

UNIVERSITY OF WYOMING

COLLEGE OF EDUCATION

Elementary/Early Childhood Education

ACADEMIC PLAN III

2009-2014

Department of Elementary and Early Childhood Education

Academic Plan for 2009-2014

Mission and Aspirations

The Department of Elementary and Early Childhood Education is committed to providing quality on and off-campus undergraduate and graduate teaching and learning experiences, extending expertise through focused research and publication, and providing professional development support for preK-12 teachers in the state and region. The fruits of the former were officially recognized in spring 2008 when the Elementary Education and Early Childhood Education programs were officially recognized as high quality programs as part of the 2008 NCATE accreditation review. The 2009-14 Academic Plan provides the opportunity to refine, deepen, and geographically extend existing programs, strengthen research opportunities and collaborations at multiple levels, and target focused professional development opportunities with in-service educators.

Previous Planning Accomplishments

Goal	Completion Date
<u>Curriculum</u>	
Goal 1: Systematically review content and professional development courses to address student needs, accreditation requirements, and legislative mandates.	Spring 2008
Goal 2: Strengthen undergraduate content knowledge in social studies parallel to existing experiences in mathematics, science, and literacy.	Spring 2009
<u>Areas of Distinction</u>	
<u>Professions Critical to the Region</u>	
Goal 1: Improve the quality of field-based experiences for elementary/early childhood/special education students and provide quality, in-depth faculty support. Utilize data and feedback from the program assessment plan as outlined by the college to monitor and revise as needed.	Fall 2007 On-going
Goal 2: Collaborate more effectively with school district mentor teachers and administrators to provide: high quality experiences for UW students; greater opportunities for K-6 and UW faculty development; and enhanced research and scholarship in teaching and learning.	Fall 2007
Goal 3: Increase capacity to deliver on-campus and distance-delivery programs to meet growing needs.	Fall 2008
Goal 4: Effectively utilize the Child Development Center in to increase regional and national visibility in Early Childhood Education research.	Summer 2006
<u>Diversity</u>	
Goal: Extend opportunities for students to experience teaching and learning in and from diverse settings, particularly in the Wind River Indian Reservation.	Spring 2008
<u>Recruitment</u>	
Goal: Increase visibility of department faculty in college recruitment activities and utilize expanded resources for conducting faculty searches to reach a more diverse population.	Fall 2008 On-going
<u>International Programs</u>	
Goal: Determine the feasibility of sustained international efforts on the Wind River Indian Reservation and in Guatemala and Costa Rica.	Fall 2007
<u>Classroom Technology</u>	
Goal: Model appropriate use of technology in teaching, research, and service.	On-going

Relevant Institutional Issues

The 2009-14 Department plan aligns naturally with many of the University motifs and areas of distinction, including Building Depth, Professions Critical to the State and Region, Promoting Access to Higher Education, and Leadership. Several action items cut across institutional goals. In particular, the department is fortunate to house the first of the College of Education's endowed chairs (Literacy Education) so is now better positioned to provide leadership at multiple educational levels in this area. Additionally, data and feedback from the Statewide Elementary Pilot Program, being implemented Fall 2008, will be critical in evaluating our ability to provide outreach educational opportunities for dispersed and isolated student populations.

Action Items

Motif: Reinforcing and refining areas of distinction

Professions Critical to the Region

1. Strengthen programs in elementary and early childhood through course review and refinement of assessments (streamline data collection process, improve common assessments, and improving interdepartmental communication on student progress). Timeline: Major steps to be taken Fall 2009- Fall 2010 to refine assessments. Adjustments will then be made based on those data.
2. Evaluate field experiences for students, including field settings for early childhood students, and participation in Partner School and Pre-K settings based on student, mentor, and faculty feedback and needs. Make modifications as needed in faculty roles and workload, as well as Partner District locations to better meet student needs. This would include exploring opportunities in urban/multicultural settings. Timeline: Begin Fall 2009. Complete work by 2012.
3. Change Area of Concentration options to focus on content minors and options for middle-school endorsements, while maintaining the Early Childhood Endorsement option. Timeline: Full implementation of programmatic changes by Spring 2010, applicable to incoming students Fall 2010.

Motif: Access

4. Implement and evaluate Statewide Pilot Elementary Program. Timeline: Implemented Fall 2008 and Fall 2009. First cohort completion in Spring 2011, Second cohort completion in Spring 2012. Partial review of feasibility

study during 2011-12 academic year based on Cohort 1 data. Full review to be completed by end of Summer 2012.

5. Seek partnerships with institutions of higher education to enhance faculty and student learning and research opportunities, including Historically Black Colleges/Hispanic Serving Institutions, Tribal Colleges and Universities, and international institutions. These opportunities might include faculty and student exchanges. Timeline: 2012-2014 to institutionalize and formalize faculty and student exchange agreements.

Motif: Leadership

6. Establish a Center for Literacy. Timeline: Begin Fall 2009 in planning the steps to establish the Center, which include (a) identifying a physical site for the Center, (b) planning for additional faculty and staff to support the center, and (c) refining the research, teaching, and service plans for the Center, so it can be functioning when facilities and faculty/staff are in place.