preparation or coursework? Please respond as thoughtfully as you can as your responses may be used to help modify teacher preparation programs here at Western Oregon University. Use the following scale for each:

Much more	Needed much more coursework or preparation experiences in this area
Bit more	Needed a bit more coursework or preparation experiences in this area
Just right	The amount of coursework and preparation in this area was just right
Little much	Probably had a little more coursework and/or preparation than necessary
Too much	Actually, I had too much coursework or preparation experiences in this area

Additional coursework or preparation experiences in (circle one):

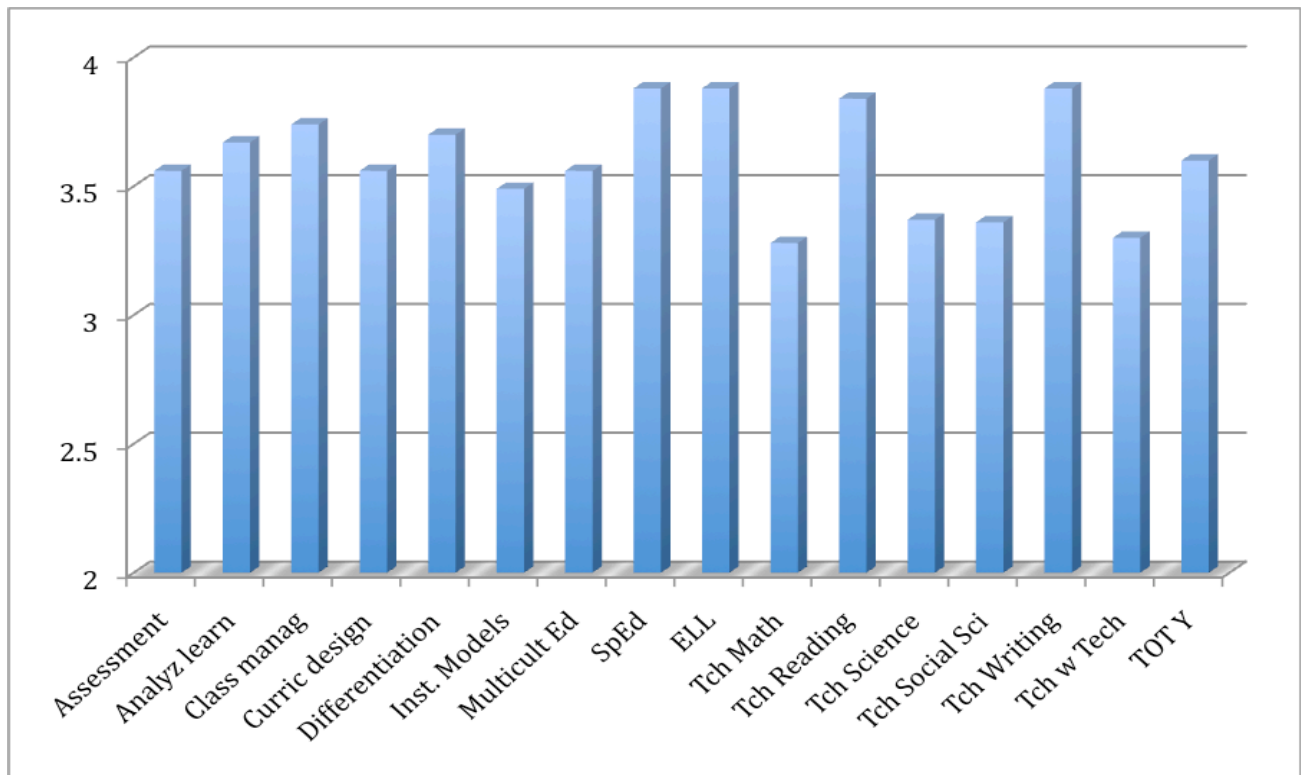
Assessment practices	Much more --- Bit more --- About right --- No more --- Too much
Analyzing learning	Much more --- Bit more --- About right --- No more --- Too much
Classroom management	Much more --- Bit more --- About right --- No more --- Too much
Curriculum design	Much more --- Bit more --- About right --- No more --- Too much
Differentiation	Much more --- Bit more --- About right --- No more --- Too much
Instructional models	Much more --- Bit more --- About right --- No more --- Too much
Multicultural education	Much more --- Bit more --- About right --- No more --- Too much
Special education services	Much more --- Bit more --- About right --- No more --- Too much
Strategies for ELL's	Much more --- Bit more --- About right --- No more --- Too much
Teaching mathematics	Much more --- Bit more --- About right --- No more --- Too much
Teaching reading	Much more --- Bit more --- About right --- No more --- Too much
Teaching science	Much more --- Bit more --- About right --- No more --- Too much
Teaching social sciences	Much more --- Bit more --- About right --- No more --- Too much
Teaching writing	Much more --- Bit more --- About right --- No more --- Too much
Teaching with technology	Much more --- Bit more --- About right --- No more --- Too much

Methods and results

After completing informed consent procedures as approved by the Institutional Review Board, students in each MSEd courses being offered winter '10 self-identified as fitting the criteria for participation. Of the 44 students who fit the criteria, 43 chose to participate by completing the survey (n=43).

Student responses were converted to a numeric scale where a rating of "much more" was assigned a value of 5, "bit more" was assigned a value of 4, "just right" was assigned a value of 3, "little much" was assigned a value of 2, and "too much" was assigned a value of 1. The results, therefore could have ranged from 1 to 5 where 3 would suggest preparation coursework and experiences were "about right."

The graph below summarizes the results of the survey where TOT Y is the total rating of each of the sub-scale scores.



These data clearly illustrate that graduates believe they need more of all of the education practices and experiences identified in the survey (TOT Y= 3.6, SD=.45). Several individual categories approach a rating of 4 suggesting that students “Needed a bit more coursework or preparation experiences in this area” including special education services (M=3.88, SD=.85), strategies for English Language Learners (M=3.88, SD=.76), teaching reading (M=3.84, SD=.81), and teaching writing (M=3.88, SD=.85).

The necessity and design of our proposed curricular revisions are confirmed by these survey results. Included are new courses in special education services and supports for regular classroom teachers, increased opportunities for students to take specialized ESOL coursework, and additional coursework in literacy including explicit instruction in teaching reading and teaching writing at the elementary level.

Credit hour analysis of elementary education programs

It is important to know how the proposed education changes compare with other teacher preparation programs in terms of total required education hours (specific to elementary teacher preparation).

Western Oregon University:

Current program includes 51 Education quarter hours

Proposed program includes 71 Education quarter hours

Current program includes 143-148 Arts and Sciences quarter hours

Proposed program includes 116-119 Arts and Sciences quarter hours

Southern Oregon University (4-year undergrad elementary education program):

83-89 quarter hours in Education

66-67 quarter hours in Arts and Sciences + 33 hours in electives (some of which may be Education hours)

Michigan State University (US News and World Report, #1 ranked program for 15th year in a row):

78 quarter hours in Education (converted from semester credits)

102 quarter hours in Arts and Sciences

University of Wisconsin, Madison (US News and World Report, #2 ranked program):

85 quarter hours in Education (converted from semester credits)

94 quarter hours in Arts and Sciences

Alverno College:

Often lauded by the field of teacher education as the premiere undergrad teacher preparation program in the US – and much more comparable to WOU than the others listed above...

72 quarter hours in Education (converted from semester credits)

108 quarter hours in Arts and Sciences

Note: The Humanities Division pointed out a resource that may also be of interest; see:

2009 State Teacher Policy Yearbook: Oregon. National Council on Teacher Quality

http://www.nctq.org/stpy09/reports/stpy_oregon.pdf

Though these were not the quotes excerpted by Humanities, this document also speaks to preparation necessary for elementary education majors.

The state should require that its approved teacher preparation programs deliver a **comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours** (*we assume this is semester hours which equals 54 quarter hours*) to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts.

- three credit hours (or standards to justify) of a survey of American literature;
- three credit hours (or standards to justify) of the technical aspects of good writing and grammar;
- three credit hours (or standards to justify) of a survey of children's literature;

- six credit hours (or standards to justify) of general science, covering basic topics in earth science, biology, physics, and chemistry;
- six credit hours (or standards to justify) of a survey of U.S. history and/or U.S. government;
- six credit hours (or standards to justify) of a survey of world history, including ancient history;
- three credit hours (or standards to justify) of world cultures and religion, including geography;
- three credit hours (or standards to justify) of a survey of music appreciation; and
- three credit hours (or standards to justify) of a survey of art history.

Expression of concerns from Divisions and responses from DTE

Business and Economics

1. The Division of Business & Economics is only marginally affected by the proposed changes. My first concern, therefore, is that the programs that *are* affected have had sufficient time to evaluate and respond to the proposal. It should be evident that the DTE has done its due diligence and has vetted the proposal sufficiently. If I feel these assurances have been met, I am happy approve the proposal.
 - Please reference the section documenting appropriate campus-wide communication beginning on pg. 38 for a full analysis.
 - Please also reference the sections on research and policy documents and uses of data beginning on pgs. 3 and 5, respectively.
2. My second concern has to do with procedure, and is advisory rather than mandatory (i.e., it will not prevent me from approving the proposal, but it would be nice to see in future proposals, if not DTE's). Current curriculum committee guidelines offer virtually no instruction with regard to major proposals. I therefore turn to other contexts where similar processes might apply. The model used by academics for successful research proposal writing seems valid to this application.
 - Teacher Education faculty are not opposed to an examination of the processes used to evaluate program proposals. We are also opposed to changing these procedures now. We have made every effort to follow the existing procedures for changing curriculum on campus.

Computer Science

No formal Division feedback received

Creative Arts

No formal Division feedback received

Health and Physical Education

No formal Division feedback received

Humanities

The objections raised by various divisional elements come under two main umbrellas: first, a clear curricular justification for changes to the programs' LAS course elements; second, what we see as a too-extreme reduction in LAS content hours, with a variety of possible ramifications.

