

**Department of Curriculum and Instruction
Consolidated Annual Report**

CURRENT YEAR: Fiscal Year 2011

I. Accomplishments and Productivity for 2010

A. Review of goals and objectives for 2010

1. Enhanced Learning Culture

- a. Explore the Early Childhood Education English Language Learners initiatives at the state level and find ways to work with those initiatives to enhance our course offerings.
Action: Two faculty members attended two statewide meetings to address this issue.
Future action will depend on the requirements and guidelines set forth by Illinois State Board of Education
- b. Review the early childhood education program course offerings, scheduling and field experience placements to continue to meet the accreditation requirements for the Illinois State Board of Education and the National Association for the Education of Young Children.
Action: The length of the pre-student teaching experience (ECH 480) has been increased from four to five days each week.
- c. Analyze department curriculum as well as course offerings through other departments to identify coursework that can be used to meet additional semester hour requirements for middle school endorsements.
Action: ISBE is redesigning the elementary education certificate, which will impact middle school requirements. No action will be taken until the new certificate and endorsements have been finalized by ISBE.
- d. Adopt common “expectations for writing” for all graduate and undergraduate courses.
Action: All 100 and 200 level elementary and early childhood and some 300 and 400 level courses have adopted common expectations. We will continue to work towards achieving this goal.
- e. Review and update undergraduate and graduate generic syllabi to meet accreditation requirements.
Action: All of our professional organizations are adopting new standards for teachers which will take effect in either 2012 or 2013. The graduate reading program faculty have identified the courses in which the new standards for reading will be addressed.. The early childhood, special education, and elementary education undergraduate program faculty will begin this work as the national organization standards are finalized this year. The special education faculty have already examined the revised Illinois Professional Teaching Standards and identified the indicators that are addressed in our service courses as well as additional indicators that can be included in these courses.
- f. Increase the focus on data driven decision making in department coursework at the undergraduate and graduate levels.

Action: To comply with the requirements for state and national reports, program and course changes are being implemented that reflect our analysis of candidate performance data.

- g. Complete all program reports for national and state accreditation.
Action: All state and program reports were submitted.

2. Fiscal Responsibility and External Funding

- a. Encourage faculty to submit grant proposals that contribute to the mission of the department.
Action: Federal and state grants in 2010 included substantial requirements for local “in kind contributions” and extensive requirements for data reporting that were not compatible with the assessment data required by our national and state professional organizations. Our department programs focused on collecting required assessment data and completing program reports for our accrediting bodies at the state and national levels.

3. Partnerships, Community Engagement and Outreach

- a. Explore means of interacting with alumni, including the use of social networking sites.
Action: Department faculty participating in the COEHS Faculty Innovators initiative had identified this as a goal. The technology tools which they planned to utilize are now fee-based. We are exploring alternative technologies.
- b. Continue to improve and expand the professional development partnership with East Moline School District.
Action: All tutoring and aiding experiences now take place in the East Moline School District. We have increased the number of candidates and classrooms participating in the Two-Student Project.

4. Diversity and Enrollment Management

- a. Send an electronic department newsletter to school districts in the service region highlighting future coursework and graduate degree opportunities.
Action: We did not send electronic newsletters as access to school districts has been more challenging than envisioned. We continued to send postal mail to teachers who earned waivers for working with our pre-service teachers.
- b. Review the structure of the graduate reading program and add options for those candidates seeking reading teacher endorsements.
Action: Correspondence with our professional organization (International Reading Association) indicates that we would need to offer separate sections for those pursuing reading teacher and reading specialist endorsements, which is not feasible at this time.
- c. Implement new areas of specialization in graduate elementary education program.
Action: Two areas of specialization were redesigned. The Literacy Education and Elementary Curriculum specializations, which can be completed online, were created.

5. Internationalization

- a. increased interaction with faculty and candidates outside of the U.S.
Action: Dr. Linda Meloy (WIU-QC) received a Fulbright Specialist Program Grant Award for a collaborative project with Kwara State University in Ilorin, Nigeria. She worked with local education leaders and university faculty on planning for a training program for teachers who plan to work with students with learning and behavior disorders, high incidence disabilities new to Nigerian education.

