To: Dana Edward
From: Bruce E. Larson
Date: December 7, 2009
Subject: “Closing the Loop” Summary Memo 2009

This memo reduces to writing the review/discussions held by the department of Secondary Education about WIS data sent by Kimberly McDaniel and data collected through other sources (e.g., course evaluations, student focus groups, informal feedback from candidates, etc.).

We discussed data and program-level assessments three different times during the fall quarter. The most valuable and pertinent discussions centered around the evidence submitted for the Woodring Information System. These discussions led us to question the validity/appropriateness of the data. When viewed through the lens of Standard V, department faculty wonder if we are collecting data points for the WIS that reveals evidence of candidate learning. The assessment data we reviewed led to the conception of a document that will allow candidates to be evaluated on their professional growth toward becoming a teacher. We have also had conversations about the NCATE transition point assessments. This is an excellent metric for us to consider, because it allows us to target the collection of evidence from our teacher candidates, and again use that evidence to make candidate and program-level decisions.

2009-2010 is the first time we are teaching a new general methods course in our undergraduate/post-baccalaureate program, and this class (SEC 430) has no data points for the WIS. We plan to identify key evidence for the WIS from that course.

In sum, this first year we started the conversation to genuinely “close the loop” with assessment data. We will have conversations Winter and Spring quarters around the following key discussion topics:

a) What is our aim for having students collect evidence?

b) What will evidence “look like?”

c) When/Where/How is evidence collected?

d) What will students do with the evidence?

e) Who will review the evidence?

It is our intent to put into place assessments that will help us make program-level decisions and assess student progress. We will also have candidates complete individual Professional Growth Plans that document their attainment of the Washington state residency certificate requirements (i.e., the knowledge and skills standards, criteria, and descriptions of practice).