Closing the Loop Report 2012
Department of Elementary Education — Bellingham Campus
ELED Certification Program, ECE Program, ELL/BE Endorsement Program

Introduction
The Department of Elementary Education regularly analyzes and discusses data to improve programs and courses. The venues in which this data are discussed include regular departmental faculty meetings and meetings of committees within the three programs in the department (ELED, ECE, ELL). Those sub-groups include the ELED cert committees of Curriculum and Assessment and Student Development, as well as smaller groups of faculty who teach particular in particular programs or courses—e.g., ECE faculty, literacy faculty, faculty who teach courses during the internship and faculty who teach ELL endorsement courses.

Our goal is to “close the assessment loop” so that we use data to drive program improvement and better identify teacher candidates who need support and remediation. This report will summarize department-level discussions of assessment data and uses of data for documenting candidate performance and improving the quality of programs and operations.

The report begins with information about the ELED Certification Program and assessments related to the ELL/BE endorsements. A report on the ECE Program and its use of assessment data follows.

Elementary Education Certification Program
During 2012, the members of our program continued a process begun last year when we transitioned from the Teacher Work Sample (TWS) as our capstone assessment to the state-mandated Teacher Pedagogy Assessment (TPA). As indicated in last year’s report, we have taken a number of steps to ensure the validity and reliability of the TPA for our students, enhanced program curriculum to better support the TPA and used preliminary TPA data for program improvement.

Yet despite our work to implement the TPA, we nonetheless have significant concerns about the manner in which it has been implemented statewide and evaluated by Pearson. These concerns, among others, include the number of changes made to the TPA Handbook in the past two years (challenging the reliability of scoring and the validity of the instrument), inconsistencies with scoring among Pearson-hired scorers, and challenges with the “student voice” component of the TPA (particularly for candidates working in early elementary settings), and the inconsistent use of TPA supports and scaffolds among Washington State’s teacher education programs. We have voiced our concerns and are continuing to work with the WCE Office of Field Experiences and others at the state level to address these TPA issues.

Submitted January 28, 2013
Because of our concerns about these TPA evaluation issues and because ELED faculty will no longer be assessing our own TPA’s, faculty in the ELED Curriculum & Assessment Committee have recommended that the ELED certification program no longer use the TPA as our capstone program assessment, and instead use the final ELED 492 observational rubric assessment as our capstone measure of essential competencies and gatekeeper for entry into the final internship quarter.

A longer discussion of TPA issues and program decisions related to it can be found in Section 2, where we focus on Key Assessment #2.

**Section 1: Overview of the ELED Certification Program Assessment System**

Section 1 of this ELED Certification Program report features a 2-table overview of our program assessment system across five transition points through the program. Table 1 identifies currently implemented Key Assessments; Table 2 identifies targets for additional data collection and analysis. These assessments include data on ELL and BE endorsements within the TESOL program.

We organize our program assessments in the tables by the following categories:

- Transition Point 1: Program Entry
- Transition Point 2: Mid-Program
- Transition Point 3: Internship
- Transition Point 4: Program Completion
- Transition Point 5: Additional Endorsements (Reading, English Language Learners (ELL), Bilingual Education (BE))

In Section 2 of this ELED certification report, we provide a descriptive summary of three key assessments that have been a focus for program data analysis and program improvement during 2011-2012.

