

**Annual Report
2008-2009**

**To the Oregon
Teacher Standards and Practices Commission**

Submitted by
Eastern Oregon University
July, 2009

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(1) **This Annual Report** is submitted to the Oregon Teacher Standards and Practices Commission by the faculty of the College of Education at Eastern Oregon University as required by OAR 584-010-0050.

(2) **The unit shall identify:**

- (a) **Changes to the mission statement and how it relates to the mission of the university:**
- (b) **Long and short term strategic plans**

The University mission statement was revised in 2004 and as part of the 2008 accreditation review by NWCCU, it was clarified that OUS had formally approved it. The statement is:

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

The mission of the College of Education fits well with the University mission: Our purpose is to prepare exceptional teachers for rural Oregon. We emphasize that our teachers will be responsive to the diverse population of Oregon's schools and that they be reflective practitioners.

The 2008-2009 academic year has been a challenging one for Eastern Oregon University. Following a restructuring plan, the University was regaining its financial health under the direction of the Interim President and Provost. However, the downturn in the state economy during this time has led to additional needs to crop the University budget. A budget proposal with 4 tiers of implementation was created by the University administration and its implementation awaits the final decision of the state legislature regarding the state budget. As a result of budget uncertainty, the search for the new dean of the College was terminated and Carol Lauritzen, Associate Dean of the College of Education, remains the chief administrator of the College.

Because the changes from the 2007-08 restructuring plan had already taken place and the enrollments in the College programs have remained robust, no further reductions are planned for the College in the 2009-2010 academic year. Considering the changes at EOU, the operations in the College of Education during the 2008-09 year have gone quite smoothly without any loss of service to students. This is a major accomplishment of the College of Education.

The strategic plan for the College of Education is included in Appendix A.

Goal: Offer an online teacher-librarian cognate in the Master of Science degree program and gain TSPC approval for this program.

Accomplishment: The library media endorsement was granted to EOU at the April/May 2009 meeting of TSPC. Courses are schedule such that by taking one course per term, a teacher could complete the preparation in 5 terms.

Goal: Add a middle level institute for those trying to add middle level authorization. Time frame would be weekend college or summer intense session or other alternative time frame.

Accomplishment: Rather than offering a special institute, existing coursework was made available to those interested in adding a middle level authorization

Goal: Move the transitional license program into the MTE program

Accomplishment: This goal was accomplished. The MTE program is serving several transitionally licensed teachers this year. We have determined that working closely with the hiring district as well as the teacher to design a contract that clarifies everyone's responsibilities has led to greater success and satisfaction for all parties.

Goal: Do a program review and update of the MTE program

Accomplishment: The review of the MTE program began during the 2007-08 academic year resulting in a program modification proposal. This proposal was presented to the Consortium and then to the curriculum review process at the University. Finally this change was presented to TSPC. The proposal was approved by all the necessary parties during the 2008-09 academic year and beginning with the 2009-2010 cohort, the new requirements will be in place and these students will be the first to be awarded the MAT degree.

Goal: Collaborate with ESDs and Districts to provide continuing professional development

Accomplishment: The second MS cohort organized through the Umatilla-Morrow ESD (UMESD) completed the last class and have only their research projects left to complete. EOU College of Education collaborated with the UMESD to support the mentoring grant which served approximately 60 new teachers. The second ESOL cohort at the Hermiston district is making progress toward completion and a new cohort in ESOL was established with the Milton-Freewater district. A new cohort working to gain a reading endorsement was been started in the Hermiston district. In addition, EOU collaborated with the La Grande district with their professional development in 6+1 Writing Traits. Several grants offered teachers opportunities to gain credits in the area of science inquiry.

Goal: Develop information and marketing materials for the CUESTE, MTE, and MS programs.

Accomplishment: Brochures, posters and bookmarks created in 2007-08 were updated and continued to be used for recruiting for both CUESTE and MTE. In addition, new informational materials were created for the graduate ESOL, Reading and Library Media programs. Email lists of teachers in eastern Oregon were compiled and these materials were sent to the teachers electronically. These materials were also distributed to district administrators through ESD meetings.

Goal: Develop an assessment for the undergraduate program aligned with University general education and LEAP outcomes

Accomplishment: See Appendix B.

Goal: Maintain high quality teacher preparation programs for rural Oregon

Accomplishment: See Appendix C.

