

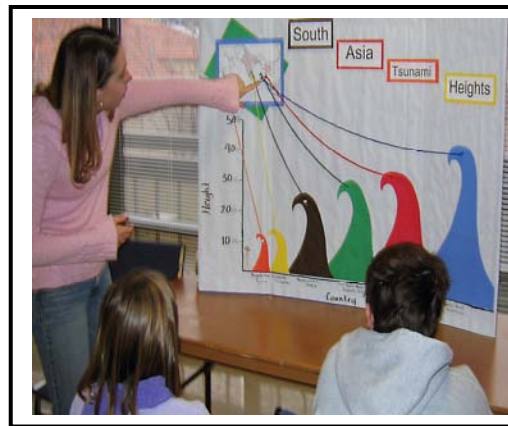
Program Portfolio
Education
2009-2010

Description of Programs

The College of Education has multiple programs that incorporate either the ability of a student to acquire state teaching licensure or a master's degree or both, simultaneously. The primary purpose of the College is to enable students to acquire the necessary experiences, both within the College and their teaching placements, which will enable them to obtain licensure or advancement within the teaching profession.

All of the programs provide a substantial foundation, based upon Oregon Administrative Rules and the Teacher Standards and Practices Commission, in proven theories, practical applications, and sound academic engagements.

The College of Education's teacher preparation is divided between two distinct programs:



Master of Arts in Teaching (MAT) (The MAT is a new degree beginning in 2009-2010. The previous equivalent degree was the Master of Teacher Education-MTE. MTE is referred to in this document for all previous years.)

Curriculum for Undergraduate Elementary School Teacher Education (CUESTE)

***The MAT Program:** A post baccalaureate program designed for those interested in attaining either elementary or secondary licensure. The program requires a year of preparation of graduate coursework as well as student teaching in the public schools. The program culminates in elementary or secondary licensure and, with an additional summer session of course work, a Master of Teacher Education Degree. (Catalogue description)*

The MAT program is an intensive one year program that begins in the summer prior to their teaching placements and concludes during the summer after their placements. Either elementary or secondary licensure is available through the program along with the advanced degree. Students will have two placements, or student teaching experiences, at different levels. Secondary requires both a middle school and high school placements while elementary requires primary (K-3) and upper elementary (4-6). Placements may be either within Union County or in other counties serviced by the College of Education. Academic research is a required portion of the curriculum.

***CUESTE** (Curriculum for Undergraduate Elementary School Teacher Education): This program requires undergraduate students to weave together an academic degree program and an education minor. Students preparing to teach elementary grades are required to complete a major in Multidisciplinary Studies and a minor in Elementary Education. The Elementary minor requires Structured Practicum, Primary Core, Elementary Core, and Student Teaching as Basic Elements. (Catalogue description)*

CUESTE is an undergraduate, elementary teacher preparation program. The CUESTE program's calendar is dependent upon the site. Since CUESTE programs are located at five sites throughout the state, each cohort must follow local school district's calendars to meet the needs of their students. The current sites are:

City	Institution
La Grande	Eastern Oregon University
Ontario	Treasure Valley CC
Gresham	Mount Hood CC
Pendleton	Blue Mountain CC
Coos Bay	Southwestern CC

Due to the need for flexibility at the various sites, the program(s) may be distributed from one to two years. This is based upon local dynamics and needs.

The state agency that oversees the entire process is the Teacher Standards and Practices Commission. This agency, following the Oregon Administrative Rules, determines the requirements for individuals to receive teaching licensure in Oregon. They have incorporated these requirements into five specific domains:

1. Plans Instruction
2. Classroom Climate
3. Engages Students
4. Reports Student Progress
5. Professional Behavior

The College of Education ensures that these domains are an integral part of our desired outcomes, our coursework, and our evaluative processes.

Note: The Physical Education-Health Department falls under the umbrella of the College of Education; however, for the most part, it is not included in this document because its courses are not, specifically, teacher preparation. Some statistical data, as listed, may include the Physical Education-Health Department.

How Program Serves the Mission of the University and Needs of Region

The College of Education complements the mission of the University by providing programs that have high expectations, with specific goals of training and preparing our students for successful teaching careers after graduation. The program, through the usage of student teachers and interns, collaborates with local school districts in terms of providing potential teachers for them, or by providing their current employees with training beyond their initial degree and teacher licensure. Since quality teachers are in constant demand, not only does the program collaborate with local districts, but with districts throughout the Northwest.

The programs, inherently, require extensive cooperation between the College of Education and local districts, both in terms of student teaching placements and curricular enhancement. Professors and instructors are instrumental in providing or assisting with specific programs that are directly associated with local schools and districts. These include outdoor science, academic competitions, field trips, and presentations. The school districts, ideally, then provide a core base of students for our program, since many of our students come from our surrounding school districts in Eastern Oregon. This collaborative

nature is mutually beneficial since cooperation between the College of Education and local districts is imperative for a sound program.

Since its inception as a “normal school”, the primary purpose of the University was to provide teacher preparation programs for Eastern Oregon. The College of Education has at its core the privilege and duty of continuing this practice at a level commiserate with the needs of the area.

Recent Programmatic Changes

The programs within the College of Education are subject to change due to the changing requirements for state licensure and the educational needs of America, specifically in the Northwest. However, some more extensive changes have occurred within the past few years.

The original Masters of Teacher Education (MTE) Program was changed due to the nature of the cohort model. Now, it is called the Master of Arts in Teaching (MAT), with distinct changes from the MTE program. Prior to the 2006-2007 school year, there were three cohorts:

MTE Residential: A secondary education program where students lived, primarily within Union County, interned at local schools, and attended university classes on a weekly basis. Therefore, they had more time in the classroom, but less time within the school setting.

MTE Extended Secondary: A secondary education program where students lived outside of Union County, interned at distant schools, and attended university classes, but not on a weekly basis. Some of the instruction came through other media such as Blackboard, telephone conferences, and V-Tel.

MTE Extended Elementary: An elementary program where students lived either within or outside of Union County, interned at schools within or outside of Union County, and attended university classes, but not on a weekly basis. Some of the instruction came through other media such as Blackboard, telephone conferences, and V-Tel.

Due to the differences between the MTE Residential and MTE Extended Secondary programs, the faculty and administration decided to combine the two programs into one delivery mode. This eliminated any inconsistencies and helped streamline the program. The delivery mode that was used, beginning in the 2007-2008 school year, was the mode of the Extended Secondary, where university classes are attended, but not on a weekly basis, and other instructional delivery methods are used to enhance learning.

The Master Arts in Teaching program was introduced during the 2008-2009 school year due to the changing needs and diversifying population of Eastern Oregon. Because of demographic and technological changes within our society, it has become apparent that a restructuring was necessary to continue to improve the preparation of teachers. This change entailed the creation of new courses, compacting other course, and changing the time frame for students to attend campus. Also, it brought our program in closer alignment with TSPC and other universities in the state. See appendix for a complete list of the new courses, both for elementary and secondary education.

I. Program Objectives/Outcomes (CUESTE)

Students who successfully complete the requirements for the CUESTE Program will demonstrate the following outcomes:

- **Communication / Integrated Learning:** Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations.
- **Integrated Learning:** Students have adhered to the five domains established by Teacher Standards and Practices Commission of Oregon: Plans Instruction, Classroom Climate, Engages Students, Reports Student Progress, Professional Behavior
- **Inquiry / Critical Thinking:** Have acquired an understanding of the influence of language on the learning process and the use of this knowledge to facilitate learning. Engage in teaching as inquiry through reflection.
- **Civic Engagement / Critical Thinking:** Recognize that they will be teaching in a society that is growing in terms of diversity and complexity, and that they will be required to adapt to the ever-changing face of education

II. Four-Year Assessment Cycle: Education

Year	Outcome(s) to be Assessed
2009-2010	Communication/Integrated Learning
2010-2011	Integrated Learning
2011-2012	Inquiry/Critical Thinking
2012-2013	Civic Engagement

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
Spring and Fall 2009	Communication	ED 480/ED 380 Completion of Work Sample *Capstone	Students must complete the 1st Work Sample from proposal to reflection. *Capstone paper and presentation	Rubric for the Work Sample *Scoring guide for Capstone paper	Students will have “Met” the requirements based on the Work Sample rubric *Level 3 on a 4 point scale
2010-2011	Integrated Learning	Student Teaching Plan units/lessons and effectively teach them *Capstone	Plan and teach units and lessons, using multiple methods * Capstone paper and presentation	Observations by Cooperating Teachers and University Supervisors through use of the D observation form *Scoring guide for Capstone paper	Satisfactory results on D form for final evaluation. *Level 3 on a 4 point scale
2011-2012	Inquiry and Critical Thinking	UWR (Upper Division Requirement)	Focused Inquiry Project	Inquiry Scoring Rubric	Expectation of <i>Proficient</i> or above for all students
2012-2013	Civic Engagement	Admissions Requirement *Practicum or volunteer work	30 hours of working with children in a school or community setting	Written in cover letter by student and letter of recommendation from supervisor *Journal	Adequate documentation and reflection by the student regarding their experience *Scoring of journal by university faculty

***Assessment processes for Multidisciplinary majors who do not complete CUESTE. (In Progress)**

IV. Outcomes to Be Assessed in Spring 2009 ED 380 /Fall 2009 ED 480

Outcome: Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations. In addition, students need to be reflective practitioners of teaching, learning on a daily basis the techniques and processes to continue to develop as professionals.

Assessment

Tool: Work Samples A and B from the CUESTE students, including student reflections

Standard Students should receive “Met” on both of their Work Samples

Comparative Data Did student achievement of “Met” change between Work Sample “A” and Work Sample “B”. Were they able to receive a “Met” on both Work Samples? If not, what were the deficiencies? How can the program make adjustments to meet those deficiencies?

Note: **The Work Samples are requirements by the Teacher Standards and Practices Commission of Oregon for teaching licensure**

Eastern Oregon University

IV. Degree Program Outcomes Assessment

Spring
2009

Degree Program: Education-CUESTE Program												
Outcome Assessed: 1. Communications/Integrated Learning (based on completion of acceptable Work Samples)												
Course / Activity: Education 380 / 480 (Spring / Fall 2009)/Education 415/416 (Student Teaching)												

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Communication / Integrated Learning	Successful completion of Work Sample	Met / Not Met	Students must meet "Met" standards represented in the Work Sample Scoring Guide	100%--all graduating students met all standards on the domains

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Each student was required, by the Teacher Standards and Practices Commission (TSPC), to create, teach, and analyze a unit of instruction at an appropriate grade level for students they are teaching in their practicum (placements for student teachers). The process is in three major parts: **1. Work Sample Proposal:** This requires the student to determine the concepts, rationales, methodologies, and assessments for their Work Sample. They also have to explain how families will be invited to support the learning. This must be completed and approved by the University Supervisor prior to instruction. **2. Teaching of the Work Sample:** The teaching of the work sample must include the following information and the student must meet the requirement as stipulated in the Work Sample Scoring Guide. a. Assessment Planning b. Unit Development c. Instruction d. Reflection on Assessment Data and e. Reflection on Teaching and Family Involvement. If a student does not meet all the above requirements, they are required to redo them, or they will not pass the Work Sample component and not be eligible for state licensure. **3. Grading of the Work Sample by the University Supervisor.**

Analysis of Assessment Results

There were 73 students completing CUESTE in 2008-09 (Note: This number may be misleading because the program is a two-year program, so not all students in the program complete it during a given academic year). The number of students earning "Met" on all aspects of the Work Sample was 73. Therefore, the percentage of students earning "Met" on all aspects of the Work Sample was 100%. This includes students from the following cohorts: La Grande, Gresham, Pendleton, and Treasure Valley.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

Continue to reinforce the concepts that are being taught in the CUESTE coursework to ensure that future students will also earn "Met" status on their Work Samples. Keep current on any changes to the TSPC requirements regarding Work Samples.

Degree Program Outcomes Assessment

Fall 2009

Degree Program: Education: CUESTE program
Outcome Assessed (i.e. Critical Thinking): 1. Communications/Integrated Learning (based on completion of acceptable Work Samples)
Course / Activity:

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Communication / Integrated Learning	Successful completion of Work Sample	Met / Not Met (According to TSPC standards)	Students must meet "Met" standards represented in the Work Sample Scoring Guide	100%--all graduating students met all standards on the domains

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Each student was required, by the Teacher Standards and Practices Commission (TSPC), to create, teach, and analyze a unit of instruction at an appropriate grade level for students they are teaching in their practicum (placements for student teachers). The process is in three major parts: **1. Work Sample Proposal:** This requires the student to determine the concepts, rationales, methodologies, and assessments for their Work Sample. They also have to explain how families will be invited to support the learning. This must be completed and approved by the University Supervisor prior to instruction. **2. Teaching of the Work Sample:** The teaching of the work sample must include the following information and the student must meet the requirement as stipulated in the Work Sample Scoring Guide. a. Assessment Planning b. Unit Development c. Instruction d. Reflection on Assessment Data and e. Reflection on Teaching and Family Involvement. If a student does not meet all the above requirements, they are required to redo them, or they will not pass the Work Sample component and not be eligible for state licensure. **3. Grading of the Work Sample by the University Supervisor.**

Analysis of Assessment Results

There were 21 students who were student teaching with Work Samples this term. They were students who were from the La Grande and Ontario sites. The number of students earning "Met" on all aspects of the Work Sample was 21. Therefore, the percentage of students earning "Met" on all aspects of the Work Sample was 100%.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

Continue to reinforce the concepts that are being taught in the CUESTE coursework to ensure that future students will also earn "Met" status on their Work Samples. Keep current on any changes to the TSPC requirements regarding Work Samples.

IV. Supporting Documentation

Supporting documentation available on request.

Programmatic Outcomes/Objectives

Students who complete the Master of Arts in Teaching or CUESTE programs:

1. The candidate demonstrates knowledge of curriculum content appropriate to the teaching level.
2. The candidate plans instruction that supports student progress in learning.
3. The candidate utilizes assessment to support student progress in learning.
4. The candidate differentiates instruction to meet the developmental levels of a diverse student population.
5. The candidate establishes a classroom climate conducive to learning.
6. The candidate employs effective practices and teaching methodologies that motivate and engage all students.
7. The candidate engages in reflective practice.
8. The candidate exhibits professional behaviors, ethics and values.

Professional Attributes	Personal Traits	Social Responsibility	Academic Talents
Organized	Adaptable	Accepting Diversity	Knowledgeable
Applies Knowledge	Enthusiastic	Role Model	Lifelong Learner
Leader	Health/Well-being	Humane	Current/Relevant Issues
Communicator	Self-directed	Facilitator	Technologically Proficient
Creative	Positive Attitude	Team Player	Empathetic
Confident	Enthusiastic	Decision Maker	Proficient in Basic Skills
Committed	Ethical/Integrity	Cooperative	Subject Oriented
Self-aware	Risk Taker	Community Involvement	Research Motivated

Key Programmatic Assessments

I. The College of Education has an extensive programmatic assessment completed on a rotating cycle. The purpose of this cycle is to receive input from key groups and/or individuals who are our clients, our colleagues, or our associates. The programmatic assessments are divided into three separate groupings, with unique and varied insights to be able to appraise our programs. These distinct groupings fall into the following categories:

1. Students (both CUESTE and MAT)
2. School Site Personnel (Cooperating teachers, administrators, university supervisors who are not faculty)
3. College of Education's Faculty and staff

The aforementioned groups are surveyed on a rotating basis over four years. The fourth year is a non-survey year with in-depth analysis of whether the previous recommendations have been met. The questions on the survey are dependent upon the group being surveyed. The yearly surveys are comprised of two sections:

1. Likert-like scale of strengths/areas needed to improve within the programs

2. Open-response of commentary on the programs

The results of the survey are tabulated, with open responses written down, word-for-word. A summary of the surveys are distributed to faculty and staff who then make recommendations for program improvement. The next year, as has been done in previous years, adjustments will have been made to address the areas of concern.

