

### Bi-Annual Assessment Report Form and Rubric

**College:** Woodring College of Education

**Department:** Elementary Education Department

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**Student Learning Outcomes (SLOs) Assessed This Year** *(Please use this table to report assessment of two SLOs for each degree program):*

Assessment Measures	SLOs Assessed  Type of Change	Degree	Results Summary			
			Rationale, Frequency, and Purpose of Assessment	Measures and Evidence for Meeting Degree and Teacher Certification Standards	Level of Faculty and Cooperating Teacher Involvement	Outcomes and Description of Program Strengths and Improvements
Elementary (ECE program K-3 <sup>rd</sup> grade) Internship Final Quarter Evaluation	<p>InTASC Standards</p> <p>#3-Learning Environments and #5-Applications of Content</p> <p>-----</p> <p>Aligned with National Association for the Education of Young Children (NAEYC) Standard 4- Teaching and 5-Content Standards</p> <p>-----</p> <p>(Woodring Strategic Priority #2 –</p>	Early Childhood Education	The Elementary (ELEM) Internship Evaluation is used by both the ECE and ELEM certification and degree programs and is based on 10 national standards of effective practice for new teachers, developed by the Interstate Teacher Assessment and Support Consortium (InTASC, 2011). InTASC standards are used throughout WWU’s Elementary Education programs, are part of Washington State certification program approval standards and are aligned to other relevant standards to assess, support, and evaluate student teaching interns as they	Evaluators (i.e., mentor teachers, Woodring faculty field supervisors) are asked for each standard, to consider <i>specific evidence</i> such as lesson observations, review of lesson plans, coaching conversations, observations of student learning, and the teaching/learning cycle (assess/plan/teach/reflect). This evaluation is used as primary evidence for meeting end of degree and teacher certification requirements due to WA state law 2SHB 1028, eliminating the prior edTPA assessment as a state requirement for teacher certification. A broad group of the joint faculty of ELEM and	Broad faculty participation in alignment of field experiences in methods courses preceding this capstone assessment supports the reliability of this tool through professional discussions /review among ELEM/ECE faculty and mentor teachers. Given the COVID-19 pandemic, most interns in 2020-2021 engaged in hybrid (e.g., F2F and periods of remote teaching) internship experiences with WA state allowing flexibility in the modality of education. In this unusual context, mentor teachers were faced with an increased expectation of technology integration	All interns (N=11) in Winter 2021 met overall WA state teacher certification (includes InTASC standards) and Early Childhood Education endorsement requirements (NAEYC, 2020 standards) of which this elementary internship evaluation and the required 450 program hours of field, practicum and internship experience over the program are some of the required components.  <i>Program Strengths:</i> Alignment of field experiences throughout the ECE program has led to high success rates in the primary internship. As an example, 64% of interns were rated ‘distinguished’ and 36% as ‘proficient’ in designing activities promoting interdisciplinary connections (InTASC #5: Application of Content-collaborative problem solving /NAEYC,5b). This is attributed to interns having field experiences across a range of partner sites that may be discipline specific in nature, but are centered around inquiry-based

	High Quality Programs)		progress through the program, including the student teaching internship. The cooperating teacher is required to complete this evaluation at the end of each of 2 (ECE) or 3 (ELEM) quarters of the Elementary internship. ELEM and ECE have developed a clustered internship placement model to partner with principals and teachers. Without an existing relational partnership characterized by mutually beneficial outcomes for both interns and school district teachers placements during a pandemic would not have been possible.	ECE chose to use this final internship evaluation along with good standing in the program as the primary end of program assessment. The programs use the final quarter of evaluation data to determine demonstration of “proficiency for a beginning professional” by the end of the internship. Levels of performance meeting standards are: ‘Distinguished’ or ‘Proficient’. Not meeting standard are categories of ‘Emerging’ and ‘Underdeveloped’.	in classroom instruction. The intern’s preparation in developmentally appropriate instructional technologies was a strength they brought to the internship setting. A broad group of faculty debriefed the internship and consulted on refinement of intern’s skillset within the remote teaching context.	practices to foster their application of interdisciplinary connections within the primary classroom <i>Program Improvement Efforts:</i> Consistently and effectively guiding children’s behavior remains a challenge for many beginning teacher candidates and InTASC Standard #3 /NAEYC 4b, with emphasis on responding appropriately to student behavior, is the only assessed area where an intern scored at ‘emerging’. While 18% were rated as ‘distinguished’ and 73% as ‘proficient’ indicating they could consistently guide behavior positively, a few (9%) only sometimes are able to demonstrate this essential skill. We are now piloting a process which includes the WWU field supervisor identifying specific competencies in need of further development, developing a guided observation protocol for interns to observe their cooperating teachers’ effective practices, and then having interns applying these strategies with guided support from the cooperating teacher. We are optimistic that this model will expand intern’s development.
Elementary program Internship: Final Quarter (Q3) Evaluation	InTASC Standards #3-Learning Environments ----- (Woodring Strategic Priority #2 – High Quality Programs)	Elementary Education	See preceding column narrative (above) for “Rationale, frequency, and purpose of assessment”. The ELEM program also aligned InTASC #3 with Social – Emotional Learning (SEL) standards required by WA State <a href="https://www.k12.wa.us/sites/default/files/public/OSPI-SEL-Pathways.pdf">https://www.k12.wa.us/sites/default/files/public/OSPI-SEL-Pathways.pdf</a> .	See preceding column narrative (above) for “ELEM internship measures and evidence for meeting degree and teacher certification standards”.  ELEM and ECE programs share a InTASC	See preceding column narrative (above) for “Level of faculty and cooperating teacher involvement”.  Faculty were especially interested in social-emotional learning (SEL) in the COVID context of hybrid learning. WA State’s new SEL	The focus was on InTASC Standard #3 to assesses the intern’s demonstration of skills, knowledge and dispositions which includes supporting the creation of environments for social-emotional learning, both individually and collaboratively. Of the 48 graduating ELEM candidates with teacher certification, only 2 did not meet all the competencies in this standard, being rated as ‘emerging’ in promoting student engagement and in monitoring