1. Curricular Justification. While the package presented by DTE provides a credit-hour alignment to TSPC requirements, it does not include (nor have we seen outside the package) a content-area alignment to professional (for Humanities, NCTE/IRA/ODE) standards and expectations. While the NCTE/IRA standards are alluded to in point 13 of the summary, no details or specific statements are given as to which courses are deemed to address which content. Similarly, the proposal does not show how the changes align with ODE benchmarks. Once we know what the content alignment goals are, a discussion of which of our courses will best suit those purposes can happen. Additionally, knowing what elements are covered in DTE's pedagogy courses will help us identify complementary content. For the EM level, a review of the Language Arts focus area (and possibly Spanish) would be part of the process we envision to create the best total package of options for students. We recognize that not all of a student's courses need to address content-to-be-taught (some, for example, can help prepare them to be effective colleagues/professionals), and a discussion of a desired balance would be helpful again in identifying relevant coursework in our division.

- Oregon is a SPA Partnership state meaning individual teacher preparation programs do not have to show alignment with SPAs because alignment with TSPC standards supersedes these agreements. However, DTE faculty have completed an extensive review of IRA/NCTE Content Standards, ODE Content Standards, ORELA, and proposed coursework. Please review that section of this document that begins on pg. 21.

2. Reduction in Content [LAS] Hours.

- a. Looking at just numbers (rough estimates, due to options' credit differences), the EC program goes from 62-70 LAS hours to 34; EC/ECE from 71 down to 38; EM from 62 to 52. While we have no issue with DTE recapturing some of those hours to apply to education coursework, we view the first two reductions as extreme; in the elimination of focus areas, some of those hours we feel should be allocated to beefing up those core academic areas (Summary point #1) via content coursework, taught by content specialists.* Many of our faculty are disturbed at how the proposal blurs the line between content and K-12 pedagogy. One other consideration: do DTE evaluations indicate that Ed. students would benefit from additional writing instruction and practice? (1) should they take a post-WR 135 writing course? (2) which/how many of their Ed courses will be designated WI (with enrollment caps 25 or under)?

- Please also reference the sections on research and policy documents and uses of data beginning on pgs. 3 and 5, respectively.
- The field of teacher education has rejected the simplistic content/pedagogy bifurcation since 1968 (see Phillip Jackson, *Life in Classrooms*). Our students have to learn the skills, knowledge, dispositions, models of practice, professional responsibilities, methods of inquiry, historical perspectives, etc... of education as education is their field and our job is to prepare them for the demands of professional practice. Another way to think about this is that we are trying to increase the content preparation in education - some of which is pedagogically driven but all of which is driven by demands of the profession. Education is a field and we're trying to make that evident to students.
- 21st century demands on classroom teachers are centered on student achievement in mathematics, science, social science, and language arts. Reduction in Arts and Science credit hours are directly aligned with the goal of focusing on preparation in these areas. Ideally, we would have many more credit hours assigned to these areas but we are limited so worked hard to balance credits hours in each area while simultaneously covering the major standards in each area. The Arts and Sciences reductions are very targeted equally and to view total reductions as a block obscures the care with which these decisions were made. Please review the section analyzing Arts and Sciences coursework in elementary education programs beginning on pg. 8. Despite these reductions, our programs will still include many more credits in Arts and Sciences than any other program we reviewed.

- b. Double-dipping with LACC – because the proposed programs are very rigid in what LACCs are expected, this often even now presents a problem if students want to either drop in or drop out of a pre-Ed major. It means either compromised programs (many substitutions) or taking additional lower-level coursework. In some cases, students have earned AP/IB/dual credits while in high school, meaning that they may receive no college instruction at all in those areas. While some overlap between LACC and major may be appropriate, we are concerned at the large amount of overlap, both logistically and because it blurs the distinction between general education and more advanced competencies. One other, admittedly thorny, question: could some of the broad, lower-level new Ed courses be incorporated as LACC options?
- c. One of the university missions is a growth in global connections. With so few elective hours in the proposed programs, students have little room for study abroad, language study, or pursuing a B.A. (all the documents presented refer to B.S. requirements, for example). Re Summary point #2 – the 6 elective credits do not even provide for two terms of language instruction (101 thru 303 language courses are all 4 credits each), much less the two years it takes to move beyond mere novice proficiency. Because ECE no longer uses focus areas, the ability to incorporate a language through that mechanism is lost, and their LACC options are required to be Ling 210 and literature rather than using the language option; all this we feel devalues the bilingual, global, and cultural diversity element of
- This is not a new problem faced by education majors and will not be exacerbated by our proposals.
 - There seems to be some concern about elementary education majors not necessarily having much upper-division Arts and Science coursework. DTE faculty do not share that concern as lower-division courses provide adequate content knowledge for teachers working with children in elementary school classrooms. Again, in an ideal world we would like students to have taken upper-division courses in a broad range of areas but that is not a realistic expectation at this time. Concern about advanced competency and upper-division coursework, however, does apply to the field of education. Our students are majoring in Education and are choosing to enter a profession that, just like other areas, has unique knowledge, skills, dispositions, methods of inquiry, ways of talking and thinking, etc. and increasing upper-division Education coursework will help us better prepare students in their chosen major – Education.
 - In terms of BA requirements, the proposed curriculum does not reflect a change from the current program. Taking foreign language through the 203 level has always meant going above and beyond the minimum number of required credits for Education majors. In the new program we will continue to encourage students to pursue language study. Our Bilingual Teacher Initiative is geared toward supporting students in this aim. A growing number of pre-education students have taken language classes or come from bilingual homes. If they are proficient enough to test out of the 203-level, in the new curriculum proposal they can use elective credits toward upper-division language classes.
 - Since 2007, the College of Education has had a Bilingual Teacher Initiative to recruit and prepare more students who speak both

their education. Also, will their education coursework before the core require them to be on campus every term in their first 3 years to get their courses in (which could also affect the study abroad options)?

English and Spanish. When students take 6 credits of upper-division Spanish, they meet the language proficiency requirement for the Bilingual/ESOL (English for Speakers of Other Languages) Endorsement. In addition, they are eligible to be a “bilingual fellow,” meaning they receive funds to reimburse their licensure tests and can apply for the Bilingual Teacher Program’s study abroad scholarship. We anticipate that 10 preservice bilingual teachers will be studying in Mexico and Argentina this summer. The Bilingual Teacher Program has supported 13 teachers in the past two summers in their desire to become bilingual and bicultural.

- Although not a part of this proposal, WOU’s new ESOL Morelia summer program encourages both ESOL and Bilingual/ESOL teachers to study in Mexico. Instead of earning elective credits as in the past during summer study, Education majors can now take two classes that fulfill requirements for the ESOL or ESOL/Bilingual Endorsement. Through the ESOL and Bilingual/ESOL Endorsements, the summer ESOL Morelia program and student advising, we will continue to support experiences that increase global awareness and experiences with cultural and linguistically diverse populations.

The following are some minor comments on the DTE package recently sent:

- Under the revisions (page 2 of package), reference is made to LING 314 – it should be noted that this will be a new course for elementary teachers, on which the linguistics faculty will collaborate with DTE faculty to pinpoint relevant content. WR 441 will be a revision of the current WR 440, also in response to DTE changes; it will focus on secondary/college composition theory (and thus it will not be appropriate as one of the EC/ECE options).
- Noted

- The list of courses as options in the revision needs to be discussed with the individual departments; the division chair identified these as possibilities, with the final choices to be determined via DTE/dept consultation (based on content alignment needs).
- Ed 271 does not appear on the list of courses for EC only; is that an oversight? [271 is listed as pre-req for 374]
- For Ed 374, it was our understanding that Ling 314 would be pre-req, as Ling 315 is for the current WR 440
- For Ed 230/240 pre-reqs, you may wish to amend "...and 4 credits in ENG" to "one course in ENG" or "one ENG literature course" or "one LACC literature course", since community college courses are commonly 3 credits. Also, because CC transfer students often have very different courses approved for their gen ed lit courses (e.g. women's lit, film, science fiction, etc.), you might discuss whether you want to be more specific in your req.
- English, Writing, Linguistics, Communications, and Philosophy faculty have all contributed.
- The pre-requisites for ED 374 will be amended to include either ED 230 or ED 240 and ED 271 has been eliminated and replaced with PSY 218 in all degree plans.
- ED 374 was approved at the January Curriculum Committee meeting with this noted.
- Noted. An amended proposal will be submitted that will address these issues more clearly.

Additional feedback from Humanities with responses from DTE in red:

For example, the following passages were taken from the *2009 State Teacher Policy Yearbook: National Summary*. National Council on Teacher Quality
http://www.nctq.org/stpy09/reports/stpy_national.pdf

“States do not do enough to ensure that teacher preparation programs offer an efficient program of study, balancing professional knowledge and skills with subject-area knowledge. Most states now employ a standards-based approach to teacher preparation, moving away from the more traditional approach of specifying the coursework that teacher candidates must take to qualify for licensure. The current approach requires only that programs commit to teaching the state’s standards in return for approval. While this approach may offer more flexibility in how programs deliver course content, states still need to monitor the number of credit hours that programs ultimately require to ensure that they deliver an efficient course of study. **Programs’ tendency to require increasing amounts of professional coursework is of particular concern. Programs with excessive professional coursework requirements leave little room for electives and may leave insufficient room for adequate subject matter preparation.** Such

excessive requirements may also discourage talented individuals from pursuing teaching. NCTQ found approved programs in 44 states that require 60 or more credit hours in education coursework. Further, just four states have policies that regulate the amount of professional coursework that may be required.” (144)

This is particularly interesting, in that the NCTQ is a conservative think tank purposefully seeking a conservative political agenda on education, neither a friend to teacher preparation or teachers of the humanities. Furthermore, it does not reflect the perspectives of our professions and the agenda they represent is problematic and detrimental to us all. See this link for further information:

http://aacte.org/email_blast/president_e-letter/files/background%20materials%20for%20AACTE%20member

Regardless, it seems the report is referring to 60 semester hours – the example used in the Oregon report cites the program size of Northwest Christian University, which is on semesters, as 69-76 credit hours. Since 60 semester hours are equivalent to 90-quarter hours, our program proposals still fall below this mark at 71-quarter hours.

And this passage indicates that indeed a Middle/High preparation seems to be more appropriate for Middle-school-bound students than an Elementary/Middle:

“1. The state should encourage middle school candidates who intend to teach multiple subjects to earn two minors in two core academic areas rather than a single major. Middle school candidates intending to teach a single subject area should earn a major in that area.
2. The state should not permit middle school teachers to teach on a generalist license, which does not differentiate between the preparation of middle school teachers and that of elementary teachers.” (132)

Both of these are state policy issues. In fact, these reports are all about state policy, an aspect that seems to be overlooked here. TSPC and the Oregon Middle Level Association are exploring these issues currently.

