

## Summary of Improvements to Programs and Operations

All Woodring College of Education programs analyze assessment data for purposes of evaluating the quality of programs and operations in support of continuous improvement. Annual *Closing the Assessment Loop* program reports may be viewed on the [Woodring Assessment System](#) website. Curricular changes and rationale may be viewed in Teacher Curricula & Certification Council (TCCC), Woodring Curriculum Council (WCC) and Woodring Graduate Committee (WGC) minutes published on the [Woodring Councils & Committees](#) website. The following table presents recent **examples** of the use of data for changes to programs and operations which are drawn from these and other sources.

Change	Data Examined and Findings	Who Was Involved
<p>Recruitment and retention of under-represented populations - initial teacher preparation programs:</p> <ul style="list-style-type: none"> <li>▪ Establish target diversity admissions and retention goals (spring 2010)</li> <li>▪ Establish peer mentoring program (fall 2010)</li> <li>▪ Revise program application materials and processes (winter 2011)</li> </ul>	<p>Programs are not consistently attracting a pool of underrepresented students that match the WA state P-12 population of color.</p> <ul style="list-style-type: none"> <li>▪ Demographics of P-12 schools in Washington State and nationally</li> <li>▪ WCE and WWU admissions demographics</li> </ul> <p><a href="#">Future Woodring Scholars</a> benefit from connections with program faculty and other students and courses that prepare them for admission to the program.</p> <ul style="list-style-type: none"> <li>▪ Future Woodring Scholars assessment project survey data</li> </ul>	<p>Teacher Education Recruitment &amp; Retention Task Force / Advisory Committee and cross-department faculty work group charged with revising program application material and processes.</p> <ul style="list-style-type: none"> <li>▪ Elementary, early childhood, TESOL, secondary, special education, and human services faculty</li> <li>▪ Current and prospective candidates</li> <li>▪ WCE Director, Teacher Education Admissions</li> <li>▪ WCE Diversity Committee</li> <li>▪ WCE Diversity Recruitment Coordinator</li> <li>▪ WCE Center for Education, Equity &amp; Diversity</li> <li>▪ WWU Admissions</li> <li>▪ Community college partnerships</li> </ul>
<p>Alignment of initial teacher preparation programs with revised state knowledge and skill Standard V (spring 2009)</p>	<p>Intentional and extended field experiences linked with sequential coursework needed for development of candidate- and student-based evidence.</p> <ul style="list-style-type: none"> <li>▪ Standard V criteria, descriptions of practices and program approval protocol</li> <li>▪ Published literature on effective teaching and assessment methods for gathering student-based evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Woodring teacher education program faculty</li> <li>▪ Professional education faculty in other units</li> <li>▪ University intern coordinators</li> <li>▪ School partners and cooperating teachers</li> <li>▪ Teacher Education &amp; Academic Departments Commission</li> <li>▪ Teacher PEAB</li> </ul>

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<p>Elementary Education candidate advising and communications (winter 2011):</p> <ul style="list-style-type: none"> <li>▪ Revise advising process to include orientation and monthly meetings with faculty advisor</li> <li>▪ Department representation at student services orientations to support cross-communications</li> </ul>	<p>Advising not always adequate and program expectations not always well-communicated.</p> <ul style="list-style-type: none"> <li>▪ Intern Survey data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elementary education faculty including newly formed recruitment and retention subcommittee</li> <li>▪ Candidates</li> </ul>
<p>New major for Elementary Education candidates - Language, Literacy &amp; Cultural Studies (spring 2010):</p> <ul style="list-style-type: none"> <li>▪ Cultural studies and cultural competency emphasis</li> <li>▪ Leads to endorsements in Reading and English Language Learner / Bilingual Education</li> </ul>	<p>Shortage of highly qualified teachers endorsed in English Language Learner and Bilingual Education and the P-12 achievement gap.</p> <ul style="list-style-type: none"> <li>▪ State and regional needs assessments</li> <li>▪ State and regional data on P-12 transitional bilingual students</li> <li>▪ Washington Learns</li> <li>▪ NAEP reading test scores of state P-12 students</li> <li>▪ Time to degree</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elementary, TESOL and literacy faculty</li> <li>▪ American cultural studies faculty</li> <li>▪ Current and prospective candidates</li> <li>▪ College curricular committees: WCC, TCCC</li> </ul>
<p>Move Teaching English to Speakers of Other Languages (TESOL) program under the Department of Elementary Education (fall 2008)</p>	<p>ELL, literacy, and cultural competency content in the TESOL program supports elementary education program outcomes</p> <ul style="list-style-type: none"> <li>▪ Curricular review</li> <li>▪ State standards and endorsement competencies</li> </ul>	<ul style="list-style-type: none"> <li>▪ TESOL and elementary education faculty</li> <li>▪ WCE Dean</li> <li>▪ WWU Provost</li> </ul>
<p>Bellingham Elementary Education program assessment and school partnership:</p> <ul style="list-style-type: none"> <li>▪ Implement Teacher Work Sample program level assessment (winter 2008)</li> <li>▪ Collaborate with Nooksack Valley School District on pilot for implementation of Standard V using candidate and student-based evidence (fall 2008)</li> </ul>	<p>Intentional and extended field experiences linked with sequential coursework needed for development of candidate- and student-based evidence.</p> <ul style="list-style-type: none"> <li>▪ Standard V criteria, descriptions of practices and program approval protocol</li> <li>▪ Published literature on effective teaching and assessment methods for gathering student-based evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elementary Education faculty</li> <li>▪ School partners and cooperating teachers</li> <li>▪ PEAB</li> </ul>

