

TITLE II INSTITUTIONAL REPORT

Annual Institutional Report on Teacher Preparation: **Academic Year 2005-2006**

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Section IA. Pass Rates

Program completers for whom information should be provided are those completing residency certificate program requirements in the 2005-2006 **academic year (September 1, 2005 – August 31, 2006)**. Do *not* include completers of alternative-route programs.

Table 1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

Institution Name:	Antioch University				
Academic year:	2005-2006				
Number of program completers:	99	99	99		
Type of Assessment	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Academic Content Areas (math, English, biology etc.)</i>					
Biology	0235	2	2		
Chemistry	0245				
Designated World Languages: French	0173				
Designated World Languages: German	0181				
Designated World Languages: Spanish	0191				
Earth Science	0571				
English Language Arts	0041	12	12		
History	0081				
Mathematics	0061				
Music: Choral	0113				
Music: General	0113				
Music: Instrumental	0113				
Physics	0265				
Science	0435	5	5		
Social Studies	0081	14	14		
Theatre Arts	0640				
Visual Arts	0133				
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Agriculture	0700				
Business Education	0100				
Early Childhood Education	0021				
Elementary Education	0014	58	58		
Family and Consumer Sciences	0120				
Health/Fitness	0856				
Library Media	0310				
Marketing	0560				
Middle School English	0049	1	1		
Middle School Social Studies	0089	1	1		
Middle School Math	0069	3	3		
Middle School Science	0439	3	3		

Reading/Literacy	0300				
Technology Education	0050				
Traffic Safety	0867				
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Early Childhood Special Education	0690				
Special Education	0353				
Bilingual Education	0360				
English as a Second Language	0360				

Table 2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>	NA	NA	NA	NA
<i>Aggregate: Professional Knowledge*</i>	NA	NA	NA	NA
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>	NA	NA	NA	NA
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

Section IB. Other strategies to assess content knowledge

Describe any **strategies** other than the WEST-E used to assess the content knowledge of your program completers.

Content knowledge is assessed in the teacher preparation programs in the following ways:

- Passing scores on the appropriate primary endorsement Praxis II/West E

- Performance in specialty area undergraduate or graduate coursework, e.g., courses that apply to the specific content area endorsement sought
 - Successful completion of academic coursework within the program completers' respective program as evidenced by a quarterly review of course assessments
 - Successful completion of early field experience work within the respective program as noted by a review of assessments, as well as by a review of host teacher response sheets
 - Review of specific instructional plans designed for content area instruction in academic methods courses
 - Review of specific instructional plans and observation of such plans during the student teaching experience
 - Recommendation from content area faculty who teach methods courses
- Performance overall in the student teaching experience as judged by weekly observations by university supervisor, mid-term and final evaluations, at-standard competency, as observed and recorded by the student teaching supervisor, on the Washington State Performance-Based Pedagogy Assessment of Teacher Candidates instrument, and other related student teaching materials (such as weekly journal, video documentation, reflection on stand-alone instructional plans and units of instruction, and the final self-assessment reflection paper)
- Review of evidence presented in the final portfolio presentation made at the end of the program, which includes the draft Professional Growth Plan, and aspects of the Professional Growth Plan addressed and documented in the student teaching internship
- Final review of content area endorsement requirements by the Certification Officer.

These strategies are conducted in a variety of ways within the program:

- Initially through the admissions process
- Through the formal evaluation process at the culmination of each academic course experience
- Through an assessment of the host teacher response sheets following early field experiences
- Through informal assessment of student progress by the faculty throughout the program
- Through the weekly and mid-term evaluation process during student teaching by both the university supervisor and the cooperating teacher
- Through the formal evaluation process at the culmination of the student teaching experience or program
- Through the university supervisor's and a core faculty member's (if the supervisor is not core faculty) evaluation of the portfolio at the culmination of the program
- Through the certification officer's final evaluation of content area endorsement requirements prior to a recommendation for certification.

