

**HSU Academic Department Reports – School of Education
October 10, 2008 - Program Prioritization**

I. The following report is about the School of Education. It is very important at the beginning of this document to understand the differences between an academic department and an administrative unit such as a School which houses multiple academic programs and is significantly more complex than a single department or unit (see figure 1 below).

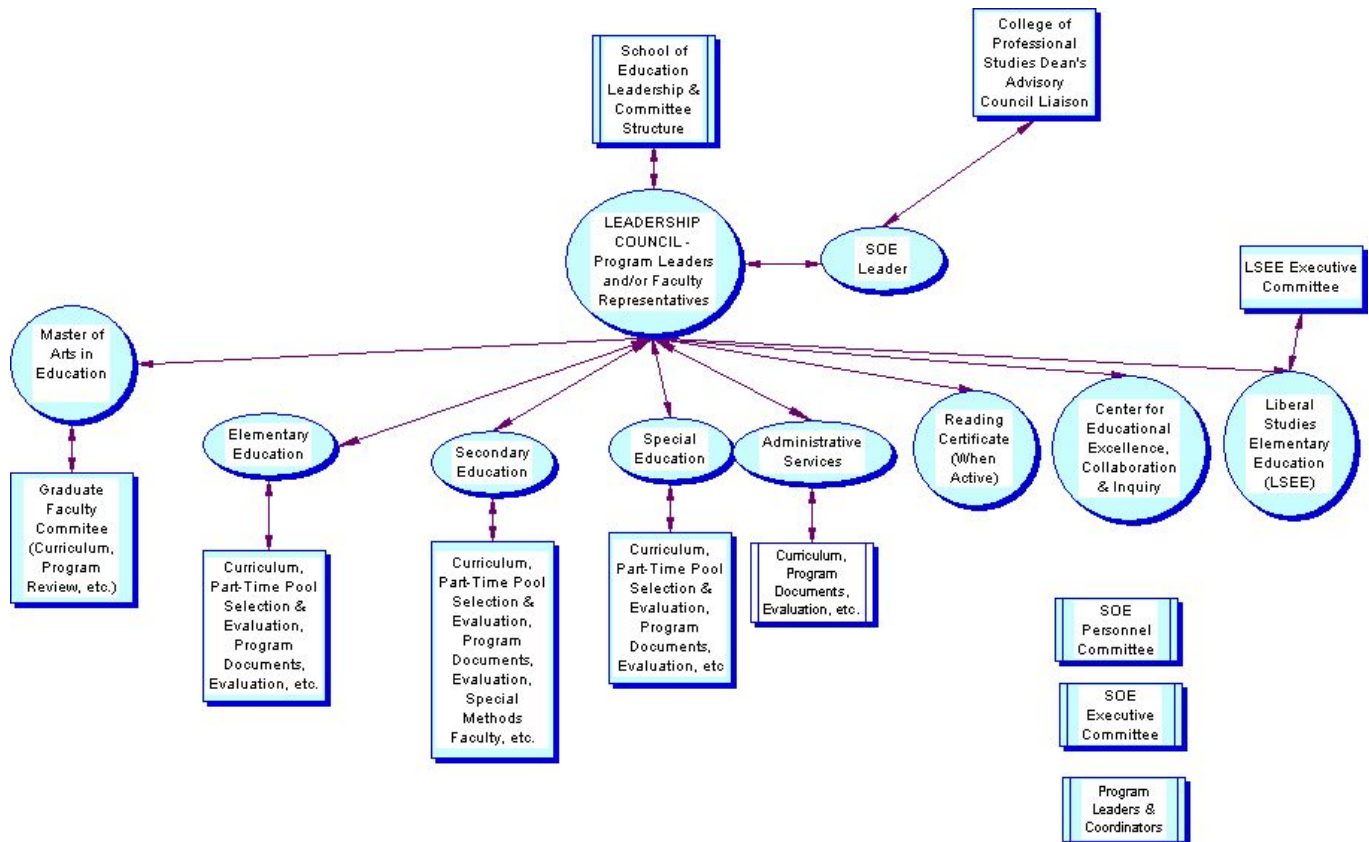


Figure 1. School of Education Organization Chart.