Goal: Provide community outreach.

Accomplishment: EOU sponsored Family Science Night at the La Grande Middle School with many families attending. Approximately 15 stations were led by EOU MTE secondary education students. This event received coverage from the local newspaper. Not to be outdone, the MTE elementary students created stations around the theme of Water and provided these as a learning opportunity to three local fourth grades. The CUESTE cohort in Pendleton also presented family science and literacy events. The La Grande CUESTE cohort has continued their practicum placement in Baker City where they are well-received. Faculty members presented sessions to the 4-H Leadership Conference and to the State FFA Conference participants. They hosted a campus visit from the sixth graders from Four Rivers Community School in Ontario. In the community, faculty members hosted activities at the Blue Monday and Arts for All events.

(3) The unit shall show evidence of continual review of programs by:

(a) Reflecting on the degree of accomplishment in meeting the goals through student performance in course work, field studies, and work samples

(b) Reflecting on the degree of accomplishments in meeting the goals through follow-up of recent graduates

The undergraduate program was assessed this year based on successful work sample completion. One hundred per cent of student teachers were able to complete work

sample successfully. Program assessment provided by finishers and recent graduates shows that nearly 100% marked agree or strongly agree on all items of the survey. While there are always areas needing improvement, it is gratifying that our students believe our programs prepare them well for the challenges of teaching. Please see Appendices B & C for complete programmatic assessment information.

(c) Statement of future goals for next academic year with indicators to be used for measurement of accomplishment

Goals for the next academic year include:

- Examining how the programs facilitate student learning in the areas of assessment (including grading practices), classroom management and use of technology. Program finishers will be surveyed to determine their sense of outcomes in these areas.
- Assessment of the first year of implementation of the Master of Arts in Teaching (MAT) program. Field placements (cooperating teachers and University supervisors) will be surveyed.

4. The unit shall report:

- (h) Any deviation from approved programs;**
- (i) Modifications of programs;**
- (j) Any change in the liaison officer;**
- (k) Off-campus programs or courses;**
- (l) Evidence that the consortium has reviewed evaluation results and made recommendations for improvement of program design and operation; and**
- (m) Evidence that the institution has provided written response to consortium recommendations.**

(h) There have been no deviations from approved programs.

(i) There has been no major modification to the approved programs. The course requirements and expectations for Eastern Oregon University undergraduate (CUESTE) and graduate (MTE) programs are essentially unchanged; requirements continue as approved by TSPC. Although schedules have changed, no change in curriculum has been made.

(j) Heather Stanhope Heather.Stanhope@eou.edu (541- 962-3623) is the current and continuing primary liaison. Alternate contact and signatory for licensure recommendations is Dr. Carol Lauritzen (541-962-3557) clauritz@eou.edu. Janet Frye (541-962-3772) is the staff person for the MTE program. We are currently in a search for the staff person for the CUESTE program. Candy McGilvray (541-962-3338) is the new

placement coordinator and also maintains the database of student records. Beth Upshaw (541-962-3816) is the Assistant to the Dean and office manager.

(k) Eastern continues to provide teacher preparation in several locations. There are no changes in 2008-2009 from previous years.

