

Appendix G: Work Plan

Design Principle: Decisions Driven by Evidence

Specific plans and activities for Years One and Two (with start date)	24-month milestone	Year Five goal toward which activity is focused
<p>1) Drawing upon research 10/03 – Convene Study Groups to review relevant research on General Ed, Foundations, Methods, Clinical Practice & Induction. 10/03 – Center Fellows, Leadership, & grad students organize existing relevant research for examination by Study Groups.</p> <p>11/03 -- Leadership Team to meet regularly with External Evaluator to ensure that findings and insights from evaluation are communicate to Study Groups, Partner Schools, and others to drive the continuous program review & renewal process.</p>	<p>New courses created in math, biology, & history for changes in majors to include opportunities to learn syntactic knowledge. Jointly designed & taught subject specific methods in math, science, & social studies integrated with year-long internship. Pedagogy courses redesigned based on relevant research. Clinical experiences reorganized based on relevant research. Regular meetings with the External Evaluators and a system for communicating their findings are in place.</p>	<p>Redesigned majors in place for math, sciences, social sciences, English, foreign languages. New General Ed requirements that ed foundations and literacy and numeracy requirements. Subject-specific methods in math, sciences, social sciences, English, foreign languages. Newly designed course in pedagogy being taught. Year-long internship created. Establish a part of the culture and operation of the Center the regular review & renewal of the program.</p>
<p>2) The role of pupil learning 10/2 – Convene Evidence of Learning Team to (1) review research on pupil learning; (2) develop research design; (3) adopt or develop instruments; (4) pilot data collection process; (5) create databases; (6) analyze data; (7) report findings to Leadership Team & Study Groups.</p>	<p>Complete pilot of system for collecting, organizing, & analyzing pupil learning piloted and ready to be implemented. Complete pilot of system for providing P-12 pupil data to Study Group for continuous program renewal implemented.</p>	<p>System in place to collect, analyze, & report on data collected from pupils in STEP graduate classrooms. Organizational norms that include attention to data on learners as part of program review & renewal process.</p>

Design Principle: Engagement with the College of Arts and Sciences

Specific plans and activities for Years One and Two (with start date)	24-month milestone	Year Five goal toward which activity is focused
<p>1) Subject matter understanding</p> <p>11/03 Creation of Washington Center for Teaching and Learning (WCTL) to ensure collaborative development, teaching, review, & renewal of teacher preparation & induction.</p> <p>11/03 – Convene Study Groups on math, biology, history, & elementary subjects matter needs specific to teachers.</p> <p>11/04 Convene Study Groups to develop new courses to address foreign languages, English, & middle school subjects matter needs specific to teachers.</p> <p>11/03-Study Groups to develop & co-teach subject specific methods.</p> <p>11/03-Study Group to develop system for involving A&S faculty in supervision of interns & beginning teachers.</p> <p>11/03-Study Group will work with partner schools to opportunities for A&S faculty residency.</p>	<ul style="list-style-type: none"> • WCTL is directed by co-directors from A&S & CoE & Associate Provost & serves to oversee organizational, curricular, & pedagogical changes. • Departmental approval in math, biology, & history for changes in majors to include opportunities to learn syntactic knowledge. • Study Groups to submit recommendations to departments. • Subject specific methods in math, science, & social studies co-taught by A&S, CoE, & P-12 faculty. • Classrooms in partner schools linked to UW campus to allow A&S & CoE faculty to observe interns & beginning teachers. • At least 5 A&S faculty working as faculty-in-residence at partner schools. 	<ul style="list-style-type: none"> • WCTL fully institutionalized as the premier research & development center for teacher preparation & induction in the region. • Redesigned majors in place for endorsable majors to include courses that examine syntactic dimensions of the discipline. • Development of courses and major programs that fit the needs of prospective elementary & middle school teachers. • Subject specific methods in all endorsable areas to be co-taught by A&S, CoE, & P-12 faculty. • Classrooms in partner schools will be linked to UW campus to allow A&S & CoE faculty to observe interns & beginning teachers. • A&S faculty regular serve as faculty-in-residence in partner schools.

