

WACTE

**WASHINGTON ASSOCIATION OF
COLLEGES FOR TEACHER EDUCATION**

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Antioch University
Argosy University
Central Washington University
City University
Eastern Washington University
Gonzaga University
Heritage University
Northwest University
Pacific Lutheran University
Saint Martin's University
Seattle Pacific University
Seattle University
The Evergreen State College
University of Puget Sound
University of Washington, Bothell
University of Washington, Seattle
University of Washington, Tacoma
Walla Walla College
Washington State University
Western Washington University
Whitworth College

Antioch University

Students Served, In-State and Out-of-State:

Antioch University Seattle is located in downtown Seattle, in the Belltown neighborhood. In addition, the university has offered several of its Education offerings at sites in Auburn, Stanwood, Marysville, and Tacoma. Antioch University offers the following teacher preparation programs:

B.A. with Teacher Preparation - 45 students enrolled Fall 2005

Graduate Teacher Preparation with M.A. option - 118 students enrolled Fall 2005

At the Auburn site, the university offers the following First Peoples' Programs: B.A. with elementary teacher preparation, and Graduate Teacher Preparation for elementary preparation.

Distinctive Characteristics:

Antioch University Seattle offers both undergraduate and graduate programs in education. The graduate programs in education provide a collaborative and challenging academic environment that continues Antioch's long tradition of progressive education. The graduate programs in education emphasize current research and its implications for student learning, the integration of theory and practice, and leadership for educational change. Antioch values and builds on the skills, knowledge, and talents that students bring to their graduate work.

The Graduate Teacher Preparation Program is a full-time post baccalaureate program to prepare elementary, middle, or high school teachers. Students may prepare for the Washington State Teaching Certificate in four to five quarters or certification plus a master's in education in six quarters. Students come to the program with backgrounds in fields such as art, business, social service, law, and engineering. The First Peoples' Graduate Teacher Preparation Program is offered at the Muckleshoot site as a full-time, eight-quarter program.

The B.A. with teacher preparation (K-8) program is designed especially for paraeducators who have not earned a bachelor's degree, but have completed approximately two years of prior college. This full-time program is offered to cohorts of 20 to 25 at the Seattle campus and selected school district sites. The First Peoples' Graduate Teacher Preparation Program is offered at the Muckleshoot site as a full-time, eight-quarter program.

The University: Founded in 1852, Antioch University has had a proud history of progressive education for more than 150 years. Under the guidance of Horace Mann, the father of public education, Antioch was the first college to offer equal opportunities to women and one of the first colleges to admit African-American students. The commitment continues today, as community participation and service is an integral part of the curriculum.

Financial Aid: Antioch participates in the Federal Stafford Loan, the Federal Perkins Loan, Federal Work-Study Programs, Pell Grants, and Supplemental Educational Opportunity Grants. Several state aid programs and payment options are also available. Plus, several graduate assistantships and scholarships are available; students with financial need are given priority. Approximately 71 percent of students receive financial aid.

Argosy University

Students Served, In-State and Out-of-State:

Argosy University/Seattle

2601-A Elliott Avenue, Seattle, WA 98121

Approximately 500

Program begins January 2006 with eight students

Secondary Education with endorsements in Reading (6) and Special Education (2)

Dr. Leslie A. Oja, Chair, School of Education & Human Development

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Distinctive Characteristics:

Accredited by the Higher Learning Commission and a member of the North Central Association of Colleges and Schools, Argosy University has a long and proud tradition of academic excellence. The origins of Argosy University can be traced to the American Schools of Professional Psychology, the Medical Institute of Minnesota, and the University of Sarasota. The American Schools of Professional Psychology was founded in the early 1970s. The Medical Institute of Minnesota was established to prepare skilled allied health care personnel for careers in hospitals and clinics.

Throughout its 30-year history, the University of Sarasota provided a practice-oriented program of study that met the needs of working professionals while maintaining the highest academic standards. These three schools merged to form Argosy University on September 1, 2001.

Bringing the real world to every classroom. The difference starts with the faculty. In our Schools of Professional Psychology and Behavioral Sciences, courses are taught by doctoral-level, practicing counselors and psychologists. Our faculty members in the Schools of Business are not just talking heads, they're practicing professionals and business leaders. Our Schools of Education faculty are experienced educators dedicated to helping students further develop their skills and reach their goals.

You won't get lost in the crowd. At Argosy University, we strongly believe that the smaller the class, the greater the student's chances of success. We created our unique learning model to foster a close interaction with instructors, build a sense of community among faculty and other students, and provide networking opportunities that can enhance career opportunities.

No need to put your life on hold. Students may be able to choose from day, evening, and weekend schedules. Many classes are accessible via distance learning, which combines the convenience of a virtual classroom with the structure of traditional learning via text, audio, video, and Internet instruction. The flexibility of our accelerated model distinguishes us from other universities.

Central Washington University

Students Served, In-State and Out-of-State: Central Washington University's (CWU) main campus is located in Ellensburg in the beautiful Kittitas Valley. There are six CWU Centers located throughout WA State at Moses Lake, Yakima, Wenatchee, Lynnwood, Des Moines, and Pierce County that offer a variety of degree programs. Total enrollment is 9,884 at the main campus and 1,525 attending at the centers. There are 1,256 students working toward initial residency teaching certificates at all CWU locations and 156 returning teachers seeking to add endorsements to their certificates.

The following details the number of candidates who completed the 30 endorsement programs CWU offers during the 2004-05 academic year – a total of 877 endorsements were granted. These numbers are typical for candidates who complete the CWU Teacher Preparation Program:

13 - Bilingual Education	35 - History
12 - Biology	15 - Instrumental Music
16 - Business Education	5 - Marketing Ed.
6 - Chemistry	4 - ML Math/Science
15 - Choral Music	37 - Mathematics
4 - Dance	1 - Physics
1 - Drama	40 - Reading
1 - Earth Science	5 - Science
135-Early Childhood Ed.	33 - Social Studies
291-Elementary Ed.	29 - Special Education
24 - English	4 - Technology Ed.
4 - English/Language. Arts	2 - Traffic Safety
38 - English as a 2 nd Language	17 - Visual Arts
9 - Family & Consumer Sciences	24 - Designated World Languages
19 - General Music	(French, German, Japanese, Spanish)
38 - Health/Fitness	

Distinctive Characteristics:

The Center for Teaching and Learning (CTL) is the accredited unit for teacher preparation. All programs in the CTL are fully accredited through the National Council for the Accreditation of Teacher Education, or NCATE. CWU is one of the few universities to receive a “no weakness” rating on their evaluations from NCATE in 2001.

