**Closing the Loop Report 2017**

**Elementary Education Certification Program**

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

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| Admission | WEST B or passing score on SAT or ACT; GPA of 2.75 or higher; Minimum 45 graded quarter credits; Two reflective essays connected to WCE vision |
| Program Retention | ELED orientation for new students; Embedded Signature Assessments drawing upon ElEd Department Core Practices administered in ElEd 370, ElEd 481, and edTPA, with faculty reviewing students’ performance to monitor individual progress and program effectiveness. New advising process in 2017 to support students who are not meeting program expectations. |
| Qualification for Fulltime Internship | GPA of 2.75 or higher; NES; Practicum performance evaluations; Completion of all endorsement courses with grade of C or better; Finger printing/character and fitness clearance through internship term; edTPA passing score. |
| Program Completion | Intern Development Evaluation System (IDES); Draft professional growth plan; Dean’s affidavit of character/fitness; Degree requirements met; Internship survey |
| Post Program Completion | Career Services Center Placement Survey; Follow-up surveys of alumni and principals at 1st and 3rd year; WA State New Teacher Survey |

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

1. **Guiding Principles/Practices and Signature Assessments**: The Elementary Education program is focused on a faculty-approved set of Guiding Principles and related Core Practices that define the key aims of the Elementary Teacher Education Program. This system was initiated, beginning in 2016-17 with newly designed Embedded Signature Assessments administered in two courses (ELED 370 and ELED 481) that span entry into the program until the midpoint of the program, after which, the edTPA performance assessment at the end of the program plays a similar function. In 2017, the assessment of core practices was integrated into the program assessment system as outlined above in Section 1. The guiding principles and core practices we have identified encompass key external indicators, including:
	* The revised **ELED endorsement competencies** for Washington State
	* **Standard V indicators**
	* The competencies approached through **edTPA**
	* **INTASC Model Core Teaching Standards**

In 2017, groups of pertinent ELED faculty met to discuss the initial program assessment data gathered at the beginning and middle of the program. While these meetings demonstrated that the “progress points” identified at the beginning, middle, and end of the program are helpful to identify students’ progress toward the program’s outcomes, there has been little investigation of the connections between and use of the assessment data for program improvement as candidates progress through the early, middle, and late parts of their program. While most candidates, at this stage, are succeeding on most of the dimensions highlighted in the assessments, the ELED faculty have not met to consider how students’ progress represents the program’s ability to attend to its guiding principles and practices. Another challenge with our three program assessments is that they over-burden specific courses and assignments in ELED 370 and ELED 481 with an overly-cumbersome program assessment. Currently, the edTPA, being a more comprehensive and longitudinal assessment, has the capacity to assess many/most of our program outcomes, but the earlier progress points and their assignments are not adequate to truly assess candidates’ developmental progress toward these outcomes. In 2018, we plan to continue to revisit and revise these program assessments to consider clustering a series of assignments in the early and middle of the program to better determine students’ progress toward the program outcomes (and leave the edTPA to assess the candidates’ progress late-program due to its multiple dimensions and connections to our program’s existing goals).

1. **2017 Admissions and Endorsement Data**

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| **Admissions Demographics** | **Count** | **Average** |
| Asian | 5 | 5.20% |
| Asian and White race only | 3 | 3.20% |
| Black and White race only | 1 | 1.00% |
| Hispanic, no race | 4 | 4.10% |
| Hispanic, Other race(s), not White only | 2 | 2.10% |
| Hispanic, White race only | 7 | 7.40% |
| White | 73 | 77.00% |
| **Grand Total** | **95** | 100.00% |
| **Percentage of Admits:** |  |  |
| **Students of Color** | **23.00%** |  |
| **Male** | **14.73%** |  |
| **Out of the 95 admitted students, 4 were PBs, and 91 were UG. 30 of the 91 undergrads declared the LLC major.**

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| **Endorsements** |  |
| Elementary  | 80 |
| English Lang Learners | 35 |
| Mathematics | 2 |
| Reading | 34 |
| **Grand Total** | **151** |

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As indicated in the 2016 Closing the Loop report, the Elementary Education, in Spring 2017, adopted a new model for program admission as means of attending to equity and validity issues in our process (privileging certain experiences and languages, uncertainties about the reliability of the essays). The current admissions process includes the following:

1. GPA requirement of 2.75, with no preferential treatment for higher GPAs
2. Admission primarily based on seniority (no preference for WWU vs. Community College credits).
3. Admissions essay oriented around our guiding principle regarding equity and diversity These changes were initiated for the Spring, 2017 admissions cycle.

We have begun analyzing this new process and, early on, it is showing promise in terms of diverse admissions and ease of progress through the program. While the number of students who are not achieving at least a C-grade on ELED or major coursework has gone up (8 candidates in Fall, 2017 placed on academic probation), the new admission criteria focused on existing credits created a median incoming credit amount of 101 credits for beginning candidates. The new admission process is now admitting candidates who are, in general, complete/almost complete with their GURs, course prerequisites, and close to major completion. This is having a very positive effect on more predictability for planning course sessions and students’ time-to-degree. We plan on continuing to investigate the costs and benefits of the new admissions process in 2018.

1. **Internship Evaluation System:** In 2017, the ELED program began investigating the reliability and validity of the observation instruments/evaluation forms used during the year-long internship. Currently, the ELED program has no data regarding the validity/reliability of the evaluation forms used. There is currently no information in the CT/Supervisor training materials, use of the forms is not included in any written materials, and there is emerging anecdotal evidence from CTs and UICs about differing understanding of the expectations for interns’ success. We can infer that, at this time, the current evaluation tool is not a reliable tool for candidates’ evaluation by cooperating teachers and University Intern Coordinators. In 2018, we plan to seek data from the Director of Assessment and Evaluation and the Office of Field Experience to confirm/disconfirm these concerns about rater-and-instrument reliability and, likely, to develop new intern observation instruments and create professional development support for their use by cooperating teachers and clinical supervisors.
2. **Future Directions for ELED Program Improvement (2018):**
	* **Internship supervision structure:** Another focus in 2017 has been a reconsideration of the supervision structure for the ELED internship year. Due to the desire to have more longitudinal relationships with school partners, Elementary Education is moving toward a more clustered placement model for candidates in our program (clustered each quarter by geographic region) and have begun conversations with local districts (particularly Bellingham and Mt. Vernon) about consistently placing interns more intentionally in schools where there is both high need to support students’ learning and high readiness to support WWU candidates during their internships. A review of literature focused on Professional Development Schools, internship structures, and school/university partnerships, plus an initial analysis of conversational data with cooperating teachers, ELED interns, and among faculty, has resulted in the creation of a white paper proposal for revisions to the internship year clinical supervision structure. In 2018, we plan on collecting additional data from stakeholders, co-planning the new supervision structure in collaboration with the Office of Field Experience, and planning for its rollout in 2019.
	* **Coordination of Woodring Assessment Data:** In preparing this report, we were notified that the 2016-17 current internship surveys and graduate placement information are not posted on the Woodring assessment site. We look forward to working with the Director of Assessment and Evaluation to examine and analyze this data for next year’s Closing the Loop report.