Program completers successfully demonstrate content knowledge as identified in the initial and intermediate assessments progress through the program. When they have successfully completed the program as determined by the final evaluation in the student teaching internship and the review of the portfolio, they are recommended to the state for certification

Section IC. Positive impact

Describe the **current strategies** used to assess the program completers' "positive impact on student learning".

The Teacher Preparation programs assess program completers "positive impact on student learning" in the following ways:

- Through an examination of the instructional plans students produce in methods courses
- Through an examination of the lesson plans and reflections produced during the program completers' early field experiences
- Through an examination of the instructional plans and reflections on plans taught during student teaching
- Through examination and observation of the integrated unit plan, which is developed and taught during the student teaching internship
- Through formal and informal reflective conversations between the cooperating teacher, the student teacher and the university supervisor throughout the student teaching experience
- Through an examination of the mid-term and final evaluation of the student teacher by the cooperating teacher and the university supervisor
- Through an examination of the midterm and the final self-evaluation by the student teacher of his or her student teaching experience
- Through an examination of the Washington state performance-based Pedagogy Assessment of Teacher Candidates instrument
- Through an examination of the final student teaching portfolio, including the student teacher's overall assessment plan which provides documentation and evidence of positive impact on student learning.

Section II. Program information (Do *not* include candidates in alternative-route programs.)

(A) Number of students in your teacher preparation program at your institution:

Please consider the number of students enrolled (full admission status) in your teacher preparation program during the 2005-2006 academic year (September 1, 2005 – August 31, 2006), including all areas of specialization, in providing the following data.

1. Total number (headcount) of students enrolled (full admission status) during Fall Quarter or Fall Semester: 155 (**note: this number may not always be equal to the number of program completers for September 1, 2005 – August 31, 2006**)

(B). Information about supervised student teaching: **(for the purpose of this report, student teaching refers to the culminating clinical experience used to determine candidates' competence in the professional roles for which they are preparing)**

1. Total number of students enrolled in supervised student teaching during the 2005-2006 academic year: 103
2. Please provide the numbers of supervising faculty who were:

4 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

0 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

17 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

0 Other, please describe.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

3a. Total faculty (headcount) assigned to supervise student teaching during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 21

3b. Total faculty FTE assigned to supervise student teaching during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 5

Define the process that was used to calculate faculty FTE:

103 student teachers
Approximately 5 student teachers equal one class
Approximately 5 classes equal full-time in professional education

4. The student/faculty ratio, based upon the **total number** of faculty was : ___
5. 1 to 15
6. The student/faculty ratio, based upon faculty **FTE** was: 1 to 4
7. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 10 to 12. The total number of hours required is 400 to 480 hours.
8. If your teacher preparation program offers a range of hours of supervised student teaching/internship options, please describe:

(C) Please describe the range of field experiences required in your teacher preparation program per **WAC 181-78A-264 (6)**. “Field experience” is defined by WAC 181-78A-010 (5) as “a sequence of learning experiences which occur in actual school settings or clinical or laboratory settings. such learning experiences are related to specific program outcomes and are designed to integrate educational theory, knowledge, and skills in actual practice under the direction of a qualified supervisor.”

FIELD EXPERIENCE REQUIRED HOURS

Students in the teacher preparation programs have a range of early field experiences, as well as a quarter-long student teaching experience. During the initial three quarters of the program, students engage in at least five full weeks of early field experiences. These field experiences are in diverse urban schools. They range from single days at one school site to one or two weeklong experiences in a single classroom within a particular school.

The field experiences are related to the academic coursework students are currently taking. Field assignments are made in the methods and academic courses and conducted within the field experience. In addition, students are provided with increasing instructional responsibilities across the field experiences in the program. They begin with a focus on schools and understanding the ways in which schools work. They examine the ways in which schools approach and collaborate with the communities and families they serve. Students then examine the learners, the kinds of instruction, and the ways in which schools work to form communities of learners. They focus on what teachers do to make a positive impact on student learning.