The Center for Teaching and Learning faculty aren't just professors of education. The Arts, Sciences, and Educational and Professional Studies are represented throughout the university and allow students to pursue a wide variety of endorsement areas. Faculty members also work hard to develop programs, receive grants, and write books and texts to continue to put CWU's Center for Teaching and Learning in the spotlight.

After a complete remodel in 1998, Black Hall is home to the Teacher Education Program and the CTL. This state of the art facility has nearly 250 computers in three computer labs, four micro teaching labs, two model classrooms with observation and videotaping features, a distance education lab, and the Special Education Technology Center. This state of the art facility offers plenty of opportunities for students to get practical and meaningful experiences with a dedicated faculty.

City University

Students Served, In-State and Out-of-State: City University's Albright School of Education serves most of its Washington professional education students at its main campus in Bellevue and three satellite sites in Everett, Tacoma/Fife, and Vancouver. These sites provide all programs: B.A., MIT, M.Ed., Leadership & Principal/Administrator Certification, Guidance & Counseling with ESA Certification, Professional Certification, and endorsements. Accessibility is enhanced by pre-service teaching program partnerships in Pt. Hadlock, Peninsula Community College, Bellingham Technical College, Centralia Community College, and, beginning in spring, 2006, Seattle Central Community College, as well as in Hawaii.

City University serves approximately 6000 students internationally with 4000 of those located in Washington State. About 1200 are education students. The Albright School of Education offers the M.Ed. in British Columbia and the BA (Special Education) in Honolulu and Hilo. Most programs provide in-class instruction with web support. A fully on-line M.Ed. program, *Literacy and the Diverse Classroom*, will begin spring of 2006.

Distinctive Characteristics: City University's mission is to make higher education accessible. The Albright School of Education's mission is to provide a variety of quality educational opportunities to a diverse population and lead reflective practitioners toward excellence in understanding, knowledge, skills, and dispositions necessary to meet the needs of all students.

All City University's education programs are characterized by:

- Expert practitioner faculty who know the real world and model the teaching behavior and support expected of our candidates in their classrooms
- Field intensive, standards based curricula
- Delivery, support structures and personalized advisement designed to enhance candidate success
- Assessment of our success by our students' educational success and professional contributions – More than 90% of our students come to City because of recommendations from graduates, current students, or school district officials
- Initiatives to increase diversity in the preparation of professionals who serve increasingly diverse and complex communities

Our diversity initiatives are expressed in various ways, including:

- A **diversity scholars** program – Because we believe the learning of our P-12 students will be enhanced when they interact with teachers who *look* like them, a Diversity Scholars Program was initiated in 2001. Since that time, 59 full or half scholarships have been awarded to pre-service MIT and BA candidates.
 - Emergency and instructional material grants provided through a foundation seeded by Margaret Mooney's gift of a reading conference's proceeds
 - ASOE Diversity Team leadership in assuring diversity goals are imbedded in curricula and implemented in all programs
 - Engagement of faculty in professional and civic organizations that support diversity and multi-cultural education
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Eastern Washington University

Students Served, In-State and Out-of-State:

Eastern Washington University is located 17 miles southwest of Spokane with satellite campuses in the city of Spokane. The university serves over 10,000 students. There are approximately 1000 students at various stages in the undergraduate and graduate programs. The undergraduate teacher certification program includes many endorsement areas for both elementary and secondary. There are six graduate programs that include curriculum and instruction, educational leadership, literacy, foundations of education, instructional media and technology, and adult education. Teachers may also obtain professional certification and work with faculty for National Board Certification.

Distinctive Characteristics:

The teacher education program is accredited by the National Council for Accreditation of Teacher Education. The Department of Education in partnership with the Cheney School District was one of five nationally awarded Partners in Learning grants from the Gates Foundation and is establishing Professional Development Schools in the neighboring school district.

Department of Education provides professional programs for in-service and pre-service educators that emphasize helping students learn to use their minds well, learning through reflection and experience, commitment to democratic ideals and procedures, and caring and flexible approaches to working with students of all ages. The certification emphasize reflective thinking, literacy, and democratic leadership. These programs can be integrated with baccalaureate and master's degree programs, and combine education courses and collaborative field experiences, under the supervision of faculty who demonstrate exemplary models in teaching, leadership, research, and service. For in-service professionals, our programs provide flexible and appropriate learning opportunities that widen perceptual frameworks while advancing the skills and attitudes necessary for school leadership in a democratic society.

Graduates of these programs are educators who value reflection as a basis of continual improvement, planning as a means of providing for multiple needs, and democratic collaboration as a problem-solving strategy, and individualized achievement as a way of promoting life-long learning among their students. They value diversity as an essential ingredient of a democratic society, model continued professional growth by reflecting upon the interaction of personal experiences, research and pedagogical beliefs, are enthusiastic, pro-active, student-centered classroom leaders demonstrate excellence in instructional preparation and practice by providing a rich variety of positive, inclusive learning environments which encourage all students to become critical thinkers, problem-solvers and inquirers--future citizens whose school experiences lead to active participation in an ever-changing global society.

Gonzaga University

Students Served, In-State and Out-of-State:

Gonzaga University is home to 6,169 graduate and undergraduate students. Of this number approximately 300 students are enrolled in the undergraduate programs of the School of Education, which include elementary and secondary certification, as well as majors in special education, and sport and physical education. Approximately 150 students are enrolled statewide in graduate programs in teaching, counseling, and administration. Graduate programs have also served approximately 600 students each year in advanced programs in the Canadian provinces of Alberta and British Columbia. These programs have included degree preparation serving native populations in Canada and the United States.