This format has proven to be effective for the College of Education, allowing the faculty and staff to be self-reflective, thereby enhancing the program through self-imposed changes that benefit the education and preparation of students in the College of Education while maintaining positive relationships with school districts.

II. The second element of programmatic assessment that has been critical for the College of Education is the Consortium, a representative body of administrators and teachers from school districts in Eastern Oregon who make recommendations to the College of Education. The consortium meets twice per year, with a set agenda to determine effectiveness, communication, and program development to ensure that the College of Education is meeting the needs of the local school districts along with the specific needs of our students in relationship to preparedness, state licensure, professional behavior, and community needs.

III. The third element of our program assessment is through the Teachers Standards and Practices Commission (TSPC) of Oregon, which is responsible for teacher licensure. This organization has as one of its responsibilities the task of evaluating teacher licensure programs at colleges and universities within the state of Oregon. The last TSPC evaluation was in 2006, and the College of Education was given high marks with no recommendations for change.

IV. The fourth element of our program assessment is Leadership Council. Leadership Council is a weekly meeting of faculty and staff that determines the College's direction to best meet the needs of students in the programs.

V. The fifth element of our program assessment is completed by faculty, cooperating teachers, and university supervisors. This element is observation of whether implementation of "best teaching practices" has occurred in our student teacher's/intern's placement through:

1. Direct observation by cooperating teacher and university supervisor
2. Analysis of two completed work samples (unit) that, according to TSPC regulations, must be planned, taught, and assessed in the student's areas of endorsement and authorization(s).

Current Programmatic Assessment Data/Reflections/Recommendations of Curriculum and Instruction

For the past four years, we have continued to implement changes due to the results of our various program assessments. These have been accomplished on a yearly basis, with a periodic intermission from assessment to be able to synthesize results and evaluate progress toward our goals as a college. After each yearly program assessment, the faculty determines what will be the focus for improvement for the next year. This may be done through adaptation, change of required forms, coursework manipulation, or philosophical approaches. The previous four program assessments had the following concerns indicated in the results with the implementations as noted.

Year	Group Surveyed	Concerns	Implementation
2004	Current Students School Personnel Cooperating Teachers University Supervisors	Assessment/Diversity	Additional assessment techniques incorporated in class; address issue of diversity
2005	Current Students/Previous Students	Classroom management	Increase instruction on methods for classroom management
2006	Former Students (currently teaching)	Accommodating different learning styles; working with multicultural students	Continue to adapt the training for diversity
2007	Faculty/Staff	Admission Standards Consistency	Currently addressing these issues for future concern
Note: See Appendix	for full summaries		
2008	None	Off year for reflection	
2009	Current Students		

Programmatic Assessment: Synthesis and Recommendations

The program assessment that has been formulated over the past four years has been successful in that the input of the various constituents has been recognized and addressed in a variety of ways, including restructuring, curricular content changes, and streamlining courses. . The College of Education values the input from our students, our local districts and teachers, and the community in terms of creating quality programs.

The primary recommendation is to develop a longitudinal study of our graduates in terms of their successes in the teaching profession. This would require the creation of a specific database and method to chart their individual locations, their continuance in the field of education, and their satisfaction with their training and the profession. This would increase our awareness of the ability of the programs to develop teachers who are committed to education as a lifelong profession and calling.

Another element will be to develop an assessment that will determine what adjustments must be made after the restructuring of the MAT program to enable the College of Education to ensure that the restructuring process has enabled our students to receive maximum benefits from the program.

Student Accomplishments

The accomplishments of students within the College of Education are invariably tied to their student teaching, but not in all cases. The College of Education takes great pride in the students being involved in local and community activities. During the most recent school year (2007-2008), the College of Education's students were involved in all of the following activities and events:

- *Family Science Night* at middle schools where our students provided active science activities for children and their families
- Outdoor science experiments in Union
- Original research on reading practicum at the *Oregon Reading Association* state conference
- Field trip leadership in Union County with students
- *Science Day* at EOU where local children could participate at science stations organized at
- “*We the People*” program sponsored by the Constitutional Rights Foundation to receive additional material for their students
- *Mock Trial* in conjunction with the Classroom Law Project
- *Academic Bowl* of Union County where students worked as assistants
- Academic pursuits that coincide with their majors including poetry readings, book layout, and musical endeavors with local communities
- Writing workshops with a local administrator at the Oregon Council of Teachers of English
- 2008 *Young Writers Conference* presentation sponsored by the Oregon Writing Project
- *Consortium* membership by both CUESTE and MAT students
- *Mountain Valley Reading Council* membership and board members
- *Guys Read* organization and leadership within the program to encourage middle level boys to read for pleasure

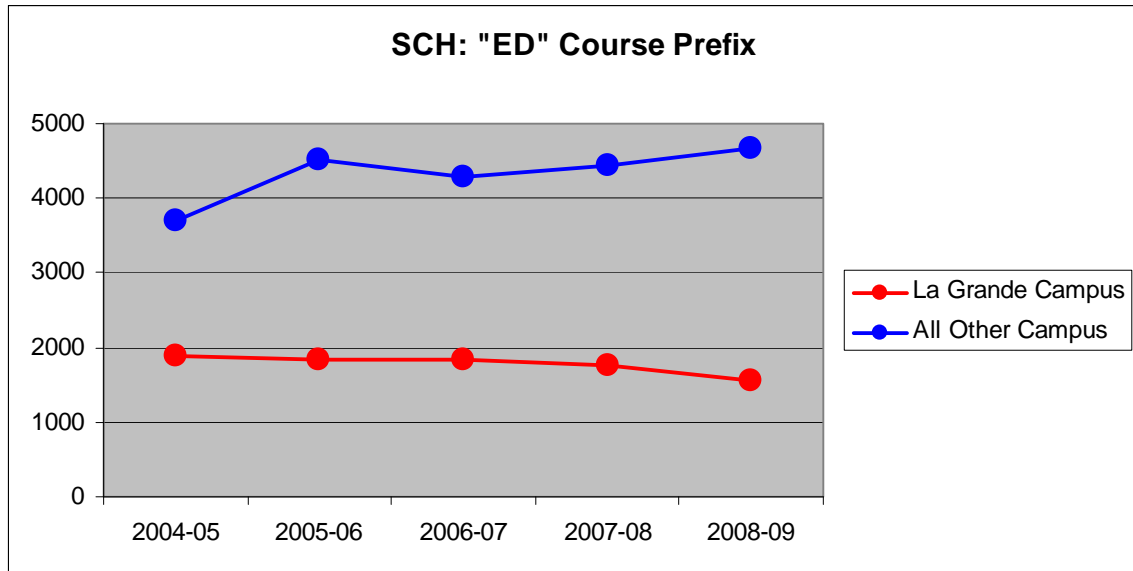


Previous students from the programs have been recognized by the following:

- Oregon Teacher of the Year
- Column writer for the National Council of English Teachers
- Selected as administrators for school districts
- Receiving National Board Certification
- Participating as cooperating teacher Enrollment and Program Performance

Undergraduate SCH

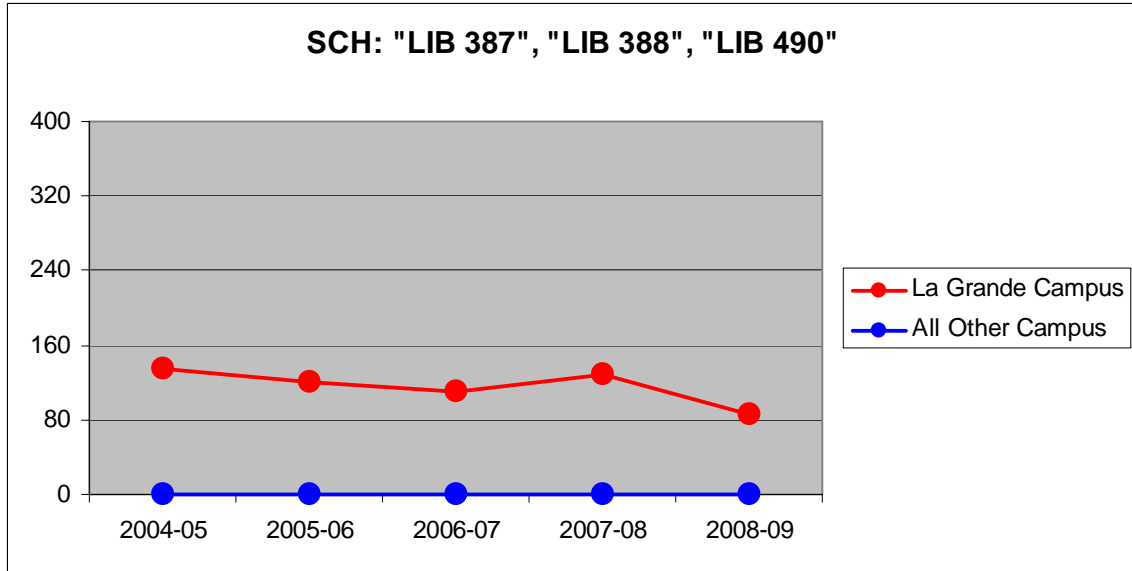
5 Year Undergraduate Student Credit Hours Generated by "ED" Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	1895	1834	1829	1753	1550
All Other Campus	3687	4525	4298	4440	4661
Total	5582	6359	6127	6193	6211

*SCH includes only undergraduate courses effective end of term

5 Year Undergraduate Student Credit Hours Generated by "LIB" Course Prefix

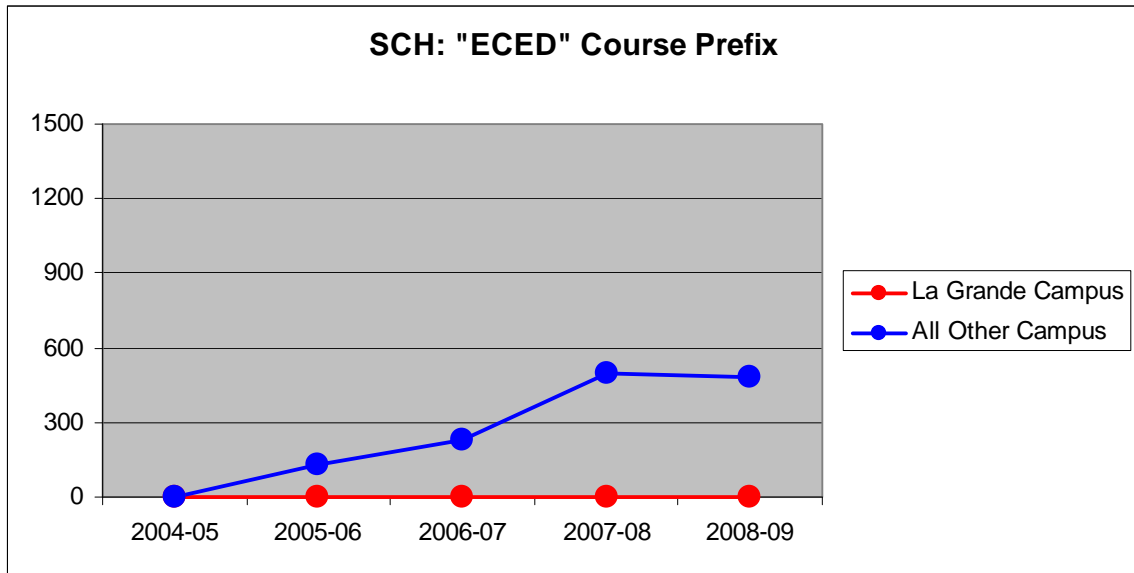


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	135	120	110	128	85
All Other Campus	0	0	0	0	0

Total	135	120	110	128	85
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*SCH includes only undergraduate courses effective end of term

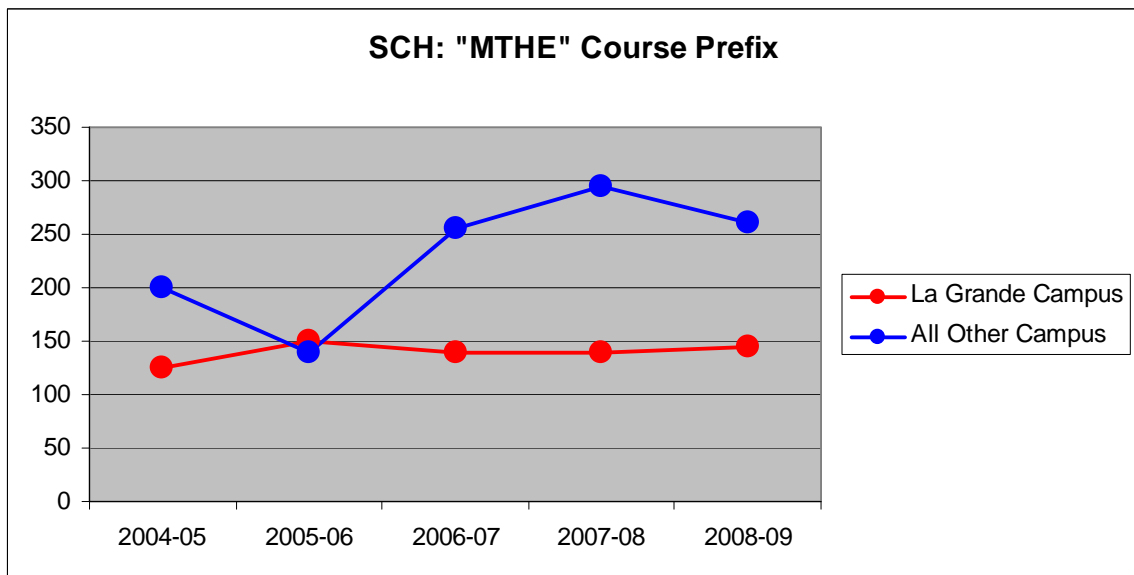
5 Year Undergraduate Student Credit Hours Generated by "ECED" Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	0	0	0	0	0
All Other Campus	0	132	228	495	480
Total	0	132	228	495	480

