UW

UNIVERSITY OF WASHINGTON

TACOMA

Self –Study 1997

Education Program, Tacoma

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Preface

The Interim Director of the UWT Education Program, Dr. Frank Brouillet, assigned the task of writing this Self-Study to Professor Ronald E. Butchart during Autumn Quarter, 1997. Most of the actual work of collecting data and compiling the report was accomplished during Winter Quarter, 1998. The Self-Study was guided by the UW Graduate School's "Self-Study Format for Review of Existing Degree Programs" (Revised August 1997). Its organization adheres closely to that format, except for the addition of a narrative introduction to contextualize the Self-Study, some liberties in section I, and modest reorganization of section II to fit more closely the particular structure and mission of the Education Program.

Early in the process, the issues called for in the "Self-Study Format" were turned into a long series of questions that the author circulated to the program faculty and staff. Several members responded thoughtfully, and their input was included in the initial draft. That draft was then circulated to all members of the faculty and staff, as well as to Associate Deans James Brown and Sharon Fought. All corrections and suggestions have all be incorporated in the final draft of the Self-Study.

I wish to acknowledge with gratitude the capable assistance of Sara Contreras, Rachel Hyde, and Laura Reeves in the preparation of this study.

Ronald E. Butchart

Professor

Introduction

The UWT Education Program, 1992-1997:
Building Excellence in the Midst of a Whirlwind

In May 1992, six newly hired faculty members of two new education programs met for the first time in a stark office a few blocks away from the University of Washington's Seattle campus. Their task was to "invent" courses to fit into a rough sketch of a new Master of Education program suggested by the faculty of the UW College of Education. The new program was to be launched four months later at the University of Washington's new campuses in Tacoma and Bothell.

With a scant two days to work, these six people, three destined for each of the two new campuses, attempted to make sense of the outline presented to them, drawing on their collective experience in teacher education and educational studies to design a coherent, rigorous program for experienced teachers and others interested in advanced study of education.

The Tacoma faculty's introduction to the campus was as inauspicious as its first meeting in Seattle. Offices and classrooms in newly rented space in a downtown office building were unfinished, furniture had not arrived, supplies had not been ordered, support staff was still to be hired, policies and procedures were still to be developed. In essence, three faculty members -- one full professor and two assistant professors -- were to create a curriculum and a program, recruit students, develop contacts with area schools, build relationships within the larger faculty of the Tacoma campus, immerse themselves in the task of institution-building, and be prepared within a month to teach courses. The College of Education on the Seattle campus had assisted with the faculty hiring in the Spring of 1992, and provided the curriculum outline for the Master of Education. While the college has been continually cordial to the UWT Education Program, however, the UWT Education Program has developed entirely autonomously.

The Master of Education degree program has, since the founding of the program, featured a common core of courses that focus on large, integrative issues in education, and non-traditional study options. The original study options were Integrated Curriculum, Multicultural Education, At-Risk Children and Youth, and a Student-Designed Study Option. Designed for practicing, experienced teachers, the degree program moved away from the traditional graduate thesis, opting instead for practica and a Culminating Project. The program is rounded out with elective courses in Education and Liberal Studies.

Beginning with thirty students in the Autumn Quarter, 1992, the Master of Education Program at UWT grew rapidly to over one hundred headcount within five quarters, reaching its FTE target of 35 in the Winter Quarter, 1994. Even before that milestone was reached, however, the university charged the faculty of the Education Program to turn its attention to creating a Teacher Certification Program. Beginning in Autumn Quarter, 1993, the faculty gauged the demand for teachers and its own areas of expertise, and decided to focus upon K-8 certification.

Working with area elementary school teachers and administrators, the faculty spent the 1993-1994 academic year developing a post-baccalaureate, non-degree program focused on urban multicultural education. The program hired a certification advisement specialist, organized its Professional Education Advisory Board, developed curriculum, recruited a fourth full-time faculty member, worked out relationships with two local school districts to accommodate an intensively field-based program, gained state approval of its proposed program, recruited students for a twenty FTE program, and welcomed the first cohort of students eight months after beginning its work.

In its third year (1996-1997), the Teacher Certification Program's target doubled to forty FTE; its actual FTE has consistently been well above the budgeted FTE, however. The Education Program recruited a fifth full-time faculty member during that year, and began to hire highly experienced retired educators as the core of its field supervision.

In late 1996-1997, the Education Program worked with the UWT Director of Development to write a grant proposal to equip a state-of-the-art science education program, expecting to build from that base a center for science education for both the Teacher Certification Program and the Master of Education Program. The proposal was funded by the Tacoma Foundation at $15,000, the largest single grant the Tacoma Foundation has awarded. The program faculty are continuing to plan for growth in science and math education, and is currently working on a proposal to be presented to Intel Corporation in the near future.

Simultaneously, the program recruited a highly qualified science educator as its sixth full-time faculty member. In five years, the program has doubled its full-time, tenure-track faculty, and tripled its part-time faculty and staff, a rate of growth probably unmatched except at the UW Bothell campus.

Meanwhile, the faculty continued to monitor the graduate degree program, modifying and expanding its offerings in response to changing needs in the schools. Among the major changes, the program recognized that school personnel needed opportunities to study emerging trends in classroom assessment, and to begin practicing exemplary forms of assessment. The program moved aggressively in the Spring of 1996 to create a new Study Option in Classroom Assessment. The new option was launched in Autumn Quarter 1996 under the leadership of Dr. Belinda Louie, and has become the most popular of the program's Study Options.

Simultaneously, the program expanded its existing At-Risk Children and Youth Study Option to allow teachers to gain an endorsement in Special Education. The endorsement program, designed by Dr. Marcy Stein, deals primarily with special education populations (limited to those without profound disabilities), and is intended primarily to prepare general classroom teachers to better respond to inclusion students.

While the finishing touches were being put on those initiatives, the Office of the Superintendent of Public Instruction announced new criteria and new processes by which

teachers will move from initial to continuing certification (hereafter to be called the Residency Certificate and the Professional Certificate, respectively). These criteria and processes are tentatively scheduled to be implemented state-wide in 2000. In preparation for full implementation, the state offered grants for consortia of schools and higher education to pilot test the new rules.

The UWT Education Program responded immediately, under the initiative of then-director, Dr. Ronald Butchart, to encourage Pacific Lutheran University, three public school districts, and one private school district, to create such a consortium. The resulting UWT-PLU Consortium was awarded a grant of over $61,000 in 1996, and another grant of over $52,000 in 1997. The consortium is one of seven successful consortia in the state, and the only one combining public and private higher education with public and private K-12 schools. Its pilot study, involving fifteen teacher-candidates, will be reporting to the state in mid-1998, urging specific changes in the proposed certification process. If the new certification law remains intact, it will have a profound impact on higher education; the UWT Education Program is preparing to expand dramatically its services to the profession regionally through this certification process.

While the whirlwind growth of the program has consumed vast amounts of time and energy, the faculty has attended to the other tasks of a university faculty. Faculty members teach three three-credit courses per quarter when their primary assignment is the masters degree courses, or a maximum of four three-credit courses when teaching primarily in the Teacher Certification Program (the Program Director is provided with a one-course reduction for administrative work). The courses of study sponsored by the Education Program require extensive Summer School offerings as well as regular academic year teaching; most members of the faculty have taught four quarters per year since the program was founded in 1992. Course evaluations consistently rank the Education Program faculty well above the median for the university as a whole.

As we document more fully in the pages that follow, the program faculty has also, on top of dramatic institution-building, programmatic development, and exemplary teaching,

achieved solid records as scholars and have carried heavy service loads to schools and the education profession. The program submits that there are few, if any, programs in the university that have accomplished as much, with as little, as the Education Program at the University of Washington, Tacoma.

I. CONTEXT

A. Unit: The Education Program

B. Campus: Tacoma

C. Degree offered: Master of Education; non-degree program offered: Teacher Certification

D. The field and its history:

The field of education engages primarily in two sorts of activities: teacher education at both the preservice and in-service levels; and the study of learning, teaching, schools, and other aspects of education as a purposive activity. The field is, then, both instrumental and critical. Its subject matter is human intellectual, aesthetic, physical, moral, and civic growth and development, particularly as those are consciously fostered by educational institutions.

Since the 1820s in most Western countries, schools have been under perennial scrutiny and attack, with calls for educational reform appearing cyclically in the United States every two to three decades (Bowles & Gintis, 1976; Carnoy & Levin, 1976; Katz, 1968, 1971; Tyack & Tobin, 1994). Education emerged as a self-conscious academic discipline with its own research traditions in the last century (Lagemann, 1997), resulting not in a quieting of reform rhetoric as schools and teachers improved, but an escalation of discontent regarding schools and schooling. In the most recent round of school reform agitation, dating to the early 1980s, criticism has focused on the adequacy of the teacher corps, and thus ultimately on the adequacy of teacher education (see e.g., Business-Higher Education Forum, 1983; National Commission on Excellence in Education, 1983; National Task Force on Economic Growth, 1983. Cf., Cross, 1984; Darling-Hammond, 1984; Finkelstein, 1984). For many critics, teacher education reform is a promising route to school reform. That perspective is not historically unique -- calls for improved teacher education and consequent changes in teacher training and certification require-

ments have accompanied many reform cycles (Dunn, 1955; Borrowman, 1956; Bush, 1987; Warren, 1985; Johnson, 1987). Yet contemporary teacher education reform eclipses prior efforts in the range of proposals produced, the breadth of interest in changing teacher training, and in the locus of reform initiatives, ranging from local schools and teacher training institutions through state and regional agencies to nationwide organizations (see e.g., Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986; National Commission for Excellence in Teacher Education, 1985; Goodlad, 1990).

The UWT Education Program was conceived in this era of increased concern for bold approaches to teacher education. In Washington State, that concern had been translated into legislation in 1987 requiring that all certified teachers earn a master's degree, and into increased interest in moving preservice training out of undergraduate training and into Fifth Year or graduate MAT or MIT programs. Indeed, much of the impetus for the UWT Education Program came out of the expected explosion in demand from teachers for master's level programs.

The state intended to implement its requirement for a masters degree effective 31 August 1992. Planning for the degree program in the Education Program began the prior academic year, 1990-1991, involving faculty from the Tacoma and Bothell campus's Liberal Studies programs, campus administrative staff, and faculty from the College of Education.

Faculty searches began in Winter 1992. In April 1992, however, six months before the Education Program opened, the Legislature rescinded the requirement that all teachers acquire a Masters Degree. Absent compulsion, demand has never approximated expectations, though the program has been able to reach its FTE target.

The Teacher Certification Program also evolved in the context of reform. Nationwide, teacher certification has been migrating to post-baccalaureate programs, freeing undergraduate study of courses and programs that diluted the academic content of the bachelor's degree. The program faculty determined early that a new certification program should be post-baccalaureate,

should be grounded in intensive field work, should be urban in focus, but should be disconnected from a master's degree. The program, initiated in 1994, has been under high demand, able to admit only one-third to two-fifths of its applicants annually.

E. The faculty:

The UWT Education Program began with three full-time faculty -- one full professor as Program Director, and two assistant professors. The program also had one unfilled line from which to hire part-time faculty. The founding faculty members included Dr. Ronald E. Butchart, Dr. Belinda Louie, and Dr. Marcy Stein. These three faculty members created the MEd Program and the TCP Program.

In 1994, at the start-up of the Teacher Certification Program, the program received funding for a fourth full-time faculty member, and an additional partial line to assist with staffing the new program. At that time, Dr. Candace Schulhauser joined the faculty with a full-time assignment to the TCP. In 1995 the program grew again with the addition of Dr. William "Tom" Owens, assigned to both the TCP and the MEd programs. In 1997, the program was authorized to hire a professor with expertise in science education, resulting in the addition of Dr. José Rios to the faculty.

For the first five years of the program's existence, then, from three to five professors oversaw the construction, elaboration, and refining of the program, worked in other aspects of institution-building, taught the majority of the courses, represented the program on numerous committees, pursued their individual research agendas, and offered their services to local, regional and national constituencies and communities. Importantly, most of the faculty were assistant professors throughout that whirlwind period, having to attend to issues of tenure and promotion even as they immersed themselves in the work of the university.

The faculty takes teaching as its primary task. While this report speaks more fully below about the faculty's other tasks, it privileges teaching by discussing it as part of the larger context of the report.

The Tacoma campus values exemplary teaching; the Education Program excels in providing exemplary teaching. The faculty works hard at the teaching task, a task made more difficult by resource constraints. The teaching loads are heavy. Excluding Summer School, which all but one faculty member have taught regularly, the full-time faculty teach six courses per year in the MEd, and more if their load includes TCP courses; within the MEd, those six courses would typically be six different preparations, while TCP courses are usually taught as one preparation for two courses. Those in the MEd must also supervise practica and culminating projects.

The table below indicates the breadth of teaching the faculty has engaged in since 1992.

Table 1

Teaching Assigments, 1992-1997, Full-Time Faculty

Marcy Stein

Course #	Course Title	# of times taught
TEDUC 591	Special Topics in Education	3
TEDUC 540	Current Issues: Children at Risk	6
TEDUC 502	US Education in Society: Socio-Psychological Contexts	1
TEDUC 515	Structuring the Classroom for Success	3
TEDUC512	Literacy Instruction for Diverse Students	3
TLSUS 490	Special Topics: Understanding Research in the Social Sciences and Education	1
TEDUC 541	Mathematics Challenges for Diverse Students	4
TEDUC 504	Understanding Educational Research	4
TLS 434	Theories of Child Development	2
TEDUC 542	Structuring the Classroom for Success	2
TEDUC 543	Mathematics Challenges for Diverse Students	2
TEDSP 546	Collaborative Consultation	1
	Total	**32**

Belinda Louie

Course #	Course Title	# of times taught
TEDUC 513	Curriculum Integration Across Content Areas	1
TLS 481	Children's and Young Adult Literature	1
TEDUC 502	US Education in Society: Socio Psychological Contexts	3
TEDUC 514	Process Writing Across the Curriculum	1
TEDUC 522	Instructional Issues in Multicultural Classrooms	3
TLSUS 490	Special Topics: Asian Americans: Literature, History and Culture	3
TEDUC 530	Integrated Curriculum: Critical Issues	6
TEDUC 591	Special Topics in Education	4
TEDUC 534	Process Writing Across the Curriculum	1
TEDUC 531	Curricular Uses of Children's and Young Adult Literature	3
TEDUC 532	Integrated Curriculum: Classroom Design and Instruction Strategies	3
TEDUC 505	Classroom Assessment	3
TEDUC 471	Diversity and Equity in Schools and Curriculum	1
TEDUC 473	Classroom Assessment	2
TEDUC 481	Reflective Seminar	1
TEDUC 537	Classroom Assessment: Content Area Assessment	1
TEDUC 533	Self esteem, Self concept, Self efficacy: Curricular and Instructional Issues	1
TEDUC 535	Integrated Curriculum: Exploring Critical Issues in Health & Soc thru Child & Young Adult Lit	1
TEDUC 494	Literacy in Science & Mathematics	1
	Total	**40**

Tom Owens

Course #	Course Title	# of times taught
TEDUC 462	Topics in Content Instruction: Integrated Instruction for Social Studies	2
TEDUC 464	Topics in Numeracy: Foundations in Math Instruction	2
TEDUC 471	Diversity and Equity in Schools	2
TEDUC 472	Diversity and Equity in Schools and Curriculum	2
TEDUC 520	Multicultural Education: Critical Issues	1
TEDUC 522	Instructional Issues in Multicultural Classrooms	1
TEDUC 532	Integrated Curriculum: Classroom Design and Instruction Strategies	1

Candace Schulhauser

Course #	Course Title	# of times taught
TEDUC 451	Topics in Literacy Instruction: Beginning and Redmedial Reading	6
TEDUC 452	Topics in Literacy Instruction: Literature and Content Reading	4
TEDUC 453	Topics in Literacy Instruction: Language Arts	4
TEDUC 472	Theories of Child Development and Learning	1
TEDUC 473	Classroom Assessment	1
TEDUC 475	Preventing and Solving Problems in the Classroom: Classroom Management and Discipline	4
TEDUC 481	Reflective Seminar	6
TEDUC 491	Field Experience I	2
TEDUC 492	Field Experience II	2
TEDUC 493	Field Experience III	2
TEDUC 496	Internship	1
TEDUC 531	Curricular uses of Children's and Young Adult Literature	1
TEDUC 534	Process Writing Across the Curriculum	1
TEDUC 591	Special Topics: Classroom Study	1

Ron Butchart

Course #	Course Title	# of times taught
TEDUC 501	Education in Society: Political, Economic, Cultural Perspectives	8
TLSUS 490	Special Topics	2
TEDUC 503	Education in Society: Institutional Perspectives	7
TLSUS 432	Schooling in the US	1
TLSUS 442	History of African American Education	1
TEDUC 591	Special Topics in Education	2
TEDUC 482	Schools in American Society	1
TLSUS 346	History of Childhood & the Family in the US	1
TEDUC 481	Reflective Seminar	1
TEDUC 538	Classroom Assessment: Critical Issues	1
	Total	**25**

Abbreviated curriculum vitae for all full-time and part-time faculty will be found in Appendix D.