Also, this from the state report, *2009 State Teacher Policy Yearbook: Oregon*. National Council on Teacher Quality http://www.nctq.org/stpy09/reports/stpy_oregon.pdf

“2. The state should require elementary teacher candidates to complete a content specialization in an academic subject area. In addition to enhancing content knowledge, this requirement also **ensures that prospective teachers have taken higher-level academic coursework.**
3. **Arts and sciences faculty, rather than education faculty, should teach liberal arts coursework to teacher candidates.**” (11)

Point number 1, left out here, says:

1. The state should require that its approved teacher preparation programs deliver a **comprehensive program of study in broad liberal arts coursework. An adequate curriculum is likely to require approximately 36 credit hours** to ensure appropriate depth in the core subject areas of English, science, social studies and fine arts. (Mathematics preparation for elementary teachers is discussed in Goal 1-D.)

■ three credit hours (or standards to justify) of a survey of American literature;

- three credit hours (or standards to justify) of the technical aspects of good writing and grammar;
- three credit hours (or standards to justify) of a survey of children’s literature;
- six credit hours (or standards to justify) of general science, covering basic topics in earth science, biology, physics, and chemistry;
- six credit hours (or standards to justify) of a survey of U.S. history and/or U.S. government;
- six credit hours (or standards to justify) of a survey of world history, including ancient history;
- three credit hours (or standards to justify) of world cultures and religion, including geography;
- three credit hours (or standards to justify) of a survey of music appreciation; and
- three credit hours (or standards to justify) of a survey of art history.

LACC requirements meet or exceed all of these criteria, though LACC requirements are less specific in these areas. LACCs also include additional subjects and credit hours for a total of 55 credit hours of liberal arts preparation. Adding the LAS courses in our programs, the credit totals far exceed those recommended by the NCTQ.

And

“NCTQ’s research shows that most states have teacher preparation programs where teacher candidates are required to complete **more than 60 credit hours of professional coursework. These are excessive requirements** that leave little room for electives and often leave insufficient room for adequate subject matter preparation.” (144)

The next line in the report is:

"Though there is no research data to confirm this, it seems likely that such excessive requirements would discourage talented individuals from pursuing teacher preparation and public school teaching."

This is not data, but a political/policy stance from a particular viewpoint, and we disagree.

Tracy Smiles currently serve as co-chair of the statewide middle level consortium and on the statewide executive committee of the Oregon Middle Level Association. OMLA meets regularly with representative of the TSPC (Teacher Standards Practices Commission) and can communicate that the promised changes for certification in the middle levels will require proficiency in methods in multiple subjects as well as content area proficiency in the “Middle Level.” As a matter of fact, “these middle level perspectives will drive, in the future, the high school and elementary authorizations” (quoted from Keith Menke, Deputy Director, TSPC).

**Curriculum Alignment for Proposed Teacher Education Program: Literacy
1/28/10**

NCTE/IRA Content Standards	ODE Standards	ORELA	Suggested Coursework
<p>1.Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>2.Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>3.Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to</p>	<p>Reading:</p> <p><u>Decoding and Word Recognition:</u> Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.</p> <p><u>Listen to and Read Informational and Narrative Text:</u> Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.</p> <p><u>Vocabulary:</u> Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.</p> <p><u>Read to Perform a Task:</u> Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.</p> <p><u>Informational Text:</u> Demonstrate General Understanding:</p>	<p>NOT APPLICABLE</p>	<p>LING 314</p> <p>ENG 104/ 105/ 106 ED 443, 444, 477, 434 (e/m only)</p>

<p>create, critique, and discuss print and non-print texts.</p> <p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p>Demonstrate general understanding of grade-level informational text across the subject areas.</p> <p><u>Informational Text:</u> Develop an Interpretation: Develop an interpretation of grade level informational text across the subject areas.</p> <p><u>Informational Text:</u> Examine Content and Structure: Examine content and structure of grade-level informational text across the subject areas.</p>		
<p>1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p> <p>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</p> <p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their</p>	<p>Literature</p> <p><u>Listen to and Read Literary Text:</u> Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.</p> <p>Literary Text: Demonstrate General Understanding: Demonstrate general understanding of grade-level literary text.</p> <p><u>Literary Text: Develop an Interpretation:</u> Develop an interpretation of grade-level literary text.</p> <p><u>Literary Text: Examine Content and Structure:</u> Examine content and structure of grade-level literary text.</p>	<p>Understand features and forms of literature.</p>	<p>ENG 104/ 105/ 106 ED 230/240 ED 443, 444, 477, 434</p>

<p>prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>			
<p>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>7. Students conduct research</p>	<p>Writing</p> <p><u>Planning, Evaluation, and Revision:</u> Pre-write, draft, revise, edit, and publish across the subject areas.</p> <p><u>Writing:</u> Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.</p> <p><u>Conventions: Spelling, Grammar, Capitalization, Punctuation:</u> Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and</p>	<p>Understand the effective expression of information and ideas through oral and visual communication</p> <p>Understand research methods..</p>	<p>LING 210 WR 135 WR 323 WR 414 ED 374</p> <p>Other writing intensive courses offered in LAS</p> <p>ED 436</p>

<p>on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p>penmanship across the subject areas.</p> <p><u>Writing Modes:</u> Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.</p> <p><u>Writing Applications:</u> <u>Narrative and Expository Writing:</u> Write Narrative expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas. *Suggested word length: Third Grade, 100 words.</p> <p><u>Research Report Writing:</u> Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.</p>		
3. Students apply a wide	Speaking & Listening	Understand the	COM 112

<p>range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</p> <p>4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p> <p>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p> <p>10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p> <p>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p> <p>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>	<p><u>Speaking:</u> Communicate supported ideas across the subject areas using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques. * Suggested speech length: Third Grade, 1 minute.</p> <p><u>Listening:</u> Listen critically and respond appropriately across the subject areas.</p> <p><u>Analysis:</u> Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.</p>	<p>effective expression of information and ideas through oral and visual communication.</p>	<p>COM 342 COM 324</p> <p>ED 443, 444, 477, 434, ED 436 (e/m only)</p>
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International Reading Association’s Standards for a Reading Professional: Classroom Teacher Candidates (aligns with NCATE)

1. Candidates have knowledge of the foundations of reading and writing processes and instruction.

1.1 Demonstrate knowledge of the psychological, sociological, and linguistic foundations of reading and writing process and instruction

Classroom teacher candidates

- Know and apply elements from learning theory.
- Know foundational theories related to practices and materials they use in the classroom

1.2 Demonstrate knowledge of reading research and histories or reading

Classroom teacher candidates

- Recognize historical antecedents to contemporary reading methods and materials. They articulate their teaching practices relate to reading research.

1.3 Demonstrate knowledge of language development and reading acquisition and the variations related to cultural and linguistic diversity.

Classroom teacher candidates

- Can articulate developmental aspects of oral language and its relationship to reading and writing. They can also summarize the developmental progression of reading acquisition and the variations related to cultural and linguistic diversity.
- Can describe when students are meeting the developmental benchmarks. They know when to consult other professionals for guidance.

1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated into fluent reading.

Classroom teacher candidates

- List and define the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).
- Explain how the components (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) are integrated during fluent reading. They can articulate the research that grounds their practice. They identify students’ strengths and weaknesses in relation to the various components.

2. Candidates use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.

2.1 Use instructional grouping options (individual, small-group, whole-class, and computer based) as appropriate for accomplishing given purposes.

Classroom teacher candidates

- Use a variety of instructional grouping options selected by and supervised by a classroom teacher or reading specialist.
- Match instructional grouping options to specific instructional purposes that take into account developmental, cultural, and linguistic differences among

students. They model and scaffold procedures so that students learn to work effectively. They provide an evidence-based rationale for their selections.

2.2 Use a wide range of instructional practices, approaches, and methods including technology-based practices for learners at differing stages of development and differing cultural and linguistic backgrounds.

Classroom teacher candidates

- Use a wide range of instructional practices, approaches, and methods including technology-based practices that are selected by and supervised by a classroom teacher or reading specialist.
- Plan for the use of a wide range of instructional practices, approaches, and methods including technology-based practices. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

2.3 Use a wide range of curriculum materials for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

Classroom teacher candidates

- Use a wide range of curriculum materials selected by a classroom teacher or reading specialist.
- Plan for the use of a wide range of curriculum materials. Their selections are guided by an evidence-based rationale and accommodate the developmental, cultural, and linguistic differences of their students.

3. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

- a. Use a wide range of assessment that range from individual and group standardized tests to individual and group informal classroom assessment and strategies, including technology-based assessment tools.

Classroom teacher candidates

- Administer scripted formal and informal assessments and technology-based assessments under the direction of certified personnel.
- Select and administer appropriate formal and informal assessments including technology-based assessments. They understand the requirements for technical adequacy of assessments and can select technically adequate assessment tools. They can interpret the results of these tests and assessments.

32. Place students along a developmental continuum and identify students' proficiencies and difficulties.

Classroom teacher candidates

- Compare, contrast, and analyze information and assessment results to place students along a developmental continuum. They recognize the variability in reading levels across children in the same grade and within a child across different subject areas. They can identify students' proficiencies and difficulties. They recognize the need to make referrals for appropriate services.

1.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students including those at different developmental stages and those from different cultural and linguistic backgrounds.

Classroom teacher candidates

- Analyze, compare, contrast, and use assessment results to plan, evaluate, and revise effective instruction for all students within an assessment/evaluation/instructional cycle.

- 1.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

Classroom teacher candidates

- Interpret a student's reading profile from assessments and communicate the results to the student, parents, caregivers, colleagues, and administrators.

2. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments

- 4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.

Classroom teacher candidates

- Assist the teacher and reading specialist in gathering information on students' interests and cultural and linguistic backgrounds. They can use appropriate technology to collect this information.
- Collect information about children's interests, reading abilities, and backgrounds. They use this information when planning instruction. They select materials and help students select materials that match the reading levels, interests, and cultural and linguistic backgrounds. They can use technology to gather and use information in instructional planning. They can articulate the research that grounds their practice.

- 4.2 Use a large supply of books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds.

Classroom teacher candidates

- Assist students in selecting books, technology-based information, and non-print materials that are appropriate for them.
- Select books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds. They can articulate research that ground their practice.

- 4.3 Model reading and writing enthusiastically as valued life-long activities.