The mission of the School of Education is best summarized in its conceptual theme: “Socially responsible professionals who serve with care, competence, and commitment.”

Distinctive Characteristics:

Service and community best characterize the work of Gonzaga’s School of Education. Partnerships with both public and parochial K-12 schools in the Spokane area have provided faculty with insight into the Washington State educational reform movement, which has resulted in revision of courses and internships to better prepare candidates for their teaching, counseling and administrative experiences. In addition, partnerships with both provinces in Canada and native populations have broadened our perspectives. Each semester, university faculty, students, and K-12 teachers gather to review new educational initiatives and then to revise and create relevant coursework and field experiences. The partnerships have also provided the opportunity for reciprocal teaching relationships between practicing K-12 teachers and university faculty. The implementation of the Performance-Based Pedagogy Assessment of Teacher Candidates beginning with supervised initial field experiences has served to focus Gonzaga’s teacher candidates on creating student-centered lessons and assessments and on infusing strategies, accommodations, and modifications addressing the “achievement gap”. Grants have allowed for continued training on ensuring the reliability of assessment instruments.

Candidates’ involvement in service is extensive. The School has a free literacy clinic serving approximately 75 underserved students in grades seven through nine who need tutoring in mathematics and reading. In addition, the School has three AmeriCorps Grants serving nearly 200 students in the community. The School has two clinics serving children in the region. The Gonzaga Center for Applied Behavior Analysis serves approximately 20 children, and the Gonzaga Integrated Preschool serves approximately with 12 children with or without disabilities. Gonzaga is ranked 44th internationally for behavioral scholarly productivity, and is the number one ranked non-research institution. Two of its faculty have received national ranking for their professional work. In its recent accreditation visit the state teams acknowledge that “publications and presentations with student authorship present a record that any institution would be proud to claim.”

Gonzaga is especially committed to its work with Catholic schools. Faculty provide leadership and support to faculty, administrators and students in the Dioceses of Yakima and Spokane.

Heritage University

Students Served, In-State, and Out-of-State:

Founded in 1982, Heritage University is a private, nonprofit, regionally accredited institution. Within the Colleges of Education/Psychology and Arts and Sciences, the University offers more than 15 majors for Bachelor degrees and 10 concentrations for master degrees. The College of Education and Psychology provides Bachelor of Education, Master of Education, Master in Teaching, and Washington State Certification Programs for teachers, counselors, and administrators throughout Washington State. University enrollment now exceeds 1,400, with over 50% of the population pursuing education degrees and/or certification. There are approximately 260 program completers per year in the teacher, administrator, counselor, and professional certification programs. Teacher placement rates exceed the state average at 58%.

Although Heritage's central administrative offices are located on its main campus on the Yakama Nation Reservation near Toppenish, the University also operates regional undergraduate and graduate educational programs. These include five regional sites located at Moses Lake/Big Bend Community College, Omak-Wenatchee Valley College, Seattle, Tri Cities/Columbia Basin College, and Yakima. Dual admission agreements at Columbia Basin College, Wenatchee Valley College, and Big Bend Community College help facilitate an opportunity for seamless educator preparation for place-bound students.

Distinctive Characteristics:

In over 20 years, Heritage University has evolved into an institution nationally recognized for developing natural talent and bringing opportunity to diverse populations in the Yakima Valley and other regions and locations in Washington State. Our mission is to provide quality, accessible higher education to multicultural populations, which have been educationally isolated.

The rich cultural diversity of the institution is clearly reflected in its student population, which is 45% Caucasian, 41% Hispanic, 10% Native American, 2% Asian-American, and 2% African American. The College has carefully constructed curricula, field experiences, critical reflection, and clinical practice to assist all certification candidates in developing knowledge, skills, and dispositions to meet the diverse learning needs of all students.

High need endorsement programs in ESL, bilingual, middle, and secondary math and science, and middle level humanities help support the needs of pre-service teachers and school districts. In 2004-2005, seventy-one (71) educators were endorsed in English as a Second Language through academies, institutes, and course work to help teachers and school districts close the achievement gap for ELL students. Collaborative relationships with school districts, regional Educational Service Districts, and university partners ensure rigor and relevancy in all performance-based programs.

The permanent faculty is augmented with numerous adjunct faculty comprised from highly qualified practitioners that deliver instruction through a convenient evening or weekend model. Consistency of high academic standards and instructional practice are ensured through a systematic model of professional development based on faculty needs and assessment system data.

Northwest University

Students Served, In-State and Out-of-State: Students Served, In-State and Out-of-State:

Founded in 1934, Northwest University is a regionally accredited, Christian institution of the liberal arts awarding associate, baccalaureate, and masters degrees through the College of Arts and Sciences; the schools of Education, Ministry, Business, and Nursing; and a nontraditional program for bachelors degree completion. Graduate programs include Masters in Business Administration, Master of Arts in Counseling Psychology, and Masters in Christian Ministry. In the fall of 2006, the University will offer a Masters in Teaching degree leading to the Residency Certificate.

Among the twelve hundred students served by the University, one hundred seventy undergraduate and post-baccalaureate students have declared interest in becoming teachers. They prepare for the Residency Certificate in eleven endorsements: elementary education, health and fitness, social studies, English/language arts, biology, mathematics, choral music, general music, instrumental music, theatre arts, and English as a second language.

In addition to the United States and Canada, Northwest University attracts students from Asia, the Pacific Islands, Africa, Europe, and Latin America.

Distinctive Characteristics:

Philosophy of education. Northwest University commits faculty and resources to support the proposition that “Every child taught by a graduate of the Residency Certificate program enjoys the right to have a competent, highly trained teacher from the first day of service.” To that end, the School of Education provides learning experiences in professional and content area courses and extensive application in the classroom, which equip candidates for the demands of public and private education, kindergarten through the twelfth grade.

Commitment and values. The teacher preparation program demands that its students commit to a work ethic centered on community service and the educational needs of each child. We expect our students to be service minded and dedicated to the idea that each individual has infinite worth. This commitment builds upon Christian values important to our learning community and upon civic principles important to society. Moral and ethical values are highly prized, and commitment to fairness, justice, equal opportunity, inclusiveness, and the consideration of others are deemed essential qualities for those who aspire to serve the community and its children.