*SCH includes only undergraduate courses effective end of term

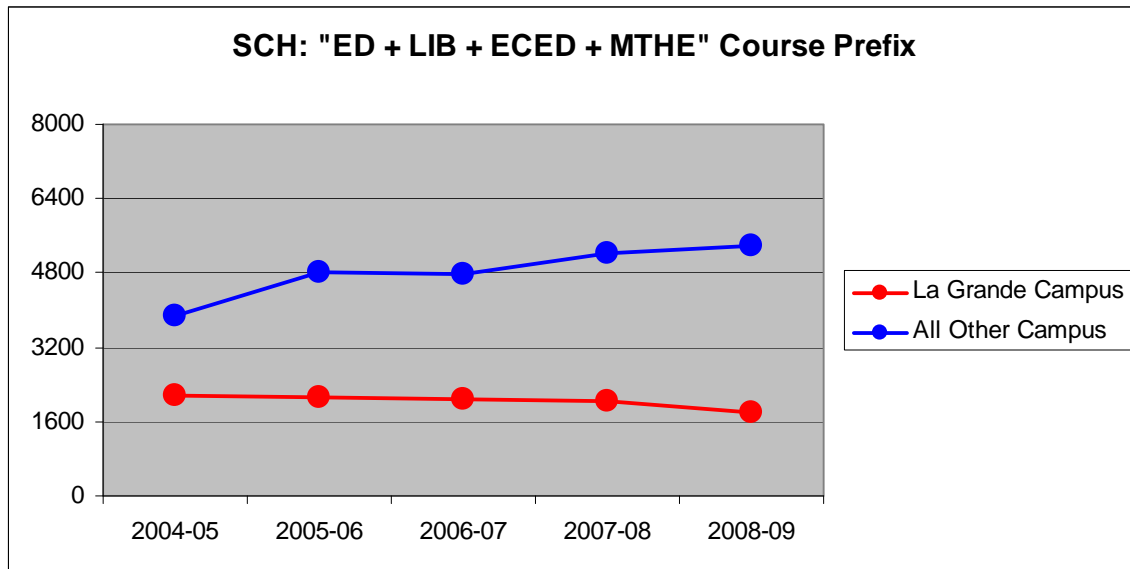
5 Year Undergraduate Student Credit Hours Generated by "MTHE" Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	125	150	140	140	145
All Other Campus	200	140	255	295	260
Total	325	290	395	435	405

*SCH includes only undergraduate courses effective end of term

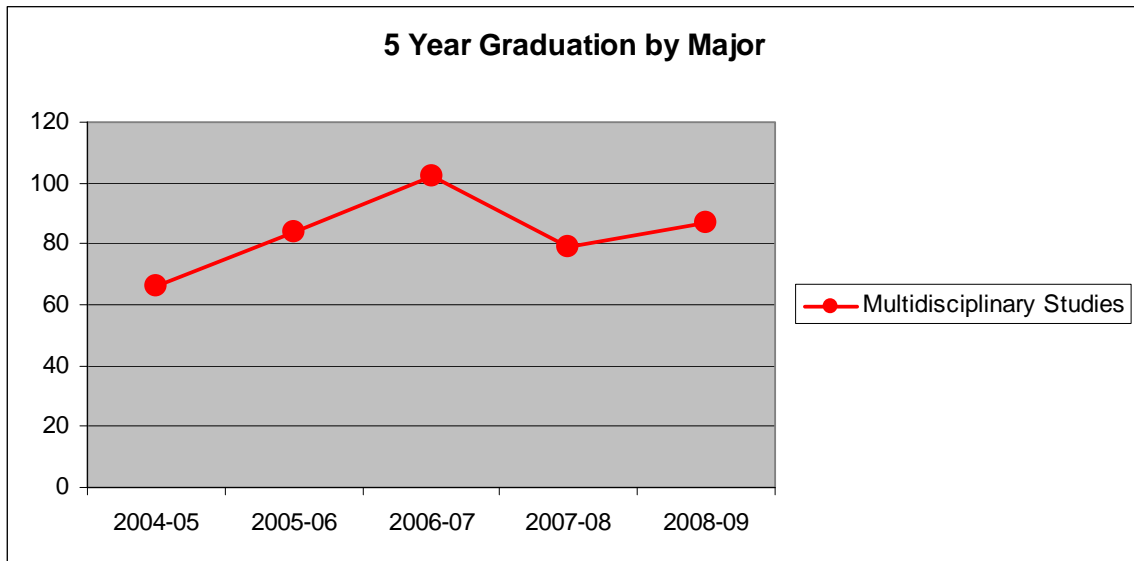
5 Year Undergraduate Student Credit Hours Generated by
"ED + LIB + ECED + MTHE" Course Prefix



	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	2155	2104	2079	2021	1780
All Other Campus	3887	4797	4781	5230	5401
Total	6042	6901	6860	7251	7181

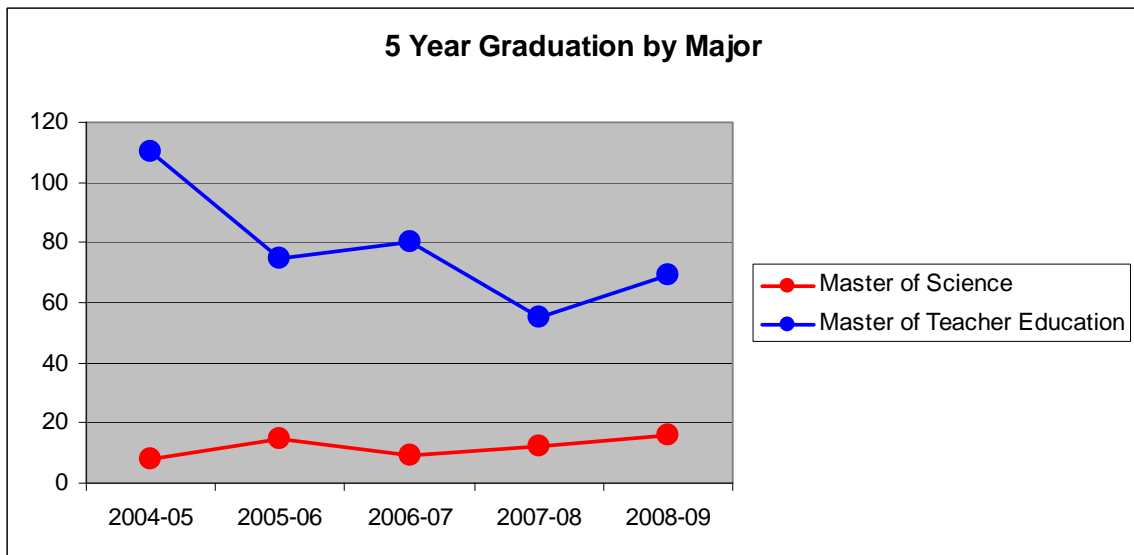
*SCH includes only undergraduate courses effective end of term

Eastern Oregon University
 5 Year Graduation by Undergraduate Major



	2004-05	2005-06	2006-07	2007-08	2008-09
Multidisciplinary Studies	66	84	102	79	87

Eastern Oregon University
 5 Year Graduation by Graduate Majors



	2004-05	2005-06	2006-07	2007-08	2008-09
Master of Science	8	15	9	12	16
Master of Teacher Education	110	75	80	55	69

Mean Enrollment 2006-2007

2006-07 Undergraduate Education On Campus							
Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
ED 130	Cult Differences Amer Ed	2				9	9
ED 130	Cult Differences Amer Ed	2		11	11		11
ED 142	Education Orientation	1		24		12	18
ED 142	Education Orientation	1		9	15		12
ED 208	Ambassador Leadership	1				15	15
ED 209	Practicum	1		2	3	3	2.666666667
ED 242	Education Concepts	3		12			12
ED 242	Education Concepts	3			12	9	10.5
ED 309	Structured Practicum	1		22	0	0	22
ED 354	Rdng/Lang Arts Prim Grd	3		22			22
ED 354L	Rdng/Lng Arts Lab Pr Grd	0		0			0
ED 355	Elem Read/Lang Arts	3			22		22
ED 360	Multicultural Amer Soc	3			21		21
ED 361	Fndtn Second Lang Lrng	3				27	27
ED 362	Lang/Cog Sec Lang Lrn	3		25	1		26
ED 380	Elem Learning Cycle	2			22		22
ED 380L	Elementary Core Lab	0			22		22
ED 381	Elem Curric Stnd:Science	1			23		23
ED 381	Elem Curric Stnd:Soc Std	1			22		22
ED 382	Elementary Clsrm Dynamics	2			22		22
ED 383	Ind Diff/Issues In Elem	2		22			22
ED 384	Exceptionality:Elem	2			22		22
ED 385	Elem Assessment	2			22		22
ED 405	R&C:Diversity In ECE	2			1		1
ED 405	R&C:Literature Circles	3				1	1
ED 409	Practicum	1				1	1
ED 409	Practicum	1		0		2	2
ED 409	Reading Practicum	1			1		1
ED 409	Stdnt Tehng Pract:Elem	5			1		1
ED 410	ESOL Praxis Review	1				4	4
ED 412	Student Teaching Sem	2		7	4	3	4.666666667
ED 412	Student Teaching Sem	2				4	4

ED 412	Student Teaching Sem	2				3	3
ED 415	Student Tchng: Elem	5		7		10	8.5
ED 415	Student Tchng: Primary	5		7			7
ED 415	Student Tchng:Elem	5			4		4
ED 415	Student Tchng:Primary	5			4	10	7
ED 421	Second Lang Acq	3				21	21
ED 421L	ESOL Strategies Lab	1			1	23	24
ED 422	Ed Lang Minority Student	3		29			29
ED 437	Emergent Literacy	2			26		26
ED 437	Emergent Literacy	2				16	16
ED 439	Reading Practicum	3		3	3	0	3
ED 446	Socio-Linguistics Tchrs	3		27			27
ED 468	Diag/Remedial Tech	3				16	16
ED 468L	Diag/Remed Tech Lab	2				16	16
ED 479	Practicum For ESOL	2			2	14	16
ED 480	Primary Learning Cycle	2		22			22
ED 480L	Primary Core Lab	0		22			22
ED 481	Curr Stnd:Art & Music	1		22			22
ED 482	Primary Clsrm Dynamics	2		22			22
ED 483	Ind Diff & Iss Prim Grd	1		22			22
ED 484	Exceptionality:Primary	1			22		22
ED 485	Primary Assessment	2		22			22
ED 499	Senior Seminar	3		1	4		5
LIB 387	Literature for Primary Grades	2		22			22
LIB 388	Literature For Elem Grds	2			22		22
LIB 490	Educational Technology	1		22			22
MTHE 333	Math In Elem School	5	7	2		19	9.333333333
	Total credit hours - UG	173					
Average Mean Enrollment - UG on campus							14.50273224
2007-08 Graduate Education On Campus							
ED 503	Master's Project	6	1				1
ED 507	Ed Rsrch/Fndtns Of Educ	3	25				25
ED 508	Oregon Writing Project	5	23				23
ED 508	SPAN-ELL Writing Inst	2	2				2
ED 509	Practicum	1	12				12
ED 509	Practicum	1	17	18			17.5
ED 509	Practicum	5			18		18
ED 509	Practicum-MAT	1	25				25
ED 510	Counseling Elem Clsrm	2	25				25
ED 510	Counseling Sec Clsrm	2	29				29
ED 510	Creative Arts Elem Tchrs	3	25				25
ED 510	Guidance & Counseling	2	26				26
ED 510	School & Community	2	25				25
ED 510	School & Community/Elem	2	25				25
ED 510	School & Community/Sec	2	29				29
ED 510	Secondary Methods	3	28				28

ED 520	Lrng & Dev	1	25				25
ED 520	Lrng & Dev: Sec	1	17				17
ED 520	Lrng & Dev: Sec	1	12				12
ED 520	Lrng & Dev: Sec	2		18			18
ED 520	Lrng & Dev: Secondary	1			18		18
ED 521	Sec Rdng/Wrtng: Part 1	2	17				17
ED 521	Sec Rdng/Wrtng: Part 2	1	17				17
ED 521	Sec Rdng/Wrtng: Part 3	2	17				17
ED 521	Sec Rdng/Wrtng:Part 1	2	12				12
ED 521	Sec Rdng/Wrtng:Part 2	1	12				12
ED 521	Sec Rdng/Wrtng:Part 3	2	12				12
ED 523	Exceptionality	3		0	17		17
ED 524	Multiculturalism	2		18			18
ED 525	Eval & Measure:Assess-Elem	1	25				25
ED 525	Eval & Measure:Secondary	1	17		18		17.5
ED 525	Eval & Measure:Secondary	1	12				12
ED 525	Eval & Measure:Secondary	2		18			18
ED 526	Curr&Instruct:Models/Plan/Impl	1	0		18		18
ED 526	Curr&Instruct:Models/Plan/Impl	1	25				25
ED 526	Curr&Instruct:Secondary	1	17				17
ED 526	Curr&Instruct:Secondary	1	12				12
ED 526	Curr&Instruct:Secondary	2		18			18
ED 527	Behav & Mgmt:Elem	1	25				25
ED 527	Behav & Mgmt:Secondary	1	17				17
ED 527	Behav & Mgmt:Secondary	1			18		18
ED 527	Behav & Mgmt:Secondary	1	12				12
ED 527	Behav & Mgmt:Secondary	2		18			18
ED 530	Lang Arts/Reading	2	26				26
ED 535	Art Methods:ECE/Elem	1	26				26
ED 536	Music Meth:ECE/ELEM	1	26				26
ED 540	Bus Ed Methods:Secondary	2		0	1		1
ED 540	Bus Methods:Secondary	2		1		1	1
ED 541	Rsrch Anly/Syn:Rev Lit/Elem	2	25				25
ED 541	Rsrch Anly/Syn:Rev Lit/Sec	2	28				28
ED 541	Rsrch Anly/Syn:Revw Lit	2	25				25
ED 542	Stdnt Tchng:High School	5				18	18
ED 542	Stdnt Tchng:Middle Level	5				18	18
ED 559	Art Methods:Secondary	2		3	3	3	3
ED 570	Theories Of Exceptional	3	13				13
ED 571	Soc Std Meth:Secondary	2		8	7	7	7.333333333
ED 574	Lang Arts Meth:Secondary	2		3	3	3	3
ED 579	Legal/Proc Aspect Sp Ed	3	15				15
SCED 510	Selected Topics Sci Ed	3	1				1
SCED 558	Science Methods:Secondary	2		2	2	2	2
HWS 522	Health Promotion In Sch	1			18		18
MTHE 510	Math Methods 2	1	26				26

MTHE 510	Math Methods 3	1	26				26
MTHE 531	Mathematics: Methods I	3	26				26
MTHE 567	Math Meth:Secondary	2			4		4
MTHE 567	Math Methods:Secondary	2		3		4	3.5
	Total Credit hours - G	153					
Average Mean Enrollment - G on campus							16.791667