During the first quarter, students have two field weeks. The first is early in the quarter and the second is near the end of the quarter. Students are placed in two different schools for these weeks to ensure that they see a different age/stage of students and the different settings and social contexts of the schools. The third field week takes place at the

beginning of the second quarter and is a “Design Your Own” experience. Here, students arrange their own placements in a school of their choice. Some choose to travel to another city or state, some choose private or alternative schools, and some return to one of the schools they spent time in during their first two field weeks.

The last experience is the pre-student teaching placement experience, which is for two weeks. Here, students are placed by the field placement coordinator (with their input and requests taken into account) in classrooms where they plan to student teach. During this time, students get to know their potential host teacher. They observe and work with the teacher to see if the placement is a good match, both in terms of interpersonal communication and the academic and social context. The majority of these placements work out. If the fit isn't right, a new placement is found and the process is repeated.

FIELD EXPERIENCE REQUIRED HOURS

Quarter 1	Field Week #1	Five days	40 hours
Quarter 1	Field Week #2	Five days	40 hours
Quarter 2	Field Week #3	Five days	40 hours
Quarter 3/4	Field week #4 & 5	Ten Days	80 hours

Describe how your program provides for experience(s) with diverse populations.

The teacher preparation programs place students in diverse, urban school settings. Since the inception of the GTP program in 1991 and the BATP program in 2000, students have had both early field experiences and student teaching placements in schools with diverse populations of students and in under-resourced communities. Students attending the schools where Antioch students have field experiences come from diverse racial, economic, cultural and linguistic communities. The students are placed in schools within the greater Seattle area, from Edmonds to Federal Way, in Tacoma, east of Puget Sound and both east and west of Lake Washington. Exceptions to these placements are made, but the majority of the students are placed in diverse settings.

(D) Information about state approval or accreditation of teacher preparation programs:

1. Is your teacher preparation program currently approved or accredited by the state?
 Yes No
2. Is your teacher preparation program currently under a designation as “at risk” or “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?
 Yes No

Section III. General Information (Do *not* include information on alternative-route programs.)

(A) Identify the federal, state, and private grants to improve teacher quality received by your teacher preparation program for the 2005-2006 academic year (September 1, 2005 – August 31, 2006): NA

(B) Identify any awards received by your program, your program faculty, or your students during the 2005-2006 academic year (September 1, 2005 – August 31, 2006):

Ackerman	May	MAED	National Service Scholarship
Altschul	Michelle	BATP	BATP Scholarship

Blanton	Otten	MAED	National Service Scholarship
Calvert	Catherine	BATP	BATP Scholarship
Cline	Candice	BATP	BATP Scholarship
Craven	Corrine	MAED	National Service Scholarship
Dodd	Kelly	MAED	National Service Scholarship
Elder	Rachel	BATP	BATP Scholarship
Franklin	Eric	BATP	BATP Scholarship
Geyer	Jason	MAED	National Service Scholarship
Groh	John	BATP	BATP Scholarship
Hamilton	Deborah	MAED	National Service Scholarship
Jackson	Frances	MAED	Simon Arthur Clark Memorial
James	Anita	BATP	BATP Scholarship
James	Elisia	BATP	BATP Scholarship
Linderstrom	Peter	BATP	BATP Scholarship
Paul	Larry	MAED	Educational Scholarship
Scarlett	Melissa	BATP	BATP Scholarship
Schirmer	Kristin	MAED	Catherine Landers Maxham
Schirmer	Kristen	BATP	BATP Scholarship
Sison	Laurie	BATP	BATP Scholarship
Sun	Mi Young	BATP	BATP Scholarship
Tarver	Kimberly	MAED	Educational Scholarship
Teitge	Miles	BATP	BATP Scholarship
Teitge	Miles	BATP	National Service Scholarship
Vennerhold	Kim	BATP	Catherine Landers Maxham
Vennerhold	Kim	BATP	BATP Scholarship
Ware	Frank	MAED	Seattle Diversity Scholarship
Waskom	Linda	BATP	BATP Scholarship
Williams	Steven	BATP	BATP Scholarship
Wilson	Robert	MAED	Simon Arthur Clark Memorial
Winderbaum	Baruch	BATP	BATP Scholarship