6. Scholarship

- a. Continued financial support and encouragement for engaging in professional presentations at the state and national levels.
Action: The department contributed \$700 towards travel for faculty presenting at state, regional, national, or international conferences. Department faculty also earned the COEHS and Provost travel awards.

7. Technology Goals and Objectives

- a. Increase the use of demonstration software and other technology to acquaint graduate and undergraduate candidates with effective uses of technology to enhance instruction.
Action: Due to budget constraints, this goal was not achieved.
- b. Purchase additional tape recording and video recording technology to support candidates' reflection on their instruction.
Action: Due to budget constraints, this goal was not achieved.
- c. Seek funds to add Smart Boards to classrooms used by the department:
Action: A portable Smart Board purchased by the college a number of years ago was checked out infrequently due to the challenges of transporting and setting it up in classrooms. The department requested and received approval to move this Smart Board to HH 43 which is used nearly exclusively by department faculty. Department faculty are beginning training on innovative applications for the Smart Board in PreK-8 classrooms.
- d. Seek funds for the upgrade of technology in Horrabin Hall 43.
Action: A new projector and screen were installed in Fall 2010.

8. Other Department Accomplishments

- a. A new Summer Rotation Document was completed and implemented for the consolidated departments of Special Education and Curriculum and Instruction.

B. Department Accomplishments: Many of the department accomplishments related to its goals and objectives are outlined in I A. Additional accomplishments are included in this section.

1. Enhanced Learning Culture

- a. The consolidation of the Department of Special Education and the Department of Curriculum and Instruction effective Fall 2010 will enable the combined faculty to collaborate to enhance the preparation of future teachers as well as practicing teachers.
- b. In conjunction with preparation for the NCATE institutional visit in 2011, undergraduate program reports were submitted to the early childhood (NAEYC), elementary (ACEI) and

special education (CEC) specialty professional associations. A graduate reading report was also submitted to the International Reading Association.

- c. As the result of the analyses of performance assessment data for our national professional organization reports, faculty identified program improvements to enhance candidate learning at the undergraduate and graduate levels.
- d. Two new specializations were created for the elementary education graduate program: literacy education and elementary curriculum.
- e. The elementary education graduate program was approved for online delivery by NCA. The literacy education and elementary curriculum specializations can be completed online.
- f. Three required courses in the graduate reading program were converted to online delivery: RDG 570 (Reading in the Elementary School), RDG 576 (Psychology of Reading), and LLA 525 (Literature and the Reader).
- g. The faculty in the graduate Special Education revised the content of a required course and increased the course credit from 2 s.h. hours to 3 s.h. The revision of SPED 518 (Career Education and Transitions) will allow program faculty to more fully address the content needed for practicing teachers.
- h. The content and materials of the undergraduate social studies education courses were revised to provide additional support for future teachers and enhance their understanding of social science content.
- i. Literacy education and a social studies education faculty were hired, enabling the department to address the needs of current candidates in department programs.
- j. Under the leadership of Dr. Kathy Barclay, department faculty produce the Illinois Reading Council Journal four times each year.
- k. The science education faculty offered a series of workshops for undergraduate education majors to enhance their understanding of a variety of environmental issues and to develop strategies for teaching elementary and middle school students in those areas. These workshops are additional experiences beyond requirements for courses.

2. Fiscal Responsibility and Accountability

- a. With the consolidation of the Departments of Special Education and Curriculum and Instruction, one chair position was eliminated.
- b. With the consolidation of the Departments of Special Education and Curriculum and Instruction, student worker positions were eliminated, while office staff positions were maintained.
- c. With the consolidation of the Departments of Special Education and Curriculum and Instruction, one copier is used rather than two.

- d. The undergraduate field experience placement coordinators have sought additional placements at selected schools to consolidate university supervisors travel to observe candidates.
- e. Communication with area schools was converted to email to reduce mailing costs.
- f. The department participated in the online evaluation of online course to save mailing costs.
- g. The department acquired Indirect Cost Recovery dollars through the department's publication of the Illinois Reading Council Journal.

