

**UNIVERSITY OF WYOMING**

**COLLEGE OF EDUCATION**

**Secondary Education**

**ACADEMIC PLAN III**

**2009-2014**

## Department of Secondary Education Academic Plan 2009-2014

The Secondary Education department contributes to the College of Education mission by providing content-specific teacher preparation for both preservice and practicing teachers as well as research and graduate studies in Curriculum and Instruction for a variety of curriculum areas. We are a department of various content education expertise including preservice undergraduate and post-baccalaureate programs in 19 different concurrent majors. Our faculty focuses on the teaching and learning of specific content fields and disciplines. These Secondary Education areas (with concurrent major) include: Science education (Biological Sciences, Physics, Chemistry, Earth Systems Sciences, or Geology), Social studies education (Political Science, History, or Geography), English education (English), mathematics education (Mathematics), Modern language education (Spanish, German, or French), Art education (k-12), Technical education (UW/CC only), and Agricultural education (Agricultural Business, Agriculture Communications, Animal and Veterinary Sciences, or Rangeland Ecology and Watershed Management). The department goal is to provide support for teaching undergraduate and graduate students as well as faculty research, and outreach in these fields of education. We work well with our partners in the Arts and Sciences and Agriculture as well as our partner schools to further our mission.

### Previous Planning accomplishments—See Annual reports for more information

Action Item		Outcome/Year
1.	Work with the College of Arts and Sciences and the College of Agriculture and the department of Economics and Finance to develop cross-college second majors or dual degrees and endorsement areas that align content specific curriculum to teacher preparation standards in each secondary/middle school certification area.	Fall 2007 concurrent majors approved; NCATE and SPA-accredited 2008.
2.	We will form a task force with the Department of Educational Studies and other involved departments to reconsider requiring EDST 3500 as well as the number of credit hours for 2000, 3000 and 4000 coursework.	Fall 2005, hours reduced and programs revised
3.	Encourage students to become members of national organizations in their fields.	Spring 2005-2007
4.	Explore possibilities, resources, and logistics for undergraduate and graduate study abroad opportunities as well as for international faculty collaboration.	Fall 2007 and continuing
5.	Form a task force to consider the feasibility of offering a Business Education program at the UW/CC campus.	Fall 2006, enrollment potential does not warrant a program.
6.	Phase in increasingly concentrated placements by content area that will remain for the next few years with modifications for data.	Partner schools implemented Fall 2006, continue to present
7.	Work within the department and across the college to demonstrate and document how our students meet our standards. Prepare assessments and rubrics that facilitate that process for our courses.	CEID fully implemented Spring 2007 with assessments and rubrics and student data for successful NCATE review in Spring 2008.

8.	Work with our partner departments to provide content-specific documentation of required concepts for our students and programs.	On-going--all programs have earned SPA or PTSB approval, some additional data will be collected and submitted over the next few years in some programs.
9.	Address the growing shortage of secondary teachers in critical subjects for the Rocky Mountain area by purposeful recruitment into secondary programs.	Enrollments in some critical needs areas have increased via concerted recruitment (mathematics and English). Additional work is needed in Art, Agriculture, Modern Languages, Physics, Chemistry, Geology, and Earth Systems Science and Technical Education.
10.	Continue with plans for an inaugural Summer Institute for Secondary Teachers in the summer of 2004.	Summer Plans for 2004 and 2005 submitted. Alternative summer offerings for content-specific teachers have been implemented that fit with current summer school operations.
11.	Contribute scholarly writing focused on the "Professions Critical to the Region" in our college plan.	Continued work with a purposeful departmental research group (originated Fall 2006) that has produced consistent focused scholarly writing. Annual reports list publications.

### Relevant Institutional Issues

The *Creation of the Future 3* document (under Leadership) addresses "professions critical to the region's future." In the Education section of this document several areas are listed in which our department would have responsibilities. We house the STEM secondary education disciplines (science and mathematics) which are cited as enhanced focus areas as well as English which also contributes to the proposed Center for Literacy. Our undergraduate programs in these areas as well as our graduate work in our shared Curriculum and Instruction graduate programs mean that our faculty will continue to strengthen the program definitions and delivery in these focus areas. We continue to work as a critical part of the Curriculum and Instruction teams and as department members to maintain quality programs for all students. We will join the college in the development of a professional development plan that will be manageable for the faculty of this department as well as responsive to our university outreach mission. Other areas that are relevant include the "Access motif" *Inclusiveness* heading, which describes the importance of UW's foreign language curricula in expanding internationalization. We propose articulating with a "normal school" in Bolivia as part of our on-going work with Project Citizen to provide service and international field opportunities for secondary education majors through internships as well as providing language-intensive experiences for our Spanish Education degree-seeking students. Project Citizen has provided our

department with several state, national, and Bolivian connections.