Classroom teacher candidates

- Read aloud enthusiastically and fluently when reading students.
- Model and share the use of reading and writing for real purposes in daily life. They use think-alouds to demonstrate good reading and writing strategies. They can articulate the research that supports modeling think-alouds and read-alouds to students.

- 4.4 Motivate learners to be life-long readers.

Classroom teacher candidates

- Support students' choices of reading materials.
- Effectively plan and implement instruction that motivates readers intrinsically and extrinsically. They are aware of children's literature, interests, and reading levels of students in their class and can select appropriate text. They assist children in discovering reading for personal purposes. They can provide an evidence-based rationale for their practice.

3. Candidates view professional development as a career long effort and responsibility.

- 5.1 Display positive dispositions related to reading and the teaching of reading.

Classroom teacher candidates

- Know the importance of confidentiality, and respect students and their cultural and linguistic backgrounds. They care for the well-being of students and believe that all students can learn.
- Ensure that all individuals project ethical and caring attitudes in the classroom. They work with families, colleagues, and communities to support students' learning.

5.2 Continue to pursue the development of professional knowledge and dispositions.

Classroom teacher candidates

- Study specific aspects of reading/instruction as recommended by teachers, reading specialists, and/or principals with whom they work. They demonstrate curiosity and interest in the area of knowledge, skills, and dispositions related to reading and writing instruction.
- Identify specific questions related to knowledge, skills, and/or dispositions related to their teaching of reading and writing. They plan specific strategies for finding answers to those questions. They carry out those plans and articulate the answers derived. They indicate knowledge of and are members of some professional organizations related to reading and writing. They are informed about important professional issues and are effective advocates with administrators, school boards, and local, state, and federal policymaking bodies.

5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practice.

Classroom teacher candidates

- Actively engage in collaboration and dialogue with other teachers and reading specialists to obtain recommendations and advice on teaching practices and ideas. They can articulate the evidence base related to these recommendations. They may conduct action research as a part of these collaborations.

5.4 Participate in, initiate, implement, and evaluate professional development programs.

Classroom teacher candidates

- Participate individually and with colleagues in professional development experiences

CURRENT DEDICATED COURSEWORK IN LITERACY TO ACHIEVE THESE STANDARDS:

Early childhood/Elementary: 9 quarter hours

Elementary/Middle: 6 credit hours (unless language arts specialists, then 9 with an additional content pedagogy course).

PROPOSED PROGRAM:

Early childhood/Elementary: 12 quarter hours

Elementary/Middle: 9 credit hours (unless language arts specialists, then 12 with an additional content pedagogy course).

NCTE Definition of 21st Century Literacies

Adopted by the NCTE Executive Committee, February 15, 2008

Literacy has always been a collection of cultural and communicative practices shared among members of particular groups. As society and technology change, so does literacy. Because technology has increased the intensity and complexity of literate environments, the twenty-first century demands that a literate person possess a wide range of abilities and competencies, many literacies. These literacies—from reading online newspapers to participating in virtual classrooms—are multiple, dynamic, and malleable. As in the past, they

are inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. Twenty-first century readers and writers need to: Develop proficiency with the tools of technology

- Build relationships with others to pose and solve problems collaboratively and cross-culturally
- Design and share information for global communities to meet a variety of purposes
- Manage, analyze and synthesize multiple streams of simultaneous information
- Create, critique, analyze, and evaluate multi-media texts
- Attend to the ethical responsibilities required by these complex environments

Library

No formal feedback received

Natural Science and Mathematics

Items of Concern

(1) that the financial, FTE, and other resource impacts be explicitly listed, discussed and documented in the proposal. Your original proposal did not provide any information in this regard, and clearly there will be a financial impact. In your current proposal, you have listed the anticipated faculty FTE needs for the new program, but I still do not see discussion of additional classroom/building space, schedule modification and Supplies & Services budget that will be required for the addition of all the new ED courses. All of these things have a cost and impact on the university, and will shift funds from existing budgets.

(2) we wanted to see some type of resolution to the Psychology Division issues with the proposal, and

(3) we wanted to see some type of resolution to the Humanities Division issues with the proposal.

Notes: In sum, we are compromisingly satisfied with the science and mathematics content, but the elementary/middle level is weaker than it should be. Based on the final outcomes of your work with Humanities, we will be satisfied if they are satisfied. The Psychology conversation is more complicated and we have decided to leave that between them and DTE. As a colleague I'd share, the "anticipated financial impact" statement is better than it was originally, but there are still resources that will be required and haven't been discussed. Based on satisfactory outcome of the Humanities discussion, our division is in favor of moving forward with the attached proposal.

Response from Division of Teacher Education

- These issues are not the charge of the Curriculum Committee. Dean Rosselli is preparing an impact statement to be shared at Faculty Senate. The FTE statements including in the January addendum reviewed at the Curriculum Committee were prepared at the request of the committee chair, Dr. Laurie Burton. We stand by these estimates but recognize the need for more full analysis to be shared at Faculty Senate.
- We are working to address the concerns of the Division of Psychology but may not be able to reach a compromise around broader philosophical stances.
- Great steps have been made in collaborating with the Division of Humanities. We hope, however, that in the end divisions will vote on the merits of the proposals, not on how other divisions are feeling about the proposals.

Psychology

1. One of our biggest concerns is the lack of quantitative evidence concerning the need for the proposed changes. We would like to see specific evidence that the proposed changes will lead to better teacher preparation. We would also like to see any negative feedback from your accreditation body or other external reviewers that has served as the catalyst for this proposal. We would also like to see any evidence that the proposed curricular changes will increase CBEST scores (e.g., from other academic units who have made similar changes) and thus improve retention or admittance into WOU's Teacher Education program.

2. We are philosophically opposed to the push for greater pedagogy and less content. Although we recognize that academic programs should have control over their curriculum, we are very concerned that Psy 311 (Developmental Psychology) was removed from the curriculum. As psychologists, we feel strongly that a background in developmental psychology is critical to the development of teachers. Through the years we have received specific feedback on course evaluations and feedback from teachers in the field that this course was of tremendous value to them. We believe that teachers need to have a strong empirical background in developmental processes (e.g., cognitive development, normative stages of development, and psychosocial development including peer relations), in order to be effective teachers. We also feel that the removal of the psychology concentration area option will impair our university's ability to prepare and train future teachers.

- Please reference the sections on research and policy documents and uses of data beginning on pgs. 3 and 5, respectively.
- We have no way of knowing for certain if our proposed changes will have the desired impact. Research and policy statements in the field of teacher education, graduate student survey data, and the wisdom of practice of our faculty all suggest these changes will contribute to program improvement. We will, of course, conduct systematic analyses of the effect of these changes and revisit them if appropriate.
- Our consistently lauded programs have maintained quality by responding to the needs of a changing profession not by threat of accreditation or external evaluation.
- The field of teacher education has rejected the simplistic content/pedagogy bifurcation since 1968 (see Phillip Jackson, *Life in Classrooms*). Our students have to learn the skills, knowledge, dispositions, models of practice, professional responsibilities, methods of inquiry, historical perspectives, etc... of education as education is their field and our job is to prepare them for the demands of professional practice. Another way to think about this is that we are trying to increase the content preparation in education - some of which is pedagogically driven but all of which is driven by demands of the profession. Education is a field and we're trying to make that evident to students.
- Please reference the section focused on analysis of other elementary teacher education programs for a good sense of just how much Arts and Sciences coursework is included in ours, other others, elementary education programs. Our proposals do seek to lower this figure but these reductions have been proposed after thoughtful analysis and we would still have those most collaborative and shared (AS and ED) programs that we can find.

3. The proposal, as written, does not clearly address whether the suggested changes would increase the total number of required credits. There are many ways that the proposal could increase the overall credit requirements and this needs to be addressed. For example, it appears that removing Psy 218, which would count toward the LACC Social Science requirement could require students to take an additional 3 or 4 credit class.

4. The removal of Psy 218 would also cause any student who wants to take a class from the current concentration area (or any other psychology class besides Psy 202) to take Psy 201 as a prerequisite in order to take any other psychology courses. Moreover, we developed Psy 218 at the request of the College of Education to meet your students' specific needs (including offering it as a 3 not 4 credit class) and we hired additional faculty to teach it.

5. We are also concerned that the impact of other academic units was not fully articulated in the proposal. At the very least, we see that the above concerns and impact on our division's offerings and faculty were not addressed. We know that other academic units besides the Psychology Division are also affected and we would like to see a clear and detailed analyses of the repercussions to other academic units across campus.

6. Although we appreciated the offer to keep Psy 218 in the curriculum, our concerns went

- 21st century demands on classroom teachers are centered on student achievement in mathematics, science, social science, and language arts. Until this changes, we cannot support focus areas outside of these content areas.
- DTE has taken great care to surface “hidden prerequisites” and to track accurately the total credit burden on education majors effected by these proposals. Though many students currently use PSY 201 or 218 to meet Social Sciences LACC requirements, the new proposals asks them to meet these requirements by taking 8 credits in History and 4 credits in Geography. We cannot, of course, prescribe which LACC classes students must take but we will point out to students which courses are both required in the major and also meet LACC requirements. Students will not find themselves in the position of having to take any additional credits not already identified in the proposals.
- After careful analysis we have included PSY 218 in all degree plans and will include PSY 311, PSY 349 and PSY 463 on our list of approved electives.
- Dean Rosselli is preparing an impact statement to be shared at Faculty Senate.
- PSY 311 was removed from the EC only degree plan. Last year 6 students

beyond that one course. Many of our faculty were much more concerned about the effect of removing Psy 311 and the psychology concentration area.

matriculated on this plan and we are not currently recommending any students follow this path to licensure as it is not competitive in the marketplace. However, we have added PSY 218 to all degree plans and will recommend PSY 349 and PSY 463 as good elective choices.

7. We are concerned that the Teacher Education proposal will lead to new FTE for the proposed courses for which we already have faculty assigned to teach the content across disciplines.

8. Finally, many faculty in our division and elsewhere across campus have expressed concern that the proposal was moving too fast. Many believe that such broad changes, affecting so many academic units, should be done with more consideration. Some have suggested that a campus-wide forum might provide a better opportunity for us to learn about the broad effects of the program on other units.