3. Partnerships, Community Engagement, and Outreach

- a.. Science faculty sponsored family science nights at schools in the Quad Cities region.
- b. The department faculty continued their partnership with East Moline School District to provide enhanced educational experiences for WIU candidates and East Moline K-8 students.
- c. WIU faculty provided inservice training for East Moline elementary schools to support our partnership with this school district.
- d. In conjunction with required practicums for the graduate reading program, graduate candidates provided free tutoring for students in grades first through eighth in the Macomb, Springfield, and Quad Cities areas.
- e. Through the America Reads program housed in the department's reading center, after school tutoring was provided at Lincoln, Edison, Calvary Baptist, and St. Paul schools. Ten graduate assistants were employed in Spring 2010 and 6 in Fall 2010. Thirty-six undergraduate students volunteered to assist with this program in Spring 2010, while 29 did so in Fall 2010. Eighty-one elementary students were served in Spring 2010 and 59 were served in Fall 2010.
- f. Dr. Pamela Godt organized and implemented the Denmark-Macomb International Students Exchange Program
- g. The Maurice G. Kellogg Science Education Center and department faculty hosted a regional competition for the Illinois Science Olympiad. Nine middle schools and thirteen high schools with approximately 300 students participated in 46 events. Twenty-one WIU faculty from various departments and colleges assisted with this event.
- h. The Maurice G. Kellogg Science Education Center and department faculty hosted the Annual PreK-8 Science Update Conference with approximately 169 attendees. Thirty-three sessions were provided for attendees.
- i. The Maurice G. Kellogg serves as a repository for ten Illinois Department of Natural Resources Traveling Trunks, which provide information and materials about plants and animals found in Illinois.

- j. Science faculty work with four Regional Offices of Education to provide training to area middle and high school teachers. WIU and these Regional Offices of Education continue to collaborate on various state grants to improve science instruction in Illinois schools.
- k. Faculty partnered with Prairie Hills Resource Conservation and Development, Inc. to provide books to families and students through the R. E. A. D. Y. Bus (Reaching, Educating, and Developing Youth) project.
- l. The department hosted the Children's Literature Examination Center Open House in April 2010.
- m. The Infant/Preschool Center served 33 children and provided observation opportunities for students from departments across campus.
- n. A faculty member served as a member of a local school district board of education and president of a parent advisory group.

4. Access and Equity

- a. Recruitment efforts focused on increased communication with students who have been admitted to WIU. Both letters and internet communication are used to encourage students to enroll in WIU.
- b. Information from students attending Discover Western is included in a database to facilitate further communication with them.

5. Student Centered Environment

- a. Spreadsheets tracking the progress of each candidate in the reading, special education, and elementary education programs are used to identify the courses that candidates need for a timely completion of their graduate program.
- b. The department website has been revised to provide easier access to important information about the graduate programs as well as scholarships for undergraduate and graduate candidates.
- c. Current candidates' successes and activities are now included on the department website.
- d. Each semester outstanding pre-service teachers are recognized at an awards ceremony.
- e. Undergraduate candidates participate and lead sessions for the PreK-8 Science Update Conference.
- f. Faculty assisted students in preparing presentations for state professional conferences.
- g. Elementary and special education students participated in Undergraduate Research Day.
- h. Graduate special education students participated in the Graduate Research Symposium at the WIU-QC campus.
- i. Faculty served as advisors for four student organizations.

C. Measures of Department Productivity (see above)

D. Use of Funds

- a. Department foundation funds were used to support faculty who present papers at conferences.
- b. Department foundation funds were used to purchase materials to support classroom instruction and enhance professional development.