Positive impact on student learning. The Northwest University program prepares aspiring teachers to make a positive impact on student learning through professional courses: foundations of education, multicultural education, curriculum design, instruction, subject methods, and classroom management and through field experiences: three to four semester of practica. Techniques to measure the learning of students taught by our candidates include informal monitoring of learning activities; assessment of performance on written assignments, quizzes and tests, oral presentations, projects, visual and musical arts productions, and portfolios; trend analysis; and conferences with students, parents, cooperating teachers, and field supervisors. Evidence of student learning remains the principal indicator of success in the classroom.

Pacific Lutheran University

Students Served, In-State and Out-of-State:

Pacific Lutheran University is a private institution located in suburban Parkland, near Tacoma, Washington. PLU includes a College of Liberal Arts and Sciences, and Schools of Arts and Communication, Business, Nursing, Physical Education, and Education. PLU typically enrolls about 3,600 students each academic year. Within the School of Education, approximately 450 students are enrolled each year, divided among undergraduate programs (300), alternate route licensure programs (50), and advanced program (100) candidates. Our undergraduate program offers programs in elementary and secondary education, the alternative routes program focuses on high need areas (mathematics, sciences, and special education), and our masters program offers three separate paths: initial teaching licensure, school administration, and classroom teaching.

Distinctive Characteristics:

Long committed to providing an education distinguished for quality, Pacific Lutheran University (PLU) continues to embrace its primary mission: to empower students for lives of thoughtful inquiry, leadership, service and care---for others, their communities, and the Earth. PLU offers the opportunity to pursue a variety of programs of academic worth and excellence. In its institutional emphasis on scholarship, the University views the liberal arts as providing the necessary and essential foundation for the technical training and education in the professions which modern society requires.

The University aims to cultivate the intellect, not for its own sake merely, but as a tool of conscience and an instrument for service. The diversity and variety of cultural programs and personal services offered by the university are intended to facilitate this positive development of the student as a whole person in order that they might function as members of society. An example of this work occurred in the J-Term of 2006 when PLU was the first university in the country to offer courses on all seven continents simultaneously.

PLU affirms that the realization of one's highest potential as well as the fulfillment of life's purpose arise in the joy of service to others. To aid its students in sharing this understanding, the University seeks to be a community in which there is a continuing and fruitful interaction between faith and knowledge. This deliberate and simultaneous attention to the religious dimension of the total human experience and to the standards of scholarly objectivity, coupled with clear recognition of the integrative impulse in each, is the essence of PLU.

Working within this context, the School of Education (SOE) has long been known as a significant force in the development of educators in and around the Puget Sound area. To prepare candidates for their roles as teachers and administrators, PLU fosters a climate of intellectual challenge distinguished by passionate learning and committed teaching. Candidates and faculty members alike seek to apply and advance knowledge and discern relationships between all branches of learning. Rigorous scholarship is enriched by active mentorship and collaboration. Faculty members in the SOE are committed to the idea that their work as teachers must promote powerful learning in teacher and administrator candidates and that, in turn, they will actively pursue powerful learning for the children and communities they serve. SOE faculty members and candidates model the values of competence, care, difference, leadership, and service and seek to honor each of these as they pursue excellence and cultivate personal, supportive relationships with students, colleagues in neighboring schools, districts, and universities, and faculty within the University.

Saint Martin's University

Students Served, In-State and Out-of-State: Saint Martin's University Education Division has bachelor's and master's degree programs and non-degree certification-only programs at five site locations. Approximately 100 candidates complete our combined programs each year.

- Our main campus at Lacey, WA, has undergraduate majors in elementary, special education, English, music, theater, biology, chemistry, mathematics, history, and social studies; and endorsements in 23 areas, as well as an MIT in elementary and secondary and MED with 6 specialty strands.
 - Our two extension campuses at Ft. Lewis Army Post and McChord Air Force Base offer certification-only elementary and secondary programs for all 23 endorsements plus a newly approved BA in special education.
 - The certification-only Alternative Route program (STAR) is offered on site at many local school districts – filling high needs endorsement areas in math, science, ESL, BE, JPN, middle level math/science, and SED.
 - The Western States Certification Consortium partnership program with Troops to Teachers, to begin fall 2006, will include a blended on-line delivery utilizing an alternative route approach for secondary teachers in math and science with later expansion in SED.
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Distinctive Characteristics: Saint Martin's University education programs insure that all students have knowledge in the liberal arts. During the professional sequence, students gain knowledge and skills essential to effective teaching and participate in varied field experiences in school classrooms, university faculty, as well as local school district teachers and administrators, participate in the program and contribute to its quality and relevance.

The goal of Saint Martin's University education programs is to select and prepare teacher and counselor candidates to become outstanding P-12 professionals. To the general University emphasis on basic strength in academic areas of study for all graduates, the division adds strong professional teacher and counselor programs that comply with specific state requirements.

The programs also are shaped by practitioners who serve on our professional education advisory boards (PEAB). True to its Roman Catholic Benedictine heritage, the education program shares the University's strong emphasis on moral and ethical values. The programs have been designed with a performance-based emphasis, while maintaining academic excellence and flexibility to meet student needs.

1. Curriculum (Knowledge): The Education Division Teacher Education and Certification Programs are dedicated to developing competent teacher and counselors who have strong knowledge/skills in subject matter, pedagogy, technology and teaching/counseling. Individuals completing our programs will be able to reflect our democratic traditions, which include acceptance of the individual and recognition of cultural diversity; participate in free and open inquiry; and problem-solve and construct new learning opportunities for themselves and their own students.
2. Collaboration (Skills): The Education Division Teacher Education and Certification Programs will provide a community for P-12 / SMC collaboration, thus enriching pre-service through the professional performance continuum. Individuals completing our programs will have participated in a variety of P-12 field experiences, including placements with diverse students.
3. Character (Dispositions): The Education Division Teacher Education and Certification Programs are dedicated to developing a caring community of teacher-colleagues with strong ethical character, professional leadership, collaborative skill, openness to innovation, and personal integrity.