### **Action Items**

#1. Continue our work with Partner Schools to:

- Provide quality Residency experiences for both our students and their mentors as well as K-12 students, and
- Support content professional development with our district partners.
- Identify opportunities for field experiences with culturally diverse K-12 students.

Our undergraduate students have been in concentrated placements in two districts (Albany and Natrona County) for the past two years. These placements in our partner districts have accounted for two-thirds of our total number of Residency placements. If our numbers continue to increase, we may need to agree to partner with a third district. We would also need to identify alternative ways for our faculty (and potentially part-time faculty) to consult with our mentor teachers and Residents given our class sizes in some content areas. Our goal is to improve upon these experiences and be able to provide quality indicators that demonstrate both mentor and k-12 student benefits for our partner schools. We would like to be able to ensure a Partner School placement for all students in future years. We need to implement on-going evaluation and improvement in the program for all four constituencies (mentor teachers, Residents, k-12 students, and consulting UW faculty).

#### **Implementation: Current -2013**

<b>Steps to Accomplish Action Item</b>
Begin to consider the ramifications on staffing for implementing another partner school district.
Examine quality indicators for mentors
Examine quality indicators for k-12 students
Discussion with partner districts about how to improve upon these indicators
Make the decision about the addition of a third secondary Partner District
Evaluate Partner District experiences for all four constituencies for areas of improvement

#2. Explore the feasibility and use of technology for unique instructional purposes, such as one-to-one computing.

Using technology in education is something that is universally believed to be an improvement on traditional methods of teaching. We wish to incorporate technology into our teaching, as a department, in ways that change how we teach for the better. We wish to use technology to both support and enhance our pedagogy—as we model such applications for our preservice students. We wish to use technology in powerful ways to help students learn and understand. When we were offered the support and opportunity to use one-to-one computing for our majors, we considered how it could be most effectively implemented and how such access would allow us to continue professional

development for incorporating technology into our teaching. We include this as an action item to support our continuing work.

#### **Implementation: Current -2012**

<b>Steps to Accomplish Action Item</b>
Professional development support for faculty in technology in their content field and classroom applications
Decision on one-to-one computing implementation
Explore implementation of technology
Improve upon implementation.
Review decisions about technology to ascertain if it is being used uniquely.

#3. Explore opportunities to expand our international work in secondary schools addressing learning and teaching in our content fields; and identify sources of (internal or external) funding.

The Project Citizen work is a good example that we have undertaken as a department, it has been mentioned in Annual Reports and earlier in our relevant institutional issues. We will work to provide opportunities for our students to do internship work in Bolivia by working with the College of Education, the International Programs Office, and other UW units to develop an MOU to define the scope of the work. Identified sustainable funding will be critical to this effort.

#### **Implementation: Current -2014**

<b>Steps to Accomplish Action Item</b>
Begin MOU discussions in the College of Education
Include other partners as structure of the work possible begins to take form.
Examine quality experiences for our students
Discussion with Partners to complete the MOU process and implementation
Provide initial internship experiences for secondary education students
Evaluate the international experiences and implementation model

#4. Develop a professional development plan for content-specific in-service teachers. Our focus will center on content area learning and teaching. Using the development of a college-wide plan as a focus, our department will work together to identify a department plan that will supplement and support the college and SMTC efforts. The department plan will be responsive yet create a manageable set of contributions for each faculty member.

**Implementation: 2009 -2014**

<b>Steps to Accomplish Action Item</b>
Identify current professional services and professional development activities for each faculty member
Using the discussion from the College-wide plans, identify areas for potential consolidation.
Create an action plan for each faculty member based on load.
Approval of plans by department head and Dean
Implement plans
Update and evaluate plan for each faculty member and report annually

#5. Continue to align assessment systems for future NCATE and SPA accreditation through collaborations with our partner departments in Colleges of Arts and Sciences and Agriculture.

Many of our partner content areas in other Colleges do not have assessments that demonstrate content-specific knowledge and understandings that we can use to demonstrate our students' competency in their content area. We will continue to collaborate with our partner departments so that our assessment systems can inform both partners about areas of concern and celebration in our students' content understandings.

**Implementation: Current -2014**

<b>Steps to Accomplish Action Item</b>
Analyze current assessment status
Identify needs in the Assessment system
Collaborate with our partner departments about our needs to identify solutions
Begin the implementation of the solutions
Continue to implement and collect data
Evaluate solutions and improve, if needed, while continuing to implement and collect data.

#6. Continue departmental collaborative faculty research efforts focusing on professions critical to the region. Explore possibilities of collaborative research with HBCU's from the UW list.

The Secondary Education Department has implemented a system to support faculty research with on-going weekly research meetings that emphasize goal setting and collaborations among faculty in professional writing and research. This support includes faculty time for research as well as collegial relations that are conducive to active publication results. The timeline for this goal is continuous and should help us to inculcate future assistant professors into our departmental research work in positive, supportive ways as well as support potential new research endeavors linked with UW-identified HBCU colleagues. **Implementation: Current-2014.**