- Elimination of the PSY focus area is aligned with the decision to focus ECE and ELM majors on preparation in teaching core academic areas (i.e. mathematics, science, social studies, and language arts). We believe it is ethically indefensible to allow students to matriculate who have focused on an area outside of these which are under intense teaching and testing pressures. Though we do believe in the power of PSY to facilitate teacher development we believe this power is outweighed by the obligation for preparation in core academic areas.
- Though this is true we hope our colleagues are not suggesting we not work to improve our programs because other units may lose student credit hours.
- DTE has followed all curriculum change processes currently identified in faculty senate procedures. At the request of campus colleagues we have taken many additional steps to receive and respond to feedback from other units on campus. Please refer to the document titled DTE Communication Log for a detailed analysis of these efforts.

Social Sciences

No formal Division feedback received

Special Education

No formal Division feedback received

Record of communication across units regarding DTE proposals

<u>Date</u>	<u>Communication</u>	<u>Content</u>
All faculty messages	<ul style="list-style-type: none"> 12/7/09 email from David Hargreaves 	<ul style="list-style-type: none"> Brings initial, campus-wide attention to DTE proposals with links directing interested parties to the full proposals
	<ul style="list-style-type: none"> 12/8/09 email from Laurie Burton 	<ul style="list-style-type: none"> “Because these changes are linked to changes in LAS, the division chair of DTE, Mark Girod, asked Curriculum Committee members to discuss these changes with their divisions.” <p>In minutes linked to the 12/8/09 email from Laurie: “It was decided that Curriculum Committee members take the Proposed Education Changes back to their Divisions and if the Division would like someone from the Division of Teacher Education to come to their next Division meeting to address concerns and work on possible solutions. Interested divisions should make a request to Mark Girod.”</p>
	<ul style="list-style-type: none"> 2/9/10 email from Mark Girod representing Division of Teacher Education 	<ul style="list-style-type: none"> Message clarifying the content, motivations, and impacts of DTE proposals
Business and Economics	<ul style="list-style-type: none"> Week of 1/11/10 Mark Girod call to Kristina Frankenburger 	<ul style="list-style-type: none"> Left voice mail asking if there were lingering concerns or questions regarding DTE proposals
	<ul style="list-style-type: none"> 1/25/10 Mark Girod email to Kristina Frankenburger, Zenon Zygmunt, and Hamid Bahari-Kashani 	<ul style="list-style-type: none"> Inviting formal division-level feedback regarding DTE proposals
	<ul style="list-style-type: none"> 2/2/10 Mark Girod email to Kristina Frankenburger 	<ul style="list-style-type: none"> Provided update on discussions taking place with Humanities, Natural Science and Mathematics, Psychology, Creative Arts, and Health and Physical Education
	<ul style="list-style-type: none"> 2/3/10 Kristina Frankenburger 	<ul style="list-style-type: none"> Summarizing division-level

	email to Mark Girod	response to DTE proposals
	<ul style="list-style-type: none"> • 2/9/10 1/25/10 Mark Girod email to Kristina Frankenburger, Zenon Zygmunt, and Hamid Bahari-Kashani 	<ul style="list-style-type: none"> • DTE response to Business and Economics division concerns
Computer Science	<ul style="list-style-type: none"> • 1/25/10 Mark Girod email to Scot Morse and David Olson 	<ul style="list-style-type: none"> • Inviting formal division-level feedback regarding DTE proposals – no feedback received
Creative Arts	<ul style="list-style-type: none"> • 10/28/09 Mark Girod email to Diane Tarter • 10/28/09 Diane Tarter email to Mark Girod • 11/1/09 Mark Girod email to Diane Tarter • Week of 1/11/10 Mark Girod call to Jodie Raborn • 1/25/10 Mark Girod email to Diane Tarter, Jodie Raborn, Sandra Hedgepeth, Elaina Jamieson, Scott Grim, and Solveig Holmquist • 1/26/10 Mark Girod email to Jodie Raborn • 1/27/10 Jodie Raborn email to Mark Girod • 2/1/10 Mark Girod email to Jodie Raborn • 2/3/10 Jodie Raborn email to 	<ul style="list-style-type: none"> • Shared details of DTE proposals and potential impact on Creative Arts • Clarification sought on impact on D 491 and TA 240 • Further discussion of impact • Left voice mail asking if there were lingering concerns or questions regarding DTE proposals • Inviting formal division-level feedback regarding DTE proposals – no feedback received • Providing update on cross-unit discussions and desire to put D 491 and TA 240 on “approved electives” list • Jodie acknowledged new information and indicated that she would forward request for Creative Arts faculty to share additional concerns which would then be shared with DTE • Mark acknowledged interest in faculty feedback after 2/9/10 faculty meeting • Jodie acknowledged that she was

	Mark Girod	sick and missed the Creative Arts faculty meeting but forwarded request for division input to Diane Tarter
	<ul style="list-style-type: none"> • 2/5/10 Mark Girod email to Diane Tarter 	<ul style="list-style-type: none"> • Sharing desire to put D 491 and TA 240 on “approved electives” list for education majors, soliciting further feedback, update on cross-unit discussions – no response received as of 2/9/10
Health and Physical Education	<ul style="list-style-type: none"> • Week of 11/2/09 Mark Girod met with Peggy Pedersen • 1/5/10 Mark Girod met with Physical Education faculty Bob Hautala, Kathy Farrell, and Marita Cardinal • Week of 1/18/10 Mark Girod met with Bob Hautala • 1/25/10 Mark Girod email to Peggy Pedersen, Gay Timken, and Bob Hautala • 1/27/10 Mark Girod email to Bob Hautala • 2/2/10 Mark Girod met with Peggy Pedersen 	<ul style="list-style-type: none"> • Shared DTE proposals and explored potential impact on HPE • Discussion of DTE proposals and impact on PE classes – several strategies were discussed to maintain preparation experiences in this area • Discussed additional options for delivering specific PE courses for elementary education majors • Inviting formal unit-level feedback regarding DTE proposals – no feedback received • Further discussion of “approved electives” idea for getting PE content into DTE proposals • Discussion of outstanding HPE concerns regarding DTE proposals. Assured HPE would vote in support of proposals.
Humanities	<ul style="list-style-type: none"> • 10/28/09 Mark Girod met with Carol Harding and Cornelia Paraskevas • 11/18/09 Mark Girod and Marie LeJeune met with Carol Harding and David Hargreaves • 12/1/09 Mark Girod email to Carol Harding and David 	<ul style="list-style-type: none"> • Details of DTE proposals shared • Discussion of DTE proposals and impact on Humanities – discussion of inclusion of LING 315 in DTE proposals. Mark and Marie indicated the need to take information back to DTE. • Mark shared revised DTE proposals including what DTE

Hargreaves

viewed as a compromise around HUM courses

- 12/3/09 David Hargreaves email to Mark Girod
- 12/10/09 Mark Girod met with David Hargreaves
- 1/25/10 Mark Girod email to Carol Harding, David Hargreaves, Claire Ferraris, Henry Hughes, Katherine Schmidt, Jason Waite, Ryan Hickerson, and Gudrun Hoobler
- 1/25/10 Mark Girod email to Susan Daniel
- 1/26/10 Mark Girod email to Molly Mayhead
- 1/29/10 Carol Harding email to Mark Girod
- 2/2/10 Mark Girod met with Claire Ferraris
- 2/5/10 Mark Girod email to Ryan Hickerson
- 2/9/10 Mark Girod email to Carol Harding, David Hargreaves, Claire Ferraris, Henry Hughes, Katherine Schmidt, Jason Waite, Ryan Hickerson, and Gudrun Hoobler

- David shared HUM concerns regarding DTE proposals and prepared to respond after additional meetings with Dean Scheck and department meetings
- Productive discussion occurred and collaboration on LING 314 as an alternative to LING 315
- Inviting formal unit-level feedback regarding DTE proposals
- Seeking to repair interpersonal relationship and open communication
- Seeking to repair interpersonal relationship, open communication, and seeking desire for COM input – direct to work with Claire
- Humanities division-level response to DTE proposals received – DTE response in preparation
- Discussion and identification of COM classes to be included in DTE proposals
- Discussion of PHL 433 included in DTE proposals
- DTE response to Humanities division concerns
- Mark asked if Library had any outstanding questions or concerns regarding DTE proposals

Library

- Week of 1/11/10 Mark Girod call to Robert Monge

	<ul style="list-style-type: none"> • Week of 1/11/10 Robert Monge to Mark Girod • 1/25/10 Mark Girod email to Camila Gabaldon and Robert Monge • 2/2/10 Robert Monge email to Mark Girod • 2/4/10 Mark Girod attended library faculty meeting • 2/5/10 Mark Girod email to Janeanne Rockwell-Kincanon 	<ul style="list-style-type: none"> • Robert expressed the Library had no further questions regarding DTE proposals • Inviting formal unit-level feedback regarding DTE proposals – no feedback received • Robert invited Mark to attend Library faculty meeting to discuss DTE proposals • Mark attended Library faculty meeting and presented details, motivations, and impacts of DTE proposals • Mark asked Janeanne if there were any remaining concerns around DTE proposals for library faculty – no response received as of 2/9/10
Natural Science and Mathematics	<ul style="list-style-type: none"> • 11/6/09 Mark Girod email to Steve Taylor • 11/8/09 Mark Girod email to Steve Taylor • 12/1/09 Mark Girod email to Steve Taylor • 1/25/10 Mark Girod email to Steve Taylor, Laurie Burton, Klay Kruczek, Pete Poston, Bryan Dutton, and Scott Beaver • 2/2/10 Mark Girod email to Steve Taylor • 2/3/10 Steve Taylor email to Mark Girod 	<ul style="list-style-type: none"> • Shared initial design of DTE proposals and acknowledged collaborative work between NSM and science education specialist, Adele Schepige • Full DTE proposals shared and solicitation of feedback • Revised DTE proposals shared • Inviting formal unit-level feedback regarding DTE proposals • Provided update on cross-unit discussions regarding DTE proposals and reiteration of desire to receive NSM division feedback • Steve sent Mark NSM division feedback regarding DTE proposals – DTE preparing feedback regarding concerns