Faculty:

Pamela Bolotin Joseph Ph.D., Education core faculty, published “Seven Worlds of Moral Education” in *Phi Delta Kappan*, 86(7), 525-533 [reprinted in *Annual Editions: Education 06/07*, 33rd Edition. Dubuque, IA, McGraw-Hill]

Jacque Ensign, Ph.D., Education core faculty presented “Student Teachers Confronting Diversity Issues: What Beginning Teachers Say About Diversity in Relation to Their Teacher Education,” American Education Studies Association.

Judith A. Gray, Ph.D., posted “Democratic Classrooms” to *Education Horizons. edu*.

Ed Mikel, Ph.D., Education core faculty co-authored “Defining a Conversational Space for Curriculum Leadership,” in *Journal of Curriculum and Pedagogy*.

(C) 1. Describe the applicant selection process for your program, including a list of specific admission requirements other than passage of the WEST-B:

GPA Letters of recommendation Interviews

GRE Personal essay or philosophy statement

Other writing sample”

Other:

2. Number of applicants for the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 227

3. Number of applicants not admitted during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 12

4. Number of program completers for the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 102

5. Number of candidates who completed student teaching/internship, but did not complete the program during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 1

6. Number of candidates who completed the program, but were not recommended for certification during the 2005-2006 academic year (September 1, 2005 – August 31, 2006): 7

(D) Identify the “screening” points for your program candidates:

1. Describe the types of “screening” activities for your candidates.

Through a *review of academic transcripts*:

- Successful completion of an AA degree or 90 hours toward a bachelor degree from an accredited institution (BATP), or a bachelor degree from an accredited institution (GTP)
- Performance in core undergraduate coursework such as English, mathematics, humanities and science courses

- Performance in specialty area undergraduate coursework, e.g., courses that apply to the specific content area endorsement sought
- Passing scores on the West B, for Graduate Teacher Preparation candidates. Documentation of all three sections on West B taken prior to conditional admission to the Bachelor in Liberal Studies completion program; passing scores on all three sections of the West B before continuation in the Teacher Preparation program.

Through a *review of the written application packet*:

- Performance on WEST B
- Performance on any additional, but not required, standardized test measures submitted by the candidate (e.g., GRE or CBEST)
- Overall academic performance in undergraduate (or, if applicable, graduate) coursework, i.e., GPA or review of narrative assessments.
- Performance on written application essay
- Performance on written application self-assessment of basic skills
- Recommendations regarding preparedness for undergraduate (BATP) or graduate-level work (GTP).

Through the *individual interview process*:

- Performance on oral interview
- Performance on in situ reading and writing exercises.

Applicants with sufficient basic skills and who also demonstrate a match with the Antioch program are considered for admission to a teacher preparation program in the Center for Programs in Education.

2. As the result of your screening process/activities, identify the number of candidates who did not continue in your program in 2005-2006: 7

(E) Describe how your program provides for experience(s) with diverse populations.

The teacher preparation programs place students in diverse, urban school settings. Since the inception of the GTP program in 1991 and the BATP program in 2000, students have had both early field experiences and student teaching placements in schools with diverse populations of students and in under-resourced communities. Students attending the schools where Antioch students have field experiences come from diverse racial, economic, cultural and linguistic communities. The students are placed in schools within the greater Seattle area, from Edmonds to Federal Way, in Tacoma, east of Puget Sound and both east and west of Lake Washington. Exceptions to these placements are made, but the majority of the students are placed in diverse settings.

Section IV. Contextual Information.