The School of Education (SOE) includes seven academic programs and the Center for Educational Excellence, Collaboration & Inquiry. Each program within the SOE is fairly autonomous, functioning much like a separate department that must meet accreditation requirements of the California Commission on Teacher Credentialing and other external agencies. While each program has submitted a separate prioritization document, information about the Center is included at the end of this report.

Education has always been at the heart of HSU. From its beginning as a Normal School in 1913 to our credential programs today, the University has been continuously involved in the preparation of education professionals. One of every seven HSU students is involved in some phase of teacher education. Students come to our credential programs from a wide variety of undergraduate backgrounds

that cross all three colleges: the College of Natural Resources and Sciences; the College of Arts, Humanities, and Social Science; and the College of Professional Studies.

In a redesign phase during the mid 1990s, separate programs were merged into a newly-formed Department of Education and plans were laid to reinstate the Master of Arts in Education degree and launch the Center for Educational Renewal. By AY 2000 these elements were all in place, credential programs were highly respected, the M.A. in Education was accepting its second cohort of candidates, and the Center had hired its first director. As programs continued to grow, it became obvious that while all programs and the Center were tied together by a common mission and goals, we also needed a different structure that more accurately reflected our overall operation resulting in our current School of Education governed by a Leadership Council (see Figure 1 above).

At the heart of our practice in all credential programs at HSU is our commitment to prepare education professionals to serve as leaders in California schools; to work effectively and sensitively with children and adolescents of diverse ethnic, linguistic, socioeconomic, and cultural backgrounds; and to utilize appropriate methodologies to meet the needs of exceptional students. We are committed to engaging credential candidates in the acquisition of the knowledge and skills needed to promote educational excellence and equity in the classroom and to support K – 12 students and their families. Our credential programs are cohesively designed to foster sensitivity, competence, and confidence in our graduates. We think it is essential that our students are able to demonstrate a deep level of understanding of the common developmental traits and individual differences of children and adolescents in order to foster healthy cognitive, social, emotional, physical, and moral reasoning development.

Our students are at the center of our professional lives, and we model this philosophy in all of our work with credential candidates so that they are able to experience being part of a student-centered learning community within their credential programs and their classes and can then utilize that model in their own classrooms. We believe it is our responsibility to provide for our credential candidates multiple opportunities to thoughtfully and critically assess and implement instructional and classroom management methodologies as they begin to formulate and articulate their own educational philosophies.

These words, taken from the home page of our SOE web site, describe who we are, how we work with our students, and what we strive to achieve for the betterment of society:

In an atmosphere of mutual respect, faculty and students explore effective traditional and alternative methods of educating all children and adolescents. We are committed to education as a force that promotes equity, reinvigorates democracy, and advances social and economic justice in our nation.

II. School of Education Faculty and Staff

Education Dept Instructors -- AY Average Count of Appointments facpos_EDUC report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	53	41	35	41	45	48
Assist Prof	4	4	2	3	2	3
Assoc Prof	1	2	3	4	4	3
Professor	4	3	3	3	3	2
Staff	1	1	1	1	1	1
Volunteer	0	1	1	1	3	3
Total	63	51	45	53	58	59

The total number of appointments has remained stable for the past three years. It is important to note that the school of education uses a large number (N=48) of part-time lecturers to provide instruction across the programs. In addition, most of our tenure track faculty (N=7) are also have administrative responsibilities within the programs they teach.

Education AY average FTEF (time base totals) facpos_EDUC report generated: 22-FEB-08						
Appt Category	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
Lecturer	12.62	10.05	9.62	9.20	9.16	9.16
Assist Prof	4.00	4.00	2.00	3.00	2.00	3.00
Assoc Prof	1.00	2.00	3.00	4.00	4.00	3.00
Professor	4.00	3.00	3.00	3.00	3.00	2.00
Staff	1.00	1.00	1.00	1.00	1.00	1.00
Volunteer	.00	.02	.12	.52	.08	.08
Total	22.62	20.07	18.74	20.72	19.24	18.23

The average FTEF (time base totals) has decreased slightly over the past three years. The ratio of tenure track faculty to lecturers is about 50%.