Table 1 shows program assessments of student progress and actions currently underway to “close the loop.” Table 2 identifies additional assessments and actions planned for the coming year.
<table>
<thead>
<tr>
<th>TRANSITION POINTS (TP)</th>
<th>Key Assessment(s) &amp; Data Collected</th>
<th>Action based on analysis of data</th>
</tr>
</thead>
</table>
| **TP 1: PROGRAM ENTRY**  
Application to ELED program | Application *  
Admissions summary data  
Admissions demographic data | The ELED Recruitment/Retention Committee revised the application process and now the ELED Student Development Committee continuously monitors application data. |
| **TP 1: PROGRAM ENTRY**  
ELED 370 | Practicum Assessment: CT & Candidate self-assessment of teaching and professional behaviors | Identifies candidates who need additional support/remediation at the beginning stage of their program. |
| **TP 2: MID-PROGRAM**  
ELED 481 | Practicum observation: Includes assessment of small group lesson plans, written analyses, and small group instruction.  
Writing proficiency: Writing projects: Lesson plans, unit planning, reflections and instructional reports. | Stipends will be provided for 3 faculty during summer '12 to redesign ELED 481/IT 442 curriculum to integrate technology into literacy instruction and collect additional program assessment data into Teacher Compass. This additional data collection & analysis will enhance the potential for 481 to serve as "gatekeeper" for entry to ELED internship—identifying candidates who need support/remediation. |
| **TP 3: INTERNSHIP**  
ELED 470, 1st quarter, Internship | Practicum Assessment: CT & Candidate self-assessment of teaching and professional behaviors  
UBD Unit: Rubric rows assessing competencies foundational for TPA and professional writing proficiency | Identifies candidates who need additional support/remediation at the beginning of the internship year and in anticipation of the TPA and full-time student teaching. These actions taken by ELED 470 instructor and via case conference process where necessary. |
| **TP 3: INTERNSHIP**  
ELED 492, Quarter 2 Internship | 492 Observational Rubric * data focused on literacy instruction input into Teacher Compass. | Teacher Compass piloted in fall 2011; reports to be analyzed by ELED Literacy Committee in spring ’12 for possible program revision, recommendations for student support/remediation and measures to improve inter-rater reliability. |
| **TP 3: INTERNSHIP**  
ELED 471, Quarter 2, Internship | Implementing the TPA *  
Preparation to administer the TPA with validity and reliability | Curriculum and online resource developed to provide consistent scaffolding for students; inter-rater reliability studies to enhance faculty knowledge. |
| **TP 3: INTERNSHIP**  
TESL 432 and TESL 497, seminar and practicum | SIOP observation rubric | Identifies candidates who have demonstrated the ability to appropriately shelter instruction of language learners within mainstream classroom instruction. Discussion and comparison of rubrics provides data for program improvement. Spring 2012, SIOP trainers from Center for Applied Linguistics will provide assistance in interrater agreement on the use of the rubric for faculty who observe interns working toward ELL or BE endorsement. |
| **TP 4: PROGRAM COMPLETION** | West-E Pass-rates  
PRAXIS II Pass-rates  
West-E for specific endorsements (ELL, reading, BE) | A new ELL curriculum has been designed and will be implemented fall 2013. We will be paying close attention to ELL endorsement data, in comparison to current data, which reflects the existing TESOL curriculum and... |
| TP 4: PROGRAM COMPLETION IDES survey* | Teacher Education Internship IDES survey: Graduates provide program survey data upon completing the program | Analysis of IDES survey data related to advising has prompted discussion and the formulation of an ELED Advising project proposal. As part of this proposal, there will be an additional survey developed and continuing action to address issues and improve our advising system. |
Table 2: Targets for additional program data collection, analysis and action in 2013

