School of Education NCA Unit Report, November, 1999

i. Executive Summary

The missions of the UCB School of Education are to conduct research that positively impacts educational policy, provide high quality teacher education and graduate programs, and develop viable school partnerships. This is done within a central theme, teaching and learning in a democratic social context, by emphasizing educational diversity, equal educational opportunity, and research based school practice in all of its programs. The School contributes to the overall campus strategic plan by having personalized classes, meaningful outreach, recruiting minority and female faculty and students, providing excellent advising, utilizing differential workloads, and generating outside revenues.

The School is academically organized into graduate degree and professional licensure programs. The administrative structure includes the Dean, Associate Dean, Director of Teacher Education, and a Director of Graduate Studies. Faculty are grouped by committees structured around program areas.

Initial Teacher Education programs are offered in Elementary Education, K-12 Music Education (in association with the College of Music), and Secondary Education in English/Language Arts, Foreign Language(s) (French, German, Japanese, Italian, Latin, Russian, and Spanish), mathematics, science, and social studies. Advanced licensure programs are offered in Linguistically Different (English as a Second Language and Bilingual Education), Reading Teacher, Special Education - Moderate Needs, School Audiologist, and School Speech Pathologist. The latter two programs are offered in conjunction with the Department of Speech, Language and Hearing Sciences.

Graduate degrees are offered at the master's (Master of Arts, MA) and the doctorate (Doctor of Philosophy, Ph.D.) levels in the following areas: Instruction and Curriculum (MA and Ph.D.), Social and Multicultural Foundations of Education (MA and Ph.D.), Educational Psychology (MA and Ph.D.), and Research and Evaluation Methodology (Ph.D. only).

The school is noted for its excellent programs. It's graduate programs were ranked among the top 30 in the nation in a *US News* survey for the past five years.

Faculty are productive researchers, publish widely in nationally and internationally recognized journals and books, are actively involved in national professional organizations, and have received numerous awards for their contributions. Faculty collaborate widely within and outside the school in their research and provide excellent instruction in the course work offered through the School. In addition faculty are extensively involved in service through campus committees and in the educational community at large.

At the doctoral level graduates of the School of Education have obtained prestigious positions internationally and around the country in excellent universities, and public and private agencies.

The School's Teacher Education Programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Colorado Department of Education (CDE).

I. Goals and purposes

Mission and Themes of the School of Education

The missions of the School of Education include (a) conducting research that positively impacts educational policies and classroom practices, (b) providing high-quality teacher education programs that serve as models of best practice, and (c) maintaining and developing viable public school partnerships. We constantly explore ways to work "smarter" to integrate research, teaching, and K-12 collaborations.

Teaching and learning in a democratic social context is the central theme in our programs. Supplying coherence to our collective identity, three School of Education sub themes, *educational diversity*, *equal educational opportunity*, and *research-based school practices*, connect our research, teaching, and outreach mission and support the conceptual framework. These themes guide faculty research agendas and hiring processes; focus student course work, experiences, and assessments; and shape the School of Education-public school collaborations.

The ***educational diversity*** theme is enacted through research on, for example, native language and biliteracy teaching practices as well as the learning experiences of women. In teacher preparation it is manifested in courses for preservice and inservice teachers that promote understanding the impact that race, class, culture, gender and sexual orientation exert on learning and teaching, as well as in the range of diverse field placements students experience. Resources provided through the Partners in Education (PIE) program and BUENO Center for Multicultural Education include consulting on language acquisition and classroom strategies for accommodating students acquiring English.

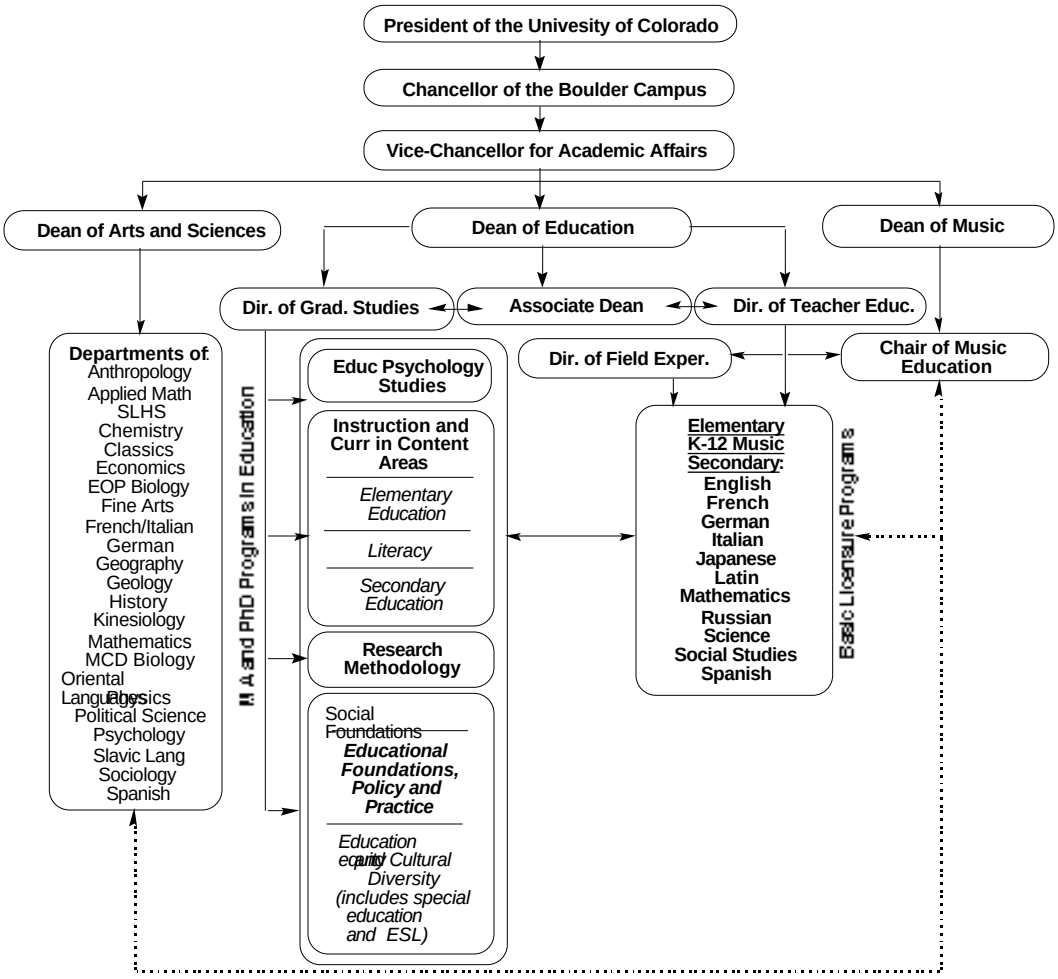
Fostering ***equal educational opportunity*** also permeates our research and teaching. In research, for example, it appears in the analysis of educational policies such as educational testing and standards or in the critique of school practices such as ability grouping and tracking. Students in education programs learn ways to create inclusive classroom environments that foster learning opportunities for all students. As part of our Partner School (i.e., Professional Development School) programs, teachers in a local elementary school and high school have participated in ongoing study groups which examine the moral and ethical dimensions of teaching in a democracy.