Mean Enrollment 2007-2008

2007-08 Undergraduate Education On Campus

Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
ED 130	Cult Differences Amer Ed	2		9		13	11
ED 130	Cult Differences Amer Ed	2			9		9
ED 142	Education Orientation	1		13		10	11.5
ED 142	Education Orientation	1		19	13		16
ED 208	Ambassador Leadership	1				15	15
ED 209	Practicum	1		0	3	1	2
ED 242	Education Concepts	3			6	12	9
ED 242	Education Concepts	3		9			9
ED 309	Structured Practicum	0		25	0	0	25
ED 354	Rdng/Lang Arts Prim Grd	3		26			26
ED 355	Elem Read/Lang Arts	3			25		25
ED 356	Mdle Lvl Rdng/Lang Arts	2				19	19
ED 356L	Mdle Lvl Rdng/LA Lab	0				12	12
ED 360	Multicultural Amer Soc	3			18		18
ED 361	Fndtn Second Lang Lrng	3				23	23
ED 362	Lang/Cog Sec Lang Lrn	3		13			13
ED 380	Elem Learning Cycle	2			25		25
ED 380L	Elementary Core Lab	0			25		25
ED 381	Elem Curric Stnd:Science	1			25		25
ED 381	Elem Curric Stnd:Soc Std	1			25		25
ED 382	Elementary Clsrn Dynamics	2			25		25
ED 383	Ind Diff/Issues In Elem	2		26			26
ED 384	Exceptionality:Elem	2			25		25
ED 385	Elem Assessment	2			25		25
ED 405	R&C:Lit Circles III	2				1	1
ED 405	R&C:Mid Level Development	3				1	1
ED 409	Practicum	1		2			2
ED 409	Practicum	0		0	0	2	2
ED 410	ESOL Praxis Review	1				5	5
ED 412	Student Teaching Sem	2		3	8	1	4
ED 412	Student Teaching Sem	2				4	4
ED 412	Student Teaching Sem	2				3	3
ED 415	Student Tchng: Elem	5		3		8	5.5
ED 415	Student Tchng: Primary	5		3			3
ED 415	Student Tchng:Elem	5			8		8
ED 415	Student Tchng:Primary	5			8	8	8
ED 421	Second Lang Acq	3				26	26
ED 421L	ESOL Strategies Lab	1				16	16
ED 422	Ed Lang Minority Student	3		17			17
ED 437	Emergent Literacy	2			14		14
ED 438	School Reading Programs	3				19	19
ED 439	Reading Practicum	3		6	1	3	5
ED 446	Socio-Linguistics Tchrs	3		14			14

ED 468	Diag/Remedial Tech	3				1	1
ED 468L	Diag/Remed Tech Lab	2				1	1
ED 469	Devmntl/Expand Literacy	3				19	19
ED 479	Practicum For ESOL	2		2	4	6	4
ED 480	Primary Learning Cycle	2		26			26
ED 480L	Primary Core Lab	0		26			26
ED 481	Curr Stnd:Art & Music	1		27			27
ED 482	Primary Clsrm Dynamics	2		26			26
ED 483	Ind Diff & Iss Prim Grd	1		26			26
ED 484	Exceptionality:Primary	1			25		25
ED 485	Primary Assessment	2		26			26
ED 499	Senior Seminar	3		1	2	1	1.333333333
LIB 387	Literature for Primary Grades	2		26			26
LIB 388	Literature For Elem Grds	2			25		25
LIB 490	Educational Technology	1		26			26
MTHE 333	Math In Elem School	5		9		19	14
ART 390	Expanded Arts*AEH	5			16	14	15
Total Credit hours		181					

Average Mean Enrollment - UG on campus **15.27222222**

2007-08 Graduate Education On Campus

Course	Title	Credits	Summer	Fall	Winter	Spring	Mean Enroll
ED 506	Special Indep Stds:SpEd	1	1				1
ED 508	Oregon Writing Project	2	0	1			1
ED 508	Oregon Writing Project	6	2				2
ED 508	Oregon Writing Project	6	2				2
ED 508	Oregon Writing Project	6	7				7
ED 509	Practicum	1		17	16	0	11
ED 509	Practicum	1	20				20
ED 509	Practicum	1	18				18
ED 509	Practicum-MAT	1	26				26
ED 510	Counseling Elem Clsrm	3	26				26
ED 510	Rdng Assess Lrng-Elem	2	26				26
ED 510	School & Comm(Elem)	2	27				27
ED 510	School & Community/Sec	2	31				31
ED 510	Talented/Gifted-Sec	3	31				31
ED 510	The Multicultural Campus	5	2				2
ED 510	Tribes:New Way Lrning Tog	2	31				31
ED 520	Lrng & Dev	2	26				26
ED 520	Lrng & Dev: Sec	2	18				18
ED 520	Lrng & Dev: Sec	2	20				20
ED 520	Lrng & Dev: Secondary	1			17		17
ED 520	Lrng & Dev: Secondary	2		17			17
ED 521	Sec Rdng/Wrtng: Part 1	2	18				18
ED 521	Sec Rdng/Wrtng: Part 3	2	18				18

ED 521	Sec Rdng/Wrtng:Part 1	2	20				20
ED 521	Sec Rdng/Wrtng:Part 2	1		17			17
ED 521	Sec Rdng/Wrtng:Part 3	2	20				20
ED 523	Exceptionality	3			18		18
ED 524	Multiculturalism	2		17			17
ED 525	Eval & Measure:Secondary	1			17		17
ED 525	Eval & Measure:Secondary	2		17			17
ED 526	Curr&Instruct:Secondary	1	20		17		18.5
ED 526	Curr&Instruct:Secondary	1	18				18
ED 526	Curr&Instruct:Secondary	2		17			17
ED 526	Curriculum & Instruction	1	26				26
ED 527	Behav & Mgmt:Elem	1	26				26
ED 527	Behav & Mgmt:Secondary	1			17		17
ED 527	Behav & Mgmt:Secondary	2	18	17			17.5
ED 527	Behav & Mgmt:Secondary	2	20				20
ED 530	Lang Arts/Reading	1	30				30
ED 535	Art Methods	1	30				30
ED 536	Music Methods	1	30				30
ED 540	Business Methods:Sec	2		1	0	1	1
ED 541	Rsrch Anly/Syn:Rev Lit/Elem	2	24				24
ED 541	Rsrch Anly/Syn:Rev Lit/Sec	2	30				30
ED 542	Stdnt Tchng:High School	5				17	17
ED 542	Stdnt Tchng:Middle Level	5				17	17
ED 559	Art Methods:Secondary	2		1	1	1	1
ED 571	Soc Std Meth:Secondary	2		1	1	1	1
ED 574	Lang Arts Meth:Secondary	2		2	2	2	2
ED 584	Behav/Clstrm Mgmt Ex Lrnr	3	10				10
ED 591	SpE:PreAcad/Com:EC/EL	2	8				8
ED 591	SpE:PreAcad/Com:MS/HS	2	6				6
ED 592	SpE:Life/PreVoc Sk:EC/EL	2	8				8
ED 592	SpE:Life/PreVoc Sk:MS/HS	2	6				6
PES 534	PE/HLTH Methods	1	30				30
PES 573	PE/HLTH Meth:Secondary	2		6	5	6	5.666666667
MTHE 510	Math Methods 3	1	29				29
MTHE 531	Mathematics: Methods I	3	27				27
MTHE 567	Math Meth:Secondary	2			2		2
MTHE 567	Math Methods:Secondary	2		2		2	2
SCED 558	Science Methods:Secondary	2		7	7	7	7
	Total credit hours		150				

Average Mean Enrollment - G on campus

16.486339

Commentary on Enrollment and Graduate Trends

Although there appears to have been a sharp decline in student enrollment from 2005-2007, there is a concrete reason for this decline—the elimination of the College of Education’s Bend cohort. Due to Oregon State University’s determination that its Cascade Campus had the city Bend and its surrounding areas as its sphere of influence, all of the programs associated with Eastern Oregon University, both graduate and undergraduate, were disbanded. The CUESTE program was eliminated after the 2004-2005 school year, and the MTE programs were eliminated in the 2005-2006 school year. Unfortunately, this process has not allowed those in Bend to have full access to necessary educational programs.

The College of Education continues to encourage growth, but that growth must come with limitations. Due to the small number of school districts and cooperating teachers who are available for placements, acceptance and participation in our programs require monitoring to ensure adequate placements for our students in their student teaching/internships. Therefore, it is imperative to understand that the growth factor must be determined, in part, by available practicum or student teaching placements.

Program and Course Scheduling Requirements

CUESTE: Students entering CUESTE through EOU’s program must complete the Multi-disciplinary Studies Degree (MUD), the Elementary Education Minor and an additional core of lower division and upper division courses or competencies. The MUD Degree requires a minimum of 180 hours for graduation, including specific distribution of course work in the liberal arts, completion of an academic minor or course of student, with a minimum upper division distribution of 60 hours. This program is dependent upon the schedule of the College of Arts and Sciences. The credit summary for the Multidisciplinary Studies Degree is:

General Education	60 hours
Additional Major Coursework	30 hours
Minor or course of preparation	30 hours
Elementary Education Minor	46-53 hours
Other Course Requirements	8-12 hours
Electives	0-6 hours

The Elementary Education Minor is distributed among the following coursework:

<i>Education 142 (Education Orientation)</i>	0-1 hours
<i>Education 242 (Education Concepts)</i>	0-3 hours
<i>Education 309 (Structured Practicum)</i>	0-3 hours
<i>Primary Core (K-3)</i>	17 hours
<i>Elementary Core (4-6)</i>	17 hours
<i>Student Teaching</i>	12 hours
Total	41-48 hours

MAT: The MAT Core Curriculum is designed to acquaint all candidates with the basic skills and pedagogical knowledge required of teaching. The Core Curriculum is designed around the foundational requirements of teaching and learning. Added to these core curricular issues are specific issues in each of the subject disciplines.

Both elementary and secondary candidates take the following Core courses. These courses differentiate between Early Childhood Education (ECE), elementary, middle, and high school development and curriculum.

Core Curriculum for Elementary and Secondary

Learning and Development and Classroom Management
Curriculum and Instruction and Evaluation and Measurement
Exceptionality

Teaching in a Diverse Society
Health Promotion and Education
Technology in the Classroom
Classroom Based Action Research
Content Area Literacy

MAT: ECE/Elementary Curriculum. All Elementary candidates will, in addition to the Core Curriculum described above, complete the following Elementary track for ECE and Elementary endorsements:

Coursework in Language Arts/Reading
Mathematics Methods
Science Methods
Social Studies Methods
Physical Education/Health Methods
Art Methods
Music Methods

MAT: High School and Middle Level. All Secondary candidates, in addition to the above Core Curriculum, are required to take:

Content Area Literacy (Concepts, Strategies, Implementation)
Methods in Content (Endorsement) Area: Business, Language, Science, Art, Mathematics, Social Studies, Music, P.E./Health, and Language Arts. If a candidate is preparing in more than one content area, he/she must take a methods course in each area of projected endorsement.

The MAT program, as a summer-to-summer program, is divided into the following credit hour distribution:

Term	MAT Elementary/ECE	MAT Secondary
Summer—Term 1	14 credit hours	10 credit hours
Fall	12 credit hours	13 credit hours
Winter	13 credit hours	13 credit hours
Spring	10 credit hours	11 credit hours
Summer—Term 2	9 credit hours	9 credit hours
Total	58 credit hours	54 credit hours

Staffing

Note: College of Ed faculty teach online, onsite, and on campus courses for Graduate and Undergraduate programs. Their FTE in some cases is divided among all programs. These following numbers also include summer session:

Current assessment of Faculty

The on campus faculty supporting the College of Education

1.0 FTE	Ray Brown , Education
1.0 FTE	Frank Bushakra, Education
1.0 FTE	Ruth Davenport, Education
1.0 FTE	Darren Dutto, PHYSH
1.0 FTE	Allen Evans, Education
1.0 FTE	Karyn Gomez, Education
1.0 FTE	Viriginia Kelly, Education
1.0 FTE	Carol Lauritzen, Education
1.0 FTE	Tawnya Lubbes, Education
1.0 FTE	Dan Mielke, PHYSH
.80 FTE	Donna Rainboth, Education
1.0 FTE	Brian Sather, PHYSH
1.0 FTE	John Knudson-Martin, Math Education
1.0 FTE	Ralph Woodward, Education

Total FTE = 13.8 FTE

* Carol Lauritzen load currently is 100% Administration therefore the total FTE will be reduced by 1 FTE

Actual Total = 12.8 FTE

NOTE: There are some coaches who teach PES course as part of their FTE Athletic appointment

The following faculty supporting the College of Education onsite programs:

.44 FTE Betsi Costi, Mt Hood Site program
.49 FTE Paul Gefroh, Mt Hood Site program
1.0 FTE Rosemary Sirinig, Mt Hood Site program
1.0 FTE LeeAnn McNerney, Mt Hood Site program
1.0 FTE Mary Fields, SWOCC Site program
.50 FTE Linda Deardorff, SWOCC Site program
1.0 FTE Jan Dinsmore, TVCC Site program
1.0 FTE Kerri Wenger, TVCC Site program
1.0 FTE Miriam Munck, BMCC Site program
1.0 FTE Scott Smith, BMCC Site program

Total FTE = 8.43

The following adjunct faculty supporting the College of Education on-line include:

Erin Long
Molly Brog
Art Furman
Elisa Doebler-Irvine
Ronald Babcock
Dixie Johnson
Phil Hofmann
Margo Mack
Lisa Snyder
Duella Scott-Hull
Krysta Marlow
Amanda Villagomez
Raeshelle Meyer
Arlene Isaacson
Julie Poirer
Joseph Buglione
Patricia Kennington
Rena Eakin-Weber
Patrick Barrett

Total FTE = 8.334

Advising/Administration FTE = 5.278

Total FTE - 36.342

Cost Ratios

Load/Faculty On Campus/ Onsite/Online

Based on the 2007/08 SCH, the ratio of SCH to faculty in ED/PES/HWS/EXS/READ/MTHE/SCED prefix courses & Art 390 - LIB 387,388,490 is 2076 Student load hours/36.342 FTE = 57.124 load hours per faculty member.

2008-09 Undergraduate Student Credit Hours

Total SCH: 7,181

On-Campus: 1,780

Online SCH: 824

Onsite SCH: 4,577

SCH/Faculty ratios of On Campus/On site/ Online – Graduate and Undergraduate:

(21,733 SCH/36.342 FTE) 598 SCH per faculty member

Faculty Accomplishments

The accomplishments of the faculty are varied in terms of what is accomplished and the manner in which it is accomplished. Presentations at local, state, national and international conferences are common as is the publishing and writing of current research relative to education. This list is not a comprehensive list, but just a selection of the numerous accomplishments from the faculty of the College of Education. Some of the specific accomplishments include:



- Presentations on multiple topics at the Oregon Reading Association
- Presentations on multiple topics at the International Reading Association within the United States, Canada, and Hungary
- Distinguished Teaching Faculty, EOU
- Written numerous books, chapters, publications
- Presentations at National Council for Teachers of English
- Presentations at National Council for Teachers of Social Studies
- Presentations at Oregon Science Teachers Association
- Presentations at National Science Teachers Association
- Presentations at Association of Science Teachers Educators
- Organized Science Empowerment summer program (grant-based)
- Organized Great Inventors program (grant-based)
- Organized Science Discoveries program (grant-based)
- Organized Developmental Inquiry (grant-based)
- Working on PRISM program
- Children's Book Award Committee
- Notable Books for a Global Society Committee Member
- International Reading Association Board of Directors
- Children's Literature and Reading Special Interest Group
- Presentation at Texas Middle School Association
- Presentations at AERA

- Serving on Oregon Department of Education committees
- State Writing Assessment trainer

Minimum Staffing Requirements

2007-2008 Course Assignments, College of Education

Campus

Program	Credits	Summer	Fall	Winter	Spring	Total
Undergraduate						
- Total Credits	181					
- Number of Students		1	409	360	263	1033
- SCH		2	734	846	703	2285

PHYSH						
- Total Credits	189.5					
- Number of Students		72	544	441	384	1441
- SCH		175	852	839.5	692	2558.5

Total Credits	370.5					
TOTAL Students Undergraduate		73	953	801	647	2474
TOTAL SCH Undergraduate		177	1586	1685.5	1395	4843.5

Graduate						
- Total Credits	150					
- Number of Students		786	133	113	47	1079
- MTE SCH		2060	230	160	196	2646
- Online SCH						
- SpEd SCH		250				250
- OWP		68				68
TOTAL Credits	150					
TOTAL Students Graduate		786	133	113	47	1079
TOTAL SCH Graduate		2378	230	160	196	2964

2007-2008 Course Assignments, College of Education

Online

Credits	Summer	Fall	Winter	Spring	Total	Grand Total
367	106	727	903	531	2267	3300
	375	1439	1704	1498	5016	7301

390.67	190	346	443	446	1425	2866
	727	1576	1380	1533	5216	7774.501

757.67						1128.167
	296	1073	1346	977	3692	6166
	1102	3015	3084	3031	10232	15075.5

608						758
	177	608	570	318	1673	2752

	0	670	549	486	1705	4351
	396	452	516	474	1838	1838
	3	69	27	52	151	401
						68

608						758
	177	608	570	318	1673	2752
	399	1191	1092	1012	3694	6658

Summary Recommendations/Observations

The College of Education is a critical part of Eastern Oregon University due to its ability to sustain itself through the quality of programming, the dedication of the faculty and staff, and the educational needs for the eastern counties of Oregon. The faculty continues to address the critical issues in education and provide support and collegiality with local school districts. Since some of the programs are year-long programs, the demands on the faculty can be challenging, but not without its rewards. The program, directly, is intent on providing our students with quality preparation to ensure that they are able to enter the teaching work force knowledgeable and ready for the rigorous life in the education profession.

