

Enhancing Campus-wide Teacher Education: Building Stronger Relationships with Content Faculty

Proposal submitted to the  
UW-La Crosse Institutional Review Board for the Protection of Human Subjects  
for Expedited Review

Tracie Blumentritt, Beth Hartung, Seung-Ryul Shin, Teri Staloch

School of Education  
College of Education, Exercise Science, Health and Recreation  
University of Wisconsin-La Crosse

September 14, 2004

## **Enhancing Campus-wide Teacher Education: Building Stronger Relationships with Content Faculty**

Tracie Blumentritt, Beth Hartung, Seung-Ryul Shin, Teri Staloch  
College of Education, Exercise Science, Health and Recreation & College of Liberal Studies

### Project Description

The purpose of this research is to understand content faculty perceptions of their role in teacher education at the University of Wisconsin-La Crosse. The first phase of this study will be to obtain baseline data from sixteen identified content liaisons regarding their involvement in teacher education. On September 17, 2004, sixteen content liaisons from departments directly involved in teacher preparation will be formally introduced as members of the School of Education (See Appendix A). At this meeting, a survey will be administered to participants. Data will be collected again using the same instrument in March 2005 to determine perceptual changes of these content liaisons.

Throughout the fall semester, several other initiatives will be introduced campus wide by the School of Education to enhance communication and collaboration between content and teacher education program faculty. For example, the Director of the School of Education will send out an electronic newsletter to the campus and PK-12 school district communities. The purpose of this newsletter is to build communication processes for sharing information regarding policies and practices affecting teacher education at UW- La Crosse. The Director will also make a concerted effort to bring information to content departments via Content Liaisons as well as visiting content department meetings. Likewise, these new initiatives will be a chance for PK-12 schools and content departments to ask questions and make suggestions to the School of Education.

The role of the Content Liaison will be critical in successfully making Teacher Education a campus wide function. Triangulation will occur with the collection of field notes by the director and

assistant to the director of the School of Education. These field notes will record dialogue and observations as related to content involvement in teacher education.

### Background

The University of Wisconsin System Administration is committed to supporting campus efforts that are associated with the successful implementation of the new teacher licensure standards (PI-34). In addition, in June of 2001, the UW-System Board of Regents passed the following resolution:

The Board of Regents adopts the PK-16 Principles directing each UW System Chancellor to work collaboratively with PK-12 and other postsecondary education leaders to develop a well-articulated plan for achieving local quality PK-16 education; and to report plans, initiatives and achievements to the Board in 2002.

In the June of 2002 the Board of Regents issued an Executive Summary which promoted “collaboration and quality PK-16 education by understanding factors that impact the various systems involved.” This proposed research, which encourages and promotes greater understanding of factors that impact the relationship between teacher education program and content faculty will assist the School of Education as we establish collaborative partnerships.

### Project Objectives

This project is designed to address the following objectives:

- To examine the effect of SOE initiatives (i.e. SOE newsletter, content liaisons, guest visits to department meetings, etc.) related to enhancing communication between Teacher Education Departments and Content Departments.
- To examine the effects of systematic integration of Content faculty via Liaison positions with SOE functions.
- To examine the content faculty perceptions of their role in teacher education at the University of Wisconsin-La Crosse.

### Subject Population

UW-La Crosse content faculty officially appointed as Content Liaisons for their respective departments will be invited to participate in the project.

### Vulnerable Population

UW-La Crosse faculty are not considered to be vulnerable populations; informed consent procedures will be followed. A code number will be assigned to each participant in the study to guarantee anonymity.

### Voluntary Informed Consent

UW-La Crosse faculty who participate in the research will be informed of their rights, and permission to be surveyed, interviewed, and observed will be gathered (see attached).

### Confidentiality of Subjects

The names of the participants will not be used in any public forum. Identification numbers will be assigned to guarantee anonymity.