With these goals in mind, the Division programs were designed/redesigned to supply its students with: an excellent background in academic and pedagogical theory and knowledge; the ability to apply that theory and knowledge in practical, daily situations, technological and teaching/counseling techniques for successfully transmitting that knowledge and application skill; a caring, nurturing attitude toward children and colleagues; skill, confidence and sensitivity in classroom leadership; and, the ability to gain employment.

Seattle Pacific University

Students Served, In-State and Out-of-State:

Our campus is located on the north slope of Queen Anne Hill in Seattle. We have about 3,900 students total. About 800 are graduate students and the rest are undergraduate students. Our school of Education offers Residency certification through undergraduate, as well as graduate programs with about 120 students per year being recommended. We also offer principal and superintendent certification programs with about 30 principals and 15 superintendents being recommended per year. Our School Counseling program recommends about 15 students per year for certification. We also have degree programs in Curriculum and Instruction at the masters level (M.Ed.) and also a doctor of education program (Ed.D.). Our professional certification program is very large with about 1500 students in the program at some point.

Distinctive Characteristics

Seattle Pacific University as a whole is known for its Christian identity. One of the few Christian universities in an urban area, the vision of SPU is to “Engage the Culture and Change the World.” The strength of this vision comes directly out of the commitment to social justice prominent in our Wesleyan heritage. With more than 12,000 candidates recommended for certification since the founding of the School of Education, we have been from the first at the heart of this mission.

Seattle Pacific University is also known for its partnerships. The largest group of partners centers around the professional certification program. This program has more than 20 partnerships with districts and Educational Service Districts serving more than 1500 candidates across the entire state. In addition, our on-campus programs have partnerships with individual schools. Close relationships with Dearborn Park Elementary in the Seattle School District, and Zion Prep Academy also in Seattle provide significant local points of contact for our students. We also have international partnerships through the International Center for Curriculum Studies with schools in Guatemala, Russia, China, and Spain. These opportunities for travel can enrich the lives of our professional education candidates whether graduate or undergraduate students.

One of the most important aspects of the Seattle Pacific University School of Education is the sense of community. Faculty work collaboratively on teaching, research, and service projects and also form community with their students. Partly because of our size, we know our students! We treat them as individuals offering careful custom academic and individual advice. We also work hard to help our students form healthy community. Many of our programs run on a cohort model with intentional effort at development of healthy supportive community built into the fabric of the programs.

In summary, the Seattle Pacific University School of Education is a unique place to seek a degree or certification. Firmly rooted in the Christian faith, the school consistently looks outward to positive change at the local, regional, national, and international levels.

Seattle University

Students Served, In-State and Out-of-State:

One of 28 Jesuit Catholic universities in the United States, Seattle University draws upon the Jesuit educational philosophy to develop critical thinkers and compassionate leaders. In fall 2005, there were 7,061 enrolled at Seattle University of which 569 were graduate students in the College of Education. Enrollment in professional education programs was 402. The College of Education houses the following eleven (11) graduate programs of which nine (9) are professional educator programs: Teacher Education, Curriculum and Instruction, Educational Administration, Counseling, Literacy for Special Needs, Special Education, School Psychology, Student Development Administration, Adult Education, Teaching English as A Second Language and Educational Leadership.

Distinctive Characteristics:

Educational Leadership, a cohort-based program, recruits applicants from higher education, K-12 education, medical and health services, for-profit-business, not-for-profit services and consulting. The Master in Teaching (MIT) program, a team-taught program, enables students to earn a master in teaching degree and initial teaching certification all within four academic quarters. Students are placed in a school setting within the first two weeks of the program and have multiple field experiences including placement in partnership schools in the Seattle and Shoreline School Districts. MIT students may also choose to earn the endorsement in Special Education through six quarters of study. The programs in Literacy for Special Needs, Special Education, School Psychology, and School Counseling share faculty and courses across their programs. Students may pursue dual degrees and dual certification in School Counseling and School Psychology. The Educational Administration program offers mentors to every graduate serving in a high need school.

The Special Education program's major emphasis is on children with learning and behavioral disabilities from diverse linguistic and cultural backgrounds. Through a grant funded by OSPI, a manual, and a DVD entitled *Teaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention from Firwood and Oak Grove Schools* were produced and are available on the OSPI and the College of Education websites. Literacy for Special Needs is the only reading program in the state focused on special needs students. The School Psychology program offered coursework in serving Hispanic students, which included a month of study and field experience in Mexico.

All of the programs are required to include demonstration of positive impact on student learning. For example, MIT candidates are required in special methods classes to design an instructional unit to teach to their internship class, select a sample of diverse learners within that class, design a pre- and post-test on the unit's learning targets, and assess the impact of their teaching on the learning of the student sample. School Counseling candidates are required to design a 5-day guidance unit on such topics as test taking skills, organizational skills, and impact on K-12 students.

The Evergreen State College

Students Served, In-State and Out-of-State: 4,470 Undergraduates: 4, 171 Graduates: 299

Main campus: Olympia, WA Upper Division branch campus: Tacoma, WA

Tribal: Reservation Based/Community Determined Program locations: Makah, Muckleshoot, Nisqually, Quinault, Skokomish, and Port Gamble S'Klallam

Total students in professional educator programs: 102

Master in Teaching: 88 students, graduate 33-38 annually

Professional Certificate: 14 students, anticipate 12 beginning winter 2006, graduate 10 annually

Distinctive Characteristics: Evergreen's Master in Teaching (MIT) Program (residency certification) and the Professional Certificate Program (advanced certification) both explore the central question: "How can public education meet the needs of the diverse peoples who live in this democracy?" Understanding and skills in cultural sensitivity and advocating for the diverse needs of all students is stressed.

MIT Program Themes: Develop teachers who can put principles of effective and meaningful classroom teaching into practice, and who can create classrooms that are culturally responsive and inclusive, democratic and learner-centered, developmentally appropriate and active.

MIT Structure: two-year, full-time, interdisciplinary professional teacher preparation program.