As a continuum, the College of Education is in a constant state of endeavoring to improve its coursework, its methodologies, and its relationships with all of our colleagues, including administrators, local teachers, and community members. This improvement is ongoing through constant dialogue, self-evaluation, and communication.

However, despite the past successes of the College of Education, the self-evaluative process and program assessments have indicated that unless we continue to look in-depth at programming and community relationships, the end result could be stagnation. Therefore, restructuring of programs, changing individual course content and continually increasing faculty knowledge in new theories, techniques, and technologies is critical. Since educational policies and demands are reflective, many times, of society, the educational system must make adjustments to meet the needs of diverse students, diverse faculty, and diverse communities.

The College of Education's faculty members are professional in their instruction, their supervision, and their advising. This dedication to excellence determines that they are constantly involved with their students and colleagues to ensure that a strong educational program continues in the future. This does, however, create a dilemma in the amount of time and effort that is required to run the programs, causing very busy schedules for faculty during the school year and summers, when applicable as in the MTE program.

These conclusions support the Administrative Review of Program, written by Michael Jaeger for the 2006-2007 academic year, and by Carol Lauritzen for the 2009-10 academic year, both of which follow.

Administrative Review of Program

Program: Education

I. Mission/Purpose

Since its inception in 1929 as Eastern Oregon Normal School, a vital part of the University mission includes preparing teachers for public and private schools in the region. The College of Education's mission is consistent with the University's broader view:

1. Demonstrating and encouraging innovative programs and instruction through pre-service and inservice teacher education.
2. Providing quality outreach services to strengthen the individual as an analytical, a reflective, and an evaluative educator.
3. Contributing, through research and practice, to the growing core of knowledge in the field of education.
4. Valuing each learner as a unique human being.

Eastern currently employs residential programs, distance education, and quasi-distance learning strategies to serve the growing number of place- and time-bound students in rural Oregon. There are approximately 1,900 public school teachers serving the 29,000 public school students in the region. Most of the schools are small, rural, and often isolated. This type of school environment requires a special kind of teacher. Rural schools require teachers who are prepared to instruct broadly, who possess several specialty skills and who can adapt and work with few resources. Because Eastern's mission is to connect rural students with educational opportunities, distance education strategies have been foremost in our plans to provide access to those in under-served communities such as Coos Bay, Pendleton, Bend, Burns, John Day, Ontario, Enterprise, the Columbia Gorge, and rural eastern Multnomah County.

Regional Priorities

Oregon's future economic vitality relies on an educated population. The critical connection between higher education and the State's economy is a recurrent theme in "future think" as conceived by legislators, state officials, and business leaders. Only 25.1 percent of Oregonians currently have college degrees. To move Oregon forward, a study by the Oregon Progress Board concluded that the State must develop its intellectual capital by improving this proportion to 45 percent within ten years.

Compounding the overall poor statistic of Oregon college graduates are the statistics for rural and minority segments of the State. Only 15 percent of eastern Oregonians are college graduates; 60% of the state average. The percentage of Hispanics and African American Oregonians with college degrees is also well under the state average. Lack of proximity to an institution of higher education is cited as the primary reason for this disparity between rural and urban counties.

As a priority, EOU directs its resources to address the following targets:

- Make higher education more accessible by a) bringing education closer to home, b) making education more career relevant, c) offering more flexibility relative to course scheduling and curriculum needs, and d) becoming more sensitive to customers
- Make higher education more affordable by a) allowing students to utilize lower tuition rates of community colleges for the first half of their college program, b) allowing the option for students to live at home, thereby reducing their room and board costs, and c) providing students with streamlined programs and concomitant advising that assures efficiency of time and money in acquiring a college degree.

EOU has made a commitment to serve rural communities, especially those within proximity of a rural community college, with residential teacher education programs. EOU programs established in Ontario, Pendleton, Gresham, and Coos Bay have resulted directly from the desire to fulfill this mission-based strategy. In each of these undergraduate teacher education programs, students efficiently transition from the community college courses to the College of Education program. Students who are admitted to these programs are not required to come to the La Grande campus. They proudly graduate from EOU by participating in ceremonies held jointly with the community college.

The graduate licensure program has traditionally been made available to students in Burns, Bend, Ontario, John Day, Enterprise, Pendleton, and The Dalles. In 2005, the faculty reinvented the delivery system to allow more candidates access to the program. Now, students who reside in small communities in rural eastern Oregon have access to a distance licensure program.

II Program Description

Teacher education at Eastern traditionally has taken the form of an undergraduate degree program in Elementary Education (CUESTE) and, since 1989, a fifth year Master of Teacher Education (MTE) program. Rural and frontier public schools demand high quality teachers prepared to meet multiple needs of students. Eastern's undergraduate teacher education program (CUESTE) meets the needs of more traditional students who move, typically, from high school to college in a smooth transition. In contrast, the post baccalaureate Master of Teacher Education program (MTE) attracts candidates who make later career decisions to become a teacher. Both of these programs are based on the same core values and beliefs about learning and education.

Aims, Values, and Outcomes

In 1993, the faculty of the College of Education developed a vision of teacher education. After considerable research and deliberation, the College painted a multifaceted picture of the “ideal” teacher. From this picture, a series of descriptors, values, and attributes were constructed. A summary of the outcomes below has fueled program development for more than a decade:

Professional Attributes	Personal Traits	Social Responsibility	Academic Talents
Organized	Adaptable	Accepting Diversity	Knowledgeable
Applies Knowledge	Enthusiastic	Role Model	Lifelong Learner
Leader	Health/Well-being	Humane	Current/Relevant Issues
Communicator	Self-directed	Facilitator	Technologically Proficient
Creative	Positive Attitude	Team Player	Empathetic
Confident	Enthusiastic	Decision Maker	Proficient in Basic Skills
Committed	Ethical/Integrity	Cooperative	Subject Oriented
Self-aware	Risk Taker	Community Involvement	Research Motivated

The faculty of the College affirmed these values and outcomes again in 1999 during program redesign. To implement these values, each teacher preparation program is designed with three core components: solid academic preparation, field experiences, and pedagogical research and applications.

Academic Preparation

National trends, including the most recent (No Child Left Behind) initiatives, have caused colleges and universities across the nation to boost requirements, measure competency, and in general, add rigor to their programs. The American Association for Colleges of Teacher Education and The American Independent Liberal Arts Colleges for Teacher Education have characterized the need for this breadth and depth of content by stating, "Without mastery of content, it is impossible to teach nor to evaluate whether teaching or learning have been successful" (Gideonse, 1989). Further, the consortia of 720 schools, which these associations represent, suggest that all teachers receive a strong foundation in the intellectual, moral, social, and cultural activity of our world as a prerequisite to becoming an effective teacher. The most recent face on this research is the mandate for the "highly qualified teacher."

Eastern has embraced these concepts in the organization and design of teacher education programs since 1989. Undergraduates obtain baccalaureate degrees in the subject they intend to teach. Graduate students come to post baccalaureate studies with degrees obtained in their endorsement areas. Additional endorsements require significant coursework (a major, minor or equivalent) and appropriate testing. Teachers who complete the education program at Eastern and who are recommended for licensure have received a solid academic basis for teaching.

Field Experiences

The field experiences, or practica, can be the single most important factor in shaping the training of prospective teachers. As the Carnegie Commission has reported, developing the "theory into practice" paradigm makes the best use of time spent in preparing teachers. Intensive and quality field experiences are critical in shaping a future teacher's craft as well as to insure a dedicated employee.

At EOU, field practica become more demanding. In early experiences candidates can sample the school experience. These transition into teaching and learning simultaneously (theory into practice) in part-time practica. In student teaching, candidates are immersed into intensive

experiences that give candidates a full picture of the teaching environment. Eastern's teacher licensure programs are designed to allow candidates ever-increasing responsibilities in the classroom so that, upon completion of the program, they have attained the proficiencies necessary to become a high quality teaching candidate.

Pedagogical Research and Applications

The third core area of Eastern's teacher education program is a strong pedagogical component that embeds many of the aforementioned values. The bulleted items below provide the basis for the development of the teacher education program pedagogy:

- *National Goals and Standards*

National, state, local, and discipline-centered entities have defined the goals and standards for public schools. All curricula should be driven from stated goals and intentions.

- *Assessment*

As a logical end bracket to stated goals, intentions and objectives, assessment provides information about teaching and learning. Although assessment can provide summative information about student achievement, it is also a powerful tool in evaluating the learning process.

- *Outcomes-based Learning*

A focus on "what we hope for" in each learner helps direct energy to finding the most appropriate and effective methods for reaching a goal.

- *Developmentally Appropriate Curriculum*

The application of cognitive, physical, emotional, and psychosocial dimensions of development informs classroom practice.

- *Learning Theory*

A range of learning theories provides teachers with a toolbox. Knowledge of how students learn differentiates how we design curriculum.

- *Environment*

Students are most successful in a safe, organized, and nurturing environment. The classroom, school, and wider community share the responsibility to educate the student in a mutual and personal manner.

- *Diversity and Individuality*

"School" is a mirror of the increasingly complex American society. Socio-economic, ethnic, cultural, and language differences provide opportunities rather than challenges in providing enhanced learning. Individual differences of ability and style inform the need for differentiated instruction.

Specific Program Dimensions

Throughout the report we use the terminology CUESTE and MTE. CUESTE refers to the undergraduate teacher licensure program approved in 1989 and redesigned and approved in 1999. From 1989 to 2003, the program acronym represented: Curriculum for Undergraduate Elementary and Secondary Teacher Education. (We have whimsically named it so and have used the icons of Picasso's Don Quixote and Sancho Panza to symbolize a "quest" for excellence in teacher education.) Since 2003, the undergraduate program in secondary education has not been scheduled as students have migrated to graduate programs for secondary teacher licensure.

CUESTE now represents: Curriculum for Undergraduate Elementary School Teacher Education--the notion of a “quest” persists.

The CUESTE program has four major components. The first is a beginning-of-the-year practicum, designed so that candidates can assist a teacher in initiating a new school year and thus, learn this critical element of successful teaching. The second component is a term devoted to learning to teach the young child. This is called Primary Core. Primary Core is followed by a term directed toward teaching the older child, called Elementary Core. The final component is a full term of student teaching with an accompanying student teaching seminar.

The CUESTE program builds atop a solid academic core called the Multidisciplinary Studies degree. This degree requires that students have a strong background in mathematics, 17 quarter credits; English language, literature and writing, 22 quarter credits; social sciences, 25 quarter credits; science, 18 quarter credits; art, 11 credits; health and physical education; and music. This wide liberal; arts base supports the passage of the required Oregon elementary endorsement exam (ORELA) and supports the content knowledge of the elementary teacher in the subjects that they must teach.

The MTE (MTE) program was approved in 1988. The acronym stands for Master in Teacher Education. The word “intern” is used to describe the mentor-mentee relationship that is created during a practicum experience. Our use of the term in no way should be construed as an intern program as described by the OAR. Our students are unpaid students participating through schools in practica and student teaching situations. Today, this term has been replaced by student teacher to eliminate conflict.

The MTE program consisted of five terms. It begins with intensive coursework in the first summer. Interns then begin a full time placement (called “A” placement). When fall term begins at the University, the practicum hours are reduced so the intern may engage in parallel coursework. Coursework concludes at Thanksgiving and the intern returns to full time in the “A” placement until the public school semester break. At this time (generally late January) the intern moves to “B” placement at a second authorization level on a part-time basis and also begins a new set of University classes. This continues until the University spring break. During spring term the intern is full time in “B” placement with an accompanying University seminar.

The MTE program builds upon the ASE of the baccalaureate degree in the endorsement area. Students admitted into the program must pass licensure exams (ORELA or PRAXIS).

IV. Analyze and Appraise

The purpose of program assessment is to determine the degree of agreement between the stated goals and the desired outcomes and processes of teacher licensure programs. Outcomes are defined as student competencies in knowledge, skills, and professional applications related to the student’s role as a professional educator. Processes are defined as the modality and logistics of learning opportunities and the facilitation of such within the program. Program assessment of outcomes seeks to examine and critique the quality of student achievement and applications demonstrated and to determine where programmatic improvement may be made to enhance products. Program assessment of processes seeks to examine and critique the quality of inputs while maximizing resources and efforts.

Both product and process assessments are done from the perspective of the student, the program faculty and staff, and external stakeholders. Students, faculty and staff assess knowledge and

skills obtained and evaluate the processes leading to program completion. External assessment is primarily based on evaluation of program products relative to short- and long-term perspectives.

The College of Education has conducted extensive assessment and evaluation of program effectiveness over the past several years. Our ongoing goals in this area are to examine CUESTE and MTE programs to assure adequate student competency and satisfaction with classroom assessment.

The evaluation of the program includes data from both external and internal sources. Internal sources include the professional evaluation of the faculty of the teacher education curriculum, and of student performance. The Education Faculty also analyzes data from external factors. Internal variables include student success as measured by admission data, grades, scores on work samples, scores on student teaching rubrics, performance on specific measures within the program, and tests scores (PRAXIS and ORELA) at the conclusion of the program.

In the analysis of 2004-2005 program assessment data, the level of concern regarding classroom assessment plummeted to a very low ranking. It was clear from this feedback that the faculty had improved this area of the program.

Enrollment

Both CUESTE and MTE programs have significant numbers of students. (See charts). The MTE program continues to recruit high quality candidates from the region. The CUESTE program remains stable on the EOU, Pendleton, Ontario and Coos Bay campuses while the Gresham campus continues to grow. There is ample evidence from enrollment trends that both programs will remain viable in the coming years.