<p>2) General and liberal education</p> <p>11/03 Study group to examine literature on the general, liberal, & foundational preparation of prospective teachers & determine changes that need to be made in the curriculum.</p> <p>11/03 Study Group to examine the opportunities for perspective teachers to hone their literacy & numeracy skills.</p>	<p>Three new general education courses developed to enhance the liberal and foundational preparation of prospective teachers.</p> <p>At least 3 targeted General Education courses include opportunities for prospective teachers to hone literacy & numeracy skills.</p>	<p>General Education courses address the needs of liberally educated teachers identify by the Study Group.</p> <p>Most General Education courses taken by teachers include opportunities for prospective teachers to hone literacy & numeracy skills.</p>
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Design Principle: Teaching as an Academically Taught Clinical Practice Profession

Specific plans and activities for Years One and Two (with start date)	24-month milestone	Year Five goal toward which activity is focused
<p>1) Pedagogy 11/03 – Study Group on Majors & Methods will convene to design methods to run concurrently with 5th year internship.</p> <p>11/03 –Study Group will convene to examine research on teacher learning & determine where in STEP prospective teachers will learn pedagogical knowledge & skills essential for beginning teachers.</p> <p>11/04 – Evaluation of Learning Team (ELT) will develop instruments & a research design for collecting evidence on STEP participant learning of pedagogy.</p>	<p>Newly designed methods-internship will be established as part of program.</p> <p>Courses and experiences designed to help STEP participants learn essential pedagogical knowledge & skills will be in place.</p> <p>ELT will have developed instruments & research design for collecting evidence on STEP participant learning of pedagogy & have completed a pilot year of data collection.</p>	<p>All STEP participants will experience integrated methods & internship.</p> <p>All participants will learn the essential pedagogical knowledge & skills critical for beginning teachers.</p> <p>A system for collecting, analyzing, & using data on STEP participants’ learning of pedagogy will be in place.</p>

<p>2) Schools as clinics</p> <p>11/03- Study Group on Majors & Methods will examine evidenced-based models for integrating methods with clinical experience.</p> <p>12/03 – Partner School Council will meet to examine evidence on university-school partnerships & identify promising approaches.</p> <p>1/04 – Partner Schools will identify school-university liaisons (SUI).</p> <p>1/04 – Partner School Council will plan Partner Schools Institute.</p> <p>6/04 – Partner Schools Institute to be held.</p>	<p>Model for integrating methods & clinical practice will be in place & will be tested.</p> <p>Six partner schools will be operating as collaborators on teacher preparation & induction.</p> <p>SUIs will provide leadership for project activities at the school.</p> <p>6 partner schools to develop plans that address their role in STEP as part of the overall school mission.</p> <p>P-12 mentors develop the skills & knowledge they need to provide departmental mentoring to interns.</p>	<p>Schools will be fully integrated as site for clinical practice that is an extension of methods.</p> <p>10 partner schools will be operating as collaborators on teacher preparation & induction.</p> <p>SUIs will provide link between the partner schools & the University.</p> <p>All partner schools incorporate their role & activities in STEP as part of their mission.</p>
<p>3) Teachers on faculty appointment</p> <p>12/03- In consultation with school partners, Center appoints Teacher-in-Residence (TIR).</p> <p>9/04 —Teachers are appointed to Clinical Faculty (CF) positions to co-teach courses throughout STEP.</p>	<p>TIR is part of the Center operation & involved in range of activities.</p> <p>CF are co-teaching at least 5 courses in the program.</p>	<p>TIR position is institutionalized in the Center.</p> <p>CF regularly co-teach methods & other courses in the program & are considered STEP faculty.</p>

Issues to be Addressed Jointly by Faculties in Education and in Arts and Sciences

Specific plans and activities for Years One and Two (with start date)	24-month milestone	Year Five goal toward which activity is focused
<p>A. Pedagogical Content Knowledge 11/04 – Study Groups design courses from freshman year through induction that feature pedagogical content knowledge</p> <p>11/04 – Track the development of PCK across STEP participants’ careers to understand the impact of different experiences.</p>	<p>Learning sciences courses in general Education & STEP. Courses in math, history, & biology that focus on syntax of the discipline. Math, social studies, & biology co-taught by A&S faculty. The ELT will have developed instruments & research design to begin tracking the development of PCK.</p>	<p>Provide multiple opportunities for STEP participants to develop integrated understandings of their subject matter, learning in their subject matter, & pedagogy.</p> <p>Greater knowledge of the development of PCK & the contributions of different experiences.</p>
<p>B. Technology 1/04 – Center will examine University, state, & national standards for technology literacy & make recommendations for prospective teachers’ preparation to use technology. 11/04 – Begin pilot use of ConferenceXP to facilitate observation of & communication between University faculty and interns and mentors in the school. 11/04 – Begin to evaluate the use of technology to facilitate observation of & communication between University faculty and interns and mentors in the school</p>	<p>STEP standards for technology & needed opportunities to learn will be in place.</p> <p>Conferencing links to partner schools will be established.</p> <p>Research report on the pilot use of ConferenceXP to link with interns & mentors will be completed.</p>	<p>All graduates of the STEP will have the skills and knowledge needed to take advantage of emerging technologies.</p> <p>Graduates will be linked to supports at the Center through telecommunications technology.</p>