	<ul style="list-style-type: none"> • 2/9/10 Mark Girod email to Steve Taylor, Laurie Burton, Klay Kruczek, Pete Poston, Bryan Dutton, and Scott Beaver 	<ul style="list-style-type: none"> • DTE response to Natural Science and Mathematics division concerns
Psychology	<ul style="list-style-type: none"> • 12/10/09 Rob Winningham email to Mark Girod • 1/4/10 Mark Girod attended Psychology Division meeting • 1/25/10 Mark Girod email to Rob Winningham, Joel Alexander, and Tamina Toray • 2/3/10 Rob Winningham email to Mark Girod • 2/9/10 Mark Girod email to Rob Winningham, Joel Alexander, and Tamina Toray 	<ul style="list-style-type: none"> • Mark Girod invited to Psychology Division faculty meeting on 1/4/10 to discuss DTE proposals • Mark Girod attended Psychology faculty meeting where proposal details, motivations, and impacts were discussed • Inviting formal division-level feedback regarding DTE proposals • Providing Psychology division response to request for additional information/concerns • DTE response to Psychology division concerns
Social Sciences	<ul style="list-style-type: none"> • 1/25/10 Mark Girod email to Mary Dolan, Dean Braa, Sriram Khe, David Doellinger, Isadore Lobnibe, John Rector, Steve Gibbons, Eliot Dickinson, Kim Jensen, and Michael McGlade • 1/12/10 Gwenda Rice attended Social Science Division meeting • 2/3/10 Mark Girod conversation with John Rector and Kim Jensen 	<ul style="list-style-type: none"> • Inviting formal division-level feedback regarding DTE proposals – no feedback received • Logic of DTE proposals was discussed and questions were addressed • Shared concerns about broader trends in education in America and support for DTE proposals
Special Education	<ul style="list-style-type: none"> • 1/25/10 Mark Girod email to Elisa Maroney, Amanda Smith, and Cheryl Davis • 2/2/10 Mark Girod conversation with Elisa Maroney 	<ul style="list-style-type: none"> • Inviting formal division-level feedback regarding DTE proposals – no feedback received • Seeking divisional feedback on DTE proposals. Elisa indicated that Special Education is supportive of the proposals

Existing and Proposed Early Childhood Only Authorization Major (EC Only)

*Count for both major and LACC or BS requirements

Existing EC Only Major		Proposed EC only Major	
Creative Arts MUE 318 Music for the Classroom Teacher ARE 433 Art Education Choose one: D 491 or TA 240	9 3 3 3	Creative Arts MUE 318 Music for the Classroom Teacher ARE 433 Art Education	6 3 3
Health HE 351 Elementary School Health HE 415 Child and Adolescent Health	8 4 4	Health HE 351 Elementary School Health	4 4
Language Arts LING 210 Introduction to Linguistics Choose one: ENG 254, PHL 433, or WR 440	7-8 4 3-4	Language Arts *LING 210 *Choose one: ENG 104, 105, or 106 Choose one: COM 112, 324, 342, WR 321, 322, 323, 441, LING 314 or PHL 433	11-12 4 4 3-4
Mathematics MTH 213 Foundations of Elem. Math III MTH 396 Elementary Problem Solving	7 4 3	Mathematics *MTH 211, 212, and 213 MTH 396 Choose one: MTH 392, 393, 394, or 398	18 12 3 3
Science Choose one: GS 311, 312, or 313	3 3	Science *BIO 101 *Choose two: ES 104, 105, or 106 GS 325 Science Inquiry and Design for K-8 Teachers	18 5 10 3
Physical Education PE 433 Physical Education in the Elem. Sch. PE 434 Elementary Physical Education Teaching Practicum Choose one: PE 310 or PE 415	11 4 3 4	Physical Education PE 433 Physical Education in the Elem. School	4 4
Social Science Choose courses in two different areas: ANTH 310, 311, 313, 332, 370, 380 or 494 CJ 213, 241, 451, 463 EC 201, 202 GEOG 105, 106, 107 HST 201, 202, 203, 404, 405, 478 PS 201, 202, 203 SOC 223, 225, 338, 360, 437 SSC 201	8-9	Social Science *Choose two: HST 201, 202, or 203 *Choose one: GEOG 105, 106, or 107 Choose one: PS 201 or 202 Choose one: ECON 201 or 202	19 8 4 4 3
Psychology PSY 311 Developmental Psychology Choose one or two: PSY 349, 390, 463, 480, or 481	8-12 4 4-8	Psychology PSY 218	3 3
Education	0	Education ED 100 Intro to Education ED 220 Intro to Early Childhood Education ED 270 Tch and Learning with Technology ED 230 Children's Literature ED 370 Special Education ED 342 Applied Children's Learning and Development ED 373 Intro to Curriculum and Assess ED 352 Elem Social Studies Methods ED 312 Schools, Teachers, and Society ED 374 Teaching Writing in Elementary Classrooms ED 325 Elem Science Methods	33 3 3 3 3 3 3 3 3 3 3 3
		Electives Foreign language or other credits approved by education advisor	6-8
Total credits in major	61-67	Total credits in major	122-125

Existing Education Core		Proposed Education Core	
Pre-requisites	3	Education Core	38
ED 312 Schools, Teachers, and Society	3	<u>Term I:</u>	
Education Core	48	ED 450 Authorization Specialty and Classroom Management	3
<u>Term I:</u>		ED 446D Environments for Diverse Learners	3
ED 442W Human Developing and Learning Through Literacy	3	ED 443 Developing Literacy	3
ED 452 Applied Human Learning: Social Studies and Language Arts	3	ED 404 Student Teaching Seminar I	1
ED 421 Technology Integration I	3	ED 411 Student Teaching I	3
ED 446D Environments for Diverse Learners	3	<u>Term II:</u>	
<u>Term II:</u>		ED 444 Content Literacy	3
ED 418W Assessment, Planning, and Instruction	3	ED 453 Elementary Math Methods	3
ED 443 Developing Literacy	3	ED 418 Assessment, Planning, and Instruction	3
ED 453 Applied Human Learning: Mathematics and Science	3	ED 405 Student Teaching Seminar II	1
ED 411 Field Experience I	3	ED 412 Student Teaching II	3
<u>Term III:</u>		<u>Term III:</u>	
ED 450 Authorization Specialty and Classroom Management	3	ED 429 Student Teaching Seminar III	2
ED 461D Differentiating Instruction for Diverse Learners	3	ED 498 Student Teaching III	10
ED 444 Fluency in Literacy	3		
ED 412 Field Experience II	3		
<u>Term IV:</u>			
ED 429 Professional Development Seminar	2		
ED 498 Full Time Student Teaching	10		
Total credits in major	61-67	Total credits in major	122-125
LACC + BS left to complete	73	LACC + BS left to complete	26
Total credits in Education	51	Total credits in Education core	38
Total credits to graduate	185-191	Total credits to graduate	186-187

Comparison of Existing and Proposed Early Childhood/Elementary Major (ECE)

*Count for both major and LACC or BS requirements

Existing ECE Major		Proposed ECE Major	
Humanities/Language Arts LING 315 Structure of English I WR 440 Teaching of Writing Choose one: COM 112, 321, 326, 422, ENG 254, PHL 433	11-12 4 4 3-4	Humanities/Language Arts *LING 210 *Choose one: ENG 104, 105, or 106 LING 314 Choose one: COM 112, 324, 342, WR 321, 322, 323, 441, or PHL 433	15-16 4 4 4 3-4
Mathematics MTH 213 Foundations of Elem. Math III MTH 396 Elementary Problem Solving	7 4 3	Mathematics *MTH 211, 212, and 213 MTH 396 Choose one: MTH 392, 393, 394, or 398	18 12 3 3
Science Choose one: BI 102, ES 105 Choose one: GS 311, 312, or 313	8 5 3	Science *BIO 101 *Choose two: ES 104, 105, or 106 GS 325 Science Inquiry and Design for K-8 Teachers	18 5 10 3
Social Science Choose at least three from two or more areas: ANTH 310, 311, 313, 332, 360, 380 or 494 CJ 213, 241, 451, 463 EC 201, 202 GEOG 105, 106, 107 HST 201, 202, 203, 404, 405, 478 PS 201, 202, 203 SOC 223, 225, 338, 360, 437 SSC 201	12	Social Science *Choose two: HST 201, 202, or 203 *Choose one: GEOG 105, 106, or 107 Choose one: PS 201 or 202 Choose one: ECON 201 or 202	19 8 4 4 3
Health and Physical Education HE 351 Elementary School Health PE 433 Physical Education in the Elem. Sch	8 4 4	Health and Physical Education HE 351 Elementary School Health PE 433 Physical Education in the Elem. Sch	8 4 4
Creative Arts Choose three courses: ARE 433 Art Education D 491 Creative Dance for Children or MUE 318 or 320 Music for the Classroom Teacher or Orff-Schulwerk TA 240 Creative Drama for Teachers	9 3 3 3	Creative Arts MUE 318 Music for the Classroom Teacher ARE 433 Art Education	6 3 3
Psychology	0	Psychology PSY 218	3 3
Focus Areas Complete any two	15-22	No focus areas required	0
Education	0	Education ED 100 Intro to Education ED 270 Tch and Learning with Technology ED 230 Children's Literature ED 370 Special Education ED 342 Applied Children's Learning and Development ED 373 Intro to Curriculum and Assess ED 352 Elem Social Studies Methods ED 312 Schools, Teachers, and Society ED 374 Teaching Writing in the Elementary Classroom ED 325 Elem Science Methods	30 3 3 3 3 3 3 3 3 3 3
Electives	0	Electives Foreign language or other credits approved by education advisor	6-8
Total credits in major	70-78	Total credits in major	123- 126

Existing Education Core		Proposed Education Core	
Pre-requisites	3	Education Core	38
ED 312 Schools, Teachers, and Society	3	<u>Term I:</u>	
Education Core	48	ED 450 Authorization Specialty and Classroom Management	3
<u>Term I:</u>		ED 446D Environments for Diverse Learners	3
ED 442W Human Developing and Learning Through Literacy	3	ED 443 Developing Literacy	3
ED 452 Applied Human Learning: Social Studies and Language Arts	3	ED 404 Student Teaching Seminar I	1
ED 421 Technology Integration I	3	ED 411 Student Teaching I	3
ED 446D Environments for Diverse Learners	3	<u>Term II:</u>	
<u>Term II:</u>		ED 444 Content Literacy	3
ED 418W Assessment, Planning, and Instruction	3	ED 453 Elementary Math Methods	3
ED 443 Developing Literacy	3	ED 418 Assessment, Planning, and Instruction	3
ED 453 Applied Human Learning: Mathematics and Science	3	ED 405 Student Teaching Seminar II	1
ED 411 Field Experience I	3	ED 412 Student Teaching II	3
<u>Term III:</u>		<u>Term III:</u>	
ED 450 Authorization Specialty and Classroom Management	3	ED 429 Student Teaching Seminar III	2
ED 461D Differentiating Instruction for Diverse Learners	3	ED 498 Student Teaching III	10
ED 444 Fluency in Literacy	3		
ED 412 Field Experience II	3		
<u>Term IV:</u>			
ED 429 Professional Development Seminar	2		
ED 498 Full Time Student Teaching	10		
Total credits in major	70-78	Total credits in major	123-126
LACC + BS left to complete	73	LACC + BS left to complete	26
Total credits in Education	51	Total credits in Education core	38
Total credits to graduate	194-199	Total credits to graduate	187-190