<table>
<thead>
<tr>
<th>TRANSITION POINTS (TP)</th>
<th>Key Assessment(s) &amp; Data Collected</th>
<th>Action based on analysis of data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TP 1: PROGRAM ENTRY</strong> Application to ELED program</td>
<td>Application * Application Review Data</td>
<td>The ELED Student Development Committee will re-visit the newly-constructed ELED application and consider revisions to the point totals given to factors such as experience, credits, and the admissions essays. The committee will also conduct an initial audit of the new application process and track recent candidates who have been admitted through the new process to determine whether there are differences in the candidate pool due to the application process changes.</td>
</tr>
<tr>
<td><strong>TP 2: MID-PROGRAM ELED 480</strong></td>
<td>Practicum observation and writing proficiency: 1-1 candidate/student observations, written work</td>
<td>Selected data will be input into WIS or Teacher Compass to provide early indicator of candidate strengths/challenges in early methods course &amp; indicate where candidates need more support.</td>
</tr>
<tr>
<td><strong>TP 2: MID-PROGRAM SCED 480, 490</strong></td>
<td>Curriculum Study assignment—SCED 480 Lesson Plan assignment—SCED 490</td>
<td>Assesses candidates’ subject matter content knowledge and pedagogical content knowledge, particularly as it relates to quality science instruction. Goal: collect data from SCED instructors for input into WIS</td>
</tr>
<tr>
<td><strong>TP 3: INTERNSHIP ELED 425, Quarter 1</strong></td>
<td>Social Studies Unit: Unit plan: Standard V.3.d (sustainability) rubric row</td>
<td>Assesses candidates' proficiency toward Standard 5.1.f. Goal: Analyze existing data and use for curriculum development</td>
</tr>
<tr>
<td><strong>TP 3: INTERNSHIP Quarters 1, 2, 3</strong></td>
<td>Online Mentoring Modules for collaborating teachers and interns have been implemented by OFE.</td>
<td>Collaboratively with OFE, continue analysis of data from surveys in the modules to determine how the modules might be improved and begin research on whether modules have enhanced mentoring practices.</td>
</tr>
<tr>
<td><strong>TP 5: ADDITIONAL ENDORSEMENTS</strong></td>
<td>--PRAXIS II endorsement tests --SIOP and TWIOP program level assessment data from practica in Reading, ELL &amp; BE</td>
<td>Document candidate proficiency for endorsement; discussion of possible reasons why a handful of students have difficulty passing endorsement tests.</td>
</tr>
<tr>
<td><strong>Reading:</strong> ELED 456/518 (or previous 497n/538)</td>
<td>Literacy Assessment</td>
<td>Document candidate proficiency in the endorsement competencies for Endorsement Review report for continuing accreditation/state program approval</td>
</tr>
<tr>
<td><strong>ELL:</strong> TESL 432/435</td>
<td>This is done during the final practicum/seminar</td>
<td>Document candidate proficiency in the endorsement competencies for Endorsement Review report for continuing accreditation/state program approval</td>
</tr>
<tr>
<td><strong>BE:</strong> TESL 425 (or previous 497a)</td>
<td>Methods/Programming Observations and collection of the students’ units taught in a language other than English. (This data collection is already being done but we are aiming to be more systematic.)</td>
<td>Document candidate proficiency in the endorsement competencies for Endorsement Review report for continuing accreditation/state program approval</td>
</tr>
</tbody>
</table>

Section 2: Use of Data for Improvements of Programs and/or Operations
In this section we focus on three key assessments to explain how program faculty work to enhance the quality of our assessment data, analyze them and use that information for program improvement.

Submitted January 28, 2013
Key Assessment #1: Using admissions data to increase recruitment & retention

The new application and decision-making process for admissions, initiated beginning with the Fall 2011 admissions cycle of the elementary program, has continued to yield a higher proportion of underrepresented students applying to and being offered admission to the program than in years past. Recruitment data for the 2012 academic year is consistent with gains shown during the previous report, and substantially increased from earlier years, before the changes in the admissions process. During 2012, 20% of applications to the program came from students of color. As with the previous annual report, our revised application process has resulted in a significant increase in the number of students of color accepted to our program. This has ranged from 20% to 31% with an average for the period of 27%. As reported previously, the revised admissions process appears to be recognizing the cultural capital that many students of color bring to the challenge of addressing the Woodring vision.

As with the previous year, we have continued to participate in and support new mentoring and outreach activities within Woodring College to connect with WWU underrepresented students who are currently freshmen and sophomores and try to interest them in becoming elementary teachers. ElEd faculty regularly participate in quarterly Woodring information sessions and contribute to expanded education-related course offerings for freshmen and sophomores (EDUC 109, 110).