II. ROLES AND RESPONSIBILITIES OF THE UWT EDUCATION PROGRAM

Roles, Responsibilities and Opportunities

The Education Program at UWT prepares reflective, collaborative practitioners who are grounded in best practices and sensitive to diversity.

In very brief compass, the program's organizing theme, above, expresses its primary role and responsibility: to build programs, courses, practice and research that foster critical reflection on professional practice and institutional efficacy, that connect practitioners in intellectual and professional communities, that identify ethically and intellectually defensible classroom practices, and that encourage an unshakable dedication to educating all students.

The focus on practitioner preparation expressed in the organizing theme does not express the full range of roles and responsibilities of the program, however. The Education Program attempts to balance many competing roles. It is positioned between the state legislature and local school districts with statutory responsibilities to the Office of the Superintendent of Public Instruction. The program's faculty is affiliated with a variety of professional and academic organizations that imply specific roles. The faculty operates in a university culture that reveres the intellectual and the abstract, while working with graduate students whose professional lives are deeply immersed in the concrete world of practice. University traditions of self-government requires faculty immersion in administration, policy and operations unmatched by virtually any other group of workers in corporate bodies, an immersion greatly intensified by the nature of rapid campus growth, interdisciplinarity, and innovation. The faculty urges creative, non-traditional practices and ethical aspirations on certification candidates whose field work encourages conformity to schools-as-they-are. In an era that stresses accountability to market forces, faculty members remain accountable to the university ideal of reflection, research, service and teaching that is often incommensurate with market-driven measurements.

As a result of such a range of roles and responsibilities, members of the program are constantly working at several levels simultaneously. For example, while teaching students about state and national policies that govern their work, we are also responsible for helping students problematize those policies, to analyze their probable unintended consequences, and to imagine alternative, morally and socially defensible, policies and practices (Shea, Kahane & Sola, 1989; Beyer, 1985; Feinberg, 1985). We attempt to bridge the worlds of politically-grounded educational policy-making and the worlds of our scholarly communities within which we critique mandated reforms (Popkewitz, 1988; Berman, 1986). We prepare teachers to work effectively within state-mandated programs; we simultaneously educate these teachers to be intellectual leaders with the skills and perspectives to critique and to shape reform movements (Liston & Zeichner, 1987a; Carlson, 1992; Tyack & Tobin, 1994). We work to ground our students in the realities of schools as they are currently configured at the same time that we work to enable educators to envision how schools could be better and why they must be (Purpel, 1989). We have designed the program to enable the students to develop the skills, attributes, knowledge, and moral commitments to be part of making schools equitable and just places for all children. Through our own research and writing we endeavor to better understand the dynamics that blunt the moral imperative for strong and just schools and articulate the means to transform those dynamics (Toch, 1984; Goodlad, Soder & Sirotnik, 1990a).

Responsibilities to the state, to teachers and students, and to our research traditions do not exhaust our responsibilities, however. Being housed on a new and dynamic campus, the Education Program is also deeply involved in innovation and reform in higher education. We have had the privilege of building our programs on a campus deeply committed to inter-disciplinarity, innovation, students, and service to the local community. The work of institutional-building has thrust roles on the faculty and staff of the program as demanding as any other roles they have accepted. All are deeply involved in the myriad tasks entailed in governing

a campus growing at a prodigious rate -- reaching 1000 FTE in seven years, and expected to house six times that many in ten more. Meanwhile, small programs such as Education face the same tasks that larger programs face with fewer hands to perform them; additionally, we have responsibilities to local and state professional communities unmatched by larger UWT programs.

Clearly, such roles and responsibilities offer unparalleled opportunities. We have been able to respond to many of those opportunities, as detailed in our introduction. In our brief existence, we have taken state-wide leadership in field-testing the state's new professional certification rules. We are among the few programs in state higher education actively collaborating with private higher education. We have created a Master of Education degree program that offers unique configurations for the professional development of teachers; we have mounted a Teacher Certification Program that breaks with the lock-step movement of higher education institutions toward MIT and MAT programs, offering instead a post-baccalaureate program that understand that teachers need systematic graduate education *after* their preservice training, not simultaneously with it. We have recognized the region's need for Special Education endorsement, and have responded by adding an endorsement option in the MEd program. We have been able to respond with extraordinary speed to a call for advanced study of innovative modes of classroom assessment, launching a rigorous Study Option in Classroom Assessment within the MEd. We have applied for and been awarded a major grant to improve science education. Meanwhile, we have continually reevaluated our programs, particularly the Teacher Certification Program, adjusting and modifying it annually as we find weaknesses or opportunities for improvement.

Similarly, we have been central players in the design and construction of the new UWT campus. Education Program faculty members have served on search committees throughout the campus, not just within the program; we have been active in the development of the campus library, the Faculty Assembly and its standing committees, and other committees; we

have taken leadership in campus-wide curriculum development, diversity initiatives, and outreach. Individual faculty members have found opportunities to move their own research away from their original foci to explore new territory in children's literature, alternative assessment, and the critical study of classroom management. All have been constantly involved in workshops, presentations, and consultation with local teachers and schools. In professional organizations, we have held seats on editorial boards of professional journals and on executive boards of professional organizations, and have held top offices in national scholarly organizations.

Overlapping, often contradictory, roles and responsibilities have in many ways been gifts and opportunities. Yet these many competing demands of serving the campus, the university, the local and state constituencies, and professional communities have stretched the program's faculty. Faculty and administrators at UWT discuss problems of faculty workload and faculty reward structures, concerned to find formulae that recognize actual responsibilities incurred by faculty on a new and dynamic campus. To date, no fully satisfactory resolution has been found. If the UWT faculty is to continue responding responsibly to its teaching obligations, to the traditions of university self-governance, to the norms of scholarship, and to diverse requests for assistance and expertise from professional communities and local groups in the contemporary political climate of hostility to expanded state agencies, resolution is unlikely. One or another role and responsibility will have to be neglected, an option that is not acceptable to most faculty members.

Given the record of the Education Program to date, it is unlikely that there are differences in the program's performance and the campus's expectations of its role.

The Impact of Changes in Education, Past and Future

The last decade has been a period of ferment, criticism, and reform in public education, and thus inevitably a period of ferment, criticism, and reform in the academic study of

education and the professional education of teachers. As detailed elsewhere in this self-study, the Education Program was forged in the fires of educational reform; from its founding its creators have attempted to make it responsive to, while critical of, educational reform and change.

Crucially, changes in education have modified the program's responsibilities and how it discharges those responsibilities; it has not, however, changed the program's role -- the rigorous and thorough education of educators. For example, the State of Washington, through its Commission on Student Learning, is revolutionizing how teachers think about teaching and learning. Its recently promulgated Essential Academic Learning Requirements, and its emphasis on classroom assessment, has led to revisions in courses throughout the TCP and the MEd. Yet the programs remain true to their basic roles.

Looking forward, we expect to see further significant changes in teacher education in the next ten years, though the contours of those changes are far from clear. The Office of the Superintendent of Public Instruction is becoming less prescriptive in its oversight of the design of teacher certification programs, yet at the same time the state legislature is moving toward micromanaging program content in particular curricular areas. Likewise, continued population growth population and an aging teacher corps will result in a continuing demand for new teachers, and thus a need for high-quality preservice training.

Further, the state has proposed rules that will transform the process whereby teachers move from the entry-level certificate to higher level certificates. Current proposals, now in pilot test phase at UWT and a handful of other institutions, are proving to be extraordinarily burdensome for higher education and school districts, but promising in terms of improved rigor and the potential to improve practice. If this movement stays on track, the impact on teacher education programs will be profound, though how programs prepare for it remains obscure. On the other hand, should this reform movement fail, the program will face a very different challenge to

its MEd program, for increasing numbers of new teachers are entering the field with a graduate degree already in hand, drawing down the pool of potential MEd students. Under either scenario, however, demand for professional development will continue, and planning has been underway for two years to design and mount non-degree professional development "institutes" or other coherent programs of focused study. The proven nimbleness of the program augers well for its adaptability to changing conditions.

Leadership in Education

Although still in its infancy, the Education Program has already distinguished itself for the innovativeness of its programs. It organized its graduate curriculum around themes and issues rather than traditional curriculum and instruction orientations. It broke with the lock-step march toward certification programs linked to masters degrees. It led the state in providing a fully articulated graduate program of study in classroom assessment aligned specifically with the state's school reform initiative. It co-founded the Tacoma Consortium that linked all institutions of higher education in the region to the Tacoma School District. It took the lead in creating a unique consortium of public and private higher education, along with public and private school districts, to pilot test ground-breaking changes in state certification rules.

Looking ahead, the program has been planning for some time to launch a certification program designed specifically around the unique needs of currently employed education para-professionals who wish to become certified. It is currently working on programming intended to improve science and math education. Other initiatives are being explored, directed by a planning process that allows the faculty to rethink its priorities at least annually, and to assure that those initiatives with high priority are being realized.

Collaboration

Extramural and intramural collaboration has been the norm at UWT virtually since the program's founding. Public school teachers and administrators from Sumner, Tacoma, Clover Park, and other local school districts, have been close collaborators in the design of the teacher certification and the expansion of the MEd. Faculty members provide direct collaboration to the districts, in turn, serving on advisory boards, assessment bodies, and standing committees, conducting workshops, working with *ad hoc* groups of educators, and in other ways mobilizing their expertise for the benefit of the schools. Education faculty members have been prominent among UWT personnel involved in a recent effort to forge formal relationships with a local high school whose student body is Tacoma's most diverse and poorest. The program is collaborating currently with Pacific Lutheran University in Washington Goals 2000-funded work with four school districts.

The University of Washington, Tacoma campus is notable for its degree of internal collaboration. The campus works actively to promote interdisciplinary study, and the Education Program has been deeply involved in the process. Almost every quarter since 1992, Education Program faculty members have taught courses in other programs. Some faculty members have been active in on-going planning toward an interdisciplinary masters degree. Given the ethic of service and commitment in the program, these and other collaborations will expand in the future.

Overall, the Education Program submits that it has accepted a remarkable array of roles and responsibilities, far more than would be the case on most campuses, and dispatched its responsibilities successfully. Throughout its first five years those roles and responsibilities were shared initially by only three full time faculty members and a single staff person overseeing one curriculum; by the end of the five years, five faculty members and three staff members shared those responsibilities while overseeing two separate and distinct curricula.

Assessing the Success of the Education Program

Typically, teacher education is assessed on diverse, sometimes contradictory, criteria. On the one hand, being housed in institutions with deeply ingrained traditions of research and writing, and occasionally desultory commitments to teaching and service, teacher education has sought to legitimate its place by embracing opportunities to be judged on research criteria (Lagemann, 1997; Popkewitz, 1997). Ironically, the academy has rarely turned to its faculty of education for leadership in improving teaching in higher education. On the other hand, teacher education's primary mission is teacher preparation, specifically, and work in schools, more generally. For many historical and sociological reasons, the academy -- and too often colleges or schools of education -- has largely marginalized that mission (Clifford & Guthrie, 1988; Herbst, 1989). The greatest rewards have seldom been bestowed for thoughtful reform of teacher training or for ethically grounded work with public school faculties and students (Goodlad, Soder & Sirotnik, 1990b). Far greater prestige -- for individuals and for schools of education -- follows grants for quantitative studies of isolated teacher behavior or educational phenomenona than is earned for nurturing effective teaching.

The UWT Education Program has chosen to measure its success by alternative criteria. While respecting the norms of scholarship and actively contributing to knowledge, the faculty has bent its energy toward excellence and leadership in teaching; professional education; service to schools, teachers and students; and participation in building a new university. We provide throughout this self-study multiple forms of data to sustain our claim that we have been uniquely successful.

III. DEGREE PROGRAMS IN THE UWT EDUCATION PROGRAM

UWT does not offer a bachelor's degree or a PhD. It offers two programs: a post-baccalaureate, non-degree fifth-year Teacher Certification Program (TCP) leading to K-8 Teacher Certification; and a Master of Education degree (MEd).

<u>The Teacher Certification Program</u>

The Teacher Certification Program admitted its first students in June, 1994. Its coursework complies with State of Washington requirements for the initial preparation of teachers, but those requirements still allow for flexibility in much of the programming. That flexibility has allowed UWT to build an exemplary, high quality program that is gaining respect throughout the region for its quality. Its objective is to provide rigorous teacher education that is grounded in maximum field work and exemplary practices, and that is aimed at preparation for highly diverse, economically impacted schools.

The twelve month program begins each June. From the time that public schools open in September, the interns are in intensive field work, taking on increasing roles and responsibilities under the supervision of master teachers and university supervisors. They remain in the classrooms for nine months, culminating in two full months during which they have responsibility for all aspects of teaching. Coursework is concentrated in Summer, Autumn, and Winter quarters.

The program was created to serve residents of the region seeking access to a high-quality, affordable teacher preparation program and to teaching positions in the area. Currently, half of the individuals obtaining teaching certificates in the state of Washington come from out of state. While there are many teacher certification programs in the region, we were able to document that there was limited access to high-quality, affordable certification programs for resi-

dents of our region. The University of Washington, Seattle, recently reduced the size of its elementary certification program. Most other programs in the area are in private institutions, and most require study at the graduate level. Thus, teacher certification was beyond the financial reach of many potential teachers.