V. Current Strengths

In the analysis of program assessment data, the faculty has made significant strides in addressing identified program weaknesses. In a very important way, the accomplishment of this goal is of great pride to us. We spent much of 2003-2004 planning program assessment methods and implementing outcomes-based measures. The data received from 2003-2004 provided the faculty with clear and specific feedback regarding the quality of instruction. Based on this data, the faculty made conscious decisions to address a particular area of instruction that appeared weak throughout the program. Planning specific interventions, the faculty made concerted efforts to incorporate more attention to assessment during CUESTE and MTE coursework. Their efforts were validated by the results of the 2004-2005 program assessment, which indicated improvements to instruction related to assessment.

Although the program assessment data from the spring of 2005 showed that the unit had made significant progress in meeting pre-service teachers' needs in the area of assessment, other areas were identified that needed additional focus. These were classroom management, transitions and closure. These three items are no doubt correlated. The faculty has made plans to maintain the work in the area of assessment but also to give added attention to these additional areas.

Further program assessment coupled with administrative review has yielded a number of changes over the past few years that have strengthened program elements and modified program delivery methods. Feedback received from students, faculty, and administrators has enabled faculty to modify the delivery of MTE program components. Our previous dependencies on satellite and IP video delivery of coursework were replaced with a hybrid distance delivery model. Initial

assessments of this new model and midcourse adjustments to instructional support have yielded excellent results.

Program assessment has provided data that have influenced administrative decisions to end collaborative relationships with Oregon State University-Cascades Campus in Bend. The final cohort of MTE candidates will complete program coursework during the summer of 2006.

Program assessment provides a data-driven method for making efficient decisions, performing informal assessments, and monitoring programs to offer a more formative way for improvement. Because some of our teacher education cohorts exist in distant residential locations, the faculty is required to stay in close communication with each other. The faculty meets regularly to align outcomes, to discuss issues, and to create unified syllabi. Although one might perceive that the distance would produce divergent versions of our education program, the opposite has occurred. Faculty members have been diligent to remain aligned through continual conversation and negotiation. As a result, the distance programs are more aligned than the side-by-side programs may be on a residential campus. As an outcome of the faculty's efforts to maintain program integrity and uniformity, the assessment process yielded the following actions and policies:

CUESTE

Within the CUESTE program, the following measures are in place to ensure that the candidates in CUESTE at all sites are equally well prepared.

1. Admissions are centrally processed. All admission files are held to the same criteria. Scoring of interviews and essays are standardized through the La Grande campus.
2. CUESTE faculty holds regular phone conferences (generally twice a month) to discuss program issues and expectations.
3. Faculty reach consensus and require the same textbooks.
4. Faculty work together to develop a syllabus and faculty at all sites are expected to teach from that syllabus. Faculty across all sites reaches agreement on the major assignments for each course.
5. Faculty from the La Grande site teaches some of the courses at the other sites.
6. The same lesson planning format and work sample scoring guide is used at all sites.
7. A study, financed by the University, determined that there were no significant differences among students' scores on the multiple subjects' exam when site-to-site comparisons were made. These results indicate that students have equal content preparation.
8. All sites are included in program assessment and there are no major differences among sites in terms of responses to program assessment surveys.
9. All candidate files are maintained on the La Grande campus.
10. All graduation applications are processed by the University Registrar and the College Dean.
11. All licensure is processed by the Licensure Officer at the La Grande campus.
12. CUESTE is considered to be a single program, organized by cohorts. While at some universities these cohorts might all be on the same campus, in the CUESTE program these cohorts are at various sites. However, these cohorts are considered as all being part of a single program.

MTE

Within the MTE program, the following measures are in place to insure that the candidates in MTE in all cohorts are equally well prepared.

1. Admissions are centrally processed. All admission files are held to the same criteria. One specific example of this process is that two readers score the essays—one at the site and one of campus. Inter-rater reliability is .90.
2. MTE faculty hold regular conferences to discuss program issues and expectations.
3. Faculty reach consensus and require the same textbooks.
4. Faculty work together to develop a syllabus and faculty at all sites are expected to teach from that syllabus.
5. The same lesson planning format and work sample scoring guide are used at all sites.
6. All sites are included in program assessment and there are no major differences among sites in terms of responses to program assessment surveys.
7. All candidate files are maintained on the La Grande campus.
8. All graduation applications are processed by the University Registrar and the College Dean.
9. All licensure is processed by the Licensure Officer at the La Grande campus.
10. Candidates in the MTE program are held to the same course and practicum requirements even though the mode of delivery is different among cohorts. There are no differences in the standards to which these candidates are held.

Faculty

1. Faculty load is determined by the Dean using the same expectations for all sites.
2. All hiring of faculty and staff is conducted through the La Grande site with the same processes and procedures.
3. Faculty evaluation for continuation, promotion and tenure is conducted through the University faculty review process. An elected College Personnel Committee and the College of Education Dean conduct these evaluations.
4. Qualified faculty at all sites are eligible for tenure track positions.
5. All faculty have the ability to participate in the University Assembly (governance structure) through web casts of the proceedings. Voting on University issues and committee elections is conducted electronically.
6. Faculty from the various sites research and publish together as well as engage in study groups together.
7. All faculty members are viewed as colleagues in the College of Education and the University.

V. Significant Changes

No significant programmatic changes have been made to the curriculum of either the MTE or the CUESTE program. Both of these programs are almost unchanged save for slight course credit adjustments or course name changes. The substance of the curriculum remains unchanged since the last accreditation cycle.

Significant changes have occurred in how the programs have been offered and where they have been offered off-campus. The undergraduate program (CUESTE) continues to be offered on the La Grande campus as well as the community college campuses at Pendleton (Blue Mountain Community College) and Ontario (Treasure Valley Community College). In 1998, CUESTE was

added to the south coast of Oregon at Coos Bay (Southwest Coast Community College) and in 2003 in Gresham at Mount Hood Community College.

In 2005 Eastern Oregon University completed its partnership with Oregon State University and the Cascades campus in Bend. As a result, both the undergraduate program (CUESTE) and graduate teacher education program (MTE) were phased out. A complete teach-out was planned for both programs and reported to NWASC. Oregon State University now serves the needs of students interested in teacher licensure in central Oregon.

VI. Assessment Plans:

In the past two years, the faculty have studied program assessment data and have found that some elements do not provide judicious information that clearly leads to program improvement. Since the program is highly selective and maintains high expectations, students meet the benchmarks required, or they do not proceed in the program. For this reason, grades, test scores, and work sample scores have thus far not provided sufficient data that can help faculty adjust programs accordingly. There is little critical variability in these data that would provide insight about how to improve the program.

The work sample has the most potential for informing the faculty about the relative skill and knowledge of the teacher candidate. Over the past two years, and as an ongoing task, the faculty is developing a more discriminating rubric and assessment system that can more specifically determine where student strengths and weaknesses exist.

Until such time internal assessments can provide clear, discriminating data, faculty receive the annual external reports and then make specific recommendations based on these data. The external data is based on surveys. Surveys are sent to current students in CUESTE and MTE programs, former MTE students, cooperating teachers, and university supervisors. Data is collected from the surveys, and then it is put into both spreadsheet and chart forms. Open responses from individuals who participated in the surveys are compiled. The survey information is divided into five main areas:

Survey 1	Fall/Winter	CUESTE/MTE students
Survey 2	Spring	CUESTE/MTE students
MTE Survey	Spring	Former MTE students
Cooperating Teacher Survey	Spring	Cooperating Teachers
University Supervisor Survey	Spring	University Supervisors

After each set of surveys is collected, the data is put into several forms of understandable charts and graphs. The multiple forms are used to ensure that the reader will be able to comprehend the statistical information. The forms are as follows:

- Spreadsheet, showing the student surveys, including compilations of the various programs
- Charts, showing percentages of answers on specific questions
- Comparative charts, comparing the previous year with this year
- Open responses, listing individual specific remarks about the program(s)

VII. Commendations/Recommendations

Teacher education has been a tradition at EOU since 1929. About one fourth of all Eastern graduates become teachers. Because of this significant role within the University, ample resources have been available to the College of Education. Prime University space is provided to the college for classrooms, offices, and laboratories. Adequate budgets provide faculty and students with ample instructional materials. Professional development funds provide faculty with opportunities for research and travel.

We have much to be proud of. We have a strong tradition of teacher education. We have solid programs based on core values and fundamental research. We have models of program delivery that consider how students may learn best and how they may have the most favorable conditions of access and affordability. We have assessment processes that provide data-driven decisions about program change. We have a long-term presence in many rural communities delivering both residential and distance models of teacher education. We have support from the communities and school districts that we directly serve.

Most importantly, we are proud of our graduates. (Over 85% of our graduates are hired to teach within our service region.) Teachers who come from an EOU program have been held to the highest standards of achievement and of demonstration of teaching skill. Our teachers know Oregon and national standards. They can plan curriculum that establishes a logical connection between aims and objectives, instructional strategies, and assessments. They can offer differentiated instruction that considers the needs of all students. They can provide a meaningful, safe, and nurturing environment for their learners. They can provide a positive role model for students learning to become productive and contributing Oregonians. Our graduates are good students, good practitioners, and good people.

Listed Commendations:

- The Oregon Teacher Standards and Practices Commission reviewed the teacher education program and found that it met all standards. There were no findings or recommendations.
- Regional superintendents in Umatilla, Morrow, Baker, Wallowa, Union, Multnomah, and Washington counties report high satisfaction with EOU teacher education graduates.
- Graduates of EOU's teacher education programs enjoy a high rate of employment.
- The cohort model of program design has won high praise at national conferences such as AERA when displayed in contrast to a la carte teacher education program design.
- The programs are highly aligned with national standards.
- The efforts on behalf of the staff and faculty to conduct meaningful programmatic assessment that leads to specific change in design are significant.

Based on our own programmatic assessment, the following recommendations are made:

- The program continues to examine the work sample and its effectiveness as a tool to both teach and measure instructional practice.

- The program continues to work toward alignment of field placement sites with program needs. The programs continue to search-out ways to expand the role of the professional development school to insure quality and persistent field placement sites for practicum and student teaching.
- The College continues to search-out ways to make partnerships with the local schools and Educational Service Districts to serve both preservice and in-service needs. Collaborative grant seeking, professional development plans, and regional consulting are tasks that can be accelerated in the future.

2009-2010

Teacher Education continues to be a robust and valuable aspect of Eastern Oregon University. Strengths listed above are still evident. Faculty are highly productive and continually strive to improve programs through self-evaluation and program assessment. The CUESTE program continues to maintain its strengths and is considering how to incorporate more instruction in the use of technology and meeting the needs of a diverse student population. The conversion of the MTE program to a Master of Arts in Teaching degree was the major program change for the 2009-2010. Faculty are already assessing the current structure and effectiveness of the MAT program. In the teacher preparation programs, assessment informs program development and instruction.

New challenges include preparing students to be successful with new testing requirements needed for licensure, preparing candidates to be able to differentiate instruction for the diverse population in public schools and increasing the number of minority teacher candidates.

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Summary of Primary Student Survey Fall/Winter 2003-2004

Based on the Linkert-like survey, the students who were beginning their programs, whether MTE or CUESTE, had a wide range of preparedness to begin the teaching process. Part of their preparedness, or lack thereof, could be attributed to both individual confidence and program development. Although the School of Education has limited control over individual confidence, there are certainly areas in program development and instructional procedures that can be addressed.

Students involved in the four programs through the College of Education (CUESTE Elementary, CUESTE Secondary, MTE Elementary, and MTE Secondary) have a broad range of responses relative to their own individual preparation. On the whole, the CUESTE elementary and the MTE Secondary have the greatest sense of preparedness, based on their responses. However, as one might note, their responses may be based upon a variety of things that could influence their positive or negative answers. Subsequently, the survey is only as valid as the honest responses of those who took it. Another area of concern is the numbers of individuals in a program and how one person could have a detrimental impact on a group response if the entire number in that program is small. A good example of this would be the CUESTE Secondary that had only six students in the program.

On the survey, questions 1-8 required a circled number or circled word response. This allows for the statistical data to be used to create some broad generalizations. The following generalizations can be made based upon student's circled responses:

- Students appear to feel better prepared in the area of theory than practical application
- Meeting the development needs of students and working with a diverse student population are key concerns
- Differentiating instruction is another area of needed growth
- Most students felt adequately prepared to *create a productive classroom environment*
- CUESTE secondary students felt the least prepared in the most areas

Statistical information frequently does not give the concrete details that are required in a school environment. That is when a free or open response is necessary. On this primary survey, several things may be gleaned from what students have said.

- The practicum is a valuable learning experience
- Professors, generally, care about the teaching process and working with the students
- Modeling how to incorporate theory into practice has been valuable
- Cooperating teachers are very helpful
- Learning how to manage a classroom has been a plus
- Students in the program learn to communicate with each other
- Too much theory and not enough practicality in the classes
- More experience in the classroom placement is needed.
- Professors should work together so lessons/assignments are not repetitive or cumbersome
- Better communication between EOU and schools where students are placed is an ongoing recommendation
- Classes should mesh in terms of content and expectations
- Sometimes there is an overwhelming workload for the students
- Instructors need to be clear in terms of expectations
- Student teaching combined with voluminous paperwork can create a situation that puts extensive stress on our students

These are observations based upon numerous responses given on the above topics/issues. They are not isolated incidents, but accolades or concerns that appeared in numerous responses by both the MTE and the CUESTE students in responding to the survey's questions.

Analysis of Second Survey Spring, 2004

Although similar in scope to the primary survey, this survey was not only sent via mail to CUESTE and MTE students, but also to cooperating teachers and university supervisors. The survey included a return envelope. The survey was distributed in early May 2004, with anticipated returns by the end of May. Unfortunately, except for students who received the surveys in a class, the response was minimal. It is recommended that any survey be done in the classes. This would not only improve the number of surveys returned, but also ensure that all areas are complete. Surveys of students that were returned frequently had no indication if they were from an MTE or CUESTE student. Therefore, some were placed, based upon the surveys they had come with through the mail. Frequently, university supervisors and cooperating teachers gave neither the position nor location for themselves. Therefore, it was impossible to divide them according to location; therefore, they are together in the last section of this assessment.

The results (although limited in some areas due to the number of respondents) of the second survey can be summarized as follows:

- There is an improvement in student preparedness in comparison to the first survey.
- CUESTE secondary showed the greatest numerical growth
- Students felt texts were appropriate
- Students continue to feel that the practicum is most valuable
- Students believe they need more training in assessment
- Students need more assistance working with diversity
- Students want a practical, non-biased approach to education
- Teachers should model teaching expectations

This above summary does **not** include the cooperating teachers or the university supervisors. They are listed in the next section although they appear on the initial spreadsheet.

**Summary
Program Assessment
2004-05**

The Program Assessment of 2004-05 has some marked differences between the one completed for the previous year (2003-04). This is due, in part, to program changes, such as eliminating the CUESTE secondary program, to the process of the compiling the data and the organization of the data into a comprehensible form.

The process for data collection was similar to that of the previous year, but with more being done in the individual courses to obtain the highest number of completed surveys by the students in the programs (CUESTE and MTE). Former MTE students were surveyed, but this is limited due to our knowledge of the location of former students. This is problematic, and a solution is currently in the developmental stage. Also, the method of surveying cooperating teacher and university supervisors is in the honing stages. Unfortunately, it is impossible to get all individuals to correctly check the required boxes for identification purposes.