				Standards assessment tool in this area.	standards supported this analysis.	<p>and responding to student behavior.</p> <p><u>Program Strengths:</u>  The 96% who were either 'distinguished' or 'proficient' in InTASC standard #3 areas demonstrated and promoted children's aligned SEL abilities through:  --<u>social management</u> through safe, respectful, collaborative learning environments,  --<u>social engagement</u> by accounting for learning differences and needs in many ways including the use of technology,  --<u>self management</u> through communicating expectations,  -- <u>social awareness</u> with responsive teaching and interactions and  --<u>self efficacy</u> by promoting student confidence and persistence through guiding learners in interactive technologies as learning resources.</p> <p>Context of AY 2020-21: Interns and their cooperating teachers were faced with a rapid increased expectation of technology integration in classroom instruction. Intern's preparation in developmentally appropriate instructional technologies was a strength they brought to the internship setting and a skillset they were able to refine within the remote teaching context as evidenced by 52% rated as distinguished and 48% as proficient in guiding learners in technology by their mentor teachers (InTASC #3).</p> <p><u>ELEM Program Improvements:</u>  Due to COVID hybrid learning contexts, faculty analysis of this data includes narrative comments recognizing reduced face to face time in</p>
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						internships and consequently more remote individualized learning with less time facilitating face to face creative and collaborative problem solving in groups. Program response already in development before COVID is the development of a new course (ELEM 305) currently under review and focused on the development of classroom community. Emphasis will be placed on the importance of building relationships with diverse students in a classroom setting.
Elementary program Internship: Final Quarter (Q3) Evaluation	InTASC Standards #5-Applications of Content ----- (Woodring Strategic Priority #2 – High Quality Programs)	Elementary Education	See preceding column narrative (above) for “Rationale, frequency, and purpose of assessment”.  ELEM and ECE programs share a common rationale and purpose in this area.	See preceding column narrative (above) for “ELEM internship measures and evidence for meeting degree and teacher certification standards”.  ELEM and ECE programs share a InTASC Standards assessment tool in this area.	See preceding column narrative (above) for “Level of faculty and cooperating teacher involvement”.  Faculty across the ELEM program have been engaged in giving WA State feedback on a new bill passed by the Legislature in 2021 to ensure the alignment of InTASC and other certified teaching standards with cultural competency, diversity, equity, and inclusion (CCDEI) practices. The revised standards are not yet finished but will apply to all educator roles. <a href="https://www.pesb.wa.gov/innovation-policy/ccdei/">https://www.pesb.wa.gov/innovation-policy/ccdei/</a>	InTASC #5 assesses the intern’s ability to engage learners in critical/creative thinking, and collaborative problem solving across content areas through connecting concepts and using different perspectives. Of particular interest in the data is how content is applied in a culturally relevant and inclusive manner as indicated by the ELEM faculty embedding in their courses across the program cultural competency, diversity, equity and inclusion practices (CCDEI).  Only 2-4 (4-8%) of graduating ELEM interns (N=48) did not demonstrate in one or more assessed ways to: <ul style="list-style-type: none"> <li>• Connect core content to relevant, real-life experiences and learning tasks (31% distinguished/69% proficient).</li> <li>• Design activities where students engage with subject matter from a variety of perspectives (17% distinguished/ 77% -proficient/6% emerging)</li> <li>• Assess content to build local and global awareness (25%</li> </ul>