Education department release/assigned time facpos_EDUC report generated: 22-FEB-08						
Assignment Description	AY 02/03	AY 03/04	AY 04/05	AY 05/06	AY 06/07	AY 07/08
New Preparations	.00	.00	.00	.20	.20	.17
Non-Traditional Instruction	.00	.00	.00	.07	.00	.00
In-serv Training for K-12 pers	.23	.26	.26	.40	.00	.03
Special Instr Programs	.00	.00	.03	.00	.00	.00
Instr Experimt Innov/Research	.00	.00	.10	.15	.00	.03

Instr-Related Services	.40	.40	.40	.20	.00	.00
Advising Responsibilities	.13	.13	.13	.07	.00	.00
Instr-Related Comm Assignmtns	1.17	.86	.86	1.07	.20	.20
Curricular Planning or Studies	.00	.10	.46	.03	.03	.00
Accrediation Responsibilities	.00	.20	.00	.00	.00	.00
Dept Chair AY, Leaders/Dir.	.20	.30	.30	1.27	1.51	.90
Dept Chair - 12mo	.20	.30	.30	.00	.20	.30
Teacher Prep Coordinator	.00	.00	.00	.00	.30	.93
Other State Funds	.00	.00	.00	.65	1.45	.00
Grant: Redwood Projects	.00	.00	.00	.50	.00	.00
External non-State Funds	.00	.00	.00	.00	.00	.05
Total	2.33	2.55	2.84	4.59	3.89	2.60

The Education Department's release/assigned time has decreased significantly over the past three years.

Personnel (At least .5 FTE)

Name	Position	Description of Specialty and Key Contributions (no more than 100 words per person)
Louis Bucher	Lecturer	Administrative Services Program Leader/Coordinator. Part-time temporary faculty member specializing in school leadership and management preparation for prospective school administrators. Serves as consultant to the California Department of Education and Humboldt County Office of Education.
Tom Cook	Assistant Professor	Elementary Education and LSEE. Is the program director of the Liberal Studies in Elementary Education Programs and teaches the courses in second language acquisition and social studies teaching methods in the Elementary Education Credential Program.
Ann Diver-Stamnes	Professor	Educational Psychology and Secondary Education (SED) Program Leader. Teaches in the SED and the M.A. programs including Educational Psychology at both levels, Academic and Advanced Academic Writing, Nonviolent Crisis Intervention, Counseling and Conflict Management, and Issues in Inner-City Education. Chairs numerous thesis committees. Director of the Performance Assessment of California Teachers.
David Ellerd	Associate Professor	Special Education Leader for the School of Education and is one of two tenure track faculty within the Special Education Credential Program (SPED). Clinical director for the Curriculum Support Clinic, which serves local school who are struggling in the areas of reading and math. Teaches key courses in the SPED program on assessment, behavior analysis, and the Single-Case Research Design course for the masters in education program. Supervises master's theses and special

		education graduate courses.
Keri Gelenian	Associate Professor	Curriculum, Instruction and Learning. Teaches courses related to general and specific (English) methods of teaching and curriculum design and assessment. Teach course in the MA program related to curriculum, instruction and learning. Taught the assessment course in the MA Program. Thesis chair for theses in this area. Multicultural Issues. Designed and taught the required course that looks at issues of diversity as related to issues of equity and social justice in schools. Service Learning. Designed and teaches a course linking service learning and multicultural issues for credential students. Worked extensively in local school in this area. Served for four years on university service learning committee. Completed research in this area. Thesis chair for theses in this area.
Jayne McGuire	Assistant Professor	Special Education. Created and teaches Inclusive Education course for secondary education credential education program. Teaches several courses in Mild/Moderate and Moderate/Severe special education credential programs and masters special education courses. Supervises interns. CPS representative to CAR Council.
Shannon Morago	Lecturer	Elementary and Secondary Education. Teaches special methods courses in Science in both the EED and SED credential programs.
Cathleen Rafferty	Professor	Content Literacy; Qualitative Research; Center Director Teaches in the SED credential program, M.A. in Education program and directs/serves on thesis committees. Directs CEECI and coordinates or co-coordinates numerous projects that link HSU to schools and other organizations. Writes and oversees grant-funded projects, most notably with KTJUSD, HCOE, and Del Norte COE. See www.humboldt.edu/~edcenter for more information.
Larry Rice	Associate Professor	Elementary Literacy; English Language Development; Special Education Former Program Leader in Special Education. Previous leadership roles in international educational projects in China and Mexico. Former Treasurer and Executive Committee Member, current Director, Humboldt State University Sponsored Projects Foundation.. Currently coordinating implementation of the Performance Assessment for California Teachers (PACT) for the Elementary Education Program. Currently teaching elementary literacy and educational foundations classes.
Eric Van Duzer	Associate Professor	Research Methods and Instructional Technology Teaches key methods and measurement courses for Education graduate students, technology courses for undergraduates preparing to enter Teacher Education Programs, and supervises master's theses. Current academic

