ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: College of Education
Name of department/program: Master in Teaching Program
Date: May 26, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:

In summary, when considering the MIT faculty workload, the following additional duties relative to teaching and service must be noted:

- team planning and delivery of instruction to 25-50 graduate students in full-day courses and course modules
- a high volume of admissions and program inquiries
- faculty advising and instructional support for the national teacher assessment (edTPA)
- advising responsibilities regarding teaching endorsement requirements and state certification processes
- general oversight of students' field experiences and additional service relative to fostering, supporting, and sustaining relationships with community partners/schools

Program design and connections to student fieldwork and community partners are described below in further detail.

Program Design

Block I: The Three Weeks **Prior** to Fall Quarter, and Fall Quarter

The program begins with **TEED 5010, Education for Social Change**. This course establishes a foundation for the program by introducing candidates to each of the program's conceptual frameworks. Candidates attend class for six hours each day for five days, after which they devote seven to eight days to guided observation in K-12 schools. Faculty visit students in the field setting during that time.

Following TEED 5010, candidates participate in a two-day course in residence**, TEED 5011, The Arts and Cultural Diversity**. The focus of this retreat is to build a sense of community among candidates and faculty and to introduce candidates to the roles of the arts in the learning process.

Following the retreat, all MIT candidates are immersed in a middle school experience, **TEED 5023, Middle School Field Experience/Seminar**. Candidates participate in a two-day seminar where they examine the philosophy, structure, instruction and curriculum of middle schools and then teacher candidates are assigned to a middle school for a one-day immersion experience in middle schools. This field experience is coordinated with former graduates of the MIT Program.

Following the middle school experience, candidates begin **TEED 5012, Learners and Instruction,** along with **TEED 513, Peer Coaching Field Experience**. These courses are carefully sequenced to ensure that the campus coursework and peer coaching field experience are integrated with each other. Professors teach cohorts of 50 graduate students in full-day, intensive courses and course modules (9:00-3:00 p.m. is the average teaching day).

Block II: Winter Quarter

Candidates preparing to teach in grades K - 8 enroll in **TEED 5021, Elementary Curriculum, Instruction and Assessment.** This course is taught, in part, in a dedicated classroom at Echo Lake Elementary School in the Shoreline School District. Working with teachers at Echo Lake for demonstration lessons and consultations about teaching requires another level of coordination and interaction not normally done in traditional programs.

Secondary teachers enroll in **TEED 5022, Middle/Secondary School Curriculum, Instruction, and Assessment.** One component of the course is Subject-Based Methods, in which MIT candidates are taught in a subject-specific seminar by a selected high school teacher with expertise in the appropriate

subject. Like the course described above, considerable coordination is devoted to identifying suitable classroom teachers and integrating them into the course.

Additionally, MIT candidates visit their teaching internship site weekly for specific teaching assignments and/or focused observations and data collection. These teaching tasks at the internship site are another level of coordination and planning embedded into the program.

Block III: Spring Quarter

In **TEED 5028 (Elementary)/5029 (Secondary), Teaching Internship**, candidates participate in full-time teaching. University supervisors throughout this period observe candidates regularly. The program invests time with university supervisors to ensure they understand the program and can provide support that aligns with the program goals.

Block IV: First Summer Session

The courses offered during the final segment are a capstone to the program. While students are engaged in Block IV, they are completing their Teaching Performance Assessment (edTPA) necessary for certification. The edTPA often requires faculty to field questions and occasionally provide support for the candidates who must retake the edTPA. This work is apart from the course requirements but necessary to the program. Service learning experiences within a capstone course are coordinated with the program and designed to prepare teacher candidates to successfully use this strategy once they enter the field. Coordination with teaching sites requires considerable time beyond the normal coursework.

The sequence describe above is repeated with a second cohort beginning spring quarter, fall, winter, and spring. Overlapping cohorts means that in spring quarter three cohorts are enrolled.

Additionally we are mandated by the state to have an advisory board to oversee our work and provide recommendations requiring another level of obligation for a state certified program.

Readers may wonder why the faculty has written about the program to this extent. Because we are in a highly competitive field with approximately 20 different programs available in the Puget Sound region, we believe the program has to be outstanding and offer learning experiences that make it responsive to the needs of today's schools. Thus, it is essential that we have highly responsive faculty to student learning and associated needs; a highly integrative program so that we maximize the learning time in the program; substantive connections with the field; and a demonstration of collaboration and integration that can be emulated in the schools. These qualities require extensive time in planning and outreach and have resulted in a program that is highly valued in the K-12 sector.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:

- We desire support for growing and enhancing partnerships with K-12 schools.

- We seek support for faculty to actively and collaboratively engage in all discussions of teacher education curriculum and program development, which is our primary area of expertise.
- We request a program director to provide the leadership needed to support these initiatives and sustain our high quality, mission-based program.

What particular constraints or challenges does the department/program face?

Response:

- **No program director:** Distributive administration is inefficient and many issues fall through the cracks. Communication among faculty has decreased as a result of this new structure and has had a direct impact on service to students. Additionally the field placement coordinator no longer reports to the program director, so communication and program initiatives have been further compromised.
- **Connection to the field (K-12 schools) is essential:** For credibility, the faculty needs to be engaged in the K-12 sector; the field placement coordinator is essential to this work as well. These activities need to be maintained and supported.
- **Too many adjuncts:** Because of the unique organizational structure in the highly competitive field of teacher education, overreliance on adjuncts over the last several years has had a major impact on program quality. The program depends on full-time tenured faculty positions to ensure collaboration, faculty members' availability to each other and their students, and curricular coherence.
- **Program inquiries:** A high number of inquiries come to the program outside of the education field. Inquires take considerable time to respond to (templates or prepackaged materials are not always adequate). The administrative assistant, field placement coordinator, and faculty invest a considerable amount of time responding to such inquiries. These inquiries come directly to the program both by telephone and email.
- **Admissions:** Faculty manage and participate in the admissions process with the support of the administrative assistant. Faculty review <u>all</u> applicant files and conduct <u>all</u> applicant interviews. Faculty oversight of this process requires significant additional time as they must also 1) monitor state certification requirements and 2) review each applicant's endorsement requirements (subjects the K-12 candidate will teach). Further, faculty members are responsible for following up with each candidate to ensure endorsement requirements and other program-specific admissions criteria have been met.

Is there anything else you would like to put on the record?

Response:

We are concerned for the survival of the program as undergraduate certification programs come on board at SU, but perhaps more importantly, we are concerned about the alternative certification teacher education program proposal that is currently under development through continuing education.

We are renowned for our quality Master in Teaching program here at Seattle University. Broadly speaking, however, the WA state teacher shortage necessitates less expensive, watered-down alternative certification options. Future applicants may be looking for cheaper (and perhaps online) options. Alternative certification proposals will be considerably cheaper than the 60-credit $37,200 graduate program. Continuing education credit can be as low as $225 compared to $619 per credit at the graduate level.

If given the opportunity, we would advocate for a graduate program that is seeking the same population that the continuing education program is targeting. Regardless, we strongly advocate for the value of a face-to-face graduate level program, and our students and graduates have consistently reported that they prefer a face-to-face option for preparation in a career that draws on foundational interpersonal skills, care for the whole child, and active, day-to-day engagement with issues of social justice.