III. Major Outcomes and Productivity Measures for FY 12.

1. Enhance Learning Culture

- a. Convert five courses to the online format: ECH 524, SPED 551, SPED 518, C&I 600, C&I 603
Time period for completion: short-term (next 12 months)
- b. Respond to the conditions that must be met to gain full national recognition for the following programs: Undergraduate Early Childhood Program, Undergraduate Special Education Program, and the Graduate Reading Program.
Time period for completion: short-term (next 12 months)
- c. Create a plan for meeting the revised Illinois Professional Teaching Standards in the undergraduate early childhood, elementary, and special education programs.
Time period for completion: short-term (next 12 months)
- d. In preparation for the implementation of new national standards in Fall 2012, faculty will redesign courses and assignments as needed to meet new standards.
Time period for completion: short-term (next 12 months)
- e. If the budget allows, provide opportunities for faculty to participate in professional development. Participation in webinars conducted by national professional organizations will be encouraged to contain costs.
Time period for completion: mid-term (2-4 years)
- f. Faculty presentations at national conferences will be encouraged with continued support for travel as the budget allows.
Time period for completion: short-term (next 12 months)
- g. Undergraduate literacy courses will be revised to address the new Kindergarten – Grade Five and Grades Six – Eight Common Core Standards.
Time period for completion: short-term (next 12 months)

2. Fiscal Responsibility and Accountability

- a. Continue to monitor department budgets each week.
Timeline: Ongoing

3. Partnerships, Community Engagement, and Outreach

- a. Meet with teachers and administrators of local school districts to discuss common goals for field experiences.
Timeline: Completion by December 1, 2011.
- b. Continue and build on our partnership with East Moline School District.
Timeline: Ongoing
- c. Science faculty will continue to work with Regional Offices of Education to provide training for middle and high school teachers.
Timeline: Ongoing

4. Access and Equity

- a. Develop and distribute “Program 2 Program” recruitment materials. These materials provide specific information regarding the coursework that must be taken at the community college and WIU to complete the undergraduate degree program.
Timeline: Completed by March 21, 2011
- b. Enhance communication with newly admitted students through follow-up letters and the use of Patron Mail.
Timeline: Ongoing
- b. Identify venues for marketing the ELED online graduate program and implement recruitment strategies.
Timeline: Completed by June 1, 2011.
- c. Develop and implement a systematic plan for encouraging graduate students who have either not started coursework after being accepted or have stopped taking courses to complete the graduate program.
Timeline: Plan and strategies developed by August 1, 2011.

5. Student Centered Environment

- a. Post video clips of undergraduate students discussing their experiences in the department programs on the department website.
Timeline: Completed by April 1, 2011

Other Department Goals for FY 12

1. Create one Department Workload Equivalent for the consolidated department.
Timeline: Completed by June 1, 2011.
2. Create one Department Criteria document for the consolidated department.
Timeline: Completed by June 1, 2012
3. Create one PAA document for the consolidated department.
Timeline: Completed by June 1, 2012
4. Develop new committee structures for the consolidated department.
Timeline: Completed by June 1, 2012

IV. Technology Goals and Objectives

1. Encourage department faculty to demonstrate software and technologies used in K-8 classrooms.
Strategic Goal: Enhanced Learning Culture
Timeline: short-term (next 12 months)
2. Work closely with the COEHS dean's office to update the technology in HH 27.
Strategic Goal: Enhanced Learning Culture
Timeline: short-term (next 12 months)
3. Work closely with the COEHS dean's office to replace dated faculty and staff computers as funds become available.
Strategic Goal: Enhanced Learning Culture
Timeline: short-term (next 12 months)

VI. Western Illinois University Quad Cities

1. Department programs that can be completed at the WIU-QC campus:
Undergraduate elementary education
Early childhood education program
Graduate Special Education program
Graduate Reading program
Graduate Elementary Education program (some required courses must be taken online)
2. Number of QC faculty: 10
Number of Macomb-based faculty delivering coursework in the Quad Cities: 4, each teaching no more than one course each semester
Adjuncts: none
3. Short-term goals
Increase the number of majors in each program offered at WIU-QC

Strategic Goal: Enhanced Learning Culture
Timeline: short-term (next 12 months)

IX. Facilities Request

1. We continue to request remodeling of the Science Education Lab (Horrabin Hall 62). Initial plans for remodeling were discussed in detail in 2009. We request this project remain on the priority list.

XI. Scholarly/Professional Activities

- a. Book Publications: 2 with a third submitted for publication
- b. Book Chapters: 2
- c. Refereed articles: 7
- d. Non-refereed articles: 20

- e. Domestic conference presentations: 54
- f. International Presentations: 11
- g. Officer/Leadership Roles in Professional Organizations: 33
- h. Members on Regional, State, and National Committees: 10
- i. Other Significant Professional/Scholarly and Service Activities: 33