MIT Approach: •Integrated: Led by a faculty team from multiple disciplines who provide a fully integrated learning experience rather than separate courses •Reflective: Intensive thinking, critical reading and writing throughout the program, and master's project •Collaborative: Building a community of learners (45 students annually), with many group activities •Field intensive: One day a week in the schools in year one, two full-time student teaching experiences during year two including one in a diverse, urban setting •Performance-based: Continuous assessment through performance and portfolios, documented in narrative transcripts.

Program outcomes: Effective Teachers who can assume leadership roles in curriculum development, child advocacy, assessment and anti-bias work. The placement rate for our 2003 graduates was 81%, the best among all teacher education programs in the state. The 2004 placement rate was even stronger at 86%.

Distinctions: MIT was awarded the 2003 Richard Wisniewski Award by the Society of Professors of Education in recognition of outstanding contributions to the field of teacher education. Faculty member Dr. Michael Vavrus has been a state leader in promoting culturally responsive instruction and has published Transforming the Multicultural Education of Teachers: Theory, Research, and Practice.

We are the higher education partner to Lincoln Elementary, Olympia, one of the founding members of The League of Small Democratic Schools.

University of Puget Sound

Students Served, In-State and Out-of-State:

FTE enrollment, Fall 2005

Undergraduate: 2,576

Graduate: 209

Total enrolled in School of Education, Fall 2005

Total: 81

Master of Arts in Teaching: 41

Master of Education: Counseling

School Counseling: 25

Agency Counseling: 9

Master of Education: Ed Admin: 6

Distinctive Characteristics:

The graduate programs in the University of Puget Sound School of Education are distinguished by the commitment to, and continuation of, the intellectual tradition of our national liberal arts college in the preparation of teachers and counselors who will serve their profession with knowledge, judgment, humanity, and a commitment to educational opportunity for all. Another distinguishing feature is the faculty's energetic commitment to teaching, to personalizing instruction, and to serving effectively a range of student needs. Faculty are also noted for active scholarship that informs faculty teaching and the developing teaching skill of our students. Among the faculty of eight are two university distinguished professors and all faculty are active in national publishing and national conference presentations.

Careful attention is given to developing our students' ability to understand and to meet the needs of diverse learners, and the ability to conceptualize, plan, enact, and assess student learning. During student teaching experiences, our students develop lesson units informed by their program learning and then reflect through written reflections, seminar meetings, artifact-based assessments, and observations with field supervisors and mentor teachers using the pedagogy assessment. Faculty members are also invited for observations. Students are expected to use assessment results to alter classroom instructional practice.

Our Master's programs' placement rates have been consistently among the highest in the State of Washington, and, in our yearly interview of principals of our first-year teachers, our former students rate consistently in the highest category for general teaching ability, for responding effectively to the diverse needs of students, for the ability to reflect and improve, and for the ability to work with others.

University of Washington, Bothell

Students Served, In-State and Out-of-State:

The University of Washington, Bothell was established in 1990 to provide innovative, exemplary upper division and master's level educational programs for the citizens of the Northeast Puget Sound region. It currently serves more than 1,600 students. As a result of recent legislation, UWB will soon be offering lower division programs as well, and freshmen and sophomores are currently being accepted for the 2006-2007 school year.

We are a dynamic campus community that values and promotes the involvement of faculty, staff, and students. As a university, we strive to link knowledge with action, develop collaborative relationships with the larger community, and cultivate a spirit of community service.

Distinctive Characteristics:

Our Education Program at UWB prepares innovative, ethical practitioners who are grounded in intellectual and professional communities and dedicated to educating diverse students. Throughout our program is woven a deep commitment to equity and social justice, to reflective practice, and to alignment of courses with "real life" field work. We currently serve 150 students, who are enrolled in the Teacher Certification Program or the Master of Education Program.

The Elementary Teacher Certification Program offers two options that lead to a Washington State Residency Certificate with an endorsement in elementary education. Students in the one-year program take courses full-time over five quarters; those in the two-year option come part-time for four quarters and then full-time for three, allowing them to continue working while beginning their program. The median age of our TCert students is 35, as this is a post-bac program, and many come with additional degrees—many masters and even doctoral degrees. Within a cohort model, our students therefore bring experiential knowledge both rich and broad. Many have changed careers to follow their dream of becoming a teacher, and their commitment is evident.

During their final year, students have extensive classroom experience. In August and September, they spend four days a week in their main school placement; fall quarter finds them in an alternative placement (different school, grade level, teacher style) two days each week, while on campus the rest of the week. In winter quarter, they are back in their main placement, again for two days each week, where they will do their student teaching during spring quarter. Interns are responsible for solo teaching during six of the ten weeks that quarter.

Our 46-credit Master of Education Program is designed for teachers to earn a master's degree while concurrently satisfying requirements for Professional Certification. The three core courses focus on research methodologies, multicultural self-awareness, and organizational change. Along with additional elective courses, students complete one of four culminating projects: an action research project, professional paper, professional portfolio, or a portfolio developed to National Board specifications for those interested in pursuing National Board Certification.

University of Washington, Seattle

Students Served, In-State, and Out-of-State: The University of Washington, Seattle serves 39,251 students. Eleven thousand of these students are at the graduate level—and all of the University’s programs for professional educators are graduate programs. UW Seattle College of Education has programs, which prepare educational leaders and school administrators, teachers, school psychologists and special education teachers. The following programs are offered (with the average number of students graduated each year):

Principal Preparation (Danforth)	29	School Psychologist	30
Leadership for Learning (School District Leaders)	25	Early Childhood Special Education	30
		Emotional/Behavioral Disabilities	16
Elementary Teacher Education	60	Learning Disabilities	18
Secondary Teacher Education	60	Moderate/Severe Disabilities	12

Distinctive Characteristics:

The University of Washington Seattle Campus operates a wide variety of programs that are designed to provide a continuum of learning opportunities for professional educators at the graduate level. Each of these programs represents an effort to bring the resources of the public research university to bear on educational problems of importance to the communities of Washington, and to the nation. UW Seattle programs are organized around the following values and principles:

- Educators, and especially classroom teachers, must themselves have strong subject matter knowledge if they are to effectively prepare P-12 students to understand and participate in “real world” activities related to the academic disciplines such as mathematics, history, science, and literacy.
- Educational decisions should be grounded in knowledge from contemporary research, drawing on multiple sources of evidence (rather than single test scores) as a context for decision making at every level.
- Education itself should be understood not simply as a technical matter, but as a moral endeavor in which both fundamental goals and the means for achieving them are considered matters for ongoing community debate and deliberation.
- UW Seattle programs for professional educators share with other WAACTE institutions a strong commitment to increasing the diversity of the professional education workforce, including teachers, school psychologists, special educators, and administrators.

