Section 1: Program Assessment Plan Transition Point Assessments

<table>
<thead>
<tr>
<th>Admission</th>
<th>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</th>
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<tbody>
<tr>
<td>Program Retention</td>
<td>Orientation training; Educational theory case study; Initial practicum with professionalism, professional communication, and effective teaching assessments in EEd 370; Professional practice assessment in EEd 470</td>
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<tr>
<td>Qualification for Fulltime Internship</td>
<td>GPA of 2.75 or higher; WEST-E; Practicum performance evaluations; Completion of all endorsement courses with grade of C or better; Finger printing/character and fitness clearance through internship term; TPA passing score; Literacy practicum assessment in EEd 492.</td>
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<tr>
<td>Program Completion</td>
<td>Intern Development Evaluation System (IDES); Draft professional growth plan; Dean’s affidavit of character/fitness; Degree requirements met; Internship survey</td>
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<tr>
<td>Post Program Completion</td>
<td>Career Services Center Placement Survey; Follow-up surveys of alumni and principals at 1st and 3rd year; WA State New Teacher Survey</td>
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Section 2: Use of Data for Improvements of Programs and/or Operations

What data are/can we consider for program change?

This year, one focus has been on the analysis of our program assessment system (and the key assessments identified within it), in relation to a closer analysis of key/capstone indicators of candidate performance. These key indicators include:

- The newly-revised ELED endorsement competencies for Washington State
- **Standard V indicators**
  - The competencies approached through edTPA , and
  - a literacy capstone assessment completed in EEd 492 during the 2nd quarter of the ELED internship (performance demonstrates the assessment/planning/instruction cycle)

A second focus has been on the analysis of our advising practices. Data for the analysis of advising practices include:

- Exit survey data from program graduates regarding the advising they received from “Woodring College.”
• Anecdotal data from the newly constituted Student Advisory Committee
• Data from faculty advising focus groups conducted in Spring 2013, centered upon key elements of existing advising practices.

What is our ongoing process for considering program data for program change?

Our recent analysis of our program assessment system has revealed some challenging findings. First, in recent years, we have identified key assessments/data at the transition points of “program entry”, “mid-program”, and the year-long internship to assess candidates’ progress through our program. These key assessments are usually tied to specific assignments and loosely-aligned to Standard V. competencies. Upon analyzing these key assessments, we realized that these data have provided only limited impact on our ongoing program revision and been more focused on supporting and remediating individual candidates as they progress through the program. Secondly, as we compared the WA Elementary Competencies to our key program assessments, we realized that these key assessments are not tied directly to specific ELED competencies (but rather, as previously indicated, loosely aligned to Standard V). More problematically, these key performances are not approached with consideration to the developmental needs/readiness of candidates at the beginning, middle, and end of our teacher education program.

In this recent analysis, we find that the newly-revised endorsement competencies provide specific goals for core knowledge in the areas of academic content, understanding of learners and their communities, instruction, and assessment. Our faculty also engaged in the process of identifying “key understandings” for teaching that included core commitments to content/disciplinary understandings, instructional planning, academic language, fostering student voice, engaging and supporting all students in learning, equitable teaching, assessment, and professional dispositions and behaviors. We believe that our core commitments are fairly-well encapsulated in the endorsement competencies.

With respect to the analysis of our advising practices, because the data from intern exit surveys was not disaggregated by the source of the advising, it is difficult to know how to target strategies for change. In response to this lack of clarity in data, we gathered further information through our Department Advising Project, which consisted of focus groups with faculty about their advising practices and anecdotal comments from our Student Advisory Committee.

What are potential program improvements based on the analysis of assessment data?

As a result of the mis-alignment between our program progress point data and the ELED endorsement competencies (and a lack of a developmental approach to the competencies), the ELED faculty have begun revisions to our program and assessment system to better articulate a trajectory of learning of key performances of understandings toward the competencies from the beginning, through the middle, and into the capstone performances in our program (particularly edTPA and the literacy capstone). This faculty work, begun in Summer, 2013 and continuing into 2014, is expected to result in program revision activities such as:

• The identification of core practices for teacher education that enable our faculty’s to support candidate’s progress toward the key understandings in the elementary competencies
• Curriculum mapping through the ELED program with alignment to the ELED competencies from a developmental perspective (identifying performances at the initial, developing, and proficient levels of understanding for the competencies)

• Examination of where there is “helpful overlap”, “unhelpful redundancies”, and missed opportunities to approach the competencies from a developmental perspective

• Identification of key dispositions for teaching and developmental milestones toward these dispositions, to accompany the collection of candidate data toward the key understandings identified in the elementary competencies.

• Faculty mini-presentations to share how particular competencies are approached within specific courses/learning experiences, followed by discussions of the implications for the program

As a result of the Advising Action Project, we developed two approaches for further developing our advising system: high touch and high tech.

**High Touch Elements**

The high touch elements include the continuation of the Student Advisory Committee, with includes both elementary and early childhood students. We have also initiated the development of team advising groups. The student advisory committee meets two times a quarter led by the department chair, David Carroll, with the agenda developed in consultation with the advisory committee. The team advising group (TAG) consists of a team of two faculty advisors. Each TAG group initially meets at orientation and then at least twice a year throughout the program. Students rotate into the group as they are admitted into the program and rotate out of the group as they graduate. The initial group began in the fall and two more groups of advisees will join the group with Winter and Spring admissions. The potential benefits of group advising include the relationship building with two faculty, student support and mentoring, and two-way communication regarding the program.

The plan for the current year is to continue regular meetings with the Student Advisory Committee, and to pilot three TAGS, each quarter adding a new advising team and students.

**High Tech Elements**

In addition to improving the high touch elements, we also strive to improve communication pathways that are accessible on demand via technology. First, we are streamlining information on the Elementary Education Advising web page and supplementing the textual information with recorded presentations. Currently, two presentations have been added. The first provides tips for applying to the Elementary Education Program. While this is a session also offered face to face, many students who are not in Bellingham or who have conflicts with the scheduled time were previously disadvantaged by not attending the session. The second recorded presentation demonstrates the process of completing a plan of study with the program advisor.

An additional planned element will engage students in active conversations through Facebook. While the Elementary Education webpage provides static information provided by faculty and staff, the use of Facebook allows students the opportunity for reciprocal conversations with other students, faculty, and staff. This element is in the early stage of development.
Planned Data Collection

High Touch Data Collection
In order to track the results of incorporating the Student Advisory Committee and TAG groups into the advising system we will conduct a brief survey twice this year.

High Tech Data Collection
To assess the high tech elements of advising, we will be reviewing analytics from our website, conducting a usability study to track users’ navigation, and tracking usage statistics from Facebook. Analyses of these results will guide us in revising or extending our practices in the future.