Existing and Proposed Elementary/Middle Authorization Major (ELM)

*Count for both major and LACC or BS requirements

Existing ELM Major		Proposed ELM Major	
Humanities/Language Arts LING 315 Structure of English I WR 440 Teaching of Writing Choose one: COM 112, 321, 326, 422, ENG 254, PHL 433	11-12 4 4 3-4	Humanities/Language Arts *LING 210 *Choose one: ENG 104, 105, or 106 LING 314 Choose one: COM 112, 324, 342, WR 321, 322, 323, 441, or PHL 433	15-16 4 4 4 3-4
Mathematics Choose one: MTH 111 or 392 Choose one: MTH 393, 395, 398, 492, 494, or 495 MTH 396 Elementary Problem Solving	9-10 3-4 3 3	Mathematics *MTH 211, 212, and 213 MTH 396 Choose one: MTH 111 or 392 Choose one: MTH 393, 398, 492, 494, or 495	21-22 12 3 3-4 3
Science BI 102 General Biology GS 105 Earth System Science II Choose one: GS 311, 312, or 313	13 5 5 3	Science *BIO 101, ES 104 and 106 Choose one: BI 102 or ES 105 GS 325 Science Inquiry and Design for K-8 Teachers <i>*Note: Students with science focus must take ES 105 and BIO 102 but not GS 325</i>	23 15 5 3
Social Science Choose at least three from two or more areas: ANTH 310, 311, 313, 360, 370, 380 or 494 CJ 213, 241, 451, 463 EC 201, 202 GEOG 105, 106, 107 HST 201, 202, 203, 404, 405, 478 PS 201, 202, 203 SOC 223, 225, 338, 360, 437 SSC 201	12	Social Science *Choose two: HST 201, 202, or 203 *Choose one: GEOG 105, 106, or 107 Choose one: PS 201 or 202 Choose one: ECON 201 or 202	19 8 4 3 4
Health HE 415 Child and Adolescent Health	4 4	Health HE 415 Child and Adolescent Health	4 4
Psychology	0	Psychology PSY 218	3 3
Focus Area Choose one focus area from: French, German, Spanish, Art, Music, Theater, Dance, Language Arts, Science, Mathematics, Anthropology, Community Crime Prevention, Juvenile Justice System, Economics, Cultural Geography, Regional Geography, Environmental Geography, General Geography, United States History, European History, Latin American History, Asian History, Basic Political Science, American Government, State and Local Government, International Relations, Psychology, Sociology, Environmental Studies, Gender Studies, Legal Studies, Physical Education, or Health	11-14	Focus Area Choose one focus area from: Spanish, Language Arts, Science, Mathematics, Cultural Geography, Regional Geography, United States History, European History, Latin American History, Asian History, Basic Political Science, or American Government	11-14
Education	0	Education ED 100 Introduction to Education ED 230 Children's Literature <u>or</u> ED 240 Young Adult Literature ED 270 Tch and Lrning w Technology ED 370 Special Education ED 342 Applied Children's Learning and Development <u>or</u> ED 333 Applied Adolescent Learning and Development ED 312 Schools, Teachers, and Society	18 3 3 3 3 3 3 3
Total credits in major	60-65	Total credits in major	114-119

Existing Education Core		Proposed Education Core	
Pre-requisites	3	Education Core	41
ED 312 Schools, Teachers, and Society	3	<u>Term I:</u> ED 450 Authorization Specialty and Classroom Management	3
Education Core	48	ED 446D Environments for Diverse Learners	3
<u>Term I:</u>		ED 477 Literacy at the Middle Level	3
ED 433W Human Developing and Learning	3	ED 434/534 Content Pedagogy I	3
ED 477 Literacy at the Middle Level	3	ED 404 Student Teaching Seminar I	1
ED 421 Technology Integration I	3	ED 411 Student Teaching I	3
ED 446D Environments for Diverse Learners	3	<u>Term II:</u>	
<u>Term II:</u>		ED 444 Content Literacy	3
ED 418W Assessment, Planning, and Instruction	3	ED 418 Assessment, Planning, and Instruction	3
ED 444 Fluency in Literacy	3	ED 436/536 Content Pedagogy I	3
ED 434 Content Pedagogy I	3	ED 405 Student Teaching Seminar II	1
ED 411 Field Experience I	3	ED 412 Student Teaching II	3
<u>Term III:</u>		<u>Term III:</u>	
ED 450 Authorization Specialty and Classroom Management	3	ED 429 Student Teaching Seminar III	2
ED 461D Differentiating Instruction for Diverse Learners	3	ED 498 Student Teaching III	10
ED 436 Content Pedagogy II	3		
ED 412 Field Experience II	3		
<u>Term IV:</u>			
ED 429 Professional Development Seminar	2		
ED 498 Full Time Student Teaching	10		
Total credits in major	60-65	Total credits in major	114-119
LACC + BS left to complete	73	LACC + BS left to complete	26
Total credits in Education	51	Total credits in Education core + methods courses	47
Total credits to graduate	184-189	Total credits to graduate	187-192

Content Pedagogy Methods Classes – Elementary/Middle majors only!

<u>Mathematics focus area</u>	<u>Science focus area</u>	<u>Social studies focus area</u> (includes multiple focus areas)	<u>Language arts focus area</u>	<u>Spanish focus area</u>
ED 374 Teaching Writing in the Elementary Classroom	ED 374 Teaching Writing in the Elementary Classroom	ED 374 Teaching Writing in the Elementary Classroom		ED 374 Teaching Writing in the Elementary Classroom
	ED 453 Elementary Mathematics Methods	ED 453 Elementary Mathematics Methods	ED 453 Elementary Mathematics Methods	ED 453 Elementary Mathematics Methods
ED 352 Elementary Social Studies Methods or ED 325 Elementary Science Methods			ED 352 Elementary Social Studies Methods or ED 325 Elementary Science Methods	

Proposed Model for Full-time Undergraduate/Post-bacc. Initial Licensure Program

<u>Term</u>	<u>EC only and ECE</u>	<u>Elementary/Middle</u>	<u>Middle/High and HS Only</u>
Term I	ED 450 Authorization Specialty and Classroom Management (3 credits) ED 446D Environments for Diverse Learners (3 credits) ED 443 Developing Literacy (3 credits) ED 404 Student Teaching Seminar I (1 credit) ED 411 Student Teaching I (3 credits) 13 credits	ED 450 Authorization Specialty and Classroom Management (3 credits) ED 446D Environments for Diverse Learners (3 credits) ED 443 Middle Level Literacy (3 credits) ED 434/534 Content Pedagogy I (3 credits) ED 404 Student Teaching Seminar I (1 credit) ED 411 Student Teaching I (3 credits) 16 credits	ED 450 Authorization Specialty and Classroom Management (3 credits) ED 446D Environments for Diverse Learners (3 credits) ED 434/534 Content Pedagogy I (3 credits) ED 404 Student Teaching Seminar I (1 credit) ED 411 Student Teaching I (3 credits) 13 credits
Term II	ED 444 Content Literacy (3 credits) ED 453 Elementary Math Methods (3 credits) ED 418 Applied Curriculum and Assessment (3 credits) ED 405 Student Teaching Seminar II (1 credit) ED 412 Student (3 credits) 13 credits	ED 444 Content Literacy (3 credits) ED 418 Applied Curriculum and Assessment (3 credits) ED 436/536 Content Pedagogy II (3 credits) ED 405 Student Teaching Seminar II (1 credit) ED 412 Student Teaching II (3 credits) 13 credits	ED 444 Content Literacy (3 credits) ED 418 Applied Curriculum and Assessment (3 credits) ED 436/536 Content Pedagogy II (3 credits) ED 405 Student Teaching Seminar II (1 credit) ED 412 Student Teaching II (3 credits) 13 credits
Term II	ED 429 Student Teaching Seminar III (2 credits) ED 498 Student Teaching III (10 credits) 12 credits 38 credits in Education Core <u>Prerequisite classes:</u> ED 100 Intro to Education ED 270 Tch and Lrning w Technology ED 230 Children’s Literature ED 370 Special Education ED 342 Applied Children’s Learning and Development ED 373 Intro to Curriculum and Asses ED 352 Elementary Social Studies Methods ED 312 Schools, Teachers, and Society ED 374 Teaching Writing in the Elementary Classroom ED 325 Elementary Science Methods EC ONLY: ED 220 Intro to EC	ED 429 Student Teaching Seminar III (2 credits) ED 498 Student Teaching III (10 credits) 12 credits 41 credits in Education Core <u>Prerequisite classes:</u> ED 100 Intro to Education ED 230 Children’s Literature <u>or</u> ED 240 Young Adult Literature ED 270 Tch and Lrning w Technology ED 370 Special Education ED 342 Applied Children’s Learning and Development <u>or</u> ED 333 Applied Adolescent Learning and Development ED 312 Schools, Teachers, and Society 65 total credits in Education	ED 429 Student Teaching Seminar III (2 credits) ED 498 Student Teaching III (10 credits) 12 credits 38 credits in Education Core <u>Prerequisite classes:</u> ED 100 Intro to Education ED 270 Tch and Lrning w Technology ED 370 Special Education ED 333 Applied Adolescent Learning and Development ED 312 Schools, Teachers, and Society

Education

68-71 total credits in Education

53 total credits in Education

**See chart below for which methods classes are required for which focus areas
Content Pedagogy Methods Classes – Elementary/Middle majors only!**