While these recruitment efforts appear to be enabling us to maintain the increases in the proportion of underrepresented students applying to and gaining acceptance to our program, we seem to have hit a plateau that has persisted for several quarters now. We expect to explore the factors contributing to this situation with a Student Advisory Committee, expected to be convened during Winter Quarter 2013. We also expect to continue to participate in an ongoing research project investigating these issues, sponsored by the Woodring Teacher Education Admissions Advisory Committee.

Key Assessment #2: Taking measures to implement the TPA with validity & reliability, but transitioning to the ELED 492 Observational Assessment as a program capstone

During 2012, the members of our program continued a process begun last year when we transitioned from the Teacher Work Sample (TWS) as our capstone assessment to the state-mandated Teacher Pedagogy Assessment (TPA). As indicated in last year’s report, we have taken a number of steps to ensure the validity and reliability of the TPA for our students. These steps include the following enhancements to curriculum:

- creation of a website with resources useful for both ELED interns as well as their collaborating teachers. ([https://sites.google.com/site/tparesources/]())
- regular consultation with math education faculty who teach Math 491 to ensure curricular alignment, since the ELED TPA is in math.
- Continuing enhancements in the ELED 470 course, which is taken the quarter before the TPA, to feature specific prompts from the TPA and additional instruction about academic language and student voice.
- Instructional support in the IT 442 course to develop candidates’ skills in capturing video evidence of their teaching and creating compressed video files of the sort required in the TPA.

Submitted January 28, 2013
• Efforts to support candidates’ abilities to support academic language as they do lesson planning in a wide variety of ELED courses, including ELED 370, 480 and 481, in particular.

We believe that providing these sorts of structured TPA-related learning activities in numerous program courses, as well making available a rich array of online resources, will make it more likely that interns will be able to accurately document their skills and knowledge in the TPA—thus enhancing the validity of the TPA as a measure of teaching competencies.

We have also taken other measures to address the reliability of the TPA and use those data for program improvement:

• Faculty who teach ELED 471, which supports the TPA, have scored their own students’ TPAs and then compared those scores to those reported by Pearson in an effort to calibrate their own understanding of the rubrics so that instructors would give interns accurate feedback and support.
• ELED 471 instructors have also collected exemplars—both textual and video—from our first sets of TPAs, and are using them as models.
• After receiving reports that showed ELED certification candidates’ scores in relation to others in the state and nation, we engaged in an analysis of the scores in each rubric area and considered what those indicators might mean for additional TPA support and program improvement. This close analysis and discussion of scores continues as each cohort’s TPA scores are reported.

We have worked to implement the TPA, enhance its validity and reliability, and better prepare our students for it, knowing that the TPA is used as a measure of program effectiveness statewide and will become a requirement for certification soon.

Yet despite our work to implement the TPA, we nonetheless have significant concerns about the manner in which it has been implemented statewide, Pearson’s policies and procedures for submitting the TPA (deadlines that are unrealistic for a quarterly system among others) and the reliability of scores being reported by Pearson. We will continue to voice our concerns and work with the WCE Office of Field Experiences and others at the state level to address these concerns.

Because of our concerns about these TPA evaluation issues and because ELED faculty will no longer be assessing our own TPA’s, but instead relying on evaluations done by a testing service, whose methods we cannot vouch for and scores that are reported too late for us to use the TPA as a “gatekeeper” for progression into the final full-time student teaching quarter, faculty in the ELED Curriculum & Assessment Committee have recommended that the ELED certification program no longer use the TPA as our capstone program assessment, and instead use the final ELED 492 observational rubric assessment as our capstone measure of essential competencies and gatekeeper for entry into the final internship quarter.

**Key Assessment #3: IDES survey data on advisement leading to an ELED Advisement Project proposal.**

Our ELED Advising Project stems from an analysis of exit survey data from program graduates, who have repeatedly indicated retrospective concerns with the advising they received from
“Woodring”. Because that data was not disaggregated by the source of the advising, it is difficult to know how to target strategies for change. Accordingly, we have decided to begin by studying our own practices and collecting the kinds of data about advising issues that have arisen in our direct experience. Due to considerations of confidentiality associated with these recent advising issues, when we move to the second phase of reviewing actual advising issues, we expect to generate generic descriptions of advising cases based upon real experience, but devoid of identifying details.