Please use this space to provide information that describes:

(A) Student population served by your institution

Both the undergraduate and graduate students who come to Antioch University Seattle's teacher preparation programs bring a commitment to becoming educators who teach all children. They want a program that will help them become the best teachers they can be, and that will assist them in redressing issues of injustice and inequity in our schools.

Many applicants have worked as paraprofessionals in school settings, others have volunteered as parent and community support in schools, some have served in public service programs such as AmeriCorps and Peace Corps, and some have taught in independent schools. Several students continue to work as paraprofessionals in schools while they are enrolled in the teacher preparation programs.

Students admitted to the programs are between the ages of 24 and 55. Though it varies by cohort, year and program, the mean age for students is about 35 years of age. These students bring knowledge of schools and rich life experiences to the program. They are parents, they have owned their own businesses, they have served as executives in major corporations, they have managed companies, and they have worked as coaches and camp counselors. They are lawyers and environmental educators. Many are artists who continue to practice their skills. Some are dancers, others are dramatists and still others are talented musicians, singing in church choirs and performing in community programs. In addition, many have devoted significant parts of their lives to public, community or church service. Students select Antioch University's teacher preparation program because they believe it is where they can learn how to use education to make a difference in the lives of children and their families. They also select this program because they know that the program can make a difference in their own lives.

(B) Mission of the "unit"

All programs at Antioch University develop students and graduates who grow in their commitment to contribute personally to improvement in the human condition through responsible leadership that fosters productive, democratic change in the institutions and communities in which they live and work. Programs are guided by core educational values that include rigorous scholarship and academic discipline, engaged service, community involvement and student-centered, well-rounded learning. Committed to finding the most effective approaches to student learning through innovation and experimentation, Antioch encourages students to integrate work and study and reflection, and to address issues within a social and political context.

These values are explicit in the structure of the curriculum and the experiences created for and by students at Antioch. An Antioch education moves beyond the more usual purposes of work and career preparation for lifetime employability to the capacity for

lifetime growth and personal satisfaction. An Antioch education focuses on making a positive difference in society. Specifically, Antioch values:

- An education for the purpose of improving humanity and community through a concern for human justice, respect for all living things, and a concern for the environment
- An education that stands for high academic expectations supported by critical, disciplined and rigorous study
- An education that integrates theory and practice by linking thinking and doing, study and application, and reflection and engagement
- An education that considers the whole person, ensuring that the life of the mind, the body and the spirit grow together, and
- An education that promotes an awareness, sensitivity to and respect for our shared humanity with persons from cultures other than our own in a diverse, multi-cultural and antiracist community.

The teacher certification program at Antioch University exemplifies the values of the university as a whole. Specifically, the teacher certification program is guided by five comprehensive principles or beliefs:

- That public schools are places where the social inequities of our societies can be addressed and redressed
- That teachers can be agents of change in school settings
- That learning communities provide an important vehicle for that change to occur
- That for change to occur, teaching and learning must be active and holistic, and
- That one way to support change is by developing a reflective stance toward learning.

(C)Institution (history, mission)

Founded in 1852 as an undergraduate college in Yellow Springs, Ohio, Antioch University has had a long tradition of encouraging adult learners to pursue meaningful lives. Horace Mann, Antioch's first president, was the architect of the American public school system and instrumental in admitting women and minorities into higher education, beginning a tradition of inclusiveness. Across the past 150 years, Antioch has continued to expand an educational model that integrates intellectual and experiential learning with Accredited by the North Central Association of Colleges and Schools, Antioch University has five campuses nationwide. This national multi-campus university serves more than 5,000 students, more than 80 percent of whom are adult learners. Governed by a national Board of Trustees, its campuses currently include Antioch College and The MacGregor School in Yellow Springs, Ohio; a New England campus in Keene, New Hampshire; and campuses in Los Angeles, Santa Barbara and Seattle.