### Anticipated Risks or Inconveniences

No inconvenience to any participants is anticipated. The names of university faculty will not be used in any publications or presentations that result from the proposed study.

### Procedures to Minimize Potential Risk

No potential risks to any participants exist. Through voluntary informed consent, project participants will have the option not to participate in the research study. University faculty will only participate in the study as volunteers. They will be informed that they may withdraw from the study at any time without consequence.

### Anticipated Benefits

A number of anticipated benefits from this study exist. The School of Education will assess current perceptions of content faculty involvement in teacher education. In addition, several new

initiatives will be implemented to encourage collaboration and involvement in policies and regulations related to teacher education. The perceived impact of these of the initiatives will be analyzed and if findings suggest that the new initiatives have enhanced teacher education as a campus wide function, these practices will become institutionalized. Furthermore, participants will also be given ample opportunity to make suggestions for additional means of building relationships between content and teacher education faculty. Ultimately, if bridges can be built across all departments involved with teacher preparation, the quality of Teacher Education at UW-La Crosse will be enhanced. Moreover, the collaborative model created through these initiatives could potentially serve as a model for other institutions involved in teacher education nationwide

### **References**

University of Wisconsin - System. *Executive Summary. A Profile of PK-16 Collaboration Across the UW System : A Report to the Board of Regents.* June 6, 2002.

## **Enhancing Campus-wide Teacher Education: Building Stronger Relationships with Content Faculty**

### **Informed Consent**

I have been informed that:

- The purpose of this research project is to determine the perceptions of content faculty related to their role in teacher preparation.
- I will be asked to provide confidential feedback via pre and post tests and through observations at School of Education meetings (September 2004 – April 2005) regarding my personal perceptions pertaining to my role as a content liaison with the School of Education.
- My consent extends to the use of data that may be gathered from a participant survey, participant interviews and in School of Education meetings.
- The results of the project may be published in professional literature or presented at professional meetings and will not include my name or content department.
- I can withdraw from the study at any time for any reason without penalty.

Questions regarding this research may be addressed to Tracie Blumentritt, Beth Hartung, Seung-Ryul Shin, Teri Staloch, Project Directors, at (608) 785-5405. Questions regarding the protection of human subjects may be addressed to Dr. Ron Rada, Chair of the UW-La Crosse Institutional Review Board for the Protection of Human Subjects, (608) 785-8259.

Participant \_\_\_\_\_

Date \_\_\_\_\_

Researcher \_\_\_\_\_

Date \_\_\_\_\_

## Participant Survey

### Enhancing Campus-wide Teacher Education: Building Stronger Relationships with Content Faculty

To what extent do you agree or disagree with the following statements?

1. I am actively involved in the preparation of future teachers at UW-La Crosse.

4 Strongly Agree      3 Agree 2 Disagree      1 Strongly Disagree

2. I believe teacher education is a campus wide function at the University of Wisconsin- La Crosse.

4 Strongly Agree      3 Agree 2 Disagree      1 Strongly Disagree

3. Prior to becoming a Content Liaison, I considered myself a member of the School of Education.

4 Strongly Agree      3 Agree 2 Disagree      1 Strongly Disagree

4. Prior to becoming a Content Liaison, I consistently received communication from the School of Education.

4 Strongly Agree      3 Agree 2 Disagree      1 Strongly Disagree

5. Prior to becoming a Content Liaison, I felt comfortable sharing my thoughts, opinions, and questions regarding policies and practices as related to Teacher Education at UW-La Crosse.

4 Strongly Agree      3 Agree 2 Disagree      1 Strongly Disagree

**Please comment on the following questions:**

6. If a campus goal is for teacher education to become a campus wide function, what current barriers do you believe need to be eliminated?