Promoting ***research-based school practices*** means evaluating and promulgating reforms designed to renew public schools and the diverse students they serve. Current reforms set ambitious goals for teaching and learning, such as the idea that all students can attain higher cognitive levels of learning if provided with appropriate experiences and access to opportunities. These visions are informed by such research agendas as fostering community-school connections in literacy development for urban children, and conducting case studies of schools that initiate successful reforms. Research-based school practices are enacted in our teaching as we expose teacher candidates to well-researched approaches and provide them with field placements to apply these methods. Finally, these practices translate to shared understandings with our constituents in PIE districts; a recent alternative reading and mathematics assessment project, for example, was jointly conducted by UCB faculty and local elementary teachers.

The School contributes to the aims of the UCB campus strategic plan, by teaching small, personalized classes (tied to students developing professional identities), providing outreach services to the state (e.g., through contributions of the UCB Partnership in Education program), assisting minority and other diverse students both on and off campus (e.g., through contributions f the BUENO Center for Multicultural Education), recruiting minority and female faculty and students, advising students on careers, improving efficiencies through differential workloads, and generating outside revenues. The School also is engaged in interdisciplinary programs with other campus units, such as the Institute for Cognitive Sciences.

II. Organizational structure.

The organizational structure of School of Education programs is best portrayed by the organizational chart presented below. Academically, the structure is through program areas (e.g., Teacher Education) and graduate committees (e.g., Educational Foundations, Policy and Practice, and Research and Evaluation Methodology). Within this Teacher Education has a substructure including Elementary Teacher Education, Secondary Teacher Education and advanced endorsement programs. Most of the program areas and committees cross boundaries so that most faculty are “members” of more than one group.



III. Programs

Programs offered through the School of Education are given in the list below. There are three types of programs, teacher licensure programs (initial and advanced), master's degree (MA) programs, and doctoral (Ph.D.) programs. The number next to each program indicates the number of persons enrolled in that program during Fall 1998.

Initial Licensure Programs

Elementary

Undergraduate & Post-baccalaureate Elementary-289
Elementary Master's Plus -58

Secondary

Undergraduate & Post-baccalaureate

English-112
Foreign Languages-47
- French
- German
- Italian
- Japanese
- Latin
- Russian
- Spanish

K-12 Music-33
Math-25
Science-73
Social Studies -53

Secondary Master's Plus
English-16
Math-4
Science-21
Soc. Studies -18

Advanced Licensure Programs

Reading Teacher -57 (K-12 Literacy)
Special Education-12 (Moderate Needs)
School Audiology (Ages 0-21) (*through the Department of Speech, Language, and Hearing Sciences*) 5 students completed this program in 1997
School Speech Pathology (Ages 0-21) (*through the Department of Speech, Language, and Hearing Sciences*) 17 students completed this program in 1997

Master's Degree Programs

Instruction & Curriculum -123 (ICCA), Includes:
Elementary Education
Secondary Education
Literacy Education

Education Equity and Cult. Diversity -41 (EECD)
Educational Foundations, Policy & Practice-20 (EFPP)
Educational Psychology-13 (EPSY)

Ph.D. Degree Programs

Instruction & Curriculum-34 (ICCA)
Educational Foundations, Policy & Practice-20 (EFPP)
Education Equity and Cult. Diversity -17 (EECD)
Research & Evaluation Methodology-9 (REME)
Educational Psychology-13 (EPSY)

IV. Evidence of quality

A. Faculty/staff professional development activities

There is an active sabbatical leave program for Education faculty within the guidelines of campus-wide policy. Faculty also actively participate in their respective professional organizations, attending meetings and presenting papers at these meetings.

The School of Education has an active junior faculty mentoring program in which incoming junior faculty are "matched" to senior faculty that serve as professional mentors for research, scholarly work, writing, instructional issues, etc. This program has been in existence for several years and is very effective at "jump starting" junior faculty in their professional life.

Professional development for staff include offerings through the staff development on campus, special meetings and courses, and the availability of development courses through UCB continuing Education.

B. Assessment/Review Activities:

1. Evaluation

The School of Education completes a periodic UCB Program Review Panel (PRP) process, and is completing such a review during the Spring 1999. This process includes an extensive self-study, a review by an internal UCB committee, and a review by an external review committee. The School of Education 1990 PRP results were very positive and stimulated significant programmatic changes in teacher education and the process of faculty recruitment. We expect that a similar result will take place when the final recommendations are received from the 1999 PRP review, but the results of this latest review are not yet available.

In addition, the School of Education completes a periodic reaccreditation process for two accrediting agencies, the National Council for Accreditation of Teacher Education (NCATE), and the Colorado Department of Education (CDE). We prepare extensive documentation for each of the reaccreditation visits. For 1998-99 academic year we are being reaccredited by both of these organizations in a first time concurrent on-site visit in early spring 1999. The documents generated for these visits involve all faculty in all programs and provide one of several means for program reexamination and revision.

2. Instruction:

a. Curriculum:

Each year the School of Education collects data using multiple measures to monitor programs, instruction and advising.