<u>Mathematics focus area</u>	<u>Science focus area</u>	<u>Social studies focus area</u> (includes multiple focus areas)	<u>Language arts focus area</u>	<u>Spanish focus area</u>
ED 374 Teaching Writing in the Elementary Classroom	ED 374 Teaching Writing in the Elementary Classroom	ED 374 Teaching Writing in the Elementary Classroom		ED 374 Teaching Writing in the Elementary Classroom
	ED 453 Elementary Mathematics Methods	ED 453 Elementary Mathematics Methods	ED 453 Elementary Mathematics Methods	ED 453 Elementary Mathematics Methods
ED 352 Elementary Social Studies Methods <u>or</u> ED 325 Elementary Science Methods			ED 352 Elementary Social Studies Methods <u>or</u> ED 325 Elementary Science Methods	

Summary of Changes in Total DTE Undergraduate/Post-bacc. Initial Teacher Licensure Programs

EC only: Early Childhood Only Authorization level major

ECE: Early Childhood/Elementary Authorization levels major

ELM: Elementary/Middle Authorization levels major

	<u>Changes</u>	<u>Degree Plan Effected</u>	<u>Rationale for Change</u>
1.	Elimination of focus areas	ECE	Need to provide additional preparation in core academic areas currently being tested in Oregon (math, science, social studies, language arts). In the current major the range of acceptable focus areas is much too broad given accountability and testing demands. Though the new major does not have focus areas it does have additional preparation in teaching core academic areas of math, science, social studies, and language arts.
2.	Addition of elective credits	EC only and ECE	Though we have eliminated focus areas we wish to maintain a clear pathway for teachers wishing to earn a BA or those wishing to become bilingual teachers and needing Spanish language coursework. For all others, some elective hours are simply a humane way to allow students to explore other courses that may be helpful to their development as teachers.
3.	Increase in total credits in major	All	Though credit hours are increased, the program plans are significantly less complicated, more focused on preparation in core academic areas, and bolstered in pre-requisite Education courses. We are trying to highlight for Education majors, the fact that Education is a field and warrants study prior to the senior year, as is the structure of our current program.
4.	Change in total credits required for graduation	All	The only other 4-year teacher preparation programs in Oregon are at Eastern Oregon University and at Southern Oregon University. Each of these programs allow for degree completion and recommendation for initial teacher licensure in 180 credits. Our efforts at reducing total credit hours required for EC only (from 185-191 to 186-187 credits) and for ECE (194-199 to 187-190 credits) is

aligned with these efforts to remain competitive with other programs. Total credit hours in the ELM major actually increase from 184-189 to 187-192 credits. Though this is an unfortunate byproduct, we are concerned that we are not currently preparing students well who wish to be both generalists (self-contained, generalists at the elementary level AND self-contained specialists at the middle level. Our proposal addresses the quality of preparation for ELM students at both levels.

5. Moving courses down to 100-, 200-, and 300-level All

In our current models, we are forced to teach both foundational coursework and coursework emphasizing application simultaneously at the 400-level. This is akin to hoping that, without any background knowledge, students arrive in 400-level classes well situated to acquire, analyze, and apply the skills, knowledge, and dispositions necessary to be an effective educator. This is an unreasonable expectation and students simply need more time to develop the language and skills of the profession.

In addition, we have unusually high rates of attrition from freshmen who identify themselves as education majors to those who actually apply to our licensure programs. For example, as of Fall '09 there were 509 pre-education majors identified on campus through Banner. Far fewer than this actually apply for admission to our initial licensure programs. Though some attrition is positive, we view this level of attrition as a problem and believe more, earlier, contact with ed-majors would benefit the development of future teachers.

6. Add course focused on special education All

Data from exit surveys indicates 50% of our undergraduate/post-bacc. initial licensure graduates rate their preparation emphasizing how to work effectively with students with special needs as “fair” or “poor” as opposed to “good” and “excellent”. Adding systematic coursework in this area will help address this weaknesses.

7.	Additional coursework in subject specific methods	All	Students currently get the equivalent of ½ class in mathematics pedagogy and ½ class in science pedagogy at the EC only and ECE levels. We propose to increase each to a full course reflecting current accountability and testing demands in Oregon public schools.
8.	Increasing assessment coursework	All	Findings from several recent, widely distributed reports on the effectiveness of university-based teacher preparation indicates that one of the shortcomings is preparation around using data to drive instruction. In addition, the teacher work sample process - largely about assessment and use of data in teaching and learning - continues to be required for Oregon teacher licensure. We believe our current students are not demonstrating enough competence in this area. For example, proficiency-based assessment practices are becoming more and more widely used in Oregon P-12 schooling and our students need systematic instruction in this area.
9.	Reduction of PSY coursework in EC only major	EC only	So few students pursue the EC only major that we find it very difficult to offer courses specific to this population. For this reason, we have tried to align coursework in the EC only and ECE major thus eliminating needs for very small class sizes in the EC only major.
10.	Switching from WR 440 Teaching Writing to ED 474 Teaching Writing in the Elementary Classroom	ECE and ELM	Data from exit surveys indicates between 40%-50% of undergraduate Education graduates rate their preparation in methods of language arts (teaching reading and teaching writing) as “fair” or “poor”. Our response to this data is to require that our elementary education majors take courses from faculty with expertise and experience teaching language arts in elementary classrooms. This allows for demonstration of current techniques, use of current curricula, and performance assessments linked to real-world practices.
			We do believe WR 440 is good preparation for students wishing to teaching language arts at the secondary level including

middle/high and high school only language arts students.

11. Decreasing hours in Creative Arts (from 9 to 6 credits) Health Education (from 8 to 4 credits) and Physical Education (from 11 to 4 credits) EC only and ECE We value the role that each of these areas play in life, learning, and schooling but believe our first obligation is to prepare teachers well in content areas under testing pressure including mathematics, science, social studies, and language arts. Ideally, we would love to include more credits in each of these areas but are forced to make difficult decisions. At this time, we choose to err on the side of increased preparation in core academic areas.

12. Decreasing credits in Humanities/Language Arts ECE and ELM This has been the most difficult set of recommendations on which to achieve consensus with the Division of Teacher Education (DTE). However, this proposal comes to faculty senate with unanimous approval from DTE faculty. Examination by each degree plan is necessary.

EC only: Credits actually don't change because current EC only students use LING 210 as an LACC class. The proposed changes include a broadening of appropriate courses in Humanities/Language Arts. These changes were made in consultation with Humanities faculty.

ECE: Credits decrease from 11-12 in the current major to 6-8 in the proposed major (beyond LACC). The decrease can be attributed to the elimination of WR 440 as students will take ED 374 instead. The other change is the broadening of appropriate courses in Humanities/Language Arts. Again, these courses were selected in consultation with Humanities faculty.

ELM: Net effect is identical to the changes described for the ECE major above.

13. Decrease credits in Social Science All The proposed plans include a 1-credit decrease in Social Science credits for the EC only and ELM plans but a 5-credit decrease for the ECE plan. Though total hours decrease in this area the courses are

now tightly aligned with the 4 areas assessed by the ORELA (the test required in Oregon for teachers at this level) that covers American history, geography, economics, and political science. We believe this more targeted selection of courses will contribute to passing rates on ORELA and also help prepare teachers better prepared to teach in Oregon schools and classrooms.

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| 14. | Decrease in credits in Science | ECE and ELM | <p>After thorough review of National Science Teacher Association standards, and in partnership with Natural Science faculty, a new class is proposed (GS 325) and the equivalent of one other class is eliminated. However, we believe this more focused approach will actually improve the preparation of elementary and middle school teachers. In addition, those elementary/middle students wishing to focus in science will be required to take one additional class (see note in degree plan).</p> |
| 15. | Increase in Education credits | All | <p>There is a great deal of foundational knowledge that must be acquired prior to entry into the Education Core and our proposed revisions add this important coursework, allow for more, earlier conversations with students as they consider education professions, and allow more time for the acquisition of professional skills, knowledge, and dispositions.</p> |
| 16. | Shift from 4- to 3-term Education Core | All | <p>By shifting several Education courses down into the 100-, 200-, and 300-level we can now offer a 3-term Education core. This may have some effect on application and admissions procedures and faculty are exploring these matters carefully.</p> |

Revised Undergraduate/Post-bacc Initial Teacher Licensure Program Proficiencies by Courses

Clear proficiencies drive our program design and implementation. The following mapping indicates each of our program proficiencies and in which classes these proficiencies are addressed.

<u>Proficiency</u>	<u>Courses Addressed</u>
1. Content Knowledge and Pedagogy	ED 352, ED 325, ED 453, ED 434/534, ED 436/536
2. Human Development and Learning	ED 220, ED 333, ED 342
3. Diversity and Exceptionality	ED 370, ED 446
4. Assessment, Planning, and Instruction	ED 373, ED 418, ED 352, ED 325, ED 453, ED 434/534, ED 436/536
5. Classroom Climate Conducive to Learning	ED 220, ED 333, ED 342, ED 373, ED 450
6. Literacy Development and Communication	ED 230, ED 443, ED 444, ED 474, ED 477
7. Technology	ED 270, ED 352, ED 325, ED 453, ED 434/534, ED 436/536
8. Philosophy, Best Practice, and Reflection	ED 100, ED 220, ED 312, ED 429, ED 404, ED 405
9. Professional Commitment and Dispositions	ED 100, ED 312, ED 429, ED 404, ED 405
10. Collaboration, Partnerships, and Leadership	ED 404, ED 405, ED 429

What does TSPC (Teacher Standards and Practices Commission) require for elementary teachers?

ECE: Early Childhood/Elementary Authorization levels major

**Oregon Administrative Rule
584-038-0010**

Basic Elementary

Sixty quarter hours designed to develop competence in elementary instruction, distributed as follows:

<u>TSPC distribution of quarter hours</u>	<u>Current ECE program</u>	<u>Proposed ECE program</u>
18 quarter hours of language arts	11-12 in major 15 in LACC 6 in language arts methods	7-8 in major 15 in LACC 12 in language arts methods
12 quarter hours of mathematics	7 in major 12 in BS requirements ½ class in math methods	6 in major 12 in BS requirements 3 in math methods
9 quarter hours of science	8 in major 15 in LACC ½ class in science methods	3 in major 15 in LACC 3 in science methods
9 quarter hours of U.S. history, cultural geography, and other social sciences	12 in major 11-12 in LACC 3 in social studies methods	7 in major 12 in LACC 3 in social studies methods
3 quarter hours in health education	4	4
3 quarter hours in physical education	4	4
3 quarter hours in music education	3	3
3 quarter hours in art education	3	3

NOTE: Pedagogy courses include both content and methods of teaching that content so could, arguably, also be included as hours in content areas.