The UWT TCP is organized around a cohort model. All students follow the same course of study and develop skills of professional collaboration through their year-long structured engagement with one another. The courses and fieldwork create an integrated experience for students. Much of the curriculum is integrated. Field placements, currently limited to urban Tacoma, are in schools notable for their ethnic and economic diversity. Field experience is structured to provide each intern with experience with students at the primary, intermediate, and middle school levels, and to guide them seamlessly from participant observation through tutoring and small group instruction to full teaching responsibilities. The interns participate in classrooms at all stages of the yearly cycle. The program's minimum teaching requirement is nearly double the state's expectation, and the program's total field experience requirement is among the highest in the state.

Measuring success: The UWT TCP has proven to be highly successful. The Office of the Superintendent of Public Instruction reviewed the program at the end of its second year, and gave the program high marks, finding only minor, technical issues to which to respond. Further, our own evaluations indicate success. We measure our success by several means: extensive evaluations from the mentor teachers and principals when students conduct internships; formal and informal feedback from our Professional Education Advisory Board, made up of area teachers, principals, and administrators; feedback from personnel officers in local districts in which our graduates have been hired; and job placement rates.

Mentor teachers rate the program high. They are particularly pleased with the quality of supervision and the amount of field experience. They value as well the responsiveness of the

program; each year, the program has undergone revisions of various sorts to respond to suggestions and criticisms from the field. The Professional Education Advisory Board has been consistently enthusiastic about, and highly supportive of, the program. But the data of which the program is most proud is the job placement rate. During a period in which the state-wide placement rate in the first year after certification stood at roughly fifty percent, UWT TCP interns have been employed at a rate that has varied between 82% and 100% (including those employed as substitutes).

We note as well the growing reputation of the program as another measure of its success. The program has always attracted far more applicants than it could accommodate. In the most recent admission period, 135 applicants vied for seats in a program funded at 40 FTE. Despite an extensive, rigorous admission process, the quality of applicants has improved every year.

Because the TCP is a full-time, field-intensive program, the interns are not involved in faculty research programs. Since it is a one-year cohort program with no degree awarded, the TCP has no problems with time to degree or other accountability measures. The program has been compelled to dismiss a handful of interns for cause, following a carefully constructed retention and dismissal policy; it has had no problems with retention, however.

The Master of Education Program

There is, purposely, no direct relationship between the Teacher Certification Program and the Master of Education Program. While many institutions have moved initial teacher preparation to the Masters level, UWT deliberately chose not to follow this model. We believe that the professional development of teachers is highly developmental; we are convinced that no teacher emerges from initial certification a master of the craft, whether through a fifth-year program or a masters degree program. The literature on professional development and our own

collective experience suggests that initial certification is but one step in the life-long learning of teachers (Reeves & Kazelskis, 1985; Liston, 1988; Liston & Zeichner, 1987b, 1990; Cohn & Gellman, 1988). After a novice has taught for some time, she will have questions and needs she could not have imagined, and for which she was not ready, in her preservice training.

As a result, the UWT Education Program faculty designed the certification and masters programs as sequential opportunities for professional development. The TCP emphasizes knowledge and skills in literacy as pivotal to school success, followed by knowledge and skills in other curricular areas, principles of pedagogy and classroom orchestration, foundational knowledge of schools as institutions, and relationships between schools and society. Each quarter, students engage in reflective seminars in which they examine the professional role of the teacher and the complexities of work in schools.

By comparison, the MEd builds upon the professional dilemmas and questions identified from experience in classrooms. It is purposefully constructed to build integrative thinking, avoiding traditional domains of knowledge as its organizing principle. Its study options consider major movements in contemporary schools -- multicultural education, children and youth at risk, integrated curriculum, and classroom assessment (along with an even broader option, the student-designed study option, that allows students to fully customize a curriculum that fits their own needs). The program's core courses seek to develop broader perspectives on societal influences on teaching and learning. We encourage teachers to develop leadership skills and support their work as agents of change and improvement in schools.

Importantly, the MEd is not limited to certificated teachers, but is open to all qualified applicants whose work can be considered educational. Nearly one fifth of our graduates work outside of the K-12 school system. Some are adult educators, working in adult basic education, in community colleges, or in other agencies. Others are in industry, engaged in corporate training. Still others come from various professions with disparate interests in understanding schools

in society, or in extending their grasp of principles of learning. Although occasionally a challenge to the faculty because these students may not have access to a K-12 classroom in which to "practice" particular skills or in which to engage in specific observations, these students have also greatly enriched the graduate seminars, bringing perspectives to the inquiries and discussions that force educators and the program faculty to transcend the taken-for-granted of school life.

As argued fully below, the program has been remarkably successful in creating a rigorous, responsive program that has enhanced our students' careers and gained their respect. Despite a growing reputation, however, the MEd has struggled to maintain its mandated FTE enrollment. The program has been at or above its target only twice in five years, and in Autumn Quarter 1997 fell to its lowest level since its first year (see Appendix B and Figure 1, page 61). The program has launched numerous initiatives to address its enrollment problem, most with indifferent results. Even five years after the establishment of the program, the faculty finds that many potential students know nothing about the program. Most recently (Winter Quarter 1998), the program returned to an earlier strategy of sending faculty and staff to individual schools and districts throughout its service area to speak directly to faculties. Though very demanding for a faculty already stretched to meet all of its other obligations, this approach seems to be bearing fruit.

Measuring success: The standards for measuring the success of the MEd differ from those applicable to the TCP. Virtually all UWT MEd students are full-time employees. While many seek salary advancement through their degree, few seek other forms of job advancement. Their primary motive is professional development. Thus, job placement rates are irrelevant as a measuring device for the program -- professional mobility is incidental to successfully completing the program. The program notes, however, that of the 56 respondents to a telephone interview conducted in Winter Quarter 1998, described later in this self-study, all were employed in

fields of their choosing, all but one involved in public or private education, as teachers, administrators, or researchers, or as adult educators in corporate training or other adult education contexts. See "Placement of Graduates, Appendix E, and responses to the 1997-1998 Telephone Survey, Appendix G.

The success of the program, then, cannot easily be quantified. It is measured primarily by graduates' evaluations. It can be at least glimpsed through a survey of graduates' supervisors, though the skills, attitudes and knowledge gained through graduate study may not be obvious to school principals and other supervisors who usually observe a teacher in a classroom for less than one hour per year. Success can be impressionistically approximated by the success of those graduates who subsequently attempt a doctoral program. Finally, however, success must be measured by the faculty's rigorous study of the efficacy of the curriculum in promoting mastery of intellectual, ethical, and professional goals.

Our students give the UWT Master of Education degree program high marks. The UW Graduate School surveys each year's graduates through its "Exit Questionnaires." Additionally, UWT surveyed its alumni in 1995, including those from both the MEd and TCP programs. Further, the Education Program has twice surveyed its MEd alumni; in 1995 it mailed surveys to all graduates of its MEd program and to their employers or supervisors; in Winter 1998 it conducted a phone survey with as many students as it could reach who had not responded to the 1995 survey.

Feedback from these surveys of the program's graduates is gratifying. The Graduate School Exit Questionnaires allow direct comparison with other UW graduate programs. UWT MEd students have consistently ranked the program well above the median scores of all graduate programs on every criteria measured. On a 1 to 5 scale (5 being the highest rating), 1997 graduates rank the Education Program highest (4.38) on its responsiveness to recent developments or trends (UW average = 4.11). While still in rented quarters, and filled to capacity, the

program scored lowest on adequacy of space, facilities and equipment (3.62), but still significantly higher than the median of all graduate programs (UW average = 3.31). The program is particularly pleased by such ratings since, in the field of Education, many students traditionally enter a graduate program for financial and career reasons, not out of a scholarly disposition. Many MEd programs are endured rather than enjoyed by students.

The surveys conducted by the program and the campus provide corroborating evidence of the quality of the program. The 1995 survey asked questions that were far more pointed and program-specific than is possible through a general exit questionnaire for all graduate programs. It sought information regarding the value of the program as a whole in terms of improved effectiveness as an educator in specific areas of professional action -- classroom instruction, curriculum development, classroom management, and so forth -- and regarding the degree to which their abilities, confidence, and performance improved in several domains such as leadership, advocacy, and so forth. It also sought feedback regarding the specific study options. The survey sent to supervisors asked for ratings on degree of improvement on eight criteria.

Again, the responses bolstered the program's sense of the strength, academic integrity, and professional value of its program.

The most recent survey, conducted by telephone in Winter 1998, was designed to track professional movement of the graduates, and to query them more closely than other surveys regarding direct influences of the program on their professional lives. The questions posed included:

What is your current position?

Since graduation, have you taken on new roles or duties in your work, whether formal or informal?

In what ways did the MEd program help you with your professional responsibilities?

How would you describe your level of satisfaction with the graduate program at UWT?

Overwhelmingly, respondents reported increased leadership opportunities, assumption of greater responsibilities, and new career opportunities as a result of their graduate training at UWT. Some moved from part-time to full-time positions on the strength of their graduate study; others moved into higher level positions within their districts such as instructional specialist and director of technology. One has become a department chair. Five have been appointed to district-wide or school curriculum committees. Six conduct in-service education and staff training for their peers in their districts. Two graduates are serving on planning teams for new schools; three are on newly formed assessment committees; seven serve on other sorts of leadership teams in their schools, districts, or ESDs.

UWT MEd graduates told us of projects they have initiated in their schools and districts. They have become vocal advocates in their districts in areas of diversity, in technology, and in curriculum. They lead their schools in literacy curriculum and assessment. At-risk students directly benefit from the training they have gained at UWT. Graduates have re-written district curricular goals as part of the district's alignment with the state benchmarks. They are piloting new curriculum materials and have created new co-curricular activities for students.

In response to the question, "In what ways did the MEd program help you with your professional responsibilities?," MEd students listed myriad benefits to their professional skills, perspectives, understandings, attitudes, and commitments. They described applying their graduate training in classrooms "Every single day;" being "more organized" and far more prepared to assess their teaching; being better "able to discuss with colleagues options for diverse learners;" and understanding "the whys behind what I do." A sampling:

"It prepared me with research that I apply every day."

"The networks you make in the program are really wonderful."

"I learned a lot about education reform in the state; I am involved in a committee working to reform our school."

"Honed what I knew about curriculum and instruction for ESL, honed my concept of education...."

"It gave me information; it gave me a research base; it gave me the confidence to be a decision-maker."

"The program completely changed my view on the whole philosophy of education. It made me rethink a lot of things. Greatly helped me see the big picture"

"I feel like it's helping every day with a million decisions and chores of a teacher -- the theoretical framework and historical perspective, particularly."

Asked to describe their level of satisfaction with the MEd program, the students responded with words like "very satisfied," "extremely satisfied," "thought it was excellent," "10 on a scale of 1-10," "top-notch marks." Overwhelmingly, they spoke enthusiastically of the curriculum, the faculty, the program's flexibility, and its academic quality. Virtually none of the respondents found the program simply adequate. Only one, with unintended irony, spoke disparagingly of the program: "I was frustrated all the way through because I wasn't interested in becoming a scholar. I just wanted to be a master teacher." Other views:

"It was honestly the best thing I could have ever done. Exemplary. High accolades."

"Absolutely thrilled with it. Teachers were of the highest quality. All courses were highly relevant."

"I was extremely satisfied. Especially after hearing comments from others in different [graduate] programs."

The program is proud of its graduates' accomplishments, and the role the program had in fostering them. They spoke of having greater confidence, of being better able to articulate their professional concerns and ideas to superiors and to peers, and of gaining stronger teaching skills. Our students and our graduates are confirming that we are successful in our teaching and that our program's goals are being met.

Principals and other supervisors also rate the program very favorably. In the 1995 survey, nine questions were posed regarding graduates' improvement as a result of their MEd study in such areas as school leadership, effective teaching, relations with parents and community, and professional development. Respondents strongly agreed or agreed that the graduates had

demonstrated improvement in those areas in 85% of the cases; only one disagreed that his or her

employee had improved in effectively utilizing community resources in instruction.

Summaries of these survey results, and the survey instruments from which they are

drawn, are in Appendix G.

Based on those findings, the Education Program submits that its MEd program is

providing valuable professional development to area teachers. Its courses complement the inter-

disciplinary focus of the campus, and its students contribute to the university's growth. The

program's graduates benefit the region through improved teaching in classrooms and revitalized,

recommitted service to schools.

In the final analysis, however, the success of the educational endeavor requires judg-

ments based on intellectual and ethical criteria, not simply professional criteria. The description

of the MED program, as found in the university catalog, sets forth at least implicitly some of

those criteria:

> The Master of Education Program is ... intended to build upon the skills, knowledge and
> commitment of experienced teachers. The degree program is founded on a deep respect
> for practicing educators and a commitment to strengthening and revitalizing their teach-
> ing by deepening their understanding of the problems and possibilities of schooling.
> Underlying the Education Program is a vision of the teacher as one who is broadly edu-
> cated and continuing to learn, skilled and committed to the craft of teaching, and
> entrusted to nurture the greatest human potential in every learner.

The program's curriculum endeavors to realize those commitments. While the faculty

and students have expressed satisfaction with the curriculum, and the program has elaborated

upon the original curriculum, the program faculty has not found time in its first five years of

frenetic work to engage in a comprehensive, reflective review of the curriculum. That task must

be taken up as the next step in the program's maturation. Despite its important, path-breaking

initiatives, the overall structure of the program's curricula and sequences of courses is not on the

cutting edge of thinking and teaching in the field of teacher education. As a young, vibrant

program, however, without the entrenched traditional departments that block innovation in many

teacher education programs, the UWT Education Program has the potential of moving to the cutting edge. We explore the context for reflection and programmatic growth in the first portion of the next section.

IV. *RESPONDING TO CHANGE*

The Education Program has known nothing but change in its first five years. It is prepared to respond to further change in many domains. Most crucially, as a young and dynamic program that has already met many curricular challenges, it is prepared to respond to changes in the field. By the same token, the program is also in a good position to deal with many other changes that will face all academic programs nationwide in the next decade. We take up the question of change in the following sub-sections, explaining not only the challenges the program is prepared to tackle, but also the contexts that will frame its responses to those challenges.

Changes in the field

The field of teacher education is currently undergoing profound change. Given our experience in our first five years, detailed throughout this self-study, we argue that the Education Program is uniquely positioned to respond to that change. Five areas of change are particularly germane, and must frame curriculum reevaluation at the turn of the century:

1. There is growing, if belated, recognition of the ethical, economic, political, and pedagogical dimensions of inequality in education.

2. Research and practice have expanded our understanding of children and youth as learners. What we know about learning has implications for teaching.

3. The literature on teacher education and teacher development has grown richer with the incorporation of literature from the fields of organizational change, adult education, constructivist models of teaching and learning, analyses grounded in postmodern critique, and the recognition of areas of practice that fall beyond the limited grasp of technical rationality.

4. As is common in periods of social change, teacher education, teacher's work, and public schools themselves are experiencing intense public scrutiny. That is happening within a climate of politicized educational policy-making. That scrutiny is perhaps best illustrated by the debates over and development of state and national standards for student learning, and by the consequent development of new standards for teachers seeking initial and permanent teacher certificates.