In program assessment we conduct "exit assessments" in which students who are completing their programs respond to a series of items to provide feedback on their reactions to aspects of their program. Three such exit assessments are administered, one for the undergraduate/post-baccalaureate teacher education programs, one for the master's degree plus initial licensure programs, and one for the MA and Ph.D. programs. The data obtained from these assessments are compiled and summarized then used by faculty and program directors in respective programs for program

revision. An example of the application of the results of these assessments for program revision is greater attention being given to student advisement and issues of diversity in all programs. Also, in initial teacher education programs nearly all courses now include community and/or school-based practica, and many deal with content in an integrated manner, whereas in the past the content was partitioned.

We also closely monitor assessments of student performance in all field experiences, the performance of school-based supervisors, and the performance of university supervisors. Data from these assessments are reviewed to maintain the quality of field experiences. One result of this continuing assessment is the establishment of a seminar associated with all student teaching assignments. In this seminar students and supervisors discuss day-to-day and long term issues, and students prepare a professional portfolio consistent with professional standards for teachers.

b. Assessment of student learning:

We use the results of a state mandated assessment program (the Program for Licensure Assessment for Colorado Educators [PLACE]) for all teacher licensure candidates (initial and advanced) to determine weaknesses in our student's preparation. These assessments include assessment of basic (general education) skills in language, reading and mathematics; and assessments in liberal arts, knowledge of content field (the teaching field) , and professional knowledge. UCB student's performance on all of these assessments is consistently above state-wide averages, a confirmation of the quality of our students and the preparation they receive at UCB.

c. Teaching:

- **Evaluation of teaching**

  The primary tool for assessing teaching in the School of Education is the "Faculty Course Questionnaire (FCQ)" which is used campus-wide. Results of these assessments are forwarded to the Dean and to the instructors. The Dean reviews all of these and discusses the results with individuals as the need arises.

  The School's FCQ ***course*** ratings are consistently above the average ratings for the campus as a whole. For example, in spring, 1996, FCQ course ratings indicate that 21% of the course sections were one standard deviation above the campus mean, and another 28% were one-half standard deviation above the campus mean. Unfortunately, 8% of School sections were one and a half standard deviation below the campus mean, 5% were one standard deviation below, and 11% one half standard deviation below.

  The same pattern prevails for FCQ ***instructor*** ratings of with 16% of School course section instructors being one standard deviation above the campus mean, and 33% were one-half standard deviation above the campus mean. Instructor statistics also show that 9% of instructors were rated below the campus averages by one and a half standard deviations.

  This pattern of high performance in teaching, as measured by FCQ ratings, is consistent from 1988 to 1996 in both instructor and course ratings. (Poor performance of some sections is also consistent).

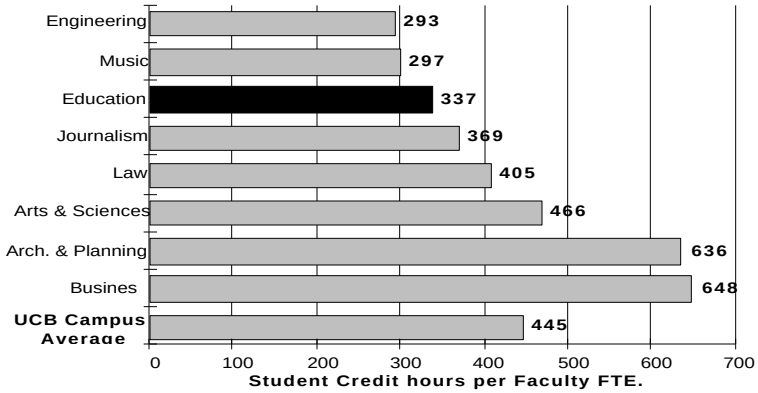
  From FCQ ratings, the most objective measure available for evaluating teaching performance, the School does well compared to campus averages. Small classes, commitment to teaching, and outstanding faculty are three possible explanations for good teaching ratings.

The high quality of teaching in the School is supported by other evidence as well, students consistently rate the content and quality of the teaching high in exit surveys.

- **Instructional Productivity**

  In the academic year 1998/1999 (Summer 1998, Fall 1998, and Spring 1999) the School offered 216 sections of Education undergraduate and graduate lecture and seminar courses with a total of 3,920 student enrollments, resulting in an average class size of 18 students. These course were taught by 115 persons including regular faculty (34 individuals), visiting faculty, clinical faculty, and graduate student appointees. In addition during that academic year, the School provided 172 sections of practica, independent study, directed reading, and dissertation courses with a total of 982 student enrollments.

  A comparative analysis by UCB college of student credit hours by FTE *for 1987/88* is illustrated in the following graph.



From 1989 to 1997, the School awarded 58 Ph.D.'s. Of these graduates, 28 took university teaching positions, 13 took secondary education positions, and two took elementary education positions. Other graduates work for corporations and non-school agencies. Graduates have received excellent placements. Students have taken positions such as Vice-Minister of Education, Nicaragua, and faculty positions at the University of Wisconsin-Madison, the University of Wisconsin-Milwaukee, the University of Hawaii, the University of Michigan, Northern Arizona University, Arizona State University, CU-Denver, and the University of Illinois.

During the fiscal year 1998/1999 the School of Education attracted 24 grants from external agencies for a total grant amount of $8,677,370.

- **Faculty reviews**

  All faculty are reviewed by the dean each year with feedback provided by a faculty advisory committee. This review is used to determine annual faculty salary merit increments. In addition all faculty are reviewed periodically in accordance with UCB campus-wide policy for reappointment, promotion and post-tenure and annual review.

- **Teaching improvement**

All instructors in the School of Education are encouraged to participate in the UCB Faculty Teaching Excellence Program (FTEP). All graduate student appointees are assigned to a faculty mentor.

- **Examples and recognition of effective teaching**

  Over the past five years three faculty members have received campus awards for teaching excellence.

d. Academic advising and support

- **Improvements over the last decade**

  In 1996 the School of Education hired a full-time academic advisor. This hire was in direct response to student feedback regarding the need for improved advisement. This person provides direct advising for students and works with the faculty in setting up and coordinating our advising program, which includes a highly successful electronic advising system. In addition all students in all of our programs are assigned to a faculty advisor.

