Woodring College of Education
Preparing thoughtful, knowledgeable, and
effective educators for a diverse society

Assessment System Overview

Through the Woodring College of Education assessment system we:
- ➢ assess learning outcomes that are aligned with institutional, state or national standards for all programs;
- ➢ assess alignment with the conceptual framework for professional educator preparation programs;
- ➢ systematically gather evidence on candidate learning and program operations;
- ➢ aggregate data over time;
- ➢ ensure fair and unbiased assessment of candidates;
- ➢ provide for the regular analysis of assessment results; and
- ➢ systematically link assessment and evaluation to program decision-making processes.

The Woodring assessment system is comprised of several components. Program assessment plans provide a roadmap for the assessment of candidate performance relative to learning outcomes. Our assessment plans define candidate learning outcomes relative to standards and the conceptual framework, align curriculum with the learning outcomes, and identify sources of evidence of candidate proficiency collected through multiple assessment measures at major transition points.

The *Woodring Information System* (WIS) is a comprehensive data management system that was developed collaboratively by the Woodring College of Education and Western Washington University Administrative Computing Services. The WIS supports a web-based interface for creating a wide range of reports pertaining to candidate admission, retention, internship entry, program evaluation, and program completion as well as program operations.

Assessment data reports disaggregated by program and by main campus and outreach locations are published on the Woodring Assessment System website in accordance with the *Candidate Performance Data Schedule for Collection and Reporting*. Data reports are distributed to internal and external constituents and discussed annually at meetings of the University-wide Teacher Education and Academic Departments Commission (TEAC) and Professional Education Advisory Boards (PESBs) for teachers, administrators, and school counselors. Our *Closing the Assessment Loop* annual reporting procedure serves as a mechanism for documenting department-level discussions of assessment data and uses of data for continuous improvement of programs and operations.

The *Woodring Assessment Committee* facilitates the sharing of assessment practices across programs, identifies professional development opportunities for faculty in the areas of course-based and program-level assessment, and makes recommendations to the Woodring Leadership Council regarding policies, procedures, and resources to support outcomes assessment and program evaluation. For example, in 2009-2010 the Assessment Committee awarded six grants totaling $5,000 for projects to advance the use of best assessment practices including inter-rater reliability studies, observation evaluation form reliability studies, program assessments, and exemplary student-based evidence of learning related to sustainability.

The above-referenced *evidence* and more can be found within the online Woodring assessment system, which serves as our assessment manual.