						<p>distinguished/ 67% proficient/ 8% emerging) and</p> <ul style="list-style-type: none"> <li>• Use relevant content to engage learners in innovative thinking and collaborative problem solving (23% distinguished/73% proficient /4% emerging).</li> </ul> <p><u>Program Strengths:</u> The embedding of the Social Studies methods (ELED 425) and the curriculum development (ELEM 470) courses in the internship year has supported interns in application of content (InTASC #5). In particular, the <i>Since Time Immemorial</i> (STI) state curriculum is required by the program to be applied with elementary learners in their internship year. (<a href="https://www.pesb.wa.gov/preparation-programs/standards/instructional-topic-requirements/since-time-immemorial/">https://www.pesb.wa.gov/preparation-programs/standards/instructional-topic-requirements/since-time-immemorial/</a> ).</p> <p><u>ELEM Program Improvements:</u> This embedding of content to be applied during internship is one example of the program’s strong commitment to require students to <i>demonstrate</i> they can not only plan curriculum but are able to apply content standards in the elementary classroom. The program has special current emphasis on including areas related to CCDEI in all content application.</p> <p>The ELEM program revised it’s internship structure in 2019 to prioritize a consistent group of mostly full time field supervisors and mentor teachers to work with cohorts of interns in consistent school district partnerships. While this improvement</p>
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						has supported persistence of interns in meeting standards it also is under another round of revisions to reduce the intern cohort sizes for more structured and intensive support of the few struggling interns as well as maintenance of the current strengths of the program during challenging COVID contexts.
Elementary (ECE program K-3rd grade) Internship Final Quarter Evaluation Internship Evaluation	InTASC Standard #9 Professionalism and #10 Leadership ----- (Aligned with NAEYC Professionalism Standard 6) ----- (Wooding #3 Robust internal and external Partnerships)	Early Childhood Education	See preceding column narrative (above) for "Rationale, frequency, and purpose of assessment".  ELEM and ECE programs share a common rationale and purpose in this area.	See preceding column narrative (above) for "ELEM internship measures and evidence for meeting degree and teacher certification standards".  ELEM and ECE programs share a InTASC Standards assessment tool in this area.	Partnering with local elementary schools for clustered internship placements can present challenges in our context of a regional university with relatively small school districts. ECE has developed a clustered internship placement model to partner with principals and teachers over time addressing school identified professional development needs that align with intern competencies. For example, one school partner has an interest in continuing to foster early literacy development and has found benefit in both hosting ECE interns and a (ELED 480) literacy practicum experience. This overlap of program field experiences has allowed for a relational partnership to develop between the school, faculty, and ECE	A majority of interns (55%-64%) were rated at the high bar of 'distinguished' and all met standards in observations regarding professionalism and leadership relating to: --promoting professional inquiry and contributing positively to school life (InTASC #9/NAEYC 6a), --collaborating with colleagues (InTASC #10/NAEYC 6c) and --using self-reflection to improve teaching effectiveness (InTASC #9/NAEYC 6e).  Interns ranged from 36-45% in being observed and rated as 'proficient' in these same professionalism / leadership areas.  <u>Program Strengths:</u> We hypothesize that the modeling by both the WWU-ECE faculty in related courses offered on site in many partner schools and the efforts of the ECE field supervisor who initiates and supports collaborative relationships with teachers and administration benefits the student intern's performance in communication as well as improves the mentor teacher's ability to offer feedback. Explicit direction in how, when and why weekly communication with mentor teachers is required and

					<p>students. In another example, an ECE faculty member has offered community-based professional development around the state mandated tribal sovereignty curriculum that resulted in a new school partner requesting to host ECE interns through the same clustered placement model. Thus, the relationships built between ECE faculty and school leaders has served to be mutually beneficial in serving the needs of local educators and ECE interns.</p>	<p>checking in on the accomplished of these partnership process is the WWU -ECE field supervisor's role with their ECE internship cohort.</p> <p><u><i>Program improvement efforts:</i></u> Alignment of field experiences throughout the trajectory of the ECE program has led to high success rates in the primary internship. As an example, a majority of interns were rated distinguished in designing activities promoting interdisciplinary connections (NAEYC, 5b- Content). This is attributed to interns having field experiences across a range of partner sites that may be discipline specific in nature but are centered around inquiry-based practices to foster their application of interdisciplinary connections within the primary classroom. Preschool internship is a notable example of an experience preceding primary internship that fosters these complex skills.</p>
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