There are many commonalities between this year's and last year's survey responses:

1. Experience in the classroom is the best teacher.
2. Overall, the programs at Eastern Oregon University's are satisfactory.

However, there is also one major area of difference between the two assessments:

Assessment is not an area that requires additional instruction. Since this was a focus area for CUESTE, that is evidence of growth in that particular instructional area.

Understanding of theory also appears sufficient.

The Program Assessment for 2004-05 does show areas of needed growth for students who go through our programs:

1. Classroom Management
2. Instructional Pacing
3. Transitions
4. Closure

Also, the College of Education should consider the following:

1. Work load of student (include timeliness) during student teaching
2. Communication

3. Handbooks, forms, and calendars

Survey One Summary Former EOU Students Currently Teaching 2006

The first survey taken for the College of Education's Program Assessment for the school year 2005-2006 incorporated two groups: former CUESTE students and former MTE students.

The process of this survey involved finding current mailing addresses or email addresses of students from the 2004-2005 programs, respectively, who are currently teaching in a classroom environment. The challenge of finding current addresses or emails is one that must be taken into consideration for future assessments. Due to this particular challenge, only twenty-eight responses were attained. Therefore, the responses that are given do not include as many former students as it should.

However, there are several key elements that were clearly determined as a result of the returned surveys.

Former students view the following as positive traits for the teacher-preparation programs.

- Students felt well prepared to enter the teaching profession
- Students also felt practicum experiences were most beneficial
- Students felt prepared in the following areas:
 - Classroom Management
 - Assessment

The former students voiced concern over the following:

- Accommodating different learning styles
- Working with multicultural students
- Practical application for the courses that were taught
- Direct instruction for the teaching of reading

Faculty Survey 2006-2007

For the first time since the College of Education has completed a yearly program assessment, the faculty has been surveyed [Appendix 1] to ascertain how they view the various programs that are offered in education at Eastern Oregon University. The survey was sent to each faculty member to return to the Program Assessment Coordinator, using anonymity as an important facet of the process. However, due to some individual's job descriptions, it is evident, in specific cases, to recognize the individual who completed the survey.

Each faculty member at each site associated with the College of Education was sent a survey, including faculty at Coos Bay, Gresham, La Grande, Ontario, and Pendleton. They were provided an envelope to return the survey to the La Grande campus where they results would then be tabulated and analyzed. Faculty members would only respond to the questions relative to the programs in which they are involved: CUESTE, Masters of Education (both elementary and secondary), or Masters of Science. Some faculty, due to their split loads, had to respond to more than one program, or in some cases, to all programs.

The survey had several components:

1. A Likert-like survey of CUESTE, MTE elementary, MTE secondary, and Master of Science.
2. Several charts where the responder could check their level of knowledge in specific areas.
3. Areas of open responses where the responder could insert their own opinions and ideas.

Upon completion, the surveys were sent to the Program Assessment Coordinator who tallied the responses contained within this document. Some questions were not answered by all individuals who either were not associated with a specific program, or they felt the question was "not applicable" to their position.

The total number of responders on the faculty survey was:

Coos Bay	1
Gresham	4
La Grande	10
Ontario	1
Pendleton	

Results of Faculty Survey

The results of the Faculty Survey are based upon position held and location of the position. In this survey, fourteen who responded were faculty members, two were administrative faculty, and one was the department chair. Since many are involved with more than one program, the responder may have answered questions to multiple programs. The total breakdown for the responders relative to the College of Education programs is:

CUESTE	15
MTE Elementary	7
MTE Secondary	6
Administration of Programs	6
MS Program	8
Endorsement Programs (ESOL, Reading, Special Education)	5

Each responder only responded to the programs in which he/she was directly involved. They were asked to rate, on a one to five scale, thirteen key elements of each program of involvement. Results were tabulated and charted. [Appendix 2] These surveys indicate that there are areas of strength in all programs, but there are also areas that require further analysis. One must recognize, however, the challenge it is for some to rate their own program(s). Some may be too critical whereas others may be too generous. Notwithstanding, the surveys provided acute realization of the faculty's sense of what has been successful and what needs continued work. Each program is analyzed separately, with a complete listing of responses in the appendices.

Responses for each of the program participants are listed in the appendix; however, each program, based on the surveys, had inherent strengths and weaknesses. The top two in each of the areas or strength and weakness (based on numerical responses) are as follows:

CUESTE

Strongest Areas

- High expectations for students
- Communication with colleagues

Weakest Areas

- High admission standards for the students
- Communication with cooperating districts/schools

MTE Elementary

Strongest Areas

- Staff input is valued
- Professionalism within the program

Weakest Areas

- Consistency within the program
- Communication with cooperating districts/schools

MTE Secondary

Strongest Areas

- Staff input is valued
- Faculty current on new and/or best practices
- Professionalism within the program (tie)

Weakest Areas

- Cohort model
- High admission standards for the students

Masters of Science (Education)

Strongest Areas

- Staff input is valued
- High admission standards for the students

Weakest Areas

- Clearly defined curriculum
- Consistency within the program

Special Endorsements (ESOL, Reading, Special Education)

Strongest Areas

- Program Alignment to OARS
- Staff input is valued

Weakest Areas

- Communication with colleagues
- Cohort Model

Analysis of Data--2009

Based upon the surveys that were returned electronically to SurveyMonkey, the following could be determined:

Survey Process

1. Surveys should be distributed in the electronic format, but with careful consideration in terms of notifying all current students of the method of accessing the survey.
2. A careful analysis of the survey tool to be able to aggregate the data in a more useful manner.
3. Creating a column in our data base so we could incorporate students' private emails for future contact purposes.

Survey Results

1. Revisit our process for teaching assessment, including state assessments, classroom management, and communication among faculty.
2. Incorporate more technology in our instruction (to be included in 2009-2010)
3. Evaluate current texts to ensure usage and viability

MTE Reorganization Plan for 2009-2010

Course Schedule for Secondary Education

First Summer

ED 601 Teaching as a Profession	Ray	1 credit
ED 650 Curriculum/Instruction/Assessment Core	Sharon	2 credits
ED 653 Learning/Development/Classroom Dynamics Core	Ray	2 credits
ED 604 Classroom Based Action Research	Allen	1 credit
ED 660 Secondary Methods	Ray	2 credits
ED 656 Content Area Literacy	Karyn	2 credits

10 Credits

Fall Term

ED 651 Curriculum/Instruction/Assessment Core		2 credits
ED 654 Learning/Development/Classroom Dynamics Core		2 credits
ED 605 Classroom Based Action Research		1 credit
ED 657 Content Area Literacy		2 credits
ED 641 Exceptionality		3 credits
ED ____ Secondary Methods		3 credits

13 credits

Winter Term

ED 652 Curriculum/Instruction/Assessment Core		1 credit
ED 655 Learning/Development/Classroom Dynamics Core		1 credit
ED 606 Classroom Based Action Research		1 credit
ED 658 Content Area Literacy		1 credit
ED ____ Secondary Methods		3 credits
ED 640 Teaching in a Diverse Society		3 credits
ED 643 Technology in the Secondary Classroom		2 credits
ED 659 Adolescence Health		1 credit
ED 609 Field Placement		0 credit

13 credits

Spring Term

ED 696 Field Placement: Middle School		4 credits
ED 698 Field Placement: High School		4 credits

ED _____ Secondary Methods 2 credits
ED 607 Classroom Based Action Research 1 credit

11 credits

TOTAL: 47 Credits

Second Summer

ED 610 Meeting the Needs of Diverse Learners Core 3 credits
ED 610 Environmental Aesthetics of the Learning Core 3 credits
ED 610 Current Topics in Education Core 3 credits

TOTAL: 56

Secondary Methods:

661 Art 1
662 Art 2
663 Art 3

664 Business 1
665 Business 2
666 Business 3

667 English Language Arts 1
668 English Language Arts 2
669 English Language Arts 3

670 Foreign Language 1
671 Foreign Language 2
672 Foreign Language 3

MTHE 535 Mathematics 1
MTHE 536 Mathematics 2
MTHE 537 Mathematics 3

676 Music 1
677 Music 2
678 Music 3

PES 574 Physical Activity and Health 1

PES 575 Physical Activity and Health 2
PES 576 Physical Activity and Health 3

679 Speech and Drama 1
680 Speech and Drama 2
681 Speech and Drama 3

682 Science 1
683 Science 2
684 Science 3

685 Social Studies 1
686 Social Studies 2
687 Social Studies 3

Course Schedule for Elementary Education

First Summer

ED 601 Teaching as a Profession	1 credit
ED 611 Curriculum/Instruction/Assessment Core	2 credits
ED 615 Learning/Development/Classroom Dynamics Core	2 credits
ED 604 Classroom Based Action Research	1 credit
ED 620 Reading/Language Arts	2 credits
MTHE 532 Math Methods: Early Childhood (ECE)	1 credit
ED 630 Music Methods	1 credit
ED 632 Art Methods	1 credit
ED 642 Technology for the Elementary Classroom	1 credit
PES 571 PE/Health Methods: ECE	1 credit
Total	13 credits

Fall Term

ED 612 Curriculum/Instruction/Assessment Core	2 credits
ED 616 Learning/Development/Classroom Dynamics Core	2 credits
ED 605 Classroom Based Action Research	1 credit
ED 621 Reading and Language Arts	2 credits
ED 636 Science Methods: ECE	1 credits
ED MTHE 533 Math Methods: Elementary (ELE)	1 credit
ED 631 Music Methods: ELE	1 credit
ED 633 Art Methods: ELE	1 credit
ED 640 Teaching in a Diverse Society	3 credits
Total	14 credits

Winter Term

ED 613 Curriculum/Instruction/Assessment Core	1 credit
ED 617 Learning/Development/Classroom Dynamics Core	1 credit
ED 606 Classroom Based Action Research	1 credit
ED 622 Reading and Language Arts	1 credit
MTHE 534 Math Methods: General	2 credits
ED 637 Science Methods: ELE	1 credit
ED 638 Social Studies Methods: ECE/ELE	2 credits
ED 641 Exceptionality	3 credits
PES 572 PE/Health Methods: ELE	1 credit
ED 609 Field Placement	0 credits
Total	11 credits

Spring Term

ED 696 Field Placement: ECE	4 credits
ED 698 Field Placement: ELE	4 credits
ED 691 Seminar Field Placement	0 credits
ED 607 Classroom Based Action Research	1 credit
Total	11 credits

Second Summer

ED 610 Meeting the Needs of Diverse Learners Core	3 credits
ED 610 Environmental Aesthetics of the Learning Core	3 credits
ED 610 Current Topics in Education Core	3 credits
Total	9 credits

SECTION V

Work Samples

WORK SAMPLES

During both “A” and “B” placements, interns are to plan, implement, and assess a complete work sample with input and assistance from Cooperating Teachers, University Supervisors, and methods instructors. Lessons from the work sample should be taught during the full-time portion of the placement.

Two completed work samples are required for licensure by the Oregon State Teacher Standards and Practices Commission (TSPC) and are kept on file at Eastern for perusal by TSPC. Cooperating Teachers assist interns in the planning and preparation of the work samples, and University Supervisors complete the final evaluations. The work sample must receive an overall rating of “Met” to achieve satisfactory completion of work sample requirements.

TSPC Work Sample Requirements:

Each intern assembles and analyzes two work samples to illustrate his or her ability to foster student learning. Each work sample includes:

- Goals for the unit of study, which is generally two to five weeks in length (comprised of at least ten lessons), that vary in kind and complexity, but that include concept attainment and application of knowledge and skills.
- Instructional plans to accomplish the learning goals of the group(s) of students.
- Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to each student’s level of knowledge prior to instruction.
- Interpretation and explanation of the learning gains, or lack thereof.
- A description of how the data on learning gains will be used in planning subsequent instruction and in reporting student progress to students and parents.

The following items located in **Section V: Work Samples** are provided to assist in the preparation of work samples:

Lesson Planning Template
Steps in Developing a Work Sample
Work Sample Cover Page
Work Sample Scoring Guide
Domain Guide
Progress Indicators

LESSON PLANNING TEMPLATE

a.) Goal

Choose the common curriculum goal (CCG), standard, or benchmark you are working toward in this instructional session. State which of these is guiding your planning of this lesson (**either** the CCG, **or** the standard, **or** the benchmark).

b.) Specific Purpose (Instructional Objective)

State a specific purpose (intended learning outcome) for each lesson. The purpose is stated in terms of what students will learn. This purpose is directly tied to your chosen goal, standard, or benchmark.

c.) Assessment

Using the specific purpose, state how you will assess students in order to determine if they have met the purpose for the session.

d.) Materials Needed

List what books, manipulatives, or other materials will be necessary to teach this lesson. What will *you* use? What will *the students* use?

e.) Getting Started

How will you engage the students? Will you read a story? Will you give a demonstration? Will you conduct a discussion? Provide your discussion questions or a description of how you will begin this lesson.

f.) Summary of the Lesson

The purpose of this section is to say: “What will happen?” This summary has two sections:

- 1) *What will the teacher do?* How will you conduct the instruction? How will you engage students that will lead them to meeting your stated goal? What is the content of your lesson? How is this related to the overall content of the unit? How will you prepare them for the work you will ask them to do? How will you be collecting your assessment information?
- 2) *What will the students do?* Will they be working individually? Will all students be doing the same work, or will groups be working on different projects? What will the students do after you have finished your introduction and instruction? How will you support them during their work?

g.) Closure

After the students have finished the work you have asked them to do, bring them back together to reflect on their accomplishments. How will the lesson end? Think of a way to solidify and affirm student learning. Discuss with students questions such as: **What did we learn (academically)?** Did we accomplish our goals? What questions do you still have? What did you like about the lesson? What did you do well? How could we do better next time? To continue the conversation, discuss with the students questions such as: **How did we do (socially)?** How was your behavior? Were you cooperative and helpful to other students? Is there something we could work on for next time?

h.) Meeting all Learners' Needs

Describe the adaptations you will make in this lesson for special needs students, including those with IEP's and those identified in TAG or ESOL programs.

i.) Reflection

Write on what was successful and what areas needed to be improved from the lessons.

STEPS IN DEVELOPING A WORK SAMPLE

Please prepare your work sample in the order described. Begin with the Cover Page and continue using the indicated headings.

Your work sample should be no longer than 50 pages!

I. THE WORK SAMPLE PROPOSAL

1) Put the unit in a curricular continuum.

Talk with your Cooperating Teacher and find out what units have been taught immediately prior to your unit and what will be taught when your unit is finished. Write a paragraph describing the curricular continuum and how your unit is related. If it is not directly related, state that and provide an explanation.

2) Describe concisely and accurately the concepts, knowledge, and skills students will gain during this unit.

We know students will learn more during this unit than just “information.” Describe the concept attainment, the application of skills, and the knowledge that students will learn. Discuss how this information is important, how it is relevant to students’ lives, and why it is worth knowing.

3) Identify common curriculum goals (CCG’s), standards, and benchmarks.