- **Assessment of quality**

  Evaluation of advising efforts is part of the student exit assessment, and the results of this assessment consistently show that the resident academic advisor is highly rated and appreciated by our students. Unsolicited "thank you" responses to the electronic advising system are common. Due to the volume of electronic advising inquiries (approximately 1,000 per year) we cannot retain all such inquiries and responses.

  In the past four years four faculty members have received awards for excellence in advising, and the resident academic advisor received a similar award.

3. Research/Scholarship/Creative Work:

a. Productivity

The school excels in its research mission. Faculty research productivity and grant awards compare well to the better Arts and Sciences departments.

The School is highly regarded nationally for it's productivity in scholarly work in spite of its small size. For the past five years the School's graduate program was ranked among the top 30 of 225 colleges of education in the *US News* surveys, a ranking which compares favorably with most other units on campus. Many faculty members have national and international reputations. Faculty are very productive in numbers and quality of publications, and their work is widely cited by other scholars. Many have won national awards for research, as evidenced by faculty vita. Citations from the *Social Science Citation Index* (SSCI) from 1991 to 1996 indicate strong faculty research productivity and impact on the field. The total number of faculty citations for this period is 1,971 (junior assistant professors excluded), or 15.64 per faculty member per year (1996 covers only January-September), and these citations are distributed across 21 faculty members. The median number of citations was 8 per faculty per year. Since many faculty work in areas in which journals are not covered by the SSCI, these figures underestimate the influence of faculty research.

Another way to grasp the School's research influence is through the *Educational Researcher*, the most visible refereed journal in educational research, and a journal not included in the SSCI. The number of substantive articles in the Educational Researcher between 1990 and 1996 was 303, with the Education faculty at the University of Colorado at Boulder supplying 18 articles, or 5.94 %. (This compares with 17 articles by 49 Stanford faculty and 4 by 103 Harvard faculty, which are considered leading

faculties of education by reputation.) During this period Colorado faculty were cited 127 times. Since 30 or so regular faculty members are a tiny fraction of the 15,000 members of the American Educational Research Association, the parent organization of the journal, the strong publication performance of the School can be seen in contrast.

Furthermore, faculty members have received grants from the Department of Education, the National Science Foundation, the Spencer Foundation, the MacArthur Foundation, and other major funding bodies. Faculty books have been published by the University of Chicago Press, Yale University Press, Teachers College Press, SUNY Press, among other major academic publishing houses.

Each year faculty on the UCB campus complete an annual compilation of their professional activity for that calendar year in a report titled the Faculty Report of Professional Activity. This report contains many categories of activity, including publications. For the School of Education for the 1998 calendar year the 34 faculty reported the following "production" in the "*Publications/Scholarly Work*" categories.

29 Books, book chapters and monographs
87 Journal Articles, Reviews, Technical/Research Reports, papers published in conference proceedings
95 Papers Presented at Professional Conferences, Talks, Colloquia, Editorships of Journals
37 Grants Awarded
3 Faculty Fellowships

In addition to the above, School of Education faculty reported ten honors and awards received, and 125 works in progress,

b. Major themes/highlights

The major themes of the scholarly and research agenda for the School of Education can be best characterized by recalling the major themes [from the first section of this report] for the school as a whole *(a) educational diversity, (b) equal* Educational Opportunity, and (c) *research-based school practices*.

These permeate implementation of the missions of the School of Education which include (a) conducting research that positively impacts educational policies and classroom practices, (b) providing high-quality teacher education programs that serve as models of best practice, and (c) maintaining and developing viable public school partnerships.

c. Support

School of Education faculty are quite successful in obtaining outside funding for many research and scholarly work activities for collaborative faculty efforts (e.g., NSF, CREDE, CREST, and other projects) and multiple projects through the BUENO Center for Multicultural Education. Institutional support for these projects includes arrangements to "make it [these] happen." The School is also actively engaged in a capital campaign to increase the level of donations.

d. Effectiveness

Faculty have won major awards such as selection to the National Academy of Education (2), the Thorndike award for contributions to educational psychology, the Lindquist award for research in measurement, the Lazarsfeld career award for contributions to evaluation theory, the Educational Testing Service career award for contributions to measurement, outstanding publication awards from the American Educational Research Association (AERA) and the Journal for Research in Mathematics Education, the

Lasswell Prize for the policy sciences, AERA's Hispanic SIG's most significant contribution award, UCB Council on Research and Creative Work (CRCW) Junior Faculty Research awards (2), CU Outstanding Teaching Awards (2), UCB Faculty Teaching Fellowships (2), Colorado Service Award, and the American Association of Colleges of Teacher Education Outstanding Writing Award.

4. Service:

a. Campus

Numerous faculty serve on campus committees. These are too numerous to include specific examples, but do include the Vice Chancellor's Advisory Committee (VCAC), Boulder Faculty Assembly (BFA), the Boulder Faculty Assembly Executive Board, the Instructional Computing Working Group (ICWG), the Program Review Panel (PRP), and many others.

b. Community and State

The School is unusual among campus departments for the outreach services it provides the state and region. Few units are able to match the outreach service activities of the School, even as the school maintains its high quality research and teaching programs on campus. This outreach is accomplished primarily through two means: partnerships with school districts and the BUENO center. The School has developed extensive collaboration with local school districts through the Partners in Education (PIE) program. These partnerships improve teacher education by enhancing professional growth and renewal opportunities for preservice, novice, and experienced teachers.

Six school districts participate in the program, which includes support to first-year teachers and growth opportunities for experienced teachers. Clinical professors from PIE school districts teach undergraduate courses, supervise student teachers, mentor first-year teachers, and participate in instructional teams with regular faculty. In return, the School provides resources to districts through faculty and graduate students serving as consultants. The School is also a member of the Colorado Partnership for Educational Renewal, a consortium of six Colorado higher education institutions and 12 Colorado school districts affiliated with the National Network of Educational Renewal. Through this consortium the School of Education collaborates with four "Partner" schools in three school districts.

The BUENO Center for Multicultural Education serves as an umbrella organization for initiatives geared toward educational equity and bilingual/multicultural education. BUENO promotes quality education with an emphasis on cultural pluralism in schools through research, training, and service. The Center facilitates equal educational opportunities for cultural and language minority students. Over the years BUENO has been one of the University's most visible outreach programs to culturally diverse communities and has been instrumental in recruiting and retaining minority students on campus.