The university campuses share a single charter, governing board, chancellor and accreditation status. While connected to the broader university network, each Antioch campus functions with significant autonomy.

Established in 1975, Antioch University Seattle is the Pacific Northwest campus of Antioch University. Antioch University Seattle embodies the commitment to creating a collaborative and challenging environment for progressive education. Located in downtown Seattle, Antioch University Seattle has four centers and one undergraduate program. The graduate centers include psychology, education and the Center for Creative Change. The fourth center is the continuing education center. In addition, an undergraduate Bachelor of Arts completion program supports students working to finish their bachelor's degree with a major in liberal studies. Antioch University Seattle serves approximately 800 full-time equivalent students each year. Most of the students are mid-life adults returning to the educational setting to improve their knowledge and skills. They want to be better able to serve their personal and professional communities and/or to prepare for new career opportunities. and community participation and service for all students.

(D) Type(s) and delivery of teacher preparation program(s) offered (e.g. undergraduate, MIT, school partnership)

The Center for Programs in Education houses teacher preparation programs for undergraduate (BATP) and graduate students (GTP). In addition, a blended model of these programs was started in two additional sites. The First Peoples Program in Auburn, and the Teacher Preparation program in Tacoma. Antioch also offers the Professional Teacher Certification Program both on campus and at sites. A brief description of these program offerings follows.

The BATP program is an undergraduate bachelor completion with teacher preparation program. It has sites in the urban centers of Seattle and Tacoma. The students in the BATP program are primarily paraprofessionals in those school districts. One important emphasis in this program is to prepare more teachers of color to work in the increasingly diverse public schools. Courses are offered primarily in schools and community centers in either Seattle or Tacoma. Strong partnerships have been developed with administrators at the particular school sites. Some of these administrators have, for example, taught in the program. In addition, a formal partnership agreement exists with the Tacoma Public Schools. Within the framework of this partnership, students in the Tacoma BATP program are granted a quarterly stipend to support their academic work.

The GTP program is a graduate teacher preparation program based primarily on campus. Though a select few courses are offered in the schools, most are hosted on campus. Field experiences are all in public schools, primarily in diverse urban settings. There are a number of schools in which GTP students have been placed for several years, though the partnerships with these schools are informal. The GTP program (K-12) is in the process of establishing more formal partnership relationships with select elementary, middle, and high schools throughout the area.

Additionally, the GTP has a one-quarter extension for students who have completed the teacher preparation portion (five quarters) of the program and who want to complete a master's degree. This program, termed the TPMA, engages students in an inquiry-based

project related to a specific inquiry question. The TPMA portion of the program builds on the skills and knowledge of the teacher preparation year.

Blended Models

Currently, the Center for Programs in Education offers a blended model in three sites, the First Peoples Program in Auburn, the Teacher Preparation Program in Stanwood, and the Teacher Preparation Program in Tacoma. Students in both programs attend the core educational foundation courses required for teacher preparation together. They then separate for the required content and methods courses in their selected program. All of the state and program requirements for the elementary education endorsement are included in the BATEP strand, and the state and program requirements for teacher preparation are included in both the BATEP and GTEP offerings. In addition, the First Peoples Program was designed to study the educational issues, content areas, and methods classes, with and through Native American perspectives. This program is offered in collaboration with the Muckleshoot Tribal College in Auburn.

As with all of our programs, the blended model also infuses the mission and goals of Antioch University Seattle and of the Center for Programs in Education. Multicultural perspectives and social justice issues are emphasized, and students are encouraged to take leadership in their future school sites and be agent of positive change.

Professional Teacher Certification Preparation

The Center for Programs in education offers a non-master's program with 15 non-degree credits through the Center for Continuing Education. In addition, the center also offers professional certificate preparation in conjunction with the MAEd. locations (Marysville, Arlington, Stanwood, Tacoma and Auburn),

(E) Faculty composition (e.g. full-time tenure track, National Board certified teachers, etc.)