Once you have determined the focus of your unit and the concepts, knowledge, and skills the students will learn, choose common curriculum goals and related standards and benchmarks that can be worked toward or achieved through teaching this unit. The goals you choose should be supported directly through your instruction. You can choose goals in more than one area, but choose a reasonable number of goals. *Be sure to choose goals that are attainable.*

4) Provide a description of and rationale for the choice of methodology.

Once you have identified the concepts, knowledge, and skills the students will learn, and you have selected reasonable goals, you now can decide on the most appropriate means of teaching that information and meeting those goals. Carefully consider your choice of teaching methods, describe why you made that choice, and give support from learning theory. Give your rationale for your selection of these methods and describe how they will best meet your goals, how they are appropriate to the cultural context of your classroom, and how they will meet your learners’ needs.

5) Prepare an appropriate pre- and post-assessment.

Identify concepts, knowledge, and skills that the students will learn throughout the work sample unit. Design a pre-assessment that can be given prior to the beginning of the unit in order to determine the students’ current level of knowledge and abilities. Design a post-assessment that will provide an accurate portrayal of the concepts, knowledge, and skills that the students have gained as a result of experiencing the lessons contained in the work sample unit.

6) Explain how families will be invited to participate in the instruction.

Provide a letter, or other form of communication, to families (please use the preferred word, “Families”, rather than “Parents”) that will introduce the unit and invite them to be involved. What kinds of support can they offer at home? What would they be able to do if

they had the opportunity to volunteer in the classroom? This letter should be sensitive to families' cultural and educational backgrounds.

At this point, you must obtain your University Supervisor's signature of approval BEFORE you proceed with planning and teaching this unit. It is acceptable to obtain approval via mail or e-mail as long as you obtain the proper signature promptly thereafter.

II. ASSESSMENT PLANNING

- 7) Appropriate pre-assessment is done with enough lead time that the results can inform instruction and the unit can be adjusted based on the results.**

Based on your identified concepts, knowledge, and skills that the students will learn, determine an appropriate assessment that can be given now to find out what your students already know. Review your findings and make adjustments as needed in order to meet learners' needs. In your work sample, describe your process of pre-assessment and reflection on your findings. Be prepared to analyze learning gains for *each student* at the completion of the work sample unit (refer to **Item 19**). **NOTE:** *Giving your pre-assessment on the first day of your unit and starting the unit the next day does NOT meet this criterion.*

- 8) Overall unit assessments are valid and aligned with CCG's, standards, and benchmarks.**

Based on the goals you have selected, decide on the most appropriate means of assessing if students have met those goals. What would give you the evidence you need? This may be gained through a portfolio entry, observation notes, performance tasks, scoring guides, tests, or other means. This alignment is very important. Read the goal and ask yourself, "How will I know if students have met this goal?" It is often helpful to use the same language from the goal in the statement of your assessment in order to ensure alignment.

- 9) Individual lesson assessments are aligned with stated specific purpose (instructional objective) of each lesson.**

You will be conducting assessments for most of your individual lessons. These should all be leading toward attainment of the overall unit goals. Look at the specific purpose you have written for each day's lesson. Use the same language from your purpose in the assessment. Daily assessments may be formal or informal.

III. UNIT DEVELOPMENT

- 10) Lessons are linked in an integrative, cohesive manner.**

It should be clear that your series of lessons develop knowledge and skills in a logical and coherent manner. Lessons build on concepts and skills students have learned previously and should flow naturally from one to the other.

- 11) The unit moves learners toward stated goals.**

It should be clear that your series of lessons will move learners toward the expected outcomes. Each lesson should focus on some aspect of the overall goals of the unit. It should be clear that the specific goals and purposes within the lesson build toward the broader goals of the unit.

- 12) The unit is developmentally appropriate on all dimensions.**

Take into consideration the developmental levels of your students. Think carefully about where they are in concept attainment and how they have progressed in their physical

development (fine motor and gross motor). The content of the unit must be appropriate to their emotional and social developmental levels.

IV. INSTRUCTION

- 13) Each lesson must have a specific purpose (instructional objective) that is directly aligned with the stated goals of the unit.**

Review your selected CCG's, standards, and benchmarks as you are planning your lessons. There must be a clear link between what you are planning to teach and the stated goals.

- 14) Complete lesson plans for 10-25 instructional sessions of relevant and engaging learning opportunities.**

→ Refer to *Lesson Planning Template*.

→ There may be more than one instructional session on any particular day.

→ Check your plans for the following:

(15) Learning is integrated across curricular areas as appropriate.

(16) There is an appropriate use of literacy strategies.

(17) There is an appropriate use of materials and technology.

(18) There are complete descriptions of specific and real accommodations and modifications for individual students.

Be sure to use the proper headings for each section of your lesson plan, as detailed on the Lesson Planning Template.

V. REFLECTION ON ASSESSMENT DATA

- 19) Data on learning gains are analyzed for each student.**

Analyze the learning gains for each student and summarize in relation to pre-assessment data. Your analysis must be a combination of numerical data and a narrative description of that data for *each student*. **DO NOT USE LEARNERS' FIRST OR LAST NAMES.** Assign a number to each student. Include one copy of each assessment instrument. You may include a graph or graphic to summarize your data.

- 20) Data on learning gains are summarized and explained in relation to each student's level of knowledge prior to instruction.**

Analyze the learning gains for the whole class. Again, combine numerical information with a narrative description of what the numbers tell you about students' learning.

- 21) There is a reasonable interpretation and clear explanation of the learning gains, or lack thereof.**

Your analysis should be reasonable, logical, and clear. Why do you think students performed as they did? What does the assessment information mean?

- 22) The uses to be made of the data on learning gains in planning subsequent instruction are explained.**

Based on the assessment information you have compiled, speculate on how you would proceed with this group of learners if you were to continue teaching them.

VI. REFLECTION ON TEACHING AND FAMILY INVOLVEMENT

In addition to ending each lesson with a reflective conversation with students, the intern will also reflect on his or her teaching of the lesson.

23) There is significant reflection daily throughout the work sample unit.

After *each lesson*, reflect on:

- What went well?
- What didn't go well?
- What did I learn today?
- What would I do differently next time?

24) There is significant reflection after teaching the work sample unit.

After the *completion of the work sample*, reflect on:

- How were instructional plans implemented and modified?
- What did I learn about the students?
- What did I learn about myself?
- What did I learn about teaching?
- How would I teach this unit another time?

25) A description is given of how student progress is reported to students and their families.

Provide a letter, or other form of communication, to families that describes how well the student has achieved the goals of the unit. Communication with families should be conducted in an understandable, appropriate manner. What has the student done well? What are areas in which the student is still developing? This letter should provide meaningful feedback regarding each individual student's performance.



Work Sample Cover Page

Name of Student _____

Name of University Supervisor _____

Name of Cooperating Teacher _____

School _____

Work Sample Title _____

Grade Level _____ Unit Subject Area _____

Date Submitted _____ Dates Taught _____

Program:

MTE "A" Placement _____ "B" Placement _____

CUESTE La Grande _____ Pendleton _____ Ontario _____

Coos Bay _____ Gresham _____

Number of **students** in the class _____

Number of **other adults** in the room _____

Was work sample taught in a **Title I** school? Yes _____ No _____

Discuss **special considerations** of students taught (including TAG, ESOL, students with IEP's, and other special needs students).

Discuss **relevant demographic information** (including geographic location, size of community, urban or rural environment, socio-economic status of community, school climate, relevant social issues).

This MTE work sample was taught during
This CUESTE work sample was taught during
Overall Evaluation of work sample requirements

_____ A Placement, _____ B Placement
_____ Practicum, _____ Student Teaching
_____ Met, _____ Not Met



Work Sample Scoring Guide

Name of Student _____

Name of University Supervisor _____

Name of Cooperating Teacher _____

School _____

Work Sample Title _____

Grade Level _____ Unit Subject Area _____

Date Submitted to University Supervisor _____ Dates Taught _____

Scoring Guidelines

Met - There is sufficient evidence this criteria was met within the Work Sample.

Not Met - There is insufficient evidence this criteria was met within the Work Sample. The student will need to redo this work, if possible. If not, the student will need to provide sufficient reflection on the work, what was done, why it did not meet passing criteria, and what would be done differently in the future.

Please make comments as appropriate

WORK SAMPLE PROPOSAL			
Met	Not Met	Trait	Comments
		Put the unit in a curricular continuum. (1)	
		Describe concisely and accurately the concepts, knowledge, and skills students will gain during this unit. (2)	
		Identify one to three common curriculum goals, OR standard, OR benchmark for the entire unit, one of which will be listed in each lesson. (3)	
		Provide a description of and rationale for the choice of methodology. (4)	
		Prepare an appropriate pre- and post-assessment based on the content of each lesson. (5)	
		Explain how families will be invited to support the learning at home. (6)	
<p><i>Prior to the unit being taught</i>, this unit plan has been approved based on these six traits.</p> <p>University Supervisor's Signature _____</p>			
ASSESSMENT PLANNING			___ Met ___ Not Met
<p>Appropriate pre-assessment is done with enough lead time that the results can inform instruction and the unit can be adjusted based on the results. (7)</p> <p>Overall unit assessments are valid and aligned with CCG's, standards, and benchmarks. (8)</p> <p>Individual lesson assessments are aligned with stated instructional objective of each lesson (9)</p> <p>Comments:</p>			
UNIT DEVELOPMENT			___ Met ___ Not Met
<p>Lessons are linked in an integrative, cohesive manner.(10)</p> <p>The unit moves learners toward stated goals. (11)</p> <p>The unit is developmentally appropriate on all dimensions. (12)</p> <p>Comments:</p>			
INSTRUCTION			___ Met ___ Not Met
<p>Each lesson must have a specific purpose that is directly aligned with stated goal(s) of the unit. (13)</p> <p>Complete lesson plans for 10-25 instructional sessions of relevant and engaging learning opportunities. (14)</p> <p>Learning is integrated across curricular areas as appropriate. (15)</p> <p>Appropriate use of literacy strategies. (16)</p> <p>Appropriate use of materials and technology. (17)</p> <p>Complete descriptions of specific and real accommodations and modifications for individual students. (18)</p>			

Comments:	
REFLECTION ON ASSESSMENT DATA _____ Met _____ Not Met	
Data on learning gains are analyzed for each student. (19)	
Data on learning gains are summarized and explained in relation to each student's level of knowledge prior to instruction. (20)	
There is a reasonable interpretation and clear explanation of the learning gains, or lack thereof. (21)	
The uses to be made of the data on learning gains in planning subsequent instruction are explained. (22)	
Comments:	
REFLECTION ON TEACHING AND FAMILY INVOLVEMENT _____ Met _____ Not Met	
There is significant reflection daily throughout the unit. (23)	
There is significant reflection after teaching the unit. (24)	
A description is given of how student progress is reported to students and their families. (25)	
Comments:	

University Supervisor (Evaluator of the work sample)

Date

The University Supervisor must submit this scoring guide with the work sample to the College of Education.

Revised 2/13008

Domain Guide

Domain I: The candidate plans instruction that supports student progress in learning and is appropriate for the developmental level of the student. **The candidate is able to:**

- 1) Select or write learning goals for units of instruction that are consistent with the school's long-term goals, State content standards, district standards, research on how students learn and the physical and mental maturity of students
- 2) Determine the current performance level of the students with respect to learning goals
- 3) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and evaluating the progress of the students
- 4) Determine content, skills, and processes that assist students to accomplish desired outcomes and design learning activities that lead to mastery
- 5) Select and organize materials and equipment needed to teach the unit
- 6) Adapt lesson plans for exceptional learners and students with varying cultural, social and linguistic backgrounds
- 7) Estimate time required for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving

Domain II: The candidate establishes a classroom climate conducive to learning. The candidate is able to:

- 8) Affirm the dignity and worth of all students and provide positive support needed by students to be effective learners
- 9) Communicate classroom rules and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the developmental level of students and are consistent with laws governing student rights and responsibilities
- 10) Establish classroom rules that apply to all students' principles of gender equity and racial justice and apply principles of least restrictive environment for students with disabilities
- 11) Establish and maintain classroom rules and procedures that model appropriate social behavior and provide reinforcement when it occurs
- 12) Establish and maintain classroom rules and procedures that take into account the influence of the physical, social, and emotional climates of students' homes and the community
- 13) Monitor students conduct and take appropriate action when misbehavior occurs
- 14) Interact courteously with students and parents and resolve conflicts in a professional manner, respecting the cultural context of the community
- 15) Use classroom time effectively
- 16) Manage instructional transitions decisively and without loss of instructional time
- 17) Arrange instructional materials in advance of class
- 18) Coordinate the use of instructional assistants, parent volunteers, student assistants and other support personnel to achieve instructional objectives

Domain III: The candidate engages students in planned learning activities. The candidate is able to:

- 19) Choose organizational structures appropriate to the objectives of instruction
- 20) Communicate learning outcomes to be achieved and focus on student interest on tasks to be accomplished
- 21) Implement instructional plans that employ knowledge of subject matter and basic skills
- 22) Use a variety of research-based educational practices that reflect how students learn, are sensitive to individual differences and diverse cultures and encourage parental participation
- 23) Emphasize instructional techniques that promote critical thinking and problem solving and encourage divergent and convergent thinking
- 24) Monitor the engagement of students in learning activities and the progress they are making to determine if modification is necessary so that all students accomplish the objectives

Domain IV: The candidate evaluates, acts upon and reports student progress in learning. The candidate is able to:

- 25) Use assessment procedures that are valid and reliable to determine the progress of all students
- 26) Document student progress and inform students, supervisors and parents about progress in learning
- 27) Refine plans for instruction or establish alternative goals when appropriate
- 28) Collaborate with parents, colleagues and community members to provide assistance to students and their families to promote student learning
- 29) Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and effectiveness in learning further intervention

Domain V: The candidate exhibits professional behaviors, ethics and values. The candidate is able to:

- 30) Be dependable, conscientious and punctual
- 31) Meet work schedule demands
- 32) Be aware of appropriate dress
- 33) Act in accordance with school policies and practices
- 34) Respect cultural patterns and expectations
- 35) Interact constructively with colleagues, administrators, supervisors, educational assistants and parents
- 36) Perform advisory functions for students in formal and informal settings
- 37) Function as a member of an interdisciplinary team to achieve curriculum goals and state and district standards
- 38) Exhibit energy, drive and determination to make the best possible environment for teaching and learning
- 39) Exhibit energy, drive and determination to become a professional educator

Progress Indicators

The following information offers suggested indicators for observations of interns.

The domains and indicators listed below correspond to those contained in the *Domain Guide* on the previous page.

- By the end of **Summer**
 - Domain V: Indicators 30, 31, 32, 34, 38, 39

- By the end of **Fall**
 - Domain I: Indicators 1, 3, 4, 5, 7
 - Domain II: Indicators 8, 9, 15, 17
 - Domain III: Indicators 20, 21
 - Domain IV: Indicators 26, 29
 - Domain V: Indicators 33, 35, 36

- By the end of **Winter**
 - Domain I: Indicators 2, 6
 - Domain II: Indicators 10, 11, 12, 13, 16
 - Domain III: Indicator 24
 - Domain IV: Indicator 27

- During **Spring**
 - Domain II: Indicators 14, 18
 - Domain III: Indicators 19, 22, 23
 - Domain IV: Indicators 25, 28
 - Domain V: Indicator 37

- By the end of **Spring**
 - All Domains and Indicators