5. Increasingly, researchers and policy makers are recognizing the need to historicize educational issues as a means to more accurately and fully understand them.

Those areas of change have important implications for the entire enterprise in which the Education Program at UWT is engaged, and must frame the evaluation of its curriculum, from the TCP through the master's degree program to all new initiatives the program will launch in the next decade. We turn to a full discussion of each:

One: Recognition of the Ethical, Economic, Political, And Pedagogical Dimensions of Inequality In Education

Researchers, practitioners, and policymakers increasingly note the continued disparities between scores on measures of academic achievement between "mainstream" children and children of color, children from low-income homes, and, in some subject areas, between the genders. Close analyses of classrooms and schools demonstrate that prevailing curriculum and pedagogy build upon the strengths, the "cultural capital," of the more privileged segments of society, while negating the strengths of students of color, children from lower-income groups, and females (Bourdieu & Passeron, 1977; Giroux, 1981; Anyon, 1981; Apple, 1982a, 1982b). There are also wide disparities in funding available to schools in different areas and in opportunities for post-education employment in different regions of the country (Carnoy & Levin, 1985; Kozol, 1991; Sexton, 1961).

A program that takes seriously the ethical imperatives implicit in this emerging understanding must weave through its entire program a commitment to preparing educators to act on the ethical, political, economic, and moral dimensions of inequality in education. The founding faculty was hired explicitly because its members shared the commitment of the UWT Liberal Studies program to incorporating issues of diversity and inequality throughout the campus's curriculum. Subsequent hires fully share this commitment. The program in its current configuration includes a study option in multicultural education.

Yet, arguably, a program configured around issues of inequality must move far beyond optional study of curricular and pedagogical responses to inequality. The problem of inequality is not fundamentally a technical problem calling for technical fixes, and it is clearly not an "optional" problem to be studied only by those educators who bring a commitment to diversity into the program with them. Many teacher education programs define teaching as primarily a technical craft; those that intend to move to the cutting edge must problematize schooling and teaching in contexts of justice and equity, and must do so for all teachers. That will require encouraging teachers to frame their pragmatic questions about their work in broader social contexts. By incorporating historical, sociological, anthropological, and political perspectives across the curriculum of the Education Program, teachers may better comprehend how resources within schools and economic opportunities extended to individuals who do succeed in school are often inequitable and unjust. They may also recapture the historical project of constructing schools whose purpose is the creation of a just and democratic society (Katznelson & Weir, 1985; Purpel, 1989; Apple & Beane, 1995; Giroux & McLaren, 1986; Sleeter, 1992).

In the current TCP and MEd programs, students encounter issues of equity and justice. Those issues are seldom encountered beyond the limits of one or two courses, however. A program with a distinctive and carefully crafted core of commitment to justice and diversity cannot afford such limited contact with its central concerns.

Two: Expanded Understanding of Children and Youth as Learners

In traditional classrooms, adults deliver curriculum to children in sequences determined by decision-makers far removed from the classroom. Far too much of the curriculum designed by those decision-makers assumes that learning is a primarily passive process, the goal of which is students' consumption and replication of bodies of knowledge and arsenals of skills created by experts (Apple, 1982b).

Yet a growing body of literature, from researchers in neuroscience through cognitive psychology, indicates the importance of constructivist perspectives on cognitive development and the efficacy of constructivist teaching strategies (Zentall & Galef, 1988; Larochelle, Bednarz, & Garrison, 1998; Jones & Maloy, 1996; McKeough & Lupart, 1991; Brooks & Brooks, 1993). There is also a growing appreciation of the many social, psychological, economic, cultural, and physical challenges to students' academic success, and of the need for schools to address these challenges in order to maximize learning (e.g, Altenbaugh, Engel & Martin, 1995; Weis, Fine & Lareau, 1992; Fine, 1991).

Constructivism challenges traditional conceptions of what it means to know and what it means to learn. Whereas for much of the history of formal education teaching was viewed as synonymous with telling, constructivist teaching assumes more active, more contextualized, and more engaged learning. Educators are coming to know different models and conceptualizations of knowledge and how to implement appropriate approaches for optimum teaching and learning (Sergiovanni, 1996; Lord, 1994).

Importantly, too, researchers have long made it clear that learning is affected by far more than the modes of instruction. Children and youth are placed at risk of a failure to master school-based learning by the forces of class, the problems of peer culture, trauma, disability, and other factors (Fine, 1991; Weis & Fine, 1993; Franklin, 1994; Brantlinger, 1993; Christensen & Rizvi, 1996). As currently constructed, however, the Education Program curriculum engages interns and teachers in only brief consideration of the sources of failure, and virtually no inquiry into responses beyond technical interventions for the minority of elementary school students with disabilities.

The challenges faced by students are significant: One out of four children in the United States is living in poverty, a proportion that has been rising for three decades. High school drop-out rates remain unacceptably high. The United States leads the industrialized world

in early parenthood. Substance abuse impedes learning; physical and sexual abuse impedes the development of joy, trust, and pride. Children and youth on the margins of society often remain on the margins of schools and classrooms. Programs seeking to move onto the cutting edge, programs committed to all children learning for their good and the good of democratic society, must help educators to draw every student into the community of learners.

Three: The Developing Literature On Teacher Education And Teacher Development

For many years, teacher education was grounded in assumptions of technical rationality. Technical rationality assumes that the work of classrooms can be shaped by application of "scientific" principles of pedagogy and behavior management. Emphasis in teacher education is directed to what teachers do in classrooms filled with compliant, passive students. Teacher training classrooms were taught in much the same way: professors conveyed knowledge, and the students were presumed to passively receive this knowledge. They would then apply what was learned in the public school classrooms in which they would work. Teacher training conveyed instrumental knowledge, and teacher education was assumed to largely be the acquisition of teaching skills that were acquired through practice. Teacher educators focused on what teachers did, as it was assumed that children would do whatever teachers called upon them to do, provided only that the teachers' actions were honed through practice and grounded in the certainty of science (Britzman, 1991; Herbst, 1986) . As Lord (1994, p. 188) notes, the technical-rational epistemologies that have long been the foundation for teacher education

> assume that knowledge about curriculum, instruction, and assessment can be broken down into discrete elements ... , noncontroversial (free of conflict, criticism, or real debate), context-independent and empirically verifiable or replaceable. Knowledge that fits this description can be transmitted by telling and is not subject to continual revision and renewal.

Such models were largely ineffective. Teachers rarely did what they were taught to do in the academy, and the actual practice of teaching was generally grounded more in intuition and

in the selective memory of "what worked for me when I was a child" rather than in the scientific

or technical competencies generated through the research of university faculty. Teachers'

criticism of teacher education was persistent, consistent, and vocal: the linear, rational models of

teaching portrayed in conventional teacher education programs had little to do with real world of

the classroom. Schön (1987) explains why such disconnections were inevitable:

> The indeterminate zones of practice - uncertainty, uniqueness, and value conflict --
> escape the canons of technical rationality. When a problematic situation is uncertain,
> technical problem solving depends on the prior construction of a well-formed problem --
> which is not itself a technical task.... In such cases, competent practitioners must not only
> solve technical problems by selecting the means appropriate to clear and self-consistent
> ends; they must also reconcile, integrate, or choose among conflicting appreciations of a
> situation so as to construct a coherent problem worth solving (p.6).

Led by such thinkers as Schön, an alternative analysis began to infiltrate schools of

education as post-modern analyses began to shape philosophy, sociology, psychology, and most

other academic disciplines. Developments in cognitive science, meanwhile, illuminated the

power of constructivist theories for explaining and supporting learning for adults and for

children. In the presence of new ways of thinking about the nature of knowing and learning (and

in the absence of evidence of the effectiveness of technical-rational modes of teacher education),

faculty in education programs began to revise curriculum as they explored the implications of

shifts in understanding the nature of knowledge and the processes of learning for teacher educa-

tion (Britzman, 1991; Okazawa-Ray, Anderson & Travers, 1987; Cruickshank, 1987).

Rather than the certainty implied in technical-rational models of teacher education,

emerging models of teacher education are designed to enable teachers to become "more comfort-

able with the uncertainty and rough edges inherent in constructivist approaches to teaching and

learning" (Lord 1994, p. 177). Hargreaves (1994, p. 57) notes that such goals require education

in the "processes of inquiry, analysis, information gathering, and other aspects of learning-how-

to-learn in an engaged and critical way ...." These are the models for future professional

development programs.

The challenge will be to develop curriculum in which aspiring teachers and experienced educators grow as critical inquirers and problem solvers. The Education Program educates people who are teachers, but more importantly it educates people who are learners. For many teachers, a shift to constructivist learning represents a major shift in their own thinking of themselves as professionals, themselves as learners, and the purposes of schooling (Buchmann, 1986).

Our program has been grounded in the questions and concerns of educators from its beginning. What we have not asked with sufficient tenacity is whether we are presenting a curriculum that challenges the intellectual, ethical and professional adequacy of the questions and concerns they bring with them, or if it merely resolves questions and concerns that arise out of their own inherited technical rationality. If we would immerse teachers in an ethical inquiry into inequality and education, if we would engage them in the political conversation about "teaching other people's children" (Delpit, 1995), if we would invite them into an exploration of the professional critique of technical rationality, we must construct a curriculum infused at each step with those inquiries, conversations, and explorations. The norms of graduate study require nothing less.

The goal must be to nurture more effective, more confident, and more articulate professionals. They require both the skills and the commitments to develop frameworks for making professionally informed decisions in settings that require flexibility, adaptability, and ethical judgments. That is achievable in a graduate program that understands knowledge as conceptual, not instrumental, that conceptualizes teachers as professionals, not as technicians, and that realizes teaching as constructing knowledge, not as consuming knowledge (Sergiovanni, 1995; Liston & Zeichner, 1987a).

Four: Intense Public Scrutiny of Public Education in the Context of Politicized Educational

Policy-Making, Illustrated by the State and National Standards for Student Learning

As part of broad public scrutiny and critique of public education, numerous business groups, learned societies, political constituencies, and other groups have engaged in extensive work in recent years to propose curricular standards for student achievement in public schools. Among many other examples, the State of Washington has developed its Essential Academic Learning Requirements that indicate expected student learning at various points in school. Many local school districts have engaged in extensive curriculum development work to devise their own sets of benchmarks to comply with state and national expectations. The teachers with whom we work are being held accountable for bringing their students to these benchmarks.

The standards movement is affecting or will affect Washington's teachers -- our potential students -- in at least three ways. First, the movement is focusing unprecedented attention on curriculum and on the nature of knowing. The influence of constructivism is evident throughout in many of the standards documents, while others are driven by traditional, less engaging educational thinking. The more constructivist documents, including prominently Washington's Essential Academic Learning Requirements, contain clear and compelling arguments for teaching for understanding, for contextualizing knowledge, and for applying what is learned in real life situations. As Lord (1994, p. 181) notes, "Curriculum and instruction that embraces standards such as these will confront teachers with the need for a much more comprehensive knowledge base (at each grade level), new models of pedagogical reasoning [Schulman, 1987, p.14], new instructional strategies, and restructured professional relationships among teachers and between teachers and students." Teachers are being called upon to understand the structures of the disciplines, to develop curriculum in line with children's cognitive development, and to change their roles from disseminators of knowledge to facilitators of children's development within more holistic models of curriculum.

The second way in which the standards movement is affecting our students is the unprecedented public scrutiny of the work of teachers in the name of "accountability." In essence, academic and political groups have become involved in curriculum issues because of a pervasive distrust of professional educators and of their ability to do the work of educating children to meet the challenges of the post-modern world. There is contradiction inherent in the standards movement: The various iterations of "benchmarks" are generally grounded in encouraging and heady dialogue about such notions as the "construction of knowledge," authentic assessment, and child-centered curriculum, yet public information about the implementation and assessment of the benchmarks remains mired in simplistic political discourse about "failing schools."

For example, in the state of Washington, the creation of the Essential Academic Learning Requirements has generated an encouraging level of discussion about what knowledge is of most worth and how worthwhile knowing can be assessed. Yet, when the discouraging results of the very first pilot test of student achievement at the fourth grade state benchmarks received front-page coverage in every major newspaper in the state, the State Superintendent disseminated maps, charts, and other data showing which school districts' students "met" the benchmarks and which did not. The fact that this was an untested assessment instrument administered very early in the processes of curriculum revision has been completely lost in the ensuing debates regarding "what's wrong with our schools." With the publication of the test results (which were entirely predictable: Children from wealthier schools districts generally performed well; the majority of children from less wealthy school districts did not), parents, community members, and politicians are questioning the competence of teachers and assumptions underlying the "new curriculum." Thus, on the one hand, the movement has generated visions of an entirely different model of teaching in which professionals, grounded in knowledge of the disciplines, pedagogy, and cognitive development of children develop rich opportunities for learn-

ing. On the other hand, the political discourse of "failed public schools" subjects teachers to unwarranted vilification, scrutiny, criticism, and political control (see also Taylor, 1994).

The third way the standards movement will affect Washington teachers is the application of standards to the evaluation of teachers themselves. Legislation slated to go into effect in mid-2000 will require that teachers *demonstrate* professional proficiency on all of eighteen standards, ranging from effective teaching through professional development to leadership, before they are granted the new Professional certification. This legislation, which requires each certification candidate to collaborate with a representative from higher education as well as someone from her district, will have far-reaching repercussions on teacher education programs.

The challenges to programs of professional development for teachers who work in such politically-charged times are considerable. Curriculum must be designed to build the professional and intellectual foundations for sound practice, to make explicit the political nature of curriculum and policy, and to prepare for effective teaching within, perhaps even despite, simplistic political remedies brought to complex educational problems. Ultimately, the program's curriculum must be designed so that teachers will develop solid foundations for professional decision-making that transcends the vagaries of political reform winds.

Five: Recognition of the need to historicize educational issues as a means to more accurately and fully understand them.

Robert Donmoyer (1997), writing in a recent issue of *Educational Researcher*, remarked that "a growing number of scholars in a number of fields have begun to argue that we can only understand social phenomena -- and also only adequately critique and reflect on our understanding -- if we also understand history" (p. 4), particularly the history of education.

Indeed, a moment's reflection on the previous four areas of change that should inform curriculum reevaluation will indicate the centrality of historical understanding. To grasp the import of any of those changes, one must understand shifting dynamics and emerging realities.

For example, problems of educational inequality appear today in new guises, and while they have been partially addressed in some arenas -- particularly gender inequality and resource allocation to students with disabilities -- they are as deep or deeper today in other arenas than they ever have been (Kozol, 1991). Historical study reveals the contours of educational inequality, the mechanisms of its insidious reproduction over time, and the failure of instrumental reforms. More powerfully, however, historical sensibility clarifies the essentially moral and political nature of the problem. Historical analysis exposes the parallels between previous failed interventions and contemporary efforts, as well as successful but aborted interventions (Cuban, 1984, 1986; Katz, 1968; Katznelson & Weir, 1985; Apple & Beane, 1995).