Hence, the School is unusual in that it contributes to two important campus priorities identified in the Boulder campus strategic plan: service to the state and service to diverse, minority populations on and off campus, even while it maintains high quality research and teaching programs. This success has been possible because of faculty members creating new projects that serve more than one mission. The School strategy for the future is to continue to combine service, teaching, and research in even more imaginative and productive ways.

c. Beyond the State

Numerous faculty serve on boards and committees for national professor organizations, and serve as officers in these organizations. Currently, Professor Lorrie Shepard is

serving as the president of the American Educational Research Association, the most prestigious organization in the profession.

d. Recognition

Several faculty have received awards for their service. For example, Professor Richard Kraft recently received a state and national awards for his involvement in service learning efforts.

e. **Faculty service involvement**:

On the annual Faculty Report of Professional Activities (FRPA) for 1998, the category of "*Service*" School of Education faculty reported the following service involvement.

133 Service assignments to Scholarly or Professional Organizations
70 Consulting assignments (paid and contributed)
188 Service assignments within the department, School, Campus, University, and external to the university.

V. Activity supporting the campus strategic plan initiatives:

A. Teacher education

Four UCB teacher preparation programs lead to initial licensure: a) the elementary undergraduate/post-baccalaureate program, b) the secondary undergraduate/post-baccalaureate program, c) the elementary Master's Plus Program, and d) the secondary Master's Plus Program.

Beginning in 1995, after a great deal of involvement of students, school personnel and faculty, and 15 months of planning, the School began implementing a restructured undergraduate and post-bachelor teacher training programs in the following ways:

- By providing more curriculum integration and articulation and reorganizing themes from courses into clusters. Faculty, graduate teaching assistants, and clinical professors from public schools plan the curricula as teams.
- By making stronger connections between theory and practice. Course strands now include field experiences in community and school settings.
- And by incorporating developmental approaches to learning. The program provides students with ways of learning about the teaching profession by building a rich knowledge base and having opportunities to practice.

The teacher education programs prepare novice teachers in three areas: knowledge of subject matter and pedagogy, education of students in a diverse society, and professional obligations of teachers in a democracy. Students are expected to become knowledgeable about subject matter and adept at teaching it. Pedagogical knowledge includes developmental teaching strategies based on learning theories that are culturally and linguistically appropriate, interdisciplinary approaches to learning, authentic classroom assessments, and instructional management strategies. Students apply theories and methods to classroom practices through mediated field placements that begin the first semester. Course work and field experiences help students understand the influence that social contexts have on teaching and learning.

Preservice teachers are expected to incorporate multicultural and diverse perspectives in their teaching and learning. They organize classroom instruction to meet the needs of learners, including linguistically different, ethnically diverse, and exceptional students. To advance democratic ideals, students must understand the influences which contribute to equality and democratic participation. Students are knowledgeable about ethical and legal obligations and adopt reflective stances toward classroom practices and educational issues. In addition,

students collaborate with peers to develop a sense of their role in the professional community.

The most recent exit surveys of undergraduate students were quite positive about our programs. From 71% to 85% of students said their expectations were met by the programs. Students were satisfied with the quality of instruction, the effectiveness of course work, the treatment of diversity issues, advising and student support, the effectiveness of student teaching, and the sequencing of courses. Issues of continuing concern to students included, an imbalance of theoretical and practical work, more focus on classroom management, improving faculty advising, and better integration of coursework with field experiences.

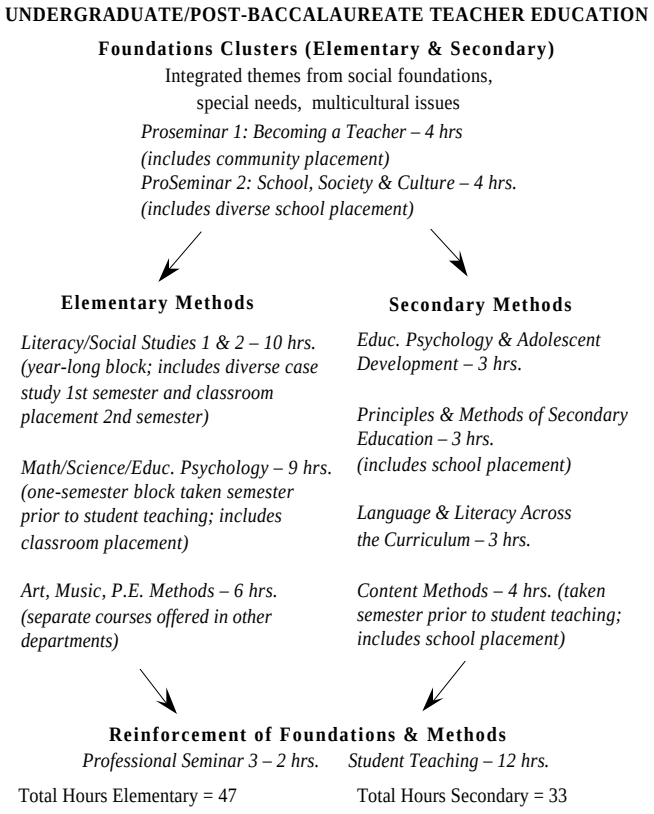
In spring, 1997, exit surveys also were administered to graduate students in the MA+ Elementary, MA+ Secondary, MA, and doctoral programs. At the same time a graduate student committee conducted their own evaluation of the graduate programs with School support. Findings from both sources indicate a high level of satisfaction. In general, graduate students had high praise for faculty teaching and research, the overall quality of the programs, the content and conduct of courses, preparation for the future, the commitment to diversity, and the intellectual and professional climate of the School.

For the most part, MA+ Elementary students and doctoral students were very satisfied; MA+ Secondary students and Masters students were somewhat less satisfied. Among doctoral students, men were more satisfied than women. Among graduate students, the comprehensive exams elicited most dissatisfaction. Graduate students also complained about inconsistent faculty advising. MA students were concerned about their own visibility and access to relevant information. The MA students were not organized into recognizable cohorts as were the others, did not have courses designated for them only, had few reliable ways of receiving timely information, and had very limited sources of funding. Masters students (experienced teachers) disliked taking classes with inexperienced MA+ students.