We also expect to devise a new approach to collecting exit data that will enable us to gather specific information about advising received within our program. This will involve developing a pilot survey to be administered to interns near the end of their programs. Analyses of these results will guide us in revising or extending this survey practice in the future.

Our research questions include:

1. What can we learn about the role of advising and about effective advising practices by collecting ideas and accounts of advising practices from department members?

2. What practices do department members engage in routinely for the purpose of proactively preventing student advising crises (e.g., issues such as professional expectations/behavior, attending to course expectations/deadlines, supporting students with different kinds of prior experience with academic language)

By gathering accounts related to these questions from department members and from interns via a newly-developed survey, we hope to be able to identify weaknesses in our current system, work toward a collective understanding of the role of advising, and to identify potential successful advising practices.

After completing this initial phase of our project, we expect to review a set of recent advising issues that have emerged within our department and to develop new protocols and commonly endorsed practices for addressing such issues.
In this section, we report on actions taken by the faculty in the Early Childhood Education Program within the Elementary Education Department. During 2012, the faculty members in the Early Childhood Education program continued a process of systematically collecting assessment data, analyzing, and discussing patterns that could inform program trends and needs for curriculum changes.

**Section 1: Overview of Early Childhood Education Program Assessment System**

Section 1 of this ECE Program report contains Table 1 representing an overview of the ECE program assessment system across four transition points through the program and actions taken based on analysis of data.

**Table 1: ECE Program Assessments of Student Progress & “Closing the Loop” Actions**

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Key Assessments(s) &amp; Data Collected</th>
<th>Action Based on Analysis of Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Entry</strong></td>
<td><strong>Data Source</strong>: Minimum GPA 2.75, Acceptable West-B, Interview, Minimum 45 credits, Minimum B- in English composition. Increase in number of students accepted into the ECE program.</td>
<td>-The application process was revised to be consistent with the ELED process with a few differences for the ECE program. -ECE faculty members continue to oversee the application data for this program. -Faculty proposed advising inquiry project to strengthen system for advising transfer students from community colleges.</td>
</tr>
<tr>
<td><strong>Retention: Entry and Mid-Program</strong></td>
<td><strong>Data Source</strong>: Quarterly GPA, Early Foundation Courses: SPED 443, ECE 390, ECE 391 ELED 480 Guided reading lesson. The range of scores across all courses in this transition point was 91.12-92.01. The mean scores are slightly higher than the previous year.</td>
<td>-Faculty continues to link content across the courses. -ECE students continue to be well prepared in child development for birth to five years as reflected in their scores on the WEST-E. -ECE 390- elements of a backward design for planning instruction were added to course. -ECE 391-elements of backward design for planning assessment and instruction were included in course. -ECE 391 lesson plan was modified to be consistent with changes for TPA requirements.</td>
</tr>
<tr>
<td><strong>ECE TPA</strong></td>
<td><strong>Data Source</strong>: TPA scores. Mean score was 3.13, with some indicators such as “analyzing student work” as high as a mean of 3.6.</td>
<td>It is gratifying to see that increased faculty consideration of “academic language” has yielded a strong median score of 3.6 in this area of the TPA. Although the TPA scores in each category were mostly over 3.0 (on a 5.0 scale), an analysis of the scores indicated further growth was needed in 2 areas: Using feedback to guide instruction and eliciting student understanding of the...</td>
</tr>
</tbody>
</table>
| **Entry to Fulltime Internship or Culminating Project** | **Data Source:** WEST-E for ECE endorsement.  
Mean score was 259 with all candidates passing. Consistent with last year, scores are higher than the state mean. Two students took the test twice. | -Faculty will discuss support for students who are ELL. |
|---|---|---|
| **ECE TPA** | **Data Source:** TPA scores.  
Mean score was 3.13, with some indicators such as “analyzing student work” as high as a mean of 3.6. | It is gratifying to see that increased faculty consideration of “academic language” has yielded a strong median score of 3.6 in this area of the TPA. Although the TPA scores in each category were mostly over 3.0 (on a 5.0 scale), an analysis of the scores indicated further growth was needed in 2 areas: Using feedback to guide instruction and eliciting student understanding of the learning targets. An analysis of the next cohort’s TPA data will provide information about whether these areas have improved. |
| **Program Completion** | **Data Source:** Culminating GPA; Internship Evaluations  
**Data Source:** ECE 498 Primary Seminar.  
Results of pilot of TPA resulted in all students passing their TPA. Scores compared to candidates in other programs in college suggest ECE students are well prepared.  
All students in 2012 cohort maintain required GPA and ratings internship range from proficient to exceptional. | -During 2011-2012, the program transitioned from the TWS completed in ECE 439 to the TPA, which is now completed with the primary internship in ECE 498.  
-The college is piloting the TPA and faculty analyzed preliminary data and made the following recommendations:  
Strengthen preparation for understanding of “student voice.”  
Strengthen resources for Instruction related to academic language and pedagogy.  
-Collaborate with OFE for support provided to ECE interns in primary internship.  
-Updated Preschool Handbook  
-Developed new Midterm, Final Evaluation for Preschool Internship to align with NAEYC and WA state ECE endorsement standards.  
-Expansion of partnership sites for toddler practicum, preschool practicum and preschool internship.  
-Per student request developed sites for distance students. |
| **Post Completion** | Teacher Education Internship IDES survey: Graduates provide program survey data upon completing the program.  
Scores for elements of the survey:  
**Program elements**:Mean scores 4.0-4.78. Highest item is expecting | -Faculty discussed the areas with the lowest mean scores for each element:  
**Program Elements, Advising (4.0):** Department subcommittee was formed to address issues raised from 2010-2011 IDES survey. |
critical thinking in courses and providing opportunities for self-reflection. Lowest item is advising (4.0).