The problematics of learning become far clearer when teachers understand not only the most recent breakthroughs in brain research, but also, crucially, the profound historical changes in the objective and subjective experiences of children. The experiences of childhood are dramatically different today than a century ago or two centuries ago, for children of all social classes. Some of the changes, particularly in health and nutrition, are overwhelmingly positive. Others have impoverished childhood. Impoverished childhoods, systematically alienated from meaningful participation in the life of larger communities, attenuates learning. Those same changes have both heightened the importance of schooling while transforming it into a high-stakes game. Meanwhile, the experience of poverty in post-industrial society is unlike poverty in pre-industrial and in industrial society, with disturbing implications for children and their experiences in and of school (Coontz, 1992; Finkelstein, 1985; Kett, 1977; Zilizer, 1985). Without a grasp of the historical changes in childhood, educators can only explain learning problems through deficit models of children. Those models provide presumably objective evidence that democratic predispositions are naive failures. With no historical understanding of contemporary learning problems, educators inadvertently provide ammunition to those who embrace inequality in education as inevitable, and are currently hard at work dismantling public education.

Similarly, the hegemony of technical rationality and the eclipse of teaching as craft and calling rooted in moral purposes has historical antecedents that provide valuable windows into contemporary schools and professional aspirations (Lagemann, 1997; Popkewitz, 1997). The history of teachers and teaching (e.g, Warren, 1989; Rousmaniere, 1997), largely neglected by teacher educators, explains quite powerfully the general failure of the effort to create a science of education. Reimagining teachers as intellectuals and as moral agents requires recapturing the history of teaching and transcending it (Apple, 1988b; Giroux, 1988b). It requires, as well, understanding deeply the ideology embedded in the presumed neutrality of educational research and professionalism itself, an understanding accessible through history (see e.g. Brantlinger, 1997).

Finally, the power of the standards movement, and its potential role in the re-rationalization of schooling in the emerging political economy, are unintelligible unless citizens and educators understand education historically in the context of the last forty years, and can place those decades in a much deeper historical conversation (Spring, 1989; Shor, 1986). Moreover, nuanced and reflective responses to the standards movement, rooted in historic understandings of the relationship between schooling and democratic aspirations -- itself an historically silenced discourse of enormous importance in contemporary schools -- are virtually unattainable absent historical understandings.

New Developments in the Delivery of Curriculum

Interdisciplinary study: UWT has a strong commitment to interdisciplinary study. Its first program, the Liberal Studies Program, is self-consciously interdisciplinary. Few courses offered in Liberal Studies conform to traditional disciplinary boundaries. As new programs have been added to the campus, efforts have been made to assure continued allegiance to the principle of interdisciplinarity. Some of those efforts have been successful, others less so. Most faculty

attracted to the campus have brought interdisciplinary interests and skills in teaching across disciplines. The campus expressed its interdisciplinary solidarity when it moved into its permanent campus in 1997; the faculty decided to avoid dividing itself physically by programs. Faculty from all programs have offices scattered through two major buildings, choosing as neighbors colleagues from many disciplinary backgrounds.

From the founding of the Education Program in 1992, it has had an interdisciplinary bent. Its initial Core Courses were intended to be interdisciplinary investigations of the educational enterprise, though the Core has subsequently strayed from that intention to some degree. Initially, too, the program was expected to teach one or more courses per year in the Liberal Studies Program, in part as an expression of interdisciplinarity, in part to relieve that program of part of the burden imposed on Liberal Studies faculty by the requirement that MEd students take ten to fifteen credits in Liberal Studies. See Table 2.

Table 2
Liberal Studies Courses Taught by Education Program Faculty
1992-1997

Term	Course	Faculty
Autumn 1992	TLS 481, Children's and Young Adult Literature	Louie
Autumn 1993	TLSUS 490, Understanding Research in the Social Sciences and Education	Stein
Winter 1993	TLSUS 346, History of Childhood and the Family in the US	Butchart
Spring 1993	TLSUS 490, Asian Americans: Literature, History and Culture	Louie
Winter 1994	TLSUS 432, Schooling in the United States	Butchart
Spring 1994	TLSUS 490, Asian Americans: Literature, History and Culture	Louie
Winter 1995	TLS 434, Theories of Child Development	Stein
Spring 1995	TLSUS 442, History of African-American Education	Butchart
Spring 1995	TLSUS 490, Asian Americans: Literature, History and Culture	Louie
Summer 1995	TLSUS 490, Exploring the Local History of Education	Butchart
Winter 1996	TLS 434, Theories of Child Development	Stein
Spring 1997	TLSUS 346, History of Childhood and the Family in the US	Butchart

Beyond the Core courses, the program does draw on a range of disciplines in its current curriculum. From cognitive psychology, faculty draws on work in the field of constructivist

models of cognition, both in the content of courses and in decisions about the instructional strategies employed in courses. Students study psychological factors that support or impede student learning. They delve into literature to expand their repertoire of teaching strategies. At least implicitly, they engage in interdisciplinary work when they study K-12 applications of interdisciplinary curriculum development.

Still, on a campus with an emphasis on interdisciplinarity, the Education Program could and should do more of an interdisciplinary nature, particularly in its MEd program. Currently, interdisciplinary interest is governed almost exclusively in terms of resolving immediate pedagogical and curricular concerns. Clearly, the program should draw more broadly from the disciplines to inform professional practice well beyond the technical domains of pedagogy and curriculum. We would be more fully in stride with the campus and with higher education in general if we explicitly and deliberately broadened our students' perspectives, giving them the tools to view their professional imperatives through lenses of psychology, sociology, anthropology, history, economics, and political science.

We should draw heavily, for example, from sociology to analyze issues of race, ethnicity, class, and gender, and to pursue questions of equity. Sociological lenses can also be employed in courses that engage students in the study of the dynamics of social interaction in classrooms and in the organizational analysis of schools as institutions. Business literature could be mobilized for courses in educational leadership. Masters students should develop research strategies drawn from history, sociology and anthropology to collect systematic data on their own work. The literature in anthropology illuminates cultural factors that shape the effectiveness of learning and teaching, and needs to be pulled in to balance the current emphasis on curricular, pedagogical, and individual deficit factors. As argued earlier, historical perspectives need to leaven all aspects of educational analysis.

Similarly, the Education Program has the capacity and expertise to take leadership in weaving the problems of education in modern society into the undergraduate curriculum of the

Tacoma campus. At the most profound level, the mission of formal education in a democratic society is preparation for the most important of vocations, the vocation of citizen. UWT students will inevitably interact with schools as parents, citizens, and policymakers for the rest of their lives. At our own peril, we avoid engaging them in interdisciplinary inquiry into the relationship of public education to the deepest aspirations of democracy. Just as the Nursing Program weaves health courses seamlessly into the undergraduate curriculum, teaching citizens as well as nursing practitioners, the Education Program must explore the possibility of undergraduate coursework that engages students in an examination of the health of education and the responsibilities of citizens and governments for the political and moral preparation of its next generations.

More prosaically, undergraduate participation in interdisciplinary education courses would attract UWT graduates to our Teacher Certification Program who had developed a more sophisticated understanding of educational issues prior to beginning their professional education.

Distance Learning: The Education Program has made no attempt to this point to explore distance learning, though the issue was raised almost annually by the former director. It would be gratifying to argue that the program opposed distance learning on sound pedagogical grounds, citing perhaps the immense difficulties in achieving true constructivist learning or meaningful dialogical encounters by current distance learning technologies. Unfortunately, the program never put forward those sorts of arguments. The faculty can only plead, with a good deal of merit, that its work-load in its first five years have provided no time to master the considerable pedagogical skills to successfully deliver course content by distance technologies.

The program would add, however, that there are grave questions of resources attached to distance education. Rather than the cost-saving magic bullet predicted by many proponents, effective distance education (as opposed to dubious forms such as video-tapes of lectures) is quite costly. While UWT now has the technology to deliver adequate quality two-way video to its sister campuses, it lacks the capacity to deliver that technology to remote sites. Nonetheless,

the range of distance options that are available or could be made available remain unexplored, though suggestions have been made to extend at least portions of the MEd curriculum to such undeserved areas as Gray's Harbor and Port Angeles.

While the MEd could theoretically be delivered by distance technology, the program argues strongly that distance education is entirely inappropriate to the sort of teacher certification program it is sponsoring. The TCP requires intensive field experience with frequent expert supervision and close coordination of field experience with course work, and strong relationships between the program and its partner schools. Those conditions cannot be met at a distance.

Experiential Learning: On the other hand, the program relies upon experiential learning as a significant feature of its areas of study. Experiential learning lies at the heart of the TCP's requirement of extensive field experience, extending for an entire academic year, with interns gradually assuming increasing responsibility for planning and teaching. Further, the practica in some Study Options also emphasize direct experience and practice of skills and knowledge gained in coursework. Finally, a major emphasis of the pilot project in teacher certification is documenting actual levels of teaching proficiency, and direct demonstration of heightened proficiency in all areas that the candidate and Education Program faculty find deficient.

Direct practice is only one aspect of experiential learning, however. Critical reflection on one's practice is essential if experiential learning is intended to result in professional growth. The Education Program has many opportunities to engage its students in active analysis and reflection of their professional and personal experiences. To achieve the full potential of experiential learning, the program should feature professional seminar courses in which students develop the skills, knowledge, and dispositions to become students and critics of their own teaching. It is not entirely clear that students gain those skills, knowledges and dispositions. As currently configured, the program curriculum is far more concerned with consuming replicable

practices than with nurturing professionals who identify and frame questions regarding defensible ends of instruction and appropriate, consonant means to reaching those ends.

In the MEd, the practica and culminating projects are usually experiential learning experiences. In contrast to the more traditional comprehensive examination or thesis, the practica and culminating project encourages students to identify an educational problem or issue in their school, classroom, or other place of employment or area of interest, to frame that problem or issue in a careful and critical reading of related literature, and to deal with that problem or issue creatively. Whether designing curriculum to improve the quality of transition of state prison inmates from incarceration to responsible freedom, applying principles of peer tutoring to one's own classroom, improving the adequacy, accuracy, and value of assessment, or exploring novel means of expanding students' appreciation of divergent cultures, the practica and culminating projects emphasize experiential learning.

International Study: The program has not had the luxury of exploring international study, except to the extent that individual faculty members have been parts of international study trips, particularly to the Far East. Given the program's emphasis on the preparation of practitioners for the South Sound area, and its limited resources to even accomplish that modest task at the level it would like, it is unlikely to be able to expand into international study as a major focus in the next decade. It will remain interested, nonetheless, in the Pacific Rim Studies focus of the campus as a whole.

Educational Technology: With its interest in remaining current in practical aspects of teaching and learning, the program has maintained a commitment to curricular offerings in educational technology. The MEd program currently offers two educational technology courses, an introductory course and a course linking teachers' technological competence with curriculum design. Interns in the TCP are introduced to educational technology before they begin their field experience. Some faculty members integrate technology requirements into their courses in both

the TCP and MEd, as appropriate. Except for lower level technology -- video and overhead projectors, for example -- educational technology is infrequently mobilized in the actual delivery of Education Program courses.

From the beginning of the program, educational technology courses have been taught from a critical perspective. While one objective has always been the instrumental objective of learning to use a wide range of technology, a larger objective has been to constantly query the appropriateness of the technology to achieve the ends the teacher has in mind. Students learn that there is nothing to be gained by transferring ineffective pedagogy and poorly constructed curriculum to digitized forms, and we work to address issues of authentic, effective teaching and learning as we consider ways that electronic resources can support such learning.

The program expects to substantially increase its course offerings in educational technology and, potentially, its use in the curriculum, in the near future. During the current academic year (1997-1998), the program is conducting a search for a new faculty member with an emphasis area in educational technology, with the expectation that the new member of the program will create a greater range of curricular offerings, will assist in integrating technological requirements more fully into existing coursework, and will assist program faculty in assessing the appropriateness of educational technology for courses taught in the program.

Further, directives from the Office of the Superintendent of Public Instruction, along with the program's own inclinations, first enunciated when program faculty initiated its planning for a teacher certification, will soon lead the program toward a more fully outcomes-based program. Central to that process will be efforts to fully document and demonstrate outcomes of student learning, as opposed to traditional measures of inputs to student learning. To achieve that, students in the Education Program will need to master the means to create electronic portfolios, including a full range of means to capture evidence of student learning in electronic formats, such as video and audio clips, digital photos, scanned student products, and so on.

Factors Influencing Research and Scholarship

Revolutionary advances in the discipline: The most important advances in education in the recent past have come from rapidly accelerating insights into how the human brain functions. We now understand far more about how learning takes place, and have been required to redefine what we mean by learning. It is no longer sufficient to talk about learning as the transfer of knowledge from teacher to student; it is no longer adequate for teachers to equate "telling" with "learning" or with "teaching." Research on teaching and learning have been rendered more complex as a result. While traditional modes of assessing the efficacy of teaching and learning easily rendered convenient numbers through paper and pencil tests, our understanding of the subtlety of learning processes, and their situational, social, and contextual dimensions, require modes of assessment that are less direct, "messier," and less conclusive.

Changing paradigms in the discipline: Neither these advances nor other changes in the field, however, can be said to have led to paradigmatic changes in education in any Kuhnian sense of paradigm changes (Kuhn, 1962). Virtually all areas of research and their methodologies have remained contested terrain throughout the history of the field, as Lagemann (1997) has demonstrated. Given the inevitably political and ideological nature of the educational enterprise, that is unlikely to change. The result is research that aspires to scientific objectivity and certainty while mired in ideological subjectivity, and the elaboration of armed camps that secede from the larger discourse community.

Changing funding patterns in the field: The political nature of education and the lack of real paradigms is illustrated vividly by the transitory nature of funding for research. Virtually no research enterprise with pretensions to scientific rigor has experienced the rapid shifts in funding priorities that have beset education research throughout the century. Whether from private philanthropy or public agencies, the levels, sources and focus of funding have proven to

be perpetually mercurial (Sealander, 1997). In just the last generation, federal funding for educa-

tion research has fallen 75% (National Academy of Science, 1996); private foundations have

slashed their funding for education research as well. The era of largess in educational research --

itself a product of political and ideological forces in mid-century, not of scientific curiosity -- is

long gone; there is little to make us sanguine that it will return soon.

For the Education Program, research and scholarship are affected not only by those

larger forces, but also by the nature of the Tacoma campus. Without doctoral students, and with

graduate students who are primarily part-time students, graduate assistants are not available to

reduce the teaching load or to assist with the research. With no discretionary funds for research,

the program cannot pay for such routine incidentals as postage for research projects or for hiring

work study students to assist with data entry. Because teaching loads are heavier in the program

than is the norm for graduate faculty at research institutions -- we carry between nine and twelve

credits per quarter -- less time is available for sustained research. Building a new university and

serving a struggling region dilutes further the time available for scholarship. The prodigious

work of constructing, monitoring, and fine-tuning two new, innovative programs with a very

small faculty, renders research even more difficult.

Measuring success: All of those factors conspire to make research in the Education

Program problematic. Yet in the face of those difficulties, program faculty members have been

productive scholars. Since 1992, two have launched research initiatives in areas entirely new to

them, resulting in editing and contributing to one book, publishing two articles, and developing

on-going research agendas in those areas. More generally, one colleague has published three

articles and contributed two chapters to edited volumes. Another has contributed six chapters to

edited volumes, sixteen extended entries to encyclopedias and dictionaries, and five reviews to

scholarly journals. Another has edited the third edition of a commercial textbook and one article.