7. What suggestions do you have to improve the quality of teacher preparation at UW-La Crosse?

8. Please feel free to make any additional comments that have not yet been addressed.

# Content Liaison Involvement in SOE Meetings

Meeting Date \_\_\_\_\_

|    | <b>Content Area</b>                 | <b>Content Liaison</b>       | <b>Present at meeting?</b> | <b>Comments</b> |
|----|-------------------------------------|------------------------------|----------------------------|-----------------|
| 1  | Life and Environmental Science      | Tim Gerber and Sue Anglehart |                            |                 |
| 2  | Math                                | Helen Skala                  |                            |                 |
| 3  | Music                               | Soojin Kim Ritterling        |                            |                 |
| 4  | Modern Language & ESL               | Jean Hindson                 |                            |                 |
| 5  | Physics                             | John Colton                  |                            |                 |
| 6  | Chemistry                           | Curt Czerwinski              |                            |                 |
| 7  | English                             | Ray Schoen                   |                            |                 |
| 8  | Geography & Earth and Space Science | Cynthia Berlin               |                            |                 |
| 9  | Psychology                          | Tracie Blumentritt           |                            |                 |
| 10 | Sociology                           | Bill Zollweg                 |                            |                 |
| 11 | History                             | Chuck Lee                    |                            |                 |
| 12 | Economics                           | Mike Hauptert                |                            |                 |
| 13 | ESL                                 | Janis Hanson                 |                            |                 |
| 14 | Art                                 | Seung-Ryul Shin              |                            |                 |
| 15 | Computer Science                    | Tom Gendreau                 |                            |                 |
| 16 | Political Science                   | Dave Solie                   |                            |                 |

**ATTACHMENT A - APPLICATION FOR UNIVERSITY IRB REVIEW**

(All submissions must be typewritten)

Date 9/14/04

1. a. Principal Investigator/Project Director (if thesis or undergraduate research project, student's name):  
Tracie Blumentritt, Beth Hartung, Seung-Ryul Shin, Teri Staloch
- b. Applicant Status: (Check all that apply)
  - Faculty
  - Academic Staff
  - Graduate Student
  - Undergraduate Student
- c. Investigator/Project Director Local Address:  
230 Morris Hall, UW-La Crosse
- d. Investigator/Project Director Local Telephone Number: (608) 785-5405 E-mail:  
staloch.teri@uwlax.edu; hartung.beth@uwlax.edu; shin.seung@uwlax.edu; blumentr.trac@uwlax.edu

2. a. Title of Proposed Project: *Enhancing Campus-wide Teacher Education: Building Stronger Relationships with Content Faculty*

b. Project Period: Begin Date: September 2004 End Date: May 2005

c. If a student project of any type, Faculty Advisor's Name, Department, and Phone:  
Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Department: \_\_\_\_\_ Phone Number: \_\_\_\_\_ E-Mail: \_\_\_\_\_

\*Signatures of Thesis Committee Members: \_\_\_\_\_

3. If the researcher believes his/her project may be reviewed under expedited procedures (p. 6-9) and/or falls within the exemptible category, (p. 4-5) please check the appropriate box(es) below

- Expedited
- Exemptible

a. If expedited, please indicate the number(s) of the categories listed on pages (6-9) 6, 7

b. If exemptible, please indicate the number(s) of the categories listed on pages (4-5) \_\_\_\_\_

4. By signing this application, I agree to comply with any decisions made by the University of Wisconsin-La Crosse IRB in regard to the above named research project, and or the standards of professional ethics in my field of study.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

The IRB has reviewed the above research project and has determined that:

1. \_\_\_\_\_ APPROVAL IS GRANTED-as submitted or as modified per attached (check one)
  - a. the protocol does not contain procedures which place human subjects at risk, or
  - b. the protocol contains procedures which place human subjects at minimal but acceptable risk, or
  - c. the protocol contains or is likely to contain procedures that may place human subjects at greater than minimal risk; however, the risk(s) are outweighed by the sum of the anticipated benefits of the research.
2. \_\_\_\_\_ APPROVAL NOT GRANTED

The following IRB members participated in this review:

---

---

---

On behalf of the board:

---

---

IRB Chairperson Signature Date