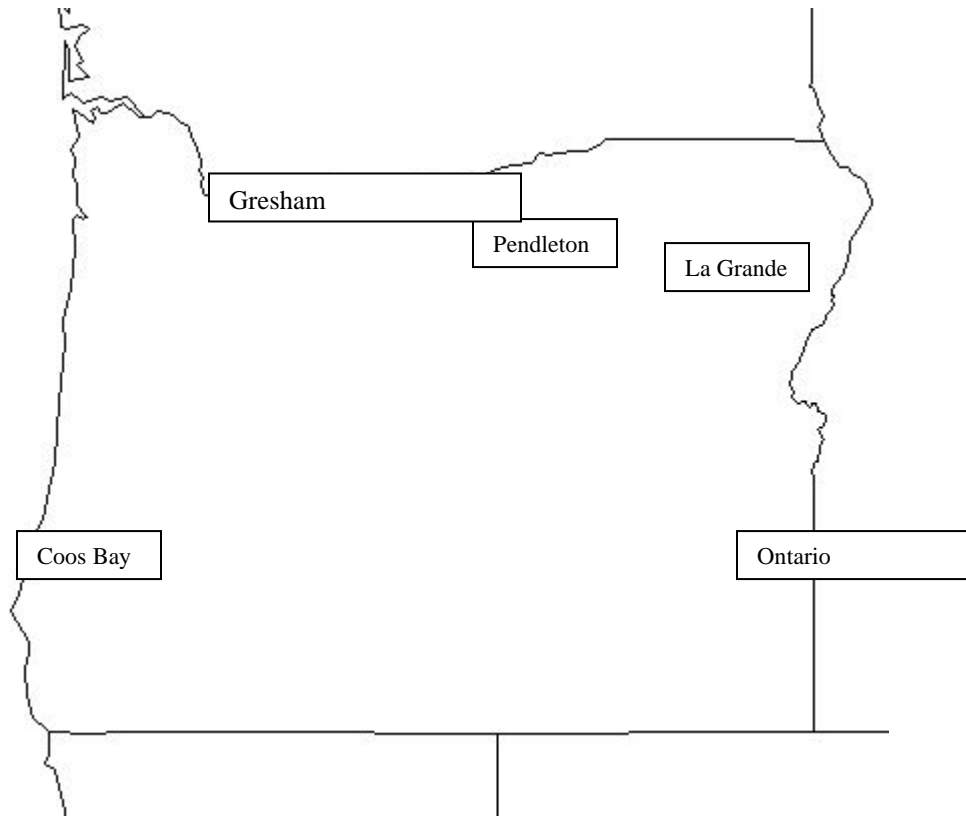
LA GRANDE: The La Grande campus serves students in teacher preparation in all four authorizations at both the undergraduate and graduate level. Placements for practicums and student teaching are arranged throughout the eastern region. All candidates in the teacher preparation programs through Eastern complete preparation and experiences in at least two levels of authorization. The Curriculum for Undergraduate Elementary School Teacher Education (CUESTE) program provides instruction on campus with fieldwork in local professional development schools. The MTE graduate program provides preparation to students whose field placements are within driving distance of campus.

ONTARIO: EOU works collaboratively with LEDs in the Treasure Valley region and with Treasure Valley Community College to offer a residential CUESTE elementary program. Serving an average of 17 students a year, this program allows place and time-bound students an opportunity to learn to be teachers.

PENDLETON: EOU provides, in collaboration with local school districts, the Umatilla Morrow ESD and Blue Mountain Community College, a residential CUESTE elementary program. Serving an average of 20 students a year, this program allows place and time-bound students an opportunity to learn to be teachers.

COOS BAY: EOU offers, with local school districts, the Southwestern Oregon Community College and the Southwestern Oregon University Center, the CUESTE undergraduate elementary program. An average of 15 students per two-year cycle participate in this residential cohort.

GRESHAM: EOU now offers, with partnership of Mt. Hood Community College and through the cooperation of local school districts, the CUESTE undergraduate elementary program at Gresham. An average of 27 students per year participate in the residential cohort. Currently two cohorts (one in the junior year and one in the senior year) are served in Gresham.



Cohorts and Programs

La Grande: CUESTE
Ontario: CUESTE
Coos Bay: CUESTE
Gresham: CUESTE
Pendleton: CUESTE

The MTE classes are all based in La Grande and placements are in all counties east of the Cascades, excluding counties in southern Oregon.

Other Programs

Eastern continues to support Lewis and Clark College in its offering of a licensure program in school administration. A survey of region needs has determined that there is a continuing need for school administrators in the eastern region.

**(l) Evidence that the consortium has reviewed evaluation results and made recommendations for improvement of program design and operation, and
(m) Evidence that the institution has provided written response to consortium recommendations.**

The Consortium has been fully involved in issues related to placements, endorsement preparation recommendations for major programmatic decisions and program assessment. Complete minutes are found in Appendix D.

(n) Data indicating number of students enrolled in approved programs by content and authorization levels and how this compares to the previous five years

The MTE candidate numbers have been close to the mean. The most frequent endorsement areas remain consistent: Social Studies, English Language Arts, Physical Education and Health and the sciences although there has been an increase in the number of Business endorsements. Annual numbers fluctuate with individual interests. The number of CUESTE candidates has also remained fairly constant at the ECE/ELE levels for the past five years. The undergraduate secondary program was discontinued in 2004. See Appendix E for complete information.