A fourth published three articles. Among these four faculty members, they have presented

eighteen formal papers before scholarly organizations.

This study spoke earlier of cutting-edge changes in education and in the curriculum of teacher education. The faculty's scholarly endeavors are helping to shape and define the direction of those changes. Among the scholarly projects in which the faculty has recently been involved:

A study of the use of multicultural literature in conflict resolution

Ground-breaking research into Chinese children's literature and historical presentations of Chinese and Chinese-Americans in U.S. children's and young adult literature;

Examinations of aspects of social studies education in preservice education;

A study of historical changes in classroom practices, particularly regarding classroom management;

A book providing critiques of mainstream classroom discipline regimes from sociology, history, political economy, ethnography, and other disciplines, and advocating approaches to classroom practices that are guided by constructivist and democratic perspectives;

An exploration of the factors that motivated a particular group of teachers to seek racial justice through education;

A critique of the political timidity of American multicultural education.

When that level of productivity is measured in the context of all the factors mentioned above, the program submits that it has been highly successful in research and scholarly activity. By the field's conventional means of measuring productivity by counting the number of publications generated by a faculty member and factoring in the quality of the journals and book publishers through which she disseminates her work, this is a productive, scholarly faculty.

Changing demands for service

Service to the university: In the next five years, program faculty anticipates that service to the University of Washington, Tacoma, will continue to be extraordinarily demanding. The state expects the university to more than double its current size in that period, with commensurate growth in the program itself. Few in higher education can imagine the work required

of faculty to accommodate that sort of growth. We have been, and will continue to be, in virtual

non-stop search processes, with immense work-load implications for untenured junior faculty.

We will necessarily be reevaluating and adjusting curriculum in the MEd and TCP programs.

We will doubtlessly add new study options in the MEd program, and rethink the Core Courses.

We will continue to teach courses in other programs as part of our interdisciplinary commitment.

Selected members of the program will take leadership roles in the campus's proposed inter-

disciplinary masters degree and in the new American Humanics program. Although growing,

the campus will remain small enough that nearly all members of the program faculty and staff

will be required to continue to work in campus governance structures.

Service to the discipline and profession: Added to that will be continuing and, in some

cases, increasing demands for service to the discipline and the profession. Perhaps most daunt-

ing is the likelihood that the state will mandate a major reform of professional teacher certifica-

tion, either in 2000 as currently provided in WAC language, or potentially after a delay of one to

two years. It is clear, from the pilot project that the program has sponsored with Pacific

Lutheran University in the last two years, that this proposed reform will have a massive impact

on higher education.

The program could, of course, refuse to participate in this reform at all, leaving its fate

in the hands of programs with histories of far less rigor and vision. Alternatively, the program

could respond by keeping its program small and admitting limited numbers of local teachers to

its professional certification program. However, given the experience the program has already

gained in its pilot test, the notable success of its "Framework for Proficient Teaching" based on

the state's goals and criteria for the professional certificate, and the program's commitment to

service to the profession, it would much prefer to find ways to accommodate the looming

demand for a high quality professional certificate program.

Such a program will require significant resources. To meet the expected demand for

an affordable program (i.e., a program at a state-funded institution of higher education), that will

mean primarily a rapid increase in faculty. WAC language, and simple prudence, both mandate

that such a program have at least one faculty member assigned to coordinate it. For each ten to

twelve FTE students attracted to UWT as a result of a professional certificate program, the

Education Program will need one FTE faculty member. Additionally, the program will need

resources for planning and collaboration with area school districts (demanded by both WAC

language and professional courtesy), and increased resources for travel and other incidental costs

of such a program.

Service to the broader community: The program also anticipates increasing need to

serve local districts as they grapple with implementing other aspects of the state's school reform

agenda. All districts will find it difficult to fully implement the Essential Academic Learning

Requirements, particularly the requirement that all children reach the benchmarks set for fourth,

eighth and tenth grades. Part of the struggle will be moving away from traditional pencil-and-

paper sorting to more authentic forms of assessment. We anticipate increasing requests for

assistance, workshops, consultation, and other forms of service that will bring faculty expertise

to bear on these new challenges.

Measuring service: The program currently expects service activities of all faculty,

both as individual scholars engaged with professional and discourse communities, and as a

faculty struggling collectively to expand the service of the Education Program to local com-

munities, districts, the region, and the state. It monitors faculty through annual reports on faculty

activity, attempting to achieve a balance between teaching, scholarship and service. To date, the

service the faculty has provided as individuals has been prodigious, while its collective action

has been only somewhat less impressive.

For example:

Two members of the program have been active in the Washington Association of Col-
leges of Teacher Education, one having been active since 1994. One served as vice-
president, president, and Executive Council member of the American Educational Studies
Association. Another is a member of the Board of Directors of the Washington State

Council for the Social Studies. A third has served on three different committees of the National Council of Teachers of English, was a regional director for the International Reading Association's Young Adults' Choice Project, and worked with the Washington State Essential Academic Learning Requirements Revision Committee. A fourth is a Field Council Representative to the National Reading Conference and was a member of the Primary Reading Classroom Assessment Task Force of the Commission on Student Learning.

Faculty members have served as editors or on the editorial boards of such journals as *History of Education Quarterly, The Reading Teacher, Teaching History, and Learning Disabilities Quarterly*. They have reviewed book manuscripts for Greenwood Press, University of Texas Press, State University of New York Press, Garland Press, Teachers College Press, the University of Georgia Press, Abram Publishing Company, and Graphic Design. They have refereed articles for such journals as *Educational Studies, Educational Foundations, The Reading Teacher, Annals of Iowa, American Educational Research Journal, Educational Policy, Effective School Practices*, and *Remedial and Special Education*. They have reviewed proposals for conference papers for the American Education Research Association, the American Educational Studies Association, the History of Education Society, and the National Reading Conference.

The program faculty's service to local professional communities is, if anything,

greater than its service to national and regional organizations:

Two members of the Education Program work on the Tacoma School District's Social Studies Curriculum Committee. One was a member of Tacoma's Council for the Improvement of Student Performance, its Principals' Leadership Academy, and Sumner School District's Staff Development Committee. Two colleagues have been members of the Education Committee of Pierce County Chamber of Commerce. One colleague has served the integrated curriculum committees in both the Tacoma and Mukilteo school districts, and on an assessment task force in the University Place district. One coordinated a summer literacy program in University Place, and was a member of the Reading Leadership Team of Puget Sound ESD. All have provided numerous workshops, inservice training sessions, keynote addresses, and other professional development and consulting activities for local districts and schools.

Service to the university competes for our time and attention with service to the

profession and schools. Most UWT committees require representatives from each academic

program, meaning that faculty from smaller programs carry greater committee loads than faculty

from larger programs. All Education faculty serve regularly on multiple standing faculty com-

mittees and on other committees and boards addressing campus-wide issues. Several serve on

university-wide committees, as well. Junior faculty members have assumed more leadership

roles on faculty committees at an earlier point in their careers than would have happened at

almost any other institution.

Specifically:

Education faculty members have chaired the Curriculum Committee, the Professional
Education Advisory Board, and (as vice-chair) the Faculty Assembly. In service cutting
across campuses, two members have served on the Joint Branch Campus Faculty Coun-
cil. One member served on promotion and tenure committees for faculty at the
University of Washington, Bothell; represents the campus on the university-wide
University Curriculum Policy Board and the President's Committee on Summer School;
sits on the Steering Committee of Academic Programs for Teachers; and has been a
member of the Summer School Advisory Board since 1992. Another colleague took
leadership on diversity issues from the earliest years of the program, co-chairing the
UWT Cultural Pluralism Committee, gaining funding from the Washington center
university faculty development in the arena of cultural diversity.

During the 1996-1997 academic year, the Program Director served on the Three-Campus
Coordinating Task Force with other administrators from the Seattle, Tacoma, and Bothell
campuses. This group attempted to address some of the issues related to the governance
of the three-campus "federated" University of Washington. During 1997, the Education
Program Directors of the Tacoma and Bothell campuses and the Dean of the College of
Education worked with the vice-president of the National Council for the Accreditation
of Teacher Education to formulate a pilot project for the coordination of accreditation
efforts under our unique three-campus administrative structure. Directors of the Educa-
tion Programs at the Tacoma and Bothell campuses initiated development of policy for
cross-campus enrollment for University of Washington graduate students.

The faculty has also been extraordinarily active in local campus governance. It has filled
positions annually on the Founders' Endowment Committee, Admissions Committee,
Student Affairs Committee, Faculty Affairs Committee, Library Committee, Faculty
Governance Committee, Strategic Planning Committee, Arts and Lectures Committee,
and Diversity Committee, among others. The program itself meets at least bi-weekly,
and occasionally has met for extended periods on a weekly basis, handling its work
primarily as a committee of the whole. Most members of the faculty have chaired a
program search committee, and all participate in program searches. All have served
varying terms on the Professional Education Advisory Committee since its founding;
three have been members throughout its existence.

By any measure, the faculty has been extremely effective in service to our program

and to our campus. That junior faculty have become so invested in university service at rela-

tively early points in their careers is particularly remarkable.

Dilemmas of measuring and rewarding the quantity and quality of service appear in

education programs across the country. Traditionally, education programs have imitated their

colleagues in the arts and sciences, privileging service on national committees over service to

local professional communities. With relationships between universities and schools shifting

from hierarchical to collaborative, service to the local community assumes new importance. Ten years ago, faculty in education programs may have noted being a guest speaker in a local school district or serving on a parent committee in a local school as service to the profession.

While these "good citizenship" forms of community service are still expected of faculty members today, education faculty are being called upon to make greater intellectual contributions to local schools. Under new models of teacher development, faculty no longer may comfortably assume that their status as "Expert from the University" will provide the credibility needed to be effective in encouraging change in schools. New models of professional collaboration, such as collaborative research projects, the development of Professional Development Schools, collaborative curriculum development, or even co-teaching with public school staff, pose new challenges to "measuring" and crediting service for our faculty.

Meanwhile, tensions between demands for service to the university and demands for service to competing professional communities continue to confound the measurement of service. The Education Program has not found the key for resolving that tension, nor for providing relief from the crushing workload that the program members have assumed.

Potential Structural Constraints

Many potential structural constraints are unlikely to be significant factors in the next decade. The program anticipates no retirements in its current faculty for well beyond the coming decade. As a program already geared for part-time study in the MEd program, the expected growth in the demand for access to part-time graduate study will have no significant impact. The program is already hard at work planning the sequence of courses that would be required in order to offer the TCP to part-time adult students. Demand for doctoral study will likely have no impact on the Tacoma campus, which is prohibited by its enabling legislation from offering

doctoral-level study. Demands for accountability, currently couched primarily as rates of time-to-degree and productivity in terms of numbers of graduates, are generally moot in the Education Program. The TCP program, offered only as a cohort program, moves all of its interns through in twelve months, except in exceptional situations; the MEd, on the other hand, serves almost exclusively full-time teachers who demand flexible, part-time graduate study.

Other structural issues will affect the program's performance, however. In the next three years, it is likely that one member of the program will be on sabbatical annually. While retirements are not on the horizon, the program will likely face continued turn-over as faculty leave for professional or programmatic reasons. The lack of convenient, local access to services that are provided for faculty at Seattle directly impacts performance. For example, there is no local equivalent of Grants and Contract Services, creating hardships and inconvenience for Tacoma faculty seeking grants. Lack of control in Tacoma over the disposition of FTEs earned in Summer School or through Continuing Education limits programmatic initiatives in student recruitment strategies.

Since our move to our permanent campus, pressure for more physical space has decreased significantly. The Education Program was allowed to design a substantial space in the new facilities for dedicated use, resulting in a curriculum lab with storage space, flexible use, access to water and a drain, and room for a moderate curriculum library, currently undeveloped. Provided the state continues to fund expansion of the physical plant at currently proposed levels, the Education Program can continue to expect adequate or better than adequate space for its educational purposes. If, on the other hand, the state funds growing FTE student targets, but fails to provide sufficient capital budgets, physical space will rapidly become an acute problem.

As always, budgets comprise an important structural constraint. Budgets for the campus as a whole, and for the Education Program specifically, were set unreasonably low when the campus was established; in a period of legislative hostility toward higher education, efforts to

ratchet up the budget to more adequate levels have been unavailing. Simultaneously, the inflexible, draconian application of Washington State's tax limitation referendum -- a referendum accepted by the slimmest of majorities, but embraced by politicians as an article of faith -- has had and will continue to impose serious constraints on the program. Budget constraints have made it impossible to begin to address salary disparities -- the founding faculty were hired at rates from five to thirty percent below comparable faculty on the Seattle campus. Inadequate funding has made it impossible for the program to begin to move away from the relatively large teaching loads imposed upon it at its founding. It has severely limited the program's ability to fully support faculty in professional development and scholarship opportunities, whether through adequate travel budgets, flexibility in offering released time for expanded service or scholarly activity, or the provision of staff and facilities to assist with clerical and research tasks. All of those factors set the stage for instability, discontent, and low morale which, while not always apparent now, are potential problems for the future of the program and the campus.

Clearly, the latter problem cannot be reasonably addressed in any way short of significant funding increases. Other structural constraints such as space considerations, assistance with grants, and local retention of FTEs generated locally can be eased through greater creativity and flexibility on the Seattle campus. The university must continue its excellent support of the campus through its efforts to gain capital funding in Olympia. Equity demands that services that are taken for granted on the Seattle campus should be equally available to university faculty at Tacoma, such as convenient and timely access to Grants and Contract Services. Continued creativity and responsiveness at UWT will require that Tacoma be allowed to gain FTE "credit" for all students taught on the campus in all quarters.

Continued and accelerated rates of growth represent more of a structural challenge than a structural constraint. They will impose particularly serious challenges to the Education

Program. The campus has been growing rapidly, and we anticipate unprecedented rates of growth campus over the next ten years. We are learning how to develop new programs quickly, how to anticipate the costs of growth, and how to respond quickly to expectations of enrollment increases. The Education Program faculty will continue to work with its colleagues on campus as all programs engage in strategic planning for growth and negotiate budget allocations, and as the program educates the campus about the unique needs of professional education programs.

The program would like to be more successful in articulating for the legislature and for the central administration of the University that these rates of growth come at a high cost. Faculty and staff understand that rates of growth such as those anticipated demand intensive time for faculty and staff searches, curriculum development and review, policy development, planning for growth of the physical campus, the development of new systems for decision-making that incorporate large numbers of new faculty and staff each year, and the sheer effort of responding to inquiries from potential students and processing higher numbers of applications and admissions each year. We must buy equipment and furniture for new faculty, staff, and students. Our library collection and computer labs must expand to serve many more students.

At this time, the program performs all of these functions at levels of funding similar to programs on the Seattle campus that anticipate few changes in the next decade. The program submits that it cannot sustain these rates of growth while maintaining the quality of service to its current students. Those who determine budgets must understand the reality of campus growth.