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<p>Early Childhood Education program curricular revisions (AY 2010-11):</p> <ul style="list-style-type: none"> <li>▪ ECE 434 divided into two courses with focus on physical environment</li> <li>▪ New course ECE 497 emphasizes social environment and child guidance</li> </ul>	<p>More content needed on child guidance and on the role of nature and environments for children.</p> <ul style="list-style-type: none"> <li>▪ Student evaluations</li> <li>▪ Faculty discussions</li> <li>▪ Research in current trends in early childhood education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Early childhood education faculty</li> <li>▪ College curricular committees: WCC, TCCC</li> </ul>
<p>Early Childhood Education program course content refinements (AY 2010-11):</p> <ul style="list-style-type: none"> <li>▪ Introduce new Teaching Strategies Gold Assessment tool in preschool practicum</li> </ul>	<p>More preparation and instruction needed in the use of a curriculum-based assessment tool.</p> <ul style="list-style-type: none"> <li>▪ Teacher Work Sample assessment data</li> <li>▪ IDES preschool internship performance assessment data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Early childhood education faculty</li> <li>▪ University intern coordinators</li> <li>▪ School partners and cooperating teachers</li> </ul>
<p>Elementary Education Outreach program assessments (fall 2010):</p> <ul style="list-style-type: none"> <li>▪ Implement professional education disposition quarterly assessments</li> <li>▪ Implement refined program level assessments</li> </ul>	<p>Incidences of candidate unprofessional behavior.</p> <ul style="list-style-type: none"> <li>▪ Faculty and field supervisor discussions</li> <li>▪ Practicum assessment results</li> </ul> <p>Need modifications to implement WCE department assessments through outreach delivery model</p> <ul style="list-style-type: none"> <li>▪ Bellingham Elementary and Special Education program assessments and data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty, practicum supervisors and internship supervisors</li> <li>▪ WCE elementary and special education departments</li> </ul>
<p>Elementary Education Outreach programs - West-E subject knowledge test advisement (AY 2010-11):</p> <ul style="list-style-type: none"> <li>▪ Test early in the program allowing time for retake</li> <li>▪ Delay until 3-course math sequence completed if unsure of math content knowledge</li> </ul>	<p>Some candidates not sufficiently prepared in content for West-E pass at the first attempt.</p> <ul style="list-style-type: none"> <li>▪ West-E test scores: pass rates, frequency of repeat after failure</li> <li>▪ West-E test frameworks</li> <li>▪ State endorsement competencies</li> <li>▪ Admission GPA data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Candidates</li> <li>▪ Director of certification</li> </ul>
<p>Bellingham Secondary Education programs – practicum field placements:</p> <ul style="list-style-type: none"> <li>▪ Hire National Board certified practicum coordinator to enlist highly qualified practitioners and emphasize expectations (fall 2010)</li> <li>▪ Pilot delivery of combined Peer Teaching Lab and Secondary Practicum, increasing experiences in P-12 schools (spring 2011)</li> </ul>	<p>Quality, outcome and assessment of practicum field experiences need to be examined; lesson teaching to peers would be more valuable if in P-12 setting.</p> <ul style="list-style-type: none"> <li>▪ Internship survey</li> <li>▪ Course and instructor evaluations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary education faculty including newly formed secondary field placement committee</li> <li>▪ Director of field experiences</li> <li>▪ Candidates</li> <li>▪ School partners and cooperating teachers</li> </ul>