		research includes Architectural Education and Exploring the Role of Discrepant Events in Middle School Science. Current Action Research Project in EDUC 285 is exploring whether physical models have an effect on analogical reasoning with computer software.
Patty Yancey	Professor	Elementary Education Program Leader since Fall 2004. Teaches courses in the Elementary Education Credential Program and the M.A. of Education Program since Fall 2003. Specialty: Visual and Performing Arts Education. Diversity Office Director 2008-09.

III. Recruitment and Retention

Describe any specific actions (other than HOP or similar standard efforts) the department has taken to recruit and/or retain students, particularly diversity students and/or students who are underrepresented in your discipline. What have been the results of those actions?

NOTE: For information about specific recruitment efforts conducted by each program, please see separate program reports. It is important to note, however, that faculty from across the SOE collaborated to create new recruitment brochures and to redesign the SOE website. For additional information please see: www.humboldt.edu/~educ

IV. Learning, Curriculum, and Assessment.

List the student learning outcomes for your academic programs. Then for each learning outcome that has been assessed, provide a summary paragraph that includes the methodology and results of the assessment.

NOTE: For specific learning outcomes emanating from each program, please refer to the separate program reports. Also note that all credential programs have to address the following common standards mandated by the California Commission on Teacher Credentialing.

Standard One-Educational Leadership. *The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated by the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the educational profession, and the school community.*

Standard Two-Resources. *Sufficient resources are consistently allocated for the effective operation of each credential preparation program to enable it to be effective coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.*

Standards Three-Faculty. *Qualified persons are hired and assigned to teach all courses and supervise all field experience in each credential preparation program. Faculty reflect and are*

knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluated the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

Standard Four-Evaluations. *The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantial improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.*

Standard Five-Admissions. *In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determined that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrated strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.*

Standard Six-Advice and Assistance. *Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in the professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.*

Standard Seven-School Collaboration. *For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effect of clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.*

Standard Eight-Field Supervisors. *Each district employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experience in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.*

Each program must also meet program-specific standards in three categories: Program Design and Curriculum, Field Experiences, and Candidate Competence and Performance. The standards include:

Category I: Program Design and Curriculum

Standard 1: Program Design, Rationale and Coordination

Standard 2: Development of Professional Perspectives

Standard 3: Orientation to Human Development and Equity

Standard 4: Reading, Writing and Related Language Instruction in English

Standard 5: Preparation for Multicultural Education

Standard 6: Preparation for Student Teaching Responsibilities

Category II: Field Experiences

Standard 7: Field Experience Prior to Student Teaching

Standard 8: Advancement to Daily Student Teaching Responsibilities

Standard 9: Guidance, Assistance and Feedback

Standard 10: Readiness for Diverse Responsibilities

Category III: Candidate Competence and Performance

Standard 11: Student Rapport and Classroom Environment

Standard 12: Curricular and Instructional Planning Skills

Standard 13: Diverse and Appropriate Teaching

Standard 14: Student Motivation, Involvement and Conduct

Standard 15: Presentation Skills

Standard 16: Student Diagnosis, Achievement and Evaluation

Standard 17: Cognitive Outcomes of Teaching

Standard 18: Affective Outcomes of Teaching

Standard 19: Capacity to Teach Diverse Students

Standard 20: Professional Obligations

Standard 20.5: Use of Computer-Based Technology in the Classroom

Standard 21: Determination of Candidate Competence

These standards form the basis for our program design, staffing, and curricular decisions.