Meeting legislative and university expectations of programmatic growth imposes yet another challenge. The program has attempted a wide variety of entrepreneurial techniques to build its MEd enrollments, often with indifferent results. It has recently returned to the sort of aggressive recruitment efforts it pursued in its first two years, including the use of faculty directly in "marketing" the program in schools throughout the region. In so doing, the program adds yet another strain on faculty workloads.

At one level, the program considers itself fortunate. Its colleagues on the Bothell campus have struggled to even gain name recognition and regional acceptance, whereas UWT has been warmly embraced by the city and the region, and promoted through the media and word-of-mouth. Likewise, the Bothell Education Program has been locked in bitter rivalry with out-of-state private, for-profit universities who were first attracted to the region by the promised windfall of graduate students attendant upon the original legislation calling for masters degrees for all teachers. While those institutions are also a factor in the South Sound region, we have not found them as aggressive in this area as they were to the north.

Still, marketing the program has added perplexity to a faculty nearly overwhelmed with its other roles and responsibilities. Training in our disciplines did not prepare us with entrepreneurial skill, marketing acumen, or cutthroat instincts. Indeed, the critical training common to high quality graduate education often leaves academics with a distinct distaste for self-promotion and huckstering.

Further, the faculty's expectations of graduate school rigor, intellectual curiosity, and requisite skills and aptitudes have occasionally been frustrated. Potential students' GRE scores often fell below Graduate School standards. Yet, by the same token, those who have struggled to score well on the GRE, and those that we admitted with scores below Graduate School expectations, have often flowered in the atmosphere of strong support, excellent teaching, and high expectations that students have encountered in the program. The GRE has proven not to be predictive of quality graduate-level work. We continue to struggle with questions of appropriate marketing strategies, frustrated that educators so often have little respect for their own intellectual growth, and perplexed at the abysmal quality of programs that, with the blessing of HECB, OSPI, and accreditation agencies, attract teachers away from UWT and our sister institutions in the region.

A final structural challenge is the burden imposed on the program by the extraordinary headcount-to-FTE ratio within the MEd program. The MEd program was originally funded to

serve the equivalent of 35 FTE students; its FTE target was increased to 45 in Autumn 1998.

Staff and faculty hires and other program resources are based on 35 FTE student/faculty/staff

ratios. Funding for the MEd program is based on a budget amount per FTE student, as is true for

all programs at the University of Washington. Unlike most other programs at the University of

Washington, however, the MEd program was created and designed exclusively for students who

would be attending graduate school part-time. This means that while we may have served 35

FTE students, or currently 45 FTE students, the actual headcount is far higher.

From the first day of the program, the MEd has experienced some of the highest head-

count/FTE ratios in the University of Washington. (See Figure 1). In Autumn 1997, the ratio of

actual students to FTE was 2.74. The program is working with large numbers of students, yet it

has had difficulty meeting its official enrollment target of 35 FTE, and is struggling to reach its

new target of 45 FTE. Indeed, the Education Program has been forced to consistently over-

enroll the full-time Teacher Certification Program (funded originally at 20 FTE, and currently

funded for 40 FTE) in order to reach the program's overall FTE target of 85 (as of Autumn

1997). The result, of course, is TCP classes larger than the program considers optimal.

Figure 1

Headcount/FTE Ratios, 1992-1997
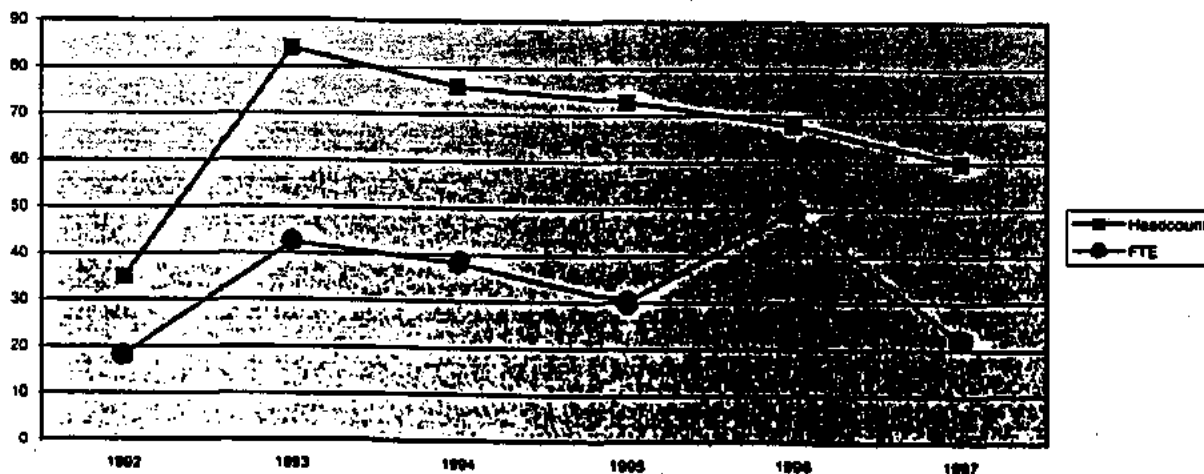
In classes, the enrollment status of students matters little. The number of seats that are filled generates approximately the same levels of workload for faculty and staff whether the students are full-time students or part-time students. Yet outside of the classroom, the enrollment status of students matters a great deal. While the program was funded to support 35 students seeking advising and assistance from the program office, as many as 87 students sought the assistance of the program office. Faculty/FTE ratios assume advising for 35 students. Instead, faculty shares the advising of 60 to 70 students per quarter. Rather than working with 35 students during office hours and when responding to student e-mail, faculty members are working with 60 to 70 separate individuals who bring their own circumstances, their own questions, and their own challenges to their work with faculty and staff. Library and computer support services are funded to support 35 graduate students. Instead, two and one-half time that many students seek places in the computer labs and request the assistance of the librarians. As the program accelerates its recruitment efforts to reach its higher FTE target, those numbers will rise accordingly; at current ratios, the program must be prepared to work with 90 to 115 individual students.

Nor do we believe that we can substantially increase the number of credits taken by MEd students each quarter, nor should we seek to try. Credit loads of our students compare well with credit loads of comparable part-time MEd programs in the area. Informal conversations with MEd students indicates that most are stretching to meet familial, professional and academic commitments with the loads they now carry. Pressure to increase students' credit loads would, we are convinced, result in a loss of students.

Exacerbating the headcount problem is the enrollment in the program of state employees who pay no tuition and thus are not counted in either our enrollment or our FTE totals. Nearly every quarter, one or more students have received guidance, advising, instruction, and all the other services the faculty and staff provide to graduate students, yet the program gains no "credit" for that effort.

State and university funding formulas assume units with comprehensive undergraduate and graduate programs. Most such units can subsidize smaller enrollments in graduate seminars or clinical courses with larger lecture courses at the undergraduate level. The Education Program does not have that luxury, since it has no undergraduate programs. It serves students only at the post-baccalaureate level. In essence, the Education Program budget encourages relatively large graduate courses and large clinical courses.

University facilitation in dealing with structural constraints and challenges: The Education Program understands and takes seriously its responsibility to use university resources wisely and to enroll the FTEs for which it is funded. However, the program urges the state and university to adapt funding formulas to the realities of the needs of adult, returning students. Meanwhile, the program has put, and will continue to put, a great deal of effort into developing strategies for raising our MEd enrollments. In the meantime, we shall have to continue to over-subscribe the TCP program in order to keep our overall programmatic FTEs at or above the target numbers. Short of budget increases and the strategies suggested above, we see little the university can do to facilitate our progress in these areas.

Demographic changes

Since its founding, the Education Program has sought to increase the diversity of its faculty, staff, and student body, and has achieved a measure of success in that endeavor. Yet it is not satisfied that its successes to date discharge its moral and political obligations. The program shares the concern of colleagues across the country that a disproportionate number of teachers in the United States are white. We are pursuing strategies to recruit more persons of color into the teaching profession. From these efforts, we anticipate seeing more persons of color in the Teacher Certification Program and, eventually, in the Master of Education program. We see our commitment to a diverse faculty and staff at UWT as integral to those efforts.

Between 1992 and 1997, the full-time faculty grew from three to five members; a sixth full-time faculty member joined the program in Autumn 1997. Women have accounted for one-half to three-quarters of the faculty throughout those years; members of minority groups have accounted for from one-fifth to one-third of the faculty during that period, giving the Education Program one of the most diverse faculties in the university. Professional staff serving the program have increased from one to three. They are all women; the Program Coordinator, who has been with the program since shortly after it was founded, is Hispanic. Twenty-six individuals have served the program for one or more quarters as adjunct faculty or field supervisor since 1992. Fifteen of them were women; two of them were members of minority groups. The program has been able to attract five minorities to its Professional Education Advisory Board, an important and active group of teachers and administrators from local schools.

Mindful of the increasing proportion of minority children entering the region's public schools, and the declining number of minority teachers, the Teacher Certification Program has sought consistently to recruit and retain minority candidates. The Teacher Certification Adviser oversees TCP recruitment and admissions. The two individuals who have served in that role since 1994 have built vital relationships with members of Pierce County's minority communities that have resulted in increased numbers of applications to the program from minority candidates. Minority applicants are given affirmative consideration in the admission process. Since 1995, the program has been working with local districts to create a part-time certification program targeted particularly at para-professionals, a disproportionate number of whom are minorities. As a result of those efforts, each cohort of TCP interns since 1994 has boasted minority participation at rates significantly higher than the minority population of the region, and much higher than the proportion of minorities in the local teacher corps. Specifically, the percentages of minority interns annually were as follows: 1994-95: 5%; 1995-96: 60%; 1996-97: 16.6%

Whereas the program has been able to recruit broadly to include under represented groups for faculty, staff, and TCP students, it has been far more constrained in its recruitment to

the MEd program. With few exceptions, candidates for the MEd are exclusively people currently engaged as educators, primarily certificated teachers but including people in teaching roles in corporations, professional organizations, community colleges, or private schools. That population has historically been predominantly female, middle-class, and Caucasian. In recent years, as opportunities for minorities in other fields have grown, the proportion of minorities among educators has declined further.

The result has been that the MEd program has faced the daunting task of attempting to increase its minority enrollment from a very small, and heavily recruited, pool of minority educational professionals. To date, the program has not managed to attract its share from that pool. Specifically, in its first five years, 5.9% of the MEd students reported membership in minority groups. Meanwhile, as of 1990, Pierce County, with a greater minority population than other surrounding counties except for King County, was over 85% white. African Americans accounted for 7.2 % of the county's population, Asian and Pacific Islanders for 4.9 %, while American Indians and "others" accounted for 2.7%. 3.3% of those from the above groups were of Hispanic origin.

The program is proud of its minority faculty and staff members, and has committed itself to continuing this tradition of diversity. It is pleased with the number of minorities it has attracted to the teaching profession through the TCP, but is aware that it must continually struggle to maintain and increase the number of minority interns in the program. In addition to its current recruitment strategies, it is pursuing two strategies to recruit more minorities to education. First, it works with Student Services to provide weekly on-site advisement to Tacoma Public School employees regarding degree completion and certification program advice. Second, it expects to implement a part-time version of its certification program in 1999, targeting particularly minority candidates who cannot afford to spend a year in full-time study and practice. It sees the certification program as the surest means of increasing the number of minority

teachers who, in the future, will be attracted to a high quality MEd program. Meanwhile, its general MEd recruitment plan, discussed earlier, will continue to seek particularly minority educators. In its efforts to recruit, however, the program is at a disadvantage since it has no resources for competitive recruitment. The program has no state-funded assistantships; because of its scale and relative youth, it has no endowment for scholarships or fellowships.

The Education Program is confident that it will achieve its goal of sustained and increased diversity. Its service area is diversifying rapidly as immigrants, refugees, and individuals move to the area. We anticipate a much more diverse student population within five to ten years. Given our explicit program commitments to diversity, and with the possibility of elevating issues of equity and justice in our curriculum and program design as discussed earlier, we can be well positioned to attract people of color to faculty and staff positions, and to attract students of color to careers in education.

Faculty and Staff Productivity

The productivity of the faculty and staff of the Education Program to date has been astounding. While faculty on most campuses have the luxury of choosing one or two areas in which to be relatively productive, usually choosing between teaching, scholarship, and university service, the Education Program faculty has accepted the extraordinary challenge of remaining highly productive in all three domains, but taking on other roles as well.

For example, the faculty has been deeply involved and productive in diverse aspects of institution-building, from lengthy weekly meetings to plan the university's physical campus, through interminable struggles to define and refine a myriad relationships with the Seattle campus, to exhausting service on search committees for UWT faculty outside the Education Program. Further, its service commitment goes well beyond the walls of the university, including regular membership and active participation on boards and committees in area school dis-

tricts, creation of a variety of consortia focused on educational issues, leadership in regional and national organizations, and other service activities.

Even in the traditional three domains, the faculty's work goes well beyond traditional expectations. All student advisement in the MEd is carried by the faculty; scholarship is pursued with no graduate assistants, minuscule budgetary flexibility for programmatic assistance for travel or released time; university service expectations fall particularly heavily on small programs to assure programmatic representation on important boards and committees.

Similarly, the staff of the Education Program is productive well beyond contractual obligations. All staff members contribute to institution-building through voluntary service on university committees. All give unselfishly to the welfare of the program, working overtime to assist with extra work, participating in all aspects of program governance short of personnel matters, assisting with recruitment, and taking leadership on some initiatives.

Crucially, the faculty and staff have attained that level of productivity absent a reasonable reward structure. During the last half decade, in a period of unparalleled prosperity, the state has been niggardly in salary offerings. Between September 1992 and September 1997, the faculty received only two salary increases, amounting to an average merit increase in the program of 8.4% over the five years. Merit pay is absurd as an incentive, not only because the amount available in the recent past has been below the faculty's loss due to inflation, but also because, at UWT, the work of literally all faculty and staff has been more than meritorious.

Incentives for this level of work has been entirely intrinsic. For tenured faculty, there has been no external incentives to work at the level this faculty has worked. For untenured faculty, the incentive structure has been, compared with any other comparable campus, unfair, confusing, and contradictory, for the campus norm has required far higher and more diffuse productivity at UWT than elsewhere. Trained in cultures that privilege research over all other criteria, junior faculty members find themselves in a vibrant, exciting, but extraordinarily

demanding culture that leaves little time for scholarship. Despite assurances that all aspects of university life "count" toward tenure and promotion, junior faculty understandably worries about scholarship, both because a future beyond UWT will require continued scholarly production, and because, while UWT elevates service and teaching in tenure and promotion decisions, it continues to expect an active research agenda and a measure of scholarly productivity.

Clearly, then, the issue facing the Education Program is not one of encouraging productivity. The program has been extraordinarily productive. The issue may not even be preserving that level of productivity, for the productivity exhibited to date exceeds by far what the state or the university should reasonably expect. The real question may be, "How does the university and the program now begin to adjust and calibrate expectations and reward faculty and staff for the work they have done?"

Unfortunately, we have little faith that either the state or the University of Washington are likely to pose that question meaningfully in an era of down-sizing, speed-up, and wage stagnation for the working and middle classes. We are, then, shut up with questions of the means to encourage continued commitment to campus and program goals.

