Section 1: Program Assessment Plan Transition Point Assessments

<table>
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<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 EIEd 370; Professional practice assessment in EIEd 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 EIEd 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, based upon the analysis of our program assessment system (and the key assessments identified within it) conducted last year, we have moved toward a new system of program guiding principles, accompanying learning experiences/performances of understanding, and a developmental progression of core practices intended to demonstrate the ability to understand and enact the core principles. This new system is still under construction, but expected to be ready for full implementation beginning in Fall 2015. The assessment of core practices will be integrated into the program assessment system outlined above in Section 1. The guiding principles we have identified encompass key external indicators, including:

- The newly-revised ELED endorsement competencies for Washington State
- Standard V indicators
- The competencies approached through edTPA

A second focus has been on the analysis and revision of our advising practices. Data used for the analysis of advising practices last year included:

- 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.

This year we have begun to initiate a new system for advising featuring quarterly gatherings of all students prior to the internship. These gatherings provide a combination of scheduling information, updates and procedures related to various endorsement options, and group meetings with faculty advisors which enable some peer mentoring as well. We expect to collect survey data about this process once it has been established for a few quarters.

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

As we noted in our report last year, the 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.

Over the past 15 months, our faculty have engaged in the process of identifying what we are now calling “guiding principles” for teaching that include core commitments to content/disciplinary understandings, instructional planning, academic language, fostering student voice, engaging and supporting all students in learning, family/community engagement, equitable teaching, assessment, and professional dispositions and behaviors. We believe that the endorsement competencies and Standard V elements are well encapsulated in our guiding principles. In addition to the guiding principles, we have recently endorsed a set of “core practices,” developed at the University of Connecticut, that provide a succinct yet robust set of practices suitable for ambitious beginning teachers. We are in the process of creating a developmental trajectory for supporting the understanding and enactment of these practices across our program. We expect to integrate the assessment of these core practices into our program assessment plan outlined in Part 1.

With respect to the analysis of our advising practices, we expect to conduct a survey among our students about the new system after it has been in practice for a few quarters.

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

Our program analysis effort has so far yielded the following:

• The identification of 5 guiding principles which outline the key values and commitments of our program and its faculty with respect to the preparation of prospective teachers. These principles also serve as statements of key dispositions by which candidates moving through our programs will develop and enact understandings and commitments informed by the principles.
• The identification of core practices for teacher education that enable our faculty’s to support candidate’s progress toward the key understandings in the guiding principles and in the elementary competencies

In the coming months we expect to engage in the following:

• Curriculum mapping through the ELED program with alignment to guiding principles and 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
• Faculty work on identifying and extending core pedagogies of teacher education practice that will ensure the successful enactment of our Guiding Principles and Core Practices

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 transition to quarterly group advising sessions for all students (prior to the internship). These sessions will include meetings with advisors, opportunities for peer mentoring, updates on and assistance with course scheduling, and information sessions with special advisors associated with our ELL and Reading endorsement programs. This new plan subsumes our prior group advising pilot and our Student Advisory Committee into one common meeting time per quarter.

**High Tech Elements**

In addition to improving the high touch elements, we have implemented significant changes in the course registration process.

• Starting Winter Quarter, students will be able to register for their classes on their own and take advantage of all the features of Banner, including the waitlist system which allows them to register for a class they’re waitlisted on from their phones. They will no longer be required to come to the Program Office for manual overrides. We’ll be able to better manage who gets into which classes/sections using Banner restrictions which are keyed off their major/minor codes. This will cut down on wait times for students during registration, cut down on human errors, and make it fairer for students with a waitlist system that is based on seniority which is consistent with university’s policy. We have also initiated a new e-Form system to enable faculty teaching across campus to connect to our students’ advisors to report both outstanding performance and any concerns.

• We will no longer require students to enter in their Plan of Study in the old Access database, which was never kept up to date to provide a good estimate for class sizes. Instead we are using new Plan of Study forms that students will fill out with their advisors and this will provide a good road map for their course of study. Also Banner projection reports based on past 3 years’ enrollment data will be used instead to predict class sizes.

**Planned Data Collection**

As noted previously, with respect to the analysis of our advising practices, we expect to conduct a survey among our students about the new system after it has been in practice for a few quarters.