Field Experiences: Mean scores ranging from 3.78-4.89
Highest item opportunities to work with variety of students. Lowest item teaching skills enhanced through practica.

Standard V preparation: Mean scores ranging from 2.89-4.22
Highest item: Use reflection and feedback in teaching (4.22)
Lowest item: involve families, neighborhoods and communities (2.89)

Qualitative Comments are addressed in Section 2 narrative.

Section 2: Use of Data for Program Improvements

Entry Level: Using admissions date to increase recruitment and retention

In the fall of 2012, the ECE program admitted 18 students, which was the largest cohort we admitted in the past 5 years. Faculty participated in recruiting efforts to increase overall enrollment and to attract underrepresented students. Faculty regularly participates in quarterly Woodring information sessions; contribute to EDUC 109, tips meetings, community college orientations and other recruiting events.

Faculty members are currently working on a project to improve the transition of students from Associate level programs to WWU. Faculty have proposed an inquiry project driven by the question, How might we strengthen the existing advising systems for transfer students (AAS-T in EC and the direct transfer degree) to better prepare these students to enter WWU’s ECE degree program? Community colleges historically provide the largest number of future teachers of color in the state of

Submitted January 28, 2013
Washington. Our proposal is focused on building the relationships with the community colleges and is consistent with the goals of the college to “cultivate pipelines.”

**Transition Point: Retention: Entry and Midpoint:**

The changes made at this transition level resulted from discussions for how to strengthen the preparation of competencies for the Teacher Performance Assessment (TPA) from the onset of the program. Although, the TPA’s completed during Winter, 2011 were not part of the state benchmarking effort, we did gather the assessment data for preliminary analysis and made the following changes to courses at the program entry and at the midpoint.