Antioch University Seattle does not have a rank and tenure system. All full-time permanent faculty members are core faculty. Visiting faculty, associate faculty and adjunct faculty provide additional staffing. Visiting faculty status is for instructors who teach full-time in the Center for Programs in Education for up to three years. Associate faculty status is for part-time instructors who teach more than one quarter and who provide an additional service to the program (advising, for example). Adjunct faculty status is someone who generally teaches a single course during one quarter, or who supervises student teachers during the year.

There are 13 full-time core faculty members and three visiting faculty members in the Center for Programs in Education. There are two program chairs, one for B ATP and one for the First Peoples Program in Auburn. There is also the center director who oversees all the programs in the center. One of the chairs is core faculty, and one is visiting faculty. Of the 16 core and visiting faculty, nine are female and four are male; four are people of color. The core and visiting faculty members have had rich experiences with diverse populations of students. For example, two faculty members have worked in rural Alaska; several have worked on Native American reservations in Washington and Montana, Arizona and Utah, another has taught in Hawaii, and one was the head teacher in the Seattle Gypsy Alternative School. The faculty brings a strong commitment to supporting all children and their families and to preparing teachers to work in under-resourced school settings in progressive and positive ways.

Most of the core faculty members have taught in public schools and all hold doctoral degrees. One of the visiting faculty holds a doctorate, one holds an Ed. S. and one holds an M.ED. and brings considerable expertise about literacy and writing education in the Seattle Public Schools to the center. Core and visiting faculty supervise students during their early field experiences. In addition, core and visiting faculty supervise student teachers; thus, they are in consistent contact with public schools in a variety of districts and this helps them stay up-to-date with K-12 teachers' and students' lives in schools.

With regard to other work in the public schools, one faculty member is highly involved with secondary schools through her work in a Gates Small Schools grant, and her teaching of a specialized class in choreography and technology at an area secondary school. Two core faculty members volunteer weekly, one in a Seattle elementary school and one at the Muckleshoot Tribal School. Three more core faculty have developed formal partnerships with public elementary, middle and high schools during the first year of the redesigned day elementary and secondary programs.

Generally, adjunct faculty, who are practicing classroom teachers, principals, and/or experts in their fields, teach additional classes. For example, a secondary special education teacher teaches the special needs course in the evening secondary program. Adjunct faculty are fairly equally male and female. They have a minimum of a master's degree and considerable practical experience in the areas they are teaching. Adjunct

faculty supervisors are all former teachers, former school administrators or teacher educators.

(F) Collaborative activities

The Center for Programs in Education has developed several collaborative activities with the several school districts and with the Muckleshoot Tribe. These initiatives are described here.

First Peoples Program

Antioch and the Center for programs in Education partnered with the Muckleshoot Tribe in Auburn, Wash., to design and implement a teacher preparation program with a Native American emphasis.

The intent of this program is to prepare Native American teachers and other interested educators for both tribal and public schools, in order to provide perspectives and learning experiences that reflect and honor the diversity of Native American (and all children) children in our schools today.

The tribe provided the site and the classrooms and access to a fully equipped computer lab. In addition, members of the Muckleshoot tribe and faculty at the Muckleshoot Tribal College collaborated with Antioch faculty and administrators to design the scope and sequence of the program and to blend the BATP and GTP program offerings so that potential students at a variety of education levels could be served.

Professional Teacher Certificate Preparation Program with Marysville and

Stanwood

Antioch and the Center for Programs in Education partnered with the Marysville and Stanwood School Districts and continued to offer the Professional Teacher Certificate Preparation Program to students enrolled the M.A. Ed (Master for Experienced Educators Program).

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

_____ (Signature)

Robert G. Delisle Name of responsible institutional representative
for teacher preparation programs

Interim Director Title
Center for Programs in Education

Certification of review of submission:

_____ (Signature)

Tina Dawson Name of President/Chief Executive (or designee)

Associate Academic Dean Title