The rich investment of state and private resources in UW Seattle faculty and programs allow it a unique capacity to both prepare prospective teachers and educational leaders, and also to develop new knowledge which is useful for programs and practitioners around the state and nation. This twin investment in research and teaching permits the University to contribute new ideas and practical techniques which address issues and needs such as those for new instructional approaches for teachers in math and science, improved techniques for teaching children who are learning English, more effective early intervention programs for children who have autism or other disabilities, and many others.

University of Washington, Tacoma

Students Served, In-State and Out-of-State:

Location: 1900 Commerce St. Tacoma, WA 98402

Education Minor (undergraduate): 100 declared minors

Post Baccalaureate Teacher Certification Program: 60 full time per year

Educational Administrator: 20 full time per year

Professional Certification: 50 part time

M.Ed. 100 part time per year

The Teacher Certification Program is undergoing a transition from a post-baccalaureate program to a graduate level program. We will also be adding new study options, increasing access to endorsements. The specifics of the program are currently being revised, and will be announced Spring, 2006.

Distinctive Characteristics:

At UWT, the Teacher Certification Program and Educational Administrator certificate programs are all designed on evidence-based, best-practice knowledge of pedagogy and leadership. Students must demonstrate a positive impact on K-12 student learning through a portfolio and live observations concurrent with their coursework. The M.Ed. Program, provides foundational knowledge, consumer based study of research methods, and various study options (i.e., Integrated Curriculum, Science Education, At-Risk Learner, Special Education, Technology).

Professional Certification is built to work within the M.Ed. structure, and the majority of students work on their certificate and master's degree concurrently.

The TCP is known for its strong preparation in reading literacy, both in basic skills such as early and remedial reading, and use of multicultural children's literature across the curriculum. Students frequently also earn reading and special education endorsements connected to the residency certificate. The faculty serve the region through speaking, research and publication, and consultancies in areas such as: classroom and school-wide management, reading, character and moral education, poverty issues, multicultural issues in education.

Graduates of the Educational Administrator program are known for their attention to instructional leadership through data-driven decision-making, and the role of character and integrity in their educational leadership.

The Center for the Study of Education and Poverty (C-STEP) established in 2003, exists to identify and promote instructional strategies and positive learning environments that will bring academic success in the educational experience of poor children. The faculty of the Education Program work with other units at UWT, local educational authorities, such as schools, districts, educational service districts, and community-based organizations to collaborate in scholarly activities toward this end.

Walla Walla College

Students Served, In-State and Out-of-State:

Founded in 1892 in the fertile and historic Walla Walla Valley in southeastern Washington, Walla Walla College educates each year approximately 270 graduate and 1,670 undergraduate students. This year 757 of the total enrollment of 1,942 are permanent Washington residents. Each year approximately 40 students qualify for their Residency Certificate through our graduate and undergraduate programs. One or two students a year earn their School Social Worker certification from our School of Social Work

Distinctive Characteristics:

Walla Walla College is founded on Christian teachings and values as understood and appreciated by the Seventh-day Adventist Church. Central to these teachings is the belief that every person is created in the image of God as a being of inestimable value and worth, imbued with powers of intelligence, stewardship, and creativity akin to those of the Creator. Walla Walla College, therefore, seeks in its mission to foster the unique gifts of every individual within this Christian community of faith and discovery. Committed to excellence in thought, the college seeks to impart a broad knowledge of the arts, sciences, and professions by careful instruction and open inquiry. Recognizing that God is the source of all truth, goodness and beauty, the college seeks to convey to students a wisdom that translates academic achievement into responsible citizenship, generous service, a deep respect for the beauty of God's creation, and the promise of re-creation through Jesus Christ.

We have adopted a three-pronged approach to preparing our students to be teachers who will positively impact the academic, social and spiritual development of *every* child they teach.

1. All students in our Residency certification program must take two courses that directly address ways teachers can eliminate the achievement gap: Teaching Culturally Diverse Students and Teaching the Exceptional Child.
 2. How to positively impact the learning of all students, especially those historically at risk, is a key component of every methods course. Most of these courses have a mandatory service/practicum component that requires students to tutor or assist in area public schools, all of which have large minority populations.
 3. Most of our students interrupt their training to spend a year abroad as a "student missionary," usually teaching in mission schools. Students return from their year abroad with an appreciation for other cultures and an understanding of how to teach in a manner that reaches *all* students, which no college class could engender.
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Washington State University

Students Served, In-State and Out-of-State:

Pullman – 18,690

Tri Cities – 1,144

Spokane – 1,535

Vancouver – 1,961

Teacher Preparation Program

Pullman Undergraduate - 348

Tri Cities Undergraduate - 95

Vancouver Undergraduate - 98

Pullman Graduate - 40

Tri Cities Graduate - 90

Vancouver Graduate - 65

Spokane Graduate - 25

Administrator Preparation

Principal – 76

Superintendent - 50

Program Administrator - 8

Counselor Preparation – 21

School Psychologists – 25

Distinctive Characteristics: *Department of Teaching and Learning* aims to provide leadership in advancing knowledge and practice in the field of education in a manner that is responsive to the needs of schools, families, and communities, and that is achieved through collaboration between faculty, students, school personnel, and community members.

Through our wide and diverse range of teacher certification endorsements, we are uniquely positioned to provide our students with an excellent theoretical grounding and practical classroom experience available in Washington.

We are the only research-extensive institution to offer an undergraduate program. Our students are able to work side by side with top faculty who are committed to their students' success. As a land-grant institution we are mandated to provide state-wide access, a charge that we take seriously through the provision of Education degrees at our four campuses as well as via the provision of a targeted distance education program.