The credential programs in the School of Education participate in the California State University Systemwide Evaluation of Teacher Preparation. The evaluation compares the overall effectiveness of basic teaching credential programs across the CSU system. Composite findings of campuswide and systemwide effectiveness in teacher preparation is collected in the following areas:

- Preparation to Understand and Teach Core Subjects of the School Curriculum at Distinct Levels
- Preparation in General Pedagogical Principles and Practices across Subjects and School Levels

- Preparation to Teach California's Students in Diverse Groups and Stages of Development

The findings of the Overall Quality and Value of CSU Teacher Preparation in Basic Credential Programs, are available for each credential program. However, the data indicate that our credential programs are above the CSU average in terms of program effectiveness for the areas listed above.

Center for Educational Excellence, Collaboration & Inquiry

The School of Education also houses a Center that promotes and supports school-university collaboration. Initially called the Center for Educational Renewal, it was later reconceptualized and renamed as the Center for Educational Excellence, Collaboration & Inquiry. Please note that the School of Education has “budgeted” a ½ time faculty position for the director of this Center but that all other operating expenses are funded through a Foundation Trust Account created by the Center director by channeling monies from her work with KTJUSD, RAALI, and other externally funded projects.

About the Center

The Center for Educational Excellence, Collaboration & Inquiry was initially chartered in October 2000 as the Center for Educational Renewal. Although the original name has been changed to provide increased clarity about its mission and focus, it still purposes to promote "simultaneous renewal" or the concept that educators from both the schools and the university need to work collaboratively and collegially to improve education P-16 and beyond. Please see www.humboldt.edu/~edcenter for more information.

Mission Statement

To exemplify educational excellence through collaboration and educational inquiry that enhances the university's ability to support professional practice and student learning at all levels in the North Coast region.

Collaboration/Partnership Priorities

- Facilitate collaboration between HSU and other organizations to improve education at all levels.
- Explore the viability of developing several "partnership" or "professional development schools/districts" to promote and support cutting-edge professional practice.
- Develop a regional technology initiative to strengthen teaching and learning.
- Seek funding to promote collaboration.

Inquiry Priorities

- Promote and coordinate collaborative inquiry by school and university colleagues to improve teaching, learning, teacher education, and professional development.
- Identify and share exemplary practices.
- Seek funding for research and development.

Highlights of Center activities that support the SOE, HSU, and our service region:

- North Coast Education Summit – Center director served as co-director for this annual conference for several years

- National Teacher of the Year Keynote Address – Co-coordinated annually with Humboldt County Office of Education
- National Board for Professional Teaching Standards – Helped provide support for a group of local teachers
- Education Colloquium Speaker Series (See <http://www.humboldt.edu/~edcenter/edcolloqseries.htm> for more information)
- Collaborative Inquiry Grant Funding (See <http://www.humboldt.edu/~edcenter/inquiry.htm> for more information)
- Center director has served as BTSA representative for 8 years
- Center director served as HSU's representative to CSU's Center for the Advancement of Reading (CAR) Council
- Center director has served on the LSEE Executive Committee for 8 years

Direct Support to Credential Programs:

- Elementary Education – Worked with Patty to initiate the EBCC Charter School Partnership
- Secondary Education – Helped support partnership development with FUHSD, Academy of the Redwoods, and the River School
- Special Education – Helped initiate a Special Education Community of Practice and funded several Collaborative Inquiry grants

Grant-Funded Initiatives

- California Academic Partnership Program (CAPP) – Since January 2001 in collaboration with the Klamath-Trinity Joint Unified School District, the Center director has served as Director/Co-Director of a multi-year project that has received nearly \$500,000 to support students' success with the CAHSEE, provide professional development for teachers, and support high school students to take the SAT, participate in college visitations, etc.
- ARCHES/P-16 Council – Beginning in the Fall of 2006 the Center director assumed responsibility to write a planning grant (\$20,000) and then an implementation grant (\$50,000) to launch a 2-county initiative that involves multiple collaborators to improve high school graduation rates, college attendance and success for American Indian students in Humboldt and Del Norte Counties. The Center director currently serves as Co-Director for this project. For additional information please see <http://ceeci.pbwiki.com/Humboldt-Del%2BNorte%2BP-16%2BCouncil%2B-%2BARCHES%2BProject>.