The biggest impediment to personal productivity of individual faculty members is time and numbers. Five full-time faculty members and three staff members carry the entire load of program development, program refinement, institution-building, campus-wide governance, and managing all of the routine work of an academic department with so few members. Those eight people do virtually all advising in the program, and because of a high headcount-to-FTE ratio, the program is carrying an exceptionally heavy advising load. Scholarship and service are too often sacrificed to institutional demands. One means to gain more time will be through growth in the number of faculty and staff. Yet we gain more faculty and staff only by building more FTE students, so advisement loads are unlikely to diminish. The collaborative work of program development and refinement is not reduced by having more full-time members of the

program. About all that will be gained as the faculty grows is more hands to take up some of the university service work.

On the other hand, at the rate at which we are growing, the mentoring of new faculty represents a significant investment of time and effort. Currently, the program has no formal processes for mentoring junior faculty. Junior faculty have offered informal mentoring to new faculty members, but have not followed through consistently. The one senior faculty member has sought to mentor the junior faculty, although his dual role as senior mentor and Program Director contributed to suspicion and distrust, and only partial success in aiding the professional development of the junior faculty.

New and growing programs on a new campus present particular challenges for faculty mentoring. One of the greatest challenges for this program was the fact that it had no associate professors until its fifth year. It began with one full professor who was Program Director, and two assistant professors; it has subsequently hired three more assistant professors. It thus had no tenured mid-career faculty to assist with mentoring; the junior faculty has been unable to over-come mutual suspicions and professional rivalries to promote one another's careers.

Our program supports faculty development as fully as possible within the constraints of limited resources. Funds for travel to out-of-state professional meetings were inadequate from the program's outset, and then were slashed by gubernatorial edict. Faculty have access to work-shops and local conferences through such structures as UWIRED, The Washington Center for the Improvement of Undergraduate Education, and local chapters of professional organizations. Whenever possible, we take advantage of these and other opportunities for professional develop-ment.

Professional and classified staff in the program also engage in professional develop-ment activities. Our professional staff member attends state and regional meetings of her profes-sional organizations. Our classified staff have been funded to attend all local workshops and conferences that they have requested.

Anticipating Resource Needs

Given all the changes and issues documented and discussed above, we conclude this

section with a summary of the most salient resource needs facing the program immediately and

in the near future.

To put the matter bluntly, the UWT Education Program is, and has been since its

founding, operating on vastly inadequate resources, as documented above. Faculty have had to

teach much heavier loads than is true for colleagues on other campuses; faculty and staff have

had to engage in marketing and enrollment management, issues not customarily expected of

teaching scholars or program staff; no resources have been available to provide release time for

curriculum development or programmatic planning; support for scholarship has been particularly

meager; small size has mandated far higher committee responsibilities than would typically be

demanded of junior faculty; and so on. The program cannot maintain its current levels of service

to students, the university, its constituencies and communities, and its own scholarship, at its cur-

rent levels of support. The challenges of growth, program building, institutional building, and the

shifting expectations in the field to better serve local and regional schools are all stretching the

program beyond reasonable limits. The program anticipates needing resources in the following

areas:

Faculty:

As noted elsewhere, the State of Washington is expecting universities to greatly

expand their role in the education of in-service teachers. When the new standards for the

second-tier professional teacher certification are implemented in 2000, the UWT Education

Program will need to be ready to create relatively time-intensive relationships with local districts,

and to offer courses, service, and advisement to teachers beyond current offerings. We do not

currently have the faculty resources to create the necessary relationships or offer those courses,

services and advisement. Indeed, if the program is to be fully ready for this reform, it needs to begin in 1999 to build relationships, offer expert assistance to school districts, prepare the necessary infrastructure of seminars and other assistance, and create the necessary brochures and forms for the program. That will require an early commitment of university resources to assure the success of the endeavor.

Unfortunately, state institutions are poorly positioned to anticipate and respond to future opportunities. Faculty lines are tied to current enrollment, not to the promise of future enrollment. In essence, the university is not able under ordinary circumstances to invest its resources against the future; it must be reactive rather than pro-active. If the state continues with its plans to implement this dramatic reform, affordable and accessible state institutions of higher education will reap a rich harvest of teachers. But it will gain that harvest only if it is fully positioned in the field before implementation. If it must merely react, building slowly with inadequate preparation, the field will be fully filled with other institutions well in advance of UWT. *That situation could well spell the end of the MEd program at UWT.* For without additional faculty to support the newly-mandated level of in-service education, UWT's MEd program will quickly become irrelevant to the teachers in our area who will be required to engage in additional academic study.

Staff:

The small scale of the Education Program places particular demands on program staff. Each staff member must perform a wide range of tasks. Staff job descriptions are unusually broad.

The professional staff member responsible for the Teacher Certification Program performs tasks that are done by at least three separate staff members in a larger education program. She does her job extraordinarily well, but she is stretched to her professional and personal limits. Because of the specialized nature of advising for the MEd and TCP programs and the specialized

admissions applications for the programs, staff perform many of the functions in the program office that are performed for other programs by the Office of Student Affairs. Education is the only program to process applications in its program office and the only program to provide all pre-admissions advising within the unit. Program staff carry the heavy demands associated with a program with an extensive clinical component. The paperwork required by the state to document completion of teacher certification requirements generates additional workload for the staff.

V. Goals

Although the Education Program initially found itself in something of a reactive position, responding to goals established by others to create a Master of Education Program and a Teacher Certification Program, its response was rooted in objectives, goals, and a vision it developed collaboratively. Through a similar collaborative process, involving the entire faculty and staff in intensive discussion and efforts to "think outside the box," the program has established middle-range and long-range goals.

Initially, goal-setting was a rather informal process, the result of deliberations in program meetings, initiatives brought to the table by faculty members, or opportunities that appeared. By virtue of being a small body that met frequently, that process was adequate in the program's first two or three years. Subsequently, the program began to work more formally on its goals. At the behest of the campus dean, it has created formal goals, announced them to the campus, and, through the 1996-1997 academic year, reviewed the goals annually. It established timelines and benchmarks for each goal, and identified the resources needed to achieve the goal. Goals enunciated three years ago regarding growth of the TCP, expansion of MEd Study Options, and addition of an endorsement area, have all been met; the goal of creating a curriculum lab and curriculum library are currently in process. More recent goals of gaining funding for science education, creating a more aggressive recruitment process for the MEd, and pilot testing the state's new professional certification rules have all been implemented. Plans for a part-time certification program targeted particularly at para-professionals have been modified extensively, and the deadline extended, but the plan will be implemented. Other goals continue to receive attention.

The program's specific goals will change as each one is implemented and new ones are imagined. It does not anticipating any change in its overarching goal -- the goal of providing high quality professional education, pursuing exemplary scholarship, and serving the institution,

the region, and our profession. Given the enormous changes the program has experienced in its first five years, it is unwilling to speculate regarding any specific goals it may have in the next decade. It can only suggest that its record to date augurs well for continuing to articulate and implement goals that are innovative, rigorous, and focused on improving learning, teaching, schools, and the condition of labor within schools.

Here is the most recent iteration of the Education Program's goals, revised November 1996:

<div align="center">

University of Washington, Tacoma
Education Program
Program Goals, 1997-2005

Short Term Goals

</div>

1a: Goal. Design a part-time, two-year version of the Teacher Certification Program to serve area para-educators who wish to become teachers; to be implemented 1998.

> Work with Tacoma School District to survey para-professionals regarding amount of interest

> Depending on amount of interest, work with other neighboring districts to include their para-educators in the first cohort

> Rework curriculum to fit a two-year sequence

> Gain OSPI approval of alterations in program

1b: Needs. Staff time has already been allotted to begin this work. Some money will need to be budgeted for special recruitment efforts.

1c: How Measured? By Summer, 1997, survey results will have been analyzed, all participating districts (if more than Tacoma) will be participating in the recruitment of para-professionals to the program, the curriculum will have been modified, and the package will be ready to submit to OSPI.

2a: Goal. Develop the Endorsement in Special Education more fully.

> Assess current components

> Rework curriculum as needed

Monitor enrollments, plan for faculty growth if warranted

2b: Needs. Staff time.

2c: How Measured? Improvements will have been developed, New Course Applications or Course Change Applications prepared, and enrollment patterns monitored.

3a: Goal. Design and implement recruitment plans with appropriate funding. (The suggested activities for this goal filled a full page, and will not be repeated here).

3b: Needs. Will probably require a part-time administrative assistant to Mary Kubiszewski, who would head up most of the activities; will require her time and the time of other faculty and staff; will require funding for advertising and events that promote "good will."

3c: How Measured? These activities should increase the number of applicants to the MEd and TCP programs, and increase recognition of UWT. Both will be difficult to attribute precisely to the recruitment plan, however, given the likelihood that UWT's name will become more common in the next year, given the events surrounding the opening of the new campus.

4a: Goal. Design a Professional Certificate Program pilot test in collaboration with Tacoma, Bethel, and Sumner School Districts and possibly Pacific Lutheran University.

Prepare and submit grant application to Goals 2000 to fund a pilot text (first round application submitted 25 October 1996)

Work with districts (and PLU?) on program "templates"

Develop likely scenarios, "run the numbers" on costs to applicants, districts and higher education

Work with Educational Outreach to find a means for UWT to be able to afford to run the programs

4b: Needs. Extensive program development time. Some staff time has already been arranged through the Office of the Dean. If funding is achieved through grants, most costs should be covered. If not, funding issues must be considered.

4c: How Measured? A pilot program will have been designed by 1997, implementation dependent upon approval by OSPI, upon the ability of higher education institutions and the districts to attract candidates, and upon cost factors that I cannot yet speak to.

5a: Goal. Design programs that would serve the professional development needs of area educators.

Explore with Educational Outreach the means by which UWT can provide coursework that might not generate FTEs, but through which UWT would benefit

Survey educators regarding the sorts of coursework that would be of interest for on-going professional development

Develop graduate-level "UWT Certificate of Advanced Study" program based on existing curriculum

5b: Needs. Time; leverage with Lorenzen's shop

5c: How Measured? Initial work toward this goal completed by Summer 1997, actual development to be pursued in 1997-98.

Long Term Goals

1a: Goal. Implement para-educator program, 1998 (see Short Term Goal 1, above)

After program has been designed, explore possibility of opening it to other part-time interns, either in 1998 or subsequently

Recruit c. 28 part-time para-educators for the program, Autumn and Winter, 1997-98

1b: Needs. 0.5 FTE faculty, increased staff support for TCP.

1c: How Measured? Successful start-up of a part-time program targeted particularly at para-educators, and especially at under-represented groups who tend to be over-represented among para-educators

2a: Goal. Implement the Professional Certificate Program pilot test (see Short Term Goal 4, above)

2b: Needs. 0.5 to 1.0 FTE faculty line (part-time or full-time) for field supervision. The additional staff support noted above for the TCP could assist with supporting this program as well.

2c: How Measured? An extensive set of measurements are detailed in the Washington Goals 2000 grant proposal submitted to OSPI on 25 October 1996

3a: Goal. Addition of a Study Option in Educational Technology within the MEd

3b: Needs. Faculty time for curriculum development; implementation. Depending upon the success of the program, 0.5 FTE faculty line. To be most effective and successful, in the middle-term this program might also require targeted development of one educational technology lab, though the technology available in it would be of benefit to the entire campus.

3c: How Measured? Successful implementation of the Study Option, and growth in MEd FTE related to the additional Study Option.

4a: Goal. Feasibility studies, planning and potential implementation of new endorsement areas as part of the MEd program. Areas of interest include:

Endorsement in School Social Work (dependent upon proposed MSW at UWT)

Endorsement in Early Childhood Special Education

Endorsement in School Counseling

Endorsement in School Psychology

4b: Needs. Needs assessments in each area; faculty time for curriculum development; linkages with other programs, particularly faculty within Liberal Studies with strong psychology backgrounds, and, if implemented, Social Work; 0.5 to 1.0 FTE faculty at start-up of each endorsement

4c: How Measured? Completion of feasibility studies, curriculum development, implementation, and success in attracting candidates.

5a: Goal. Implement a graduate-level "UWT Certificate of Advanced Study" program for professional educators, linked to the Professional Certificate Program pilot test.

5b: Needs. Time, resources for recruitment.

5c: How Measured? Existence, or non-existence, of UWT CAS program.

It is important to stress that the program has continued to work on all of those goals, and has implemented some of them since 1997. This is a program committed to constantly working toward carefully articulated goals, revisiting its goals, and modifying them as necessary. It would only add that regarding the goal of recruitment, the program continues to be frustrated. It reached its FTE target after only five quarters of work, but then dropped off somewhat, and has struggled since then, remaining below the budgeted 35 FTEs despite a range of activities designed to increase programmatic visibility. As noted before, only by consistently over-enrolling the TCP has the program been able to reach its over-all FTE target.

The program is confident that it has created an MEd that has integrity and rigor, which is also part of its problem. To be frank, the program, along with other high quality programs in the area, is competing for students with for-profit programs that have embarrassingly low academic expectations. Still, the program is happy to report that its most recent efforts to "market" the program have begun to bear fruit. Largely under the leadership of Dr. Belinda Louie, the program has returned to the practice of sending faculty and staff to individual schools to talk with teachers. During Winter Quarter 1998, the program experienced a sizable increase in applications. If that trend continues, the program should begin to put the problem of enrollment management behind it.

The last questions the Graduate School poses in its "Self-Study Format" asks, "How should you be rewarded by the college and/or the university (specify alternatives in addition to increased budgets) for achieving these goals? In what specific ways could the college and/or university assist you in achieving your goals[?]"

In a setting in which FTE-generation is just about the only measure in which legislatures and higher education boards have any interest, questions regarding any significant "reward" the program might receive from the university seem out of place. We work increasingly in the context of threats of punishment for failure to meet goals created by a cost-accounting mentality, not in the context of reward for meeting goals driven by the traditional ideals of the academy. In other words, many of the goals enunciated by the program are inspired by threats to the program should it fail to meet arbitrary FTE targets. Those threats were made more urgent six years ago when the state removed the program's basic *raison d'etre* before it even opened its doors.

Were the program to enunciate goals that it preferred -- goals that sprang from ideals regarding education in a democratic society rather than instrumental concerns for survival -- they would doubtlessly be quite different from those above, though some might be realized through

those instrumental goals. Among the goals an education program would prefer to pursue are these:

Recruiting students who are leaders in their school districts, who are interested in innovation in learning and teaching, and who represent under represented groups.

Refining the means to prepare students to work well with diverse populations.

More fully grounding the curriculum in the rich literature of professional development that conceives of teachers as intellectuals, not as technicians.

Achieving a balance between providing access and exercising appropriate selectivity in admissions process.

Continually rededicating the program to the goals of equity and justice.

Goals such as those would better express the program's aspirations. They do not reflect its realities.

The program expects no rewards for achieving its goals. It hopes only that its efforts result in increased enrollments, whereby it will reach externally mandated targets. If the program does that, it will retain the opportunity to pursue its most deeply held goals -- improving schools, extending equity, and promoting justice. It pursues those goals not in the hope of reward, but in the conviction that to do otherwise would be to betray the best traditions of higher education and the best hopes for democratic life.

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