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<p>Secondary Education comprehensive program revision (fall 2009):</p> <ul style="list-style-type: none"> <li>▪ Increase professional sequence from 2 to 3 courses allowing emphasis on assessment and integrated field experiences</li> <li>▪ Move seminars from practicum to professional sequence courses allowing closer integration of practicum experiences with courses</li> </ul>	<p>Intentional and extended field experiences linked with sequential coursework needed for development of candidate- and student-based evidence.</p> <ul style="list-style-type: none"> <li>▪ Standard V criteria, descriptions of practices and program approval protocol</li> <li>▪ Published literature on effective teaching and assessment methods for gathering student-based evidence</li> </ul>	<ul style="list-style-type: none"> <li>▪ Secondary education faculty</li> <li>▪ Professional education faculty in other units of the University</li> <li>▪ School partners and cooperating teachers</li> <li>▪ College Curricular Committees: WWC, TCCC</li> <li>▪ Teacher Education &amp; Academic Departments Commission</li> <li>▪ Teacher PEAB</li> </ul>
<p>Outreach Secondary Education MIT program delivery revisions (fall 2009):</p> <ul style="list-style-type: none"> <li>▪ Move program from Seattle to Everett</li> <li>▪ Focus on teaching shortage areas</li> <li>▪ Require most content courses complete for admission</li> </ul>	<p>Seattle program enrollments are declining due to market saturation; need for math and science teachers in the region</p> <ul style="list-style-type: none"> <li>▪ Program enrollment</li> <li>▪ State and regional needs assessment</li> <li>▪ Snohomish, Island, and Skagit Counties higher education needs assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty and WCE Secondary Education department</li> <li>▪ Professional education faculty in other units of the University</li> <li>▪ Everett Community College</li> <li>▪ University Center of North Puget Sound</li> </ul>
<p>Special education program curricular revisions (fall 2008) to include:</p> <ul style="list-style-type: none"> <li>▪ Response to Intervention (RTI)</li> <li>▪ Greater emphasis in positive behavior support, manifestation determination, functional behavioral assessment</li> </ul>	<p>Curriculum realignment with revised state and national standards and regulations needed</p> <ul style="list-style-type: none"> <li>▪ Reauthorization, Individuals with disAbilities Act</li> <li>▪ Revised state endorsement competencies</li> <li>▪ Washington Administrative Code governing provision of services to children with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Special education faculty including curriculum committee</li> <li>▪ College Curricular Committees: WWC, TCCC</li> </ul>
<p>Office of Field Experiences (AY 2009-11):</p> <ul style="list-style-type: none"> <li>▪ Redesign the cooperating teacher handbook with expanded section on mentoring</li> <li>▪ Develop, and refine an online professional development module for cooperating teachers</li> <li>▪ Implement a placement classification system that codes school-based clinical field experiences on the basis of school demographics</li> </ul>	<p>Strong school partnerships with highly qualified cooperating teachers capable of collaborating and co-teaching with interns</p> <ul style="list-style-type: none"> <li>▪ Standard V criteria, descriptions of practices and program approval protocol</li> <li>▪ Feedback from UICs, cooperating teachers and school partners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Director of field experiences</li> <li>▪ Teacher education faculty</li> <li>▪ School partners and cooperating teachers</li> <li>▪ University intern coordinators</li> </ul>
<p>Consolidate teacher ed. admissions, field experiences and certification in a centralized Students Services location to improve service, increase efficiency and reduce operating costs (summer 2009)</p>	<p>Teacher education support units use common resource material and knowledge of candidates who are advised, based on a review of unit functions, personnel FTE and tasks.</p>	<ul style="list-style-type: none"> <li>▪ Teacher education admissions, field experiences and certification personnel</li> <li>▪ WCE dean</li> <li>▪ Teacher education faculty</li> </ul>