- ECE 390 and ECE 391 are practicum courses when students are learning to assess and plan instruction elements of lesson planning are covered and concepts and language are aligned to the framework of the TPA. Last year was the first year of our transition from the Teacher Work Sample (TWS) to the TPA and Dr. Chu and Dr. Hughes discussed ways that assignments in these courses could strengthen aspects of assignments related to elements of lesson planning, instructional strategies and assessment that are necessary for courses in the second year of the program.

- Dr. Hughes revised the final assignment in ECE 430 in fall of 2012 and created exemplars assignments that prepare students for competencies assessed in the TPA.

- Dr. Chu included a framework and assignments in ECE 434 Social Studies to prepare students for curriculum planning employing concepts associated with “Understanding by Design” as a means to support the student for the competencies evaluated in the TPA.

- Dr. Matthew Miller revised assignments in ELED 480 to strengthen the instruction for academic language and for understanding ways to assess for “student voice” and linked this learning to the TPA process in the subsequent internship year.

- In addition, Dr. Chu participated in a technology fellowship in summer, 2012 for professional development in technology and modified her ECE 496 Child Guidance class to convert from Blackboard to Canvas and adding pedagogy to support students in collaborative learning environments.

**Transition Point: Entry into Full-time Internship or Culminating Project**

With the transition from the TWS to the TPA, the Preschool Internship and ECE 439 are no longer used as the assessment point for the internship. The primary internship and ECE 498 Primary Seminar are now the courses that will be used for this assessment point. The syllabus and content for ECE 498 was revised by Dr. Matthew Miller to add resources and exemplars for support for completing the TPA.

ECE 439 Curriculum for Young Children was revised by Dr. Eileen Hughes to reflect changes in the program with the transition to the TPA. Additional preschool internship sites aboard and within different states required a different delivery of the course and Dr. Hughes participated in a
Submitted January 28, 2013

technology fellowship program in summer, 2012 for professional development in using technology for distance students and applied to delivery of ECE 439 for winter, 2013.

**Transition Point: Program Completion and Post Completion**

In regards to perceptions related to advising as mentioned above the college and ECE faculty have employed measures to strengthen this area. Students’ perception of their practicum experiences may be influenced by variables that are challenging and reflect the field of early childhood education in our state at this time. Several of the preschool internship sites and primary sites do not have mentor teachers with a teaching certification in ECE. In the preschool internships some teachers may not have adequate preparation in early childhood education. In the primary internships some teachers have an elementary education endorsement but may not hold an early childhood education endorsement. This may influence the types of experiences in the internship. We simply do not have enough certified teachers in ECE for the number of interns that we serve. This may influence the degree to which the interns feel they are being mentored.

To support students to know the process and expectations for internship Dr. Hughes and Jennifer McCleery updated the Preschool Internship Handbook and evaluations. Orientations for winter, 2013 preschool internship were held with each site director, mentor teachers and individual students. Further coordination for the primary internship will be discussed as this internship is organized through the OFE. Dr. Matthew Miller revised ECE 498 Primary Internship for the first time to align with preparation for the TPA. The student responses related to internship experiences may have been influenced by the change in requirements for the first year of the pilot with the TPA.

Partnership sites for the preschool internship were extended to include sites in Australia, North Dakota and Seattle area. Per student request identification of sites that were in different regions is offering opportunities to work in diverse international programs and in two other high-qualified preschool settings. The site in Seattle area is known for an inquiry approach and the philosophy is consistent with the WWU ECE program. The site in North Dakota is on the university and offers a site that currently prepares teacher candidates in early childhood education. The preschool program in Australia has a reputation for high quality child care and education and also is a site for preparing teacher candidates.

**Other Key Program Improvements**

ECE faculty made major program revisions for implementation in fall, 2013. The program options will be available to students offering the following options: Non-certification, ECE endorsement, and Dual Endorsement in Elementary Education and Early Childhood Education. For the ECE with endorsement option, an additional term in primary was added for a total of two terms. For the Dual endorsement option a year long internships was added. In the ECE endorsement option and in the Dual Endorsement option students are required to take additional course work, which will support their preparation of the TPA. These recommendations address comments that students offered requesting longer experiences in primary grades.