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| To: | Bruce Larson, Associate Dean, Woodring College of Education | | |
| From: | Kevin Roxas, Secondary Education Chair | | |
| Date: | March 1, 2018 | | |
| Subject: | Closing the Assessment Loop Report; SEC UG/PB and MIT programs together | | |

Section 1: Program Assessment Plan Transition Point Assessments

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| Admission | * Minimum GPA of 2.75 (Undergraduate/Post-Bac); 3.00 (MIT) * Recommendation of endorsement-area faculty * Pass West-B or Appropriate SAT/ACT scores * Experiences working with adolescents * Experiences with diverse populations |
| Retention | * Quarterly GPA at or above 2.75 (UG/PB); 3.00 (MIT) * Minimum grade of “C” in certification and endorsement courses * Practicum performance evaluations * Teacher Performance Assessment preparation (edTPA) * Lesson plan assessments * Guided teach assessments * Professionalism assessments |
| Entry to Fulltime Internship | * Quarterly GPA at or above 2.75 (UG/PB); 3.00 (MIT) * Minimum grade of “C” in certification courses * West-E score of 240 * Practicum performance evaluations * Professionalism assessment |
| Completion | * edTPA completion at a compensatory score of 35 (30 for MCL) * Intern Development and Evaluation System (IDES) * Internship evaluations * Capstone Research Paper (MIT only) * Woodring Internship Exit Survey |
| Post Completion | * Career Services Center Placement Survey * Woodring 1st and 3rd Year Follow-up Studies (2011) * EBI Survey of Alumni and Principals |

Section 2: Use of Data for Improvements of Programs and/or Operations: Three key assessments

1. During the 2016-2017 and 2017-2018 school years, the Secondary Education Department has begun to implement new application requirements and interview processes for applicants to the MIT program and Undergraduate and Post-Bac programs. New application requirements for applicants to the program include asking students to begin to provide documentation of a minimum number of hours with work with youth in school or community-based settings and application essays that ask applicants to connect their future practice as a teacher to the creation of more just, equitable learning conditions for youth. In addition, applicants take part in a more focused on-campus day-long interview in which they engage in a series of activities designed to highlight the ways in which they think about and operationalize justice-oriented theory and practice in their own future classrooms. These activities include a group interview process in which candidates discuss prompts about a reading the applicants had been provided prior to the interview day and school data they see for the first time during they interview. Applicant also are complete a one-to-one interview with a faculty member in the Secondary Education Department.

As we continue to engage in more focused tasks and prompts related to our application process for prospective candidates through the next few application cycles, we are interested in continuing to collect data on all of the applicants who apply to our program but specifically on the applicants we eventually accept into the program and to examine the data patterns of those students we accept. Data patterns to examine further include the scores for those students we accept in comparison with the scores of students we do not accept on the essays they submit as part of their application, the scores they receive from faculty on the group activities they engage in on their interview day, and the one-on-one interview scores they receive when they meet with faculty. Additional data to possibly analyze include the edTPA scores of applicants we accept into the program before we instituted these changes to the application process as compared to the edTPA scores of applicants we accepted into the program after we’ve instituted these changes to the application process.

1. One area we need to continue to collect data on and do research on is our efforts as a department at recruitment and retention. During the 2016-2017 year, we invited Nat Reilly, the Recruitment and Retention Specialist for the Wooding College of Education, to visit our Secondary Education Department meetings multiple times. We, as a department, wanted to better understand recruitment and retention as an ongoing process that we as a unit should be engaged in and what trends were happening in terms of possible applicants from the incoming freshmen class for the 2017-2018 school year. Informed by this research, the department made some initial efforts this year at intentionally building connections to freshmen students who have shown an interest in applying for the Secondary Education Department during meet and greet sessions. Meeting with Nat Reilly, Recruitment and Retention Specialist, we need to continue to consider how we can make additional changes to our program to support underrepresented students including more focused pre-advising, support for students needing to complete their West-E exams, and ongoing communication with potential applicants to the program who come from underrepresented groups.

Additionally, once students begin to apply for the program, we also need to consider possible ways to gather data on these applicants and teacher candidates over time. How we can ensure that these students who have shown initial interest do indeed apply to our Secondary Education Program? How can we also better support these students as they move through their undergraduate program so that they are in a position to apply once they have completed their disciplinary area requirements and also succeed once they are accepted into the Secondary Education Program?

1. Beginning Winter, 2016 we ran a pilot project of our UG/PB program at Kulshan Middle School (KMS). The idea was for 15 teacher candidates to meet on Friday at KMS for the entire day, and attend their classes together on site. This would facilitate the contextualization of their learning, allow for a more seamless integration of their field/practicum placements, and embed the teacher candidates in the school setting. It was based on data we received from teachers about wanting more time with practicum students, and a recent strategy in the department to co-teach co-requisite courses (e.g., SEC 430 and SEC 410). The project started Winter, 2016, and continued Spring, 2016 and Fall, 2016. Another group started Winter, 2017, continued Spring 2017, and Fall 2017 and finally a third group commenced Winter, 2018 and will continue through Spring 2018 and Fall 2018. Detailed information has been kept by the instructor of the three sequential methods courses about teacher perceptions, teacher-candidate learning and development as a teacher, and middle school student learning. Surveys of candidates’ and teachers’ perceptions have also been gathered and analyzed. Initial results indicate that teacher candidates believe this induction model was beneficial. They reported being able to develop closer connections to students and to their cooperating teachers, and that they could apply the principles and ideas from their coursework more readily to their setting. This data led the department to decide to run this project for a third time this Winter, 2018 quarter. We need to engage in an analysis of edTPA scores for teacher candidates who engaged in the Kulshan Project, and we will then have direct comparisons with a cohort who did not participate in the Friday Kulshan Project. We will soon have a third round of edTPA scores and will be checking our findings to direct our decisions for the future of this project.