While the majority of MA+ students were satisfied with the program, some MA+ Secondary students (approximately 25-35%) were dissatisfied with their social and psychological foundations courses, the preparation they received for teaching diverse students, and the intellectual and social climate. Finally, lack of student diversity was a concern among all students, and students of color were less satisfied about this than others. The faculty are currently responding to these criticisms by intensifying efforts to recruit students of color, and the establishing an organization for students of color.

Goals of the Initial Licensure Programs

The goals of all four elementary and secondary teacher education programs (undergraduate/post-baccalaureate and Master's Plus programs) focus on preparation of novice teachers in three overlapping areas tied to our School of Education themes: 1) knowledge of subject matter and pedagogy (tied to *research-based school practices and reform*) 2) education of students in a *diverse society,* and 3) professional obligations and dispositions of teachers in a democracy (with special attention to enhancing *equal educational opportunities*.). The structure of the undergraduate/post-baccalaureate initial teacher education programs is shown in the following diagram.



Field Placements: Currently elementary teacher education candidates spend over 200 hours in schools and secondary candidates 220 hours in schools *prior to* student teaching. The charts which follow illustrate the current field placements including the a) time spent in schools, b) range of diverse, graduated placements and c) connections to courses.

Fall 1998 Elementary Field Placements

ProSem I 30 hours	**ProSem II** 50 hours	**Lit/Soc Studies** Approx. 50 hours	**Math/Sci/ Ed. Psyc** 75 hours	**MA+ Elem.** Approx. 240 hours	**St. Teaching** Full time 16 week experience
Community Placement	Classroom Placement; including special populations	Community Placement 1st semester; Classroom Placement 2nd semester focusing on literacy	Classroom Placement; content focus in single school placement	Two diverse schools/classroom sites per semester	Classroom Placement; one or two school sites

* At the elementary level students are expected to have at least one primary and one intermediate level experience as well as at least one experience at an ethnically diverse site prior to student teaching.

Fall 1998 Secondary Field Placements

ProSem I 30 hours	**ProSem II** 50 hours	**Ed. Psychology** 1--12 hours for the semester	**Gen. Methods** 75 hours	**Content Methods** 60 hours	**MA+ Secondary** 96 hours each semester	**St. Teaching** Full time 16 week experience
Community Placement	Classroom Placement; including special populations	Classroom Placement; including special populations	Classroom Placement; content specific focus	Classroom Placement; content specific focus	Two schools, classroom sites per semester	Classroom Placement; one or two school sites

* At the secondary level students are expected to have at least one middle level and one high school level experience as well as at least one experience at an ethnically diverse site prior to student teaching.

The School continues to place some of our education student teachers in Partner Schools, but those arrangements now include more preservice student placements and collaboration among public school and UCB faculty members. Three Partner Schools – one elementary school, one middle school, and one high school – currently participate. Cohorts of four to 12 teacher candidates each semester engage in field work at each of these renewal sites in conjunction with course work previously described.

Significant Recent Changes

Professional Seminars I & II: Topics from what were formerly Social Foundations and Teaching the Exceptional Child in the regular classroom courses, with the addition of multicultural issues and technology, have been integrated in a two-semester strand, Professional Seminar 1: Becoming a Teacher and Professional Seminar II: Schools, Culture and Society. Historical/philosophical/multicultural perspectives, the role of community, schools as organizations, teacher ethics and legal understanding, and issues of race, class, and gender are introduced in the first semester. Issues of equity, equality of educational opportunity, and social justice in a democratic society inform each class session. Professional Seminar I students complete 30 hours of field work with at-risk, diverse, or disabled youth in a community agency.

During the second semester, preservice teachers revisit similar topics, but with an emphasis on how these themes play out in schools, especially for second language learners, special education students, and low-income students. Professional Seminar II addresses how racial, ethnic, social class, gender, religious, and linguistic diversity among current public school students affect instruction. Discussion includes how to adapt instruction to meet the needs of diverse students in mainstream classrooms and how to provide legally mandated educational opportunities for all students in public schools. Preservice teachers complete a co-requisite 50-hour practicum in a public school serving a diverse student population and are introduced to appropriate technology for classroom use.

Professional Seminar III: Education students now enroll in a co-requisite seminar during student teaching, Professional Seminar III. The course reinforces and connects content from prior foundations and methods course work to student teaching experiences. University Supervisors serve as instructors who facilitate seminar sessions which include groups of student teachers. Seminar discussions include debriefing student teaching experiences, sharing ideas, reflecting on practice, and collaborating with peers. Sessions also include further instruction on Colorado teacher standards, what these look like in practice, involve reflective journaling and a culminating portfolio assessment of how well preservice teachers have integrated course work and practice. The portfolio includes statements of student teachers' developing philosophies and examples of instructional artifacts tied to Colorado Department of Education

professional standards for teacher licensure. These standards-based portfolios foster and reinforce emerging understanding of content area teaching methods, the nature of a teacher's life-long professional growth and interactions, and a commitment to the education of all children.

The Elementary Undergraduate/Post-Baccalaureate Initial Teacher Education Program

The delivery of elementary content methods have been restructured as integrated, block courses, an eight semester-credit two semester literacy block includes reading methods, children's literature, language arts, and social studies methods; and a one semester nine semester hour block which includes teaching mathematics and science and the study of child development and education psychology. Each of these three block courses includes extensive field experience in community and school-settings.

The Secondary Undergraduate/Post-Baccalaureate Initial Teacher Education Programs

Modifications specific to our secondary teacher education programs include changes in course sequences, and revisions to existing courses or course requirements, and the addition of the Roaring Fork Teacher Education Project.

Students now take the expanded teaching field methods courses in English, mathematics, science, and social studies in the semester preceding student teaching, and they take Principles and Methods of Secondary Education as a prerequisite to the teaching field methods course, both of which require practicum experiences in schools.

We have expanded and enriched the content of the course formerly titled Teaching Reading in the Content Areas to become Language and Literacy Across the Curriculum. In addition to the focus on instruction as it pertains to reading and writing to learn, the course now encourages more broadly conceived inquiry into the nature and function of language. The change also entails a focus on the culturally specific language practices of linguistically diverse students.

