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|  | **Woodring College of Education**Preparing thoughtful, knowledgeable, and effective educators for a diverse society |
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**Closing the Assessment Loop Report 2017**

**Teacher Education Outreach Programs**

Summary of changes instituted in response to college and program assessment data and descriptions of ongoing discussions about possible future changes.

**Section 1: Program Assessment Systems: Transition Point Assessments**

Western Washington University’s WCE Teacher Education Outreach Programs (TEOP) engages in ongoing assessment of program effectiveness through collection and analysis of a variety of types of evidence at five program stages pertaining to (1) applicant qualifications at admission, (2) candidate entry to internship, (3) successful completion of internship, (4) program completion, and (5) post program completion. Utilizing an extended education model, TEOP delivers programs developed by, and aligned with WCE academic departments. With an emphasis on *fidelity of implementation* and *curriculum alignment*, assessment of program effectiveness is based on college and unit level data and through the administration of program level assessments developed by contributing departments across the WCE teacher education division.

The following table displays assessments relevant to each of the five program stages, evaluation questions asked at each stage, and topics of on-going discussion with respect to possible changes pertaining to program effectiveness and implementation.

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| **Assessments** | **General Evaluation Questions*** Bulleted Discussion Items
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| **Admission:** * Entry GPA 2.75
* WEST-B
* Essays
* Interview
* DTA, GUR, Degree requirements
* English Composition requirement
* Annual admissions summaries
* New Student Survey
 | **Is the applicant qualified to enter the program? How does the data inform other aspects of program delivery and student completion?*** How predictive is the student’s entry GPA to program completion? To edTPA outcomes?
* How predictive of NES scores are WEST-B scores and entry GPA?
* What does additional demographic data now included in the new student survey tell us about candidates?
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| **Continuation and Entry to Internship:** * Quarterly GPA and Grade Report
* Course-based performance tasks
* Case conferences on academic performance and professionalism
* Quarterly student and instructor professionalism assessment
* Signature assessments
* Practicum performance evaluations
* Fingerprint, Character and Fitness, and OSPI Clearance reports
* Quarterly non-attendance and enrollment reports
* NES for all endorsements
 | **Is the candidate making sufficient academic and professional progress? Has the candidate demonstrated proficiency in use of knowledge, skills, and dispositions necessary for more advanced work?*** To what extent are advisors using professional disposition assessment data to inform student advisement?
* What can GPA, grade, non-attendance, matriculation requirements, and the various clearance reports tell us about student dispositions with respect to completing requirements to standard and/or in a timely manner?
* What can teaching evaluations tell us about the fidelity of program implementation?
* Are there correlations with respect to NES failure and entry GPA, WEST-B scores, cumulative GPA, below standard grades, and admission scores?
* Do the ELED 490 Teaching Laboratories provide a firm foundation for success in the edTPA?
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| **Program Completion:*** Quarterly GPA Report
* Intern Development and Evaluation (IDES)
* Internship midterm and final evaluations
* State Teacher Performance Assessment (edTPA)
* Internship Survey
 | **Has the candidate demonstrated proficiency in use of knowledge, skills, and dispositions necessary for successful completion of the internship?*** How might edTPA feedback be used for making program delivery and academic alignment changes?
* What aspects of the ELED 490 Teaching Laboratories most benefit candidates with respect to their edTPA performance?
* How might the SPED 484 and 485 intervention projects be used to demonstrate the impact of the candidate on P-12 student learning?

**Has the candidate successfully completed all program requirements?*** How has the candidate used information obtained from self-assessment and reflection about his/her impact on P-12 student learning?
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| **Post Program Completion:*** Follow-up graduate surveys
* Follow-up employer surveys
* Focus groups with graduates and employers
 | **What do graduates and program completers tell us about the perceived strengths and weaknesses of our programs?*** What does an evaluation of the survey data tell us about current program priorities, and implications for program delivery improvement?
* Is the percentage of responders sufficient and is the sample representative? Are program completers who are dissatisfied with

one or more aspects of our programs more likely to respond? Are there any patterns of response within and across programs? |

**Section 2: Use of Data for Improvements of Programs and/or Operations**

In 2017 “Closing the Loop” discussions focused on the following topics during monthly Academic Program Director Meetings:

* Quarterly Review of Instructor Evaluations: 1.17, 4.18, 8.16, 10.6,
* edTPA Exam, ELED 490, and related WA state performance summaries: 1.17, 2.23, 4.18, 6.7,
* WEST-E/NES Reports: 1.17, 2.23
* Admissions Essay Prompt: 1.17, 2.23

**Examples of discussions focusing on the use of data for program improvement:**

**Quarterly Review of Instructor Evaluations**

This discussion focused on to what extent NTT instructors met responsibilities as outlined in contracts. From the available data, it appears instructors are generally rated more highly by students for coming to class on time, meeting with them on the designated evenings, and adhering to WWU policies and procedures. APD evaluation is added to the instructor evaluation data base to which academic departments refer when making decisions related to future contracts. Quality of instruction is directly related to the fidelity of implementation and curriculum alignment of WCE teacher education programs in keeping with the general charge assigned to Teacher Education Outreach Programs as a support unit of WCE programs.

**edTPA Exam, ELED 490, and related state performance summaries**

Discussion centered on the extent to which the ELED 490 (2 cr) teaching laboratory/seminar addressed the needs of students prior to, and concurrent with attempting the WA edTPA during the quarter prior to full time status in the year-long classroom placement. A review of TEOP students’ published scores when compared to students attending other teacher education programs both within and external to WCE revealed no significant differences. Relatively low student enrollment in elective sections of ELED 490 was also discussed with respect to the proposal to drop elective sections with a view to reducing overall program length by one quarter.

**WEST-E/NES Reports**

Periodic reports issued by the WCE Director of Assessment and Evaluation attesting to TEOP student failure to pass this state assessment were discussed with a view to better ensuring student success prior to the full-time internship. Predicting which students might be at risk for NES failure was also discussed in terms of correlating individual student failure with possible predictors such as WEST-B scores, entry and cumulative GPA, and admissions Interview data. No convincing correlations were identified after a review of the available data. It was also suggested that an analysis of NES test items might be a more promising direction for future enquiry. One possible hypothesis would focus on the depth and breadth of students’ reading habits throughout their secondary and tertiary years.

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