Our commitment to reaching underserved communities is highlighted by the success of our minority student recruiting programs. Within the College, we offer support to all of our learners, through the Educators Club, the WSU chapter of the Student Washington Education Association, the education honorary Kappa Delta Pi, and through the Future Teachers of Color program.

Department of Educational Leadership and Counseling Psychology has a dedicated mission and commitment to provide exemplary programs for the preparation of school administrators and counselors. Both programs have a strong nexus between outcomes of the preparation programs and expectations for our students to serve as highly effective school professionals and leaders. We are committed to preparing leaders and professionals who have a passion and clear understanding of how to positively impact student learning and achievement. The "Nine Characteristics of High Performing Schools" as endorsed by the Washington State Board of Education provides an overall framework for the administrative preparation program. Our school counseling program is guided by the American School Counselor Association National Standards, the American School Counselor National model, and the Washington State Residency-Level Benchmarks and prepares students to serve K-12 students within the framework of comprehensive, development counseling models. Both programs successfully integrate school, district, family and/or community by linking academic work and real world experiences through coursework and field experiences.

Western Washington University

Students Served Fall 2005: WWU Enrollment- 13,076

Residency Teacher Certification: 1,116

Professional Teacher Certification: 91

Special Education Endorsement for Teachers: 37

Med for Teachers: Advanced Classroom Practice: 8

Residency Principal Certification: 98

Initial Superintendent Certification: 14

Residency Educational Staff Associate Certification (School Counselor): 12

Distinctive Characteristics:

Western Washington University provides a range of NCATE-accredited programs for the beginning and ongoing professional development of teachers and school administrators. We offer quality undergraduate programs for teacher candidates in elementary, secondary, and special education (as well as a strong dual endorsement option in special education and elementary education) at multiple sites, including Bellingham, Bremerton, Seattle, Oak Harbor, and Everett. The Secondary Education Department also offers initial teacher preparation through a Masters in Teaching (MIT) program in both Bellingham and north Seattle.

In addition to initial teacher preparation, Western Washington University is engaged in supporting teachers who seek professional certification, principal and superintendent certification, masters degree options, and National Board Certification. Our high quality, face-to-face professional certification programs are enhanced through formal partnership agreements with school districts in western Washington. These partnerships enable the Woodring College of Education to deliver professional certification program options that connect teacher professional development to district school improvement plans. Western also prepares large numbers of quality educational leaders through our principal certification programs offered in Bellingham, Shoreline, and Bremerton. In addition, a new superintendent certification option is now available in Everett to meet the growing demand for administrators at this level. The Woodring College of Education recently developed a new multi-disciplinary masters degree in Advanced Classroom Practice that provides teachers with additional knowledge and skills to enhance their work in schools. Finally, the College is actively engaged in supporting teachers who seek National Board Certification. Currently, we are assisting 62 teachers in this effort.

Three College centers provide additional insights into the distinguishing characteristics of WWU. To support our diversity initiatives, we maintain the Center for Educational Pluralism and the Northwest Center for Holocaust Education. Both centers provide resources and help facilitate discussions on diversity issues among local area teachers, university faculty, community members, and students. The College also administers the Ershig Assistive Technology Resource Center, which provides models of technology that teachers can use to meet the special learning needs of students in P-12 schools.

Whitworth College

Students Served, In-State and Out-of-State:

Total number of students (from fall 2004 Tenth Day Report) attending		2483
Whitworth College, 300 W Hawthorne Rd, Spokane, WA 99251		
Prof Educator Programs: 9/1/04 to 8/31/05	No. of Students	No. of Certificates Issued
Residency Teacher Certificate		
Evening Teacher Certification	51	New Program
Bachelors	224	74
Master in Teaching	<u>104</u>	<u>60</u>
Total Students	379	134
Administrator: Principal Endorsement	23	9
Educational Staff Assoc: School Counselor	40	20
Professional Teacher Certification	42	8
Special Education (Add-On Endorsements)	17	9
Masters in Elementary Education	11	1
Masters in Secondary Education	8	1
Masters in Gifted and Talented	4	
Total Students All Programs	524	182

Distinctive Characteristics: From its origin, Whitworth College has provided an education which integrates faith and learning. This founding principle is reflected in the mission of the School of Education: to prepare “Educators of Mind and Heart” who are scholars, community members, guardians, visionary leaders, and effective practitioners that will have a positive impact on the learning and development of those whom they are called to serve.

There are three tracks for the initial preparation of teachers. In the *Undergraduate Teacher Education Program*, elementary candidates major in Elementary Education; secondary candidates major in a content area and receive secondary certification. Elementary Education majors spend up to three semesters in an Extended Placement Program at one elementary school. The *Master in Teaching Program* is a full-day, 14-month, cohort-based masters and certification program that includes a year long field experience and student teaching practicum. Candidates complete Teacher Work Samples demonstrating their teaching proficiency and impact on student learning. The *Evening Teacher Certification Program* allows adults who work full time to obtain teacher certification in an accelerated evening and Saturday format. Students can earn a Bachelor of Arts in Elementary Education with their teacher certification while those currently holding a college degree can complete their requirements for certification only.

To become teachers who impact *all* students, candidates complete a field experience in a cultural setting different from the one in which they were raised. Sites include inner city San Francisco and Los Angeles, Korea, Taiwan, Mexico, Thailand, and a native Alaskan school in Sitka. Furthermore, all undergraduate candidates complete two courses in special education which include interaction with students with special needs and their families. English as a Second Language strategies are integrated across the curricula, as are principles of Character Education.

Outreach projects demonstrate Whitworth’s bedrock value of community service. At the annual Writing Rally conference, about 700 primary children learn from a major children’s author and create and share their own books. The new Literacy Center provides summer school, at a low price, for children who have academic goals on their IEPs, who are learning English as a second language, or who are at risk of academic failure.

In addition to the initial preparation of teachers, Whitworth offers graduate programs in Principal preparation, School Counseling, Special Education, Elementary or Secondary Education, and Professional Teacher Certification. Programs are offered through evening courses and summer sessions. An ESL Endorsement Program is offered online.