We have completely restructured the content of the mathematics methods course to be more consistent with the Colorado Department of Education and National Council of Teachers of Mathematics curriculum, assessment, and professional standards. This course also integrates into its structure The Mathematics Teacher Mentoring Project (MTMP)-- an Eisenhower Professional Development funded project and The Learning to Teach Secondary Mathematics Project (LTSM). The former examines the effects of a professional development experience for mathematics inservice and preservice teachers, and focuses on reform-based visions of mathematics education and mentoring relations between expert and novice mathematics teachers. The latter focuses on how preservice teachers become mathematics teachers in the context of reform-based mathematics education programs. Our students greatly benefit from their experiences in these projects as they discuss the nature of mathematics, learning, teaching, and assessment with a variety of faculty and project staff.

We now require the course The Nature of Science and Science Education of all secondary science education students. This course explores contemporary ideas in the history, philosophy, and social studies of science, science as a social and cultural activity and their implications for science education curriculum.

For Secondary English Teacher Education we have expanded the required Composition for Teachers course to help students approach writing theory and practice from a wider range of literacy orientations. These orientations include cultural and socio-economic influences, cognitive dispositions as addressed through multiple intelligences, theories of sociolinguistics, and community-based projects and service learning. Students create Web sites of best writing practices for future reference.

Similarly, we have broadened the content and focus of the course formerly titled Adolescent Literature to Teaching Literature in Middle and Secondary School, a course for Secondary English Teacher Education. In addition to focusing on the nature and variety of young adult fiction and non-fiction available to school readers, as well as more formal literary aesthetics, this new course explores several different approaches to literature instruction that not only develop "scholars" but also readers. Fundamental to this inquiry is a thoughtful analysis of the functions of literature in our social and cultural lives and the role of literature in democratic society. Expanding the content of both of these courses has strengthened students' understandings of teaching writing and literature in diverse classrooms.

We have revised the general studies content preparation required of all prospective social studies teachers since the last NCATE review. We have redistributed the credit-hour requirements in liberal arts across the social sciences and have added requirements in a) cross-cultural perspectives or gender studies, b) methodology of the discipline, and c) problem-solving or critical thinking. The new requirements better address revised Colorado Department of Education standards and encompass the range of orientations and knowledge requisite to the social studies curricula in public schools .

The Roaring Fork Teacher Education Project: The most significant change is the addition of the Roaring Fork Teacher Education Project (RFTEP). As part of the School of Education commitment to K-12 partnerships and outreach, we brought our secondary licensure program to the Roaring Fork Valley, 160 miles west of Denver. The Valley's four communities and two school districts are sites for secondary teacher candidates to engage in course work, school and community partnerships, service learning, and student teaching.

Like their Boulder counterparts, in the first semester RFTEP students examine the understandings offered by current research on how cultural, linguistic, gender, and social class differences affect how teachers see and interact with students in their classrooms. The differences are that Professional Seminars I and II and some methods courses are offered in the Valley and the students learn--and live--as a cohort. Students volunteer weekly in established human service agencies and participate in two public school classrooms as observers and adjunct instructors.

In the second semester students return to the Boulder campus, taking required methods courses, meeting regularly with their Roaring Fork cohort, and refining their understanding of service learning. During the third semester teacher candidates return to the Roaring Fork Valley to complete the student teaching experience and to implement a service learning project with the classroom in which they are working.

B. Graduate Education

Changes to the Elementary Master's Plus Program

Student Exit Survey data and feedback from local principals informally solicited by the Director of Teacher Education and Partnerships suggest that the Elementary MA+ Program continues to prepare excellent novice teachers. We have made only minor revisions to that program based on student feedback from the survey data. First, the Professional Seminar which runs over the first two semesters of the program has incorporated a stronger emphasis on special needs students. Theoretical issues are discussed in the first semester, and more practical aspects of classroom instruction for these students are among the primary foci of the second semester. One of the practicum placements in the second semester requires teacher candidates to work with special needs students.

Second, practica assignments consist of two six-hour days per week, one day in each of two culturally diverse schools in the first semester, and two days a week in the same school during the second semester. Students stay in each school over the whole semester, allowing them to observe development of, and continuity of instruction for, children with and without

special needs over an extended period of time. It also gives students a bilingual experience in the first semester and a special education experience in the second semester.

Changes to the Secondary Master's Plus Program

In response to student feedback on Exit Surveys and a proposal submitted by the 1997-98 cohort of students, the faculty revised the fall Professional Seminar in Teaching and Learning course. The course now includes discussion, readings, and field-based assignments which address multiculturalism and curriculum for diverse student populations.

Changes to the K-12 Reading Program

Information from Student Exit Surveys indicate that teachers trained in our K-12 Reading program feel well-prepared for their new roles as reading teachers. As a result, we have made few revisions. However, two revisions are of note. First, a former course entitled *Processes in Reading* has been revised into a course entitled *Processes in Literary Interpretation*. The purpose of this change was to broaden the scope of the literacy program. The course now focuses on the reading of children's and young adult literature as well as how to engage students in literary interpretation.

The second shift was to have more opportunities for students to conduct research themselves. Thus, all four of our required literacy courses have shifted from more distanced academic assignments to more action research requirements. Student papers are now attached to field experiences which include classroom observations, research based portfolios, and case studies of individual children.

C. Technology

Attention to issues and knowledge of technology in School of Education programs has continued to be of interest and activity. A recent inquiry into what "technology" activities are included in our programs resulted in a list that contained the following activities spread over a broad range of courses.