<p>C. Cultural Considerations in Teaching and Learning</p> <p>11/03 – SGs will attend to cultural considerations will be woven through Gen Ed courses for prospective teachers & STEP.</p> <p>11/03 – Center will begin recruiting high-need schools with diverse populations as partner schools.</p> <p>11/04 – Reflective seminars for interns will be planned with P-12 staff in partner schools.</p> <p>3/04 – Partner schools will recruit community mentors to work with interns.</p> <p>3/04 – Partner schools will recruit an Elders Council from the community to advise the interns, mentors, and UW faculty in residence.</p> <p>11/04 – ELT will begin collecting data on the impact that the various cultural consideration activities have on STEP participants.</p>	<p>Curricula & activities for Gen Ed & STEP courses will reflect cultural considerations.</p> <p>6 high need schools will be partner schools in STEP.</p> <p>Reflective seminars will be co-taught with P-12 teachers from high-need partner schools.</p> <p>Interns will each have community mentors with whom they meet regularly.</p> <p>Each of the 6 partner schools will have a 3 person Elders Council.</p> <p>ELT will have completed instruments & research design development for collecting, analyzing, & using data on how cultural considerations influence STEP participants’ practice.</p>	<p>Attention to cultural considerations will be woven throughout prospective teachers’ educational experience.</p> <p>Graduates of STEP will have the confidence & skill to be successful in high-need schools.</p> <p>experiences</p> <p>Interns will understand the social and cultural strengths and issues of the communities that high-need schools serve.</p> <p>A system in place for collecting, analyzing, & using data on how cultural considerations influence STEP participants’ practice.</p>
<p>D. Literacy/Numeracy Skills</p> <p>11/03 – SG on General Ed will examine opportunities to learn literacy & numeracy skills across the Gen Ed curriculum as well as research in this area.</p> <p>03/04 – Literacy & numeracy specialists to work with SG on Majors and Methods to identify opportunities for prospective teachers to learn how to teach literacy & numeracy skills through the subject matter.</p>	<p>Identify 3 Gen Ed courses taken by prospective teachers to highlight literacy & numeracy skills.</p> <p>Math, biology, & social studies methods courses will include methods for teaching literacy & numeracy.</p>	<p>Ensure that prospective teachers have opportunities to hone their literacy & numeracy skills in General Ed & Foundations studies.</p> <p>Methods courses & internships will include include methods for teaching literacy & numeracy.</p>

<p>E. Elementary and Middle School Education 11/03 -- SG on Elementary will examine data on preparation of elementary teachers, develop recommendations for preparing elementary teachers. 11/04 SG on Middle School will examine data on preparation of elementary teachers, develop recommendations for preparing elementary teachers.</p>	<p>Recommendations of SG will have been implemented in program for elementary teachers.</p>	<p>A program for elementary teachers that begins to address their need for both breadth and depth of knowledge. Program experiences that prepare secondary teachers for the particular requirements of middle schools & their curriculum.</p>
<p>F. Recruitment of Under-Represented Groups into Teaching 11/03 – Community College (CC) faculty to begin developing jointly offered General Ed & Foundation courses to be taught on CC campuses. 11/04 – Center to work with student services & other units to ensure CC transfer get supports they need. 11/03 – Center to begin work with American Ethnic Studies to shape endorsement track for AES students and to recruit more AES students into STEP.</p>	<p>Offer at least 2 courses at 2 CC partners jointly designed to prepare CC transfers to enter the STEP as juniors. Center will be meeting regularly with student services and others to develop supports. Endorsement track in AES submitted for approval.</p>	<p>Increase social, racially, & cultural diversity of STEP participants.</p>
<p>G. Late Deciders in an Undergraduate Program 11/04 Center will begin to develop sequence of course & experiences to enable late-deciders and applicants from other institutions to join STEP during the internship year.</p>	<p>Sequence of courses and experiences for late-deciders will be submitted for University approval.</p>	<p>An alternate track to the STEP internship will enable late deciders & graduates of other institutions to join the program prior to the internship year.</p>