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<p>Move educational administration certification function from the program to the certification office (fall 2010)</p> <ul style="list-style-type: none"> <li>▪ Facilitate certificate application process through existing certification office systems</li> <li>▪ Provide advising on renewal, maintenance, and other certification issues to current candidates and graduates</li> </ul>	<p>Certification and character &amp; fitness clearance for all educators programs has become complex and requires expertise in these areas</p> <ul style="list-style-type: none"> <li>▪ Certification office systems</li> <li>▪ Washington administrative code</li> <li>▪ OSPI guidelines and resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program and certification directors</li> <li>▪ Program and certification personnel</li> <li>▪ WCE dean</li> </ul>
<p>MEd in Educational Administration program refinements:</p> <ul style="list-style-type: none"> <li>▪ Add content of learning, behavior, and program special education requirements to EDUC 539 (AY 2008-09)</li> <li>▪ Deliver EDAD 501, 547 and 538 as a sequence and through hybrid mode (AY 2008-09)</li> <li>▪ Revise comprehensive exam questions to better align with standards (AY 2010-11)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey data</li> <li>▪ Informal feedback from candidates and graduates</li> <li>▪ Candidates performance</li> <li>▪ State and national standards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Administrator PEAB</li> <li>▪ Candidates</li> <li>▪ Graduates</li> </ul>
<p>Principal Certification program refinements (fall 2009 – fall 2010):</p> <ul style="list-style-type: none"> <li>▪ Add policy studies course requirement</li> <li>▪ Add seminar in educational leadership (EDUC 539) to internship</li> <li>▪ Implement rubric for intern portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey data</li> <li>▪ Informal feedback from candidates and graduates</li> <li>▪ Candidates performance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Administrator PEAB</li> <li>▪ Candidates</li> <li>▪ Graduates</li> </ul>
<p>MEd in Educational Administration and Principal Certification program refinements (AY 2010-11):</p> <ul style="list-style-type: none"> <li>▪ Implement second year focus group for completers not finding positions</li> <li>▪ Add PEAB chair or designee to application review</li> </ul>	<ul style="list-style-type: none"> <li>▪ Informal feedback from graduates</li> <li>▪ Washington Administrative Code</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Administrator PEAB</li> <li>▪ Graduates</li> </ul>

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<p>Professional Administrator program refinements: (AY 2010-11):</p> <ul style="list-style-type: none"> <li>▪ Implement mock presentations prior to panel of peers presentation</li> <li>▪ Mentor personnel change and additional leadership to monitor the program</li> <li>▪ Mentor retraining</li> </ul>	<ul style="list-style-type: none"> <li>▪ Exit survey</li> <li>▪ Candidate performance on panel of peers presentation</li> <li>▪ PESB liaison feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Administrator PEAB</li> <li>▪ Candidates</li> <li>▪ PESB liaison</li> </ul>
<p>Superintendent Certification program refinements (fall 2009-winter 2011):</p> <ul style="list-style-type: none"> <li>▪ Revise portfolio assessment requirement language for clarity</li> <li>▪ Add mid-course evaluation to check for understanding</li> <li>▪ Add course material and activities on superintendent's role as advisor to the board</li> <li>▪ Increase information and course activities on school finance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty discussion</li> <li>▪ Candidate feedback</li> <li>▪ Current superintendent feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Candidates</li> <li>▪ Graduates</li> <li>▪ Current superintendents</li> <li>▪ Administrator PEAB</li> </ul>
<p>MEd in School Counselor program curriculum revisions and refinements:</p> <ul style="list-style-type: none"> <li>▪ Replace a general education research course with a research methods course specific to counseling</li> <li>▪ Enhance computer technology / information systems content</li> <li>▪ Redesign group counseling course to focus directly on running groups in schools and include a practicum at the school site</li> <li>▪ Incorporate additional content on physiological basis of behavior and psychopharmacology, and special education content</li> </ul>	<p>Fall 2009 comprehensive program evaluation data:</p> <ul style="list-style-type: none"> <li>▪ Exit survey (2006-09)</li> <li>▪ Graduate survey (2005-08)</li> <li>▪ Graduate employer survey (2006-09)</li> <li>▪ Internship supervisor survey (2006-09)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Program faculty</li> <li>▪ Candidates</li> <li>▪ Graduates</li> <li>▪ Graduate employers</li> <li>▪ Field supervisors</li> <li>▪ School Counselor PEAB</li> </ul>