- Access on-line resources, data bases, and library materials
- An Internet course for teachers titled, "Internet in Teaching and Learning."
- Computer based analysis tools, probes, analog data collection, etc.
- Computer based instructional delivery
- Construction of printed and web based materials, student web sites, web based "meetings," etc.
- Enhancing teaching presentations and student materials through computer resources
- Evaluation and use web sites to expand knowledge of aspects of what is taught in schools
- Examination of appropriate instructional software
- Examination of categories of uses of technology for teachers: Interactive CAI, teacher tools, authoring, connections, resources, etc.
- Examination of prominent examples of educational technology, including individual computerized tutors (e.g., GPTutor, The Algebra Tutor), anchored instruction (The Adventures of Jasper Woodbury, The Little Planet), and technology designed to foster learning communities (CSILE).
- Integration of technology in lesson planning for teaching in schools
- Interactive technologies for teachers
- Internet "ready" classes
- Internet based study groups and discussions
- Investigation and discussion of the impact of technology for issues pertaining to diversity, students with disabilities, and language minority students
- Investigation of contributions of computers to various types of learning situations
- Investigation of simulations of human thought, ranging from connectionism to parallel distributed processing

- Language labs
- Paperless exchange of "papers," assignments, and instructor feedback
- Practicum assignments in technology rich environments.
- Review of Video based programs
- School of Education smart classroom
- Understand the potential for and hazards of technology use for instructional purposes
- Use of e-mail
- Web based chat lines and bulletin boards for teachers (e.g., FL TEACH, among others)
- Web based course materials (syllabi, assignments, readings, links, etc.)
- Web based resources for teachers
- Website lessons
- Workshops

The School of Education now has one 32 station Macintosh lab and one ten station PC lab and will soon be opening a custom designed seven station 'smart' classroom with integrated computing and video. The latter is being positively anticipated by students and faculty.

D. Diversity

In general, the School has done well with diversity of faculty and students, though it is planning to do more. In 1998 the School had 34 faculty positions (34 FTEs, three are currently vacant - to be filled in Fall 1999), two of which were allocated for leadership of teacher education and the partnerships. Of 28 regular faculty members currently in the School of Education, 12 (43%) were full Professors, 9 (32%) were Associate Professors, and 7 (25%) were Assistant Professors. Counting by gender, 10 (36%) were women and 18 (64%) were men. Among full Professors 3 (25%) were women; among Associate Professors 1 (56%) were women; and among Assistant Professors 1 (25%) were women. Five faculty were Hispanic - one male full Professor, two female Associates, and one male and one female Assistant Professors. One male assistant professor was African-American; altogether faculty of color were 21% of the regular faculty.

All staff members in the School are female; one is an ethnic minority. The BUENO Center for Multicultural Education employs nine staff members (3 males and 6 females) in their central staff, of which two males and five females are ethnic minorities.

Approximately 800 students are enrolled in undergraduate and post-BA teacher license programs. The majority (72%) are female, and a small percentage (8%) are ethnic minorities. At the graduate level, approximately 400 students are enrolled in the MA or Ph.D. programs. The vast majority (75%) are females and eighteen percent (18%) are ethnic minorities.

The School has expended energy and resources toward the goal of recruiting more qualified students of color into our programs. In the past five years we have a) developed a Diversity Plan, b) hired qualified graduate assistants to assist us in identifying and recruiting potential program candidates, c) made regular visits to our feeder community colleges, d) invited students of color in other schools and colleges on campus to orientations and increased the number of scholarships available to teacher education students and graduate students, and e) provided financial support for candidates to visit campus, including airfare for out-of-state students.

Graduate programs have experienced a slight increase in student diversity, from 12% in 1994 to 14% in 1998 out of a student enrollment of about 400. The undergraduate/post-baccalaureate programs, with enrollments of about 750 this fall, include 12% students of color. Differences may be attributed to specialized programs and available funding at the graduate level for ethnic minority students. For example, graduate funding includes

protected-class fellowships, scholarships, teaching and research assistantships, and federal funding. The majority of students in all programs (72% to 75%) are female.

This year the School created a new advisory board comprised of students at undergraduate, master's and doctoral levels to help us boost our diversity efforts. Called The Educators of Color Advisory Board, the group's goal is to make recommendations to the faculty concerning recruitment and retention of students of color to the School and to assist us in creating a learning community that supports a diverse student body. Recent recommendations from the group will be studied next spring.

VI. Strengths, Weaknesses, Opportunities, and Threats

A. Based on the data above:

1. Strengths

Strengths of the School of Education include:

- An outstanding and diverse faculty
- Extensive collaboration among all faculty on most all programs and projects in the School
- Involvement of most all faculty in teacher education
- Great success in implementing and maintaining an emphasis in both research and scholarly work, a commitment to excellence in teacher education, and active involvement in school partnerships. [This is rare in comparable institutions elsewhere]
- A commitment to diversity which manifests itself in hiring faculty, and in addressing issues of diversity in all programs in the School
- A highly successful program of partnerships with schools and school districts

2. Weaknesses

- We have continuing difficulties with broadening the diversity of the students in our programs.
- secure additional funding to increase salaries and hire additional faculty to meet expanding program needs and senior faculty retirements.

3. Opportunities

We have opportunities to:

- expand our partnerships with schools and school districts,
- increase the amount of external funding (research and foundation support,
- increase collaboration with other higher education institutions, and
- increase collaboration with other units on campus.

4. Threats

- The current national and state critique of teacher education programs and teacher licensure.
- The contradiction between the demand for higher teacher education standards and the movement to abolish or limit teacher licensure.

B. Plan for capitalizing on strengths and opportunities and addressing weaknesses and threats

We envision that a decade from now the School of Education will be recognized nationally as an outstanding, specialized educational research center and recognized in the state as an institution which produces unique and outstanding teachers, and an exceptional provider of services to schools.

To do this we must conduct research to improve educational policies and improve classroom practices, train strong researchers at the Ph.D. level, and educate teachers at the undergraduate and master's levels in high quality programs, while maintaining viable public school partnerships with Colorado schools.

We must also:

- Improve research performance and standards so that the School has a distinct identity and is more nationally prominent in the next seven years.
- Improve collaboration with other units on campus..
- Refine teacher training programs so that teachers are better prepared for teaching through integrated practice and research-based training.
- Improve K-12 partnerships so that the School, the University, and school districts benefit from collaboration and resource sharing.
- Strive for better recognition as a outstanding teacher education institution.
- Provide visible outreach services to the state's educational community.
- Develop a more clearly focused profile in research, teaching, and service.
- Recruit and retain high quality research and teaching faculty and students who specialize in the focus areas.
- Continue to implement differentiated staffing to improve productivity while living within resources.
- Intensify faculty collaboration and integration of the major functions of the school.
- Review teacher training programs.
- Continue to improve graduate programs.
- Improve service activities