Woodring College of Education
Preparing thoughtful, knowledgeable, and effective educators for a diverse society

Closing the Assessment Loop Report 2012
Teacher Education Outreach Programs

Summary of changes instituted in response to college and program assessment data and descriptions of ongoing discussions about possible future changes.

Section 1: Program Assessment Systems: Transition Point Assessments

Western Washington University’s WCE Teacher Education Outreach Programs (TEOP) engages in ongoing assessment of program effectiveness through collection and analysis of a variety of types of evidence at five program stages pertaining to (1) applicant qualifications at admission, (2) candidate entry to internship, (3) successful completion of internship, (4) program completion, and (5) post program completion. Utilizing an extended education model, TEOP delivers programs developed by, and aligned with WCE academic departments. With an emphasis on fidelity of implementation and curriculum alignment, assessment of program effectiveness is based on college and unit level data and through the administration of program level assessments developed by contributing departments across the WCE teacher education division.

The following table displays assessments relevant to each of the five program stages, evaluation questions asked at each stage, and topics of on-going discussion with respect to possible changes pertaining to program effectiveness and implementation.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>General Evaluation Questions</th>
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<tbody>
<tr>
<td><strong>Admission:</strong></td>
<td><strong>Is the applicant qualified to enter the program? How does the data inform other aspects of program delivery and student completion?</strong></td>
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<tr>
<td>• Entry GPA 2.75</td>
<td>• How predictive are entry GPA and WEST-B scores to program completion? To TPA outcomes? Should a greater emphasis be placed on a higher entry GPA for admission?</td>
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<td>• WEST-B</td>
<td>• Should candidates who pass the WEST-B after multiple attempts be given equal consideration for program admission? How predictive of the WEST-E are the WEST-B and entry GPA? Should more attention be given to WEST-B subtest scores when making admission decisions?</td>
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<td>• Essay</td>
<td>• Should the interview include evaluation of professional dispositions in some way?</td>
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<td>• Interview</td>
<td>• Are there alternative ways to market and publicize programs? Should supplementary demographic data be included in the new student survey, e.g., How many hours do you plan to work during the program?</td>
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<td>• DTA, GUR, Degree reqs.</td>
<td>• How can we better advise candidates with respect to the rigors of the program?</td>
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<td>• English Composition req.</td>
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<td>• Annual admissions summaries</td>
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<td>• New student survey</td>
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<tr>
<td>Continuation and Entry to Internship:</td>
<td>Is the candidate making sufficient academic and professional progress? Has the candidate demonstrated proficiency in use of knowledge, skills, and dispositions necessary for more advanced work?</td>
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| - Quarterly GPA Report
- Quarterly Grade Report
- Course-based performance tasks
- Case conferences on academic performance and professionalism
- Quarterly student and instructor professionalism assessment
- Program level assessments: EDUC, ELED, SPED
- Practicum performance evaluations
- Fingerprint, Character and Fitness, and OSPI Clearance reports
- Quarterly non-attendance and enrollment reports
- WEST-E for all endorsements | - What is the relationship between professional disposition assessment data and candidates' academic progress?
- What can GPA, grade, non-attendance, matriculation requirements, and the various clearance reports tell us about student dispositions with respect to completing requirements to standard and/or in a timely manner?
- What can teaching evaluations tell us about the fidelity of program implementation?
- How might instructors be better supported with respect to course delivery and meeting contract obligations?
- Are there correlations with respect to WEST-E failure and entry GPA, WEST-B scores, cumulative GPA, below standard grades, and admission scores?
- How can program level assessment data be applied most effectively toward ongoing program improvement?
- Do the SPED 484/5 program level assessments provide a firm foundation for success in the Teacher Performance Assessment? |

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<tr>
<th>Program Completion:</th>
<th>Has the candidate demonstrated proficiency in use of knowledge, skills, and dispositions necessary for successful completion of the internship?</th>
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</table>
| - Quarterly GPA Report
- Intern Development and Evaluation (IDES)
- Internship midterm and final evaluations
- State Teacher Performance Assessment (TPA)
- Internship Survey | - How has the candidate used information obtained from self-assessment and reflection about his/her own professional growth?
- Is the TPA feedback useful for making program change?
- What effect do TPA seminars and workshops have on the preparation of candidates?
- What are valid and reliable measures of the impact of the candidate on P-12 student learning? |

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<tr>
<th>Post Program Completion:</th>
<th>What do graduates and program completers tell us about the perceived strengths and weaknesses of our programs?</th>
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| - Follow-up graduate surveys
- Follow-up employer surveys
- Focus groups with graduates and employers | - What does an evaluation of the survey data tell us about current program priorities, and implications for program delivery improvement?
- Is the percentage of responders sufficient and is the sample representative? Are program completers who are dissatisfied with one or more aspects of our programs more likely to respond? Are there any patterns of response within and across programs? |
Section 2: Use of Data for Improvements of Programs and/or Operations

In 2012-2013 “Closing the Loop” discussions focused on the following topics:

- Quarterly review of instructor evaluations: 2.24.12, 5.18.12, 7.20.12, 10.5.12, 11.2.12*
- **Quarterly Program Level Assessments, Data entry:** 2.24.12, 11.2.12
- Professional Education Dispositions Assessment review: 2.24.12, 5.18.12, 7.20.12, 11.2.12
- 2011-2012 Annual Admissions Summary discussion: Implications for ELED program: 11.2.12
- **SPED major scope and sequence of content and concepts, assignments, standards:** 2.24.12, 10.5.12, 11.2.12
- Refinement of Lesson Plan Template re Program Level Assessment: 10.5.12, 12.7.12
- 2011-2012 IDES Summary: 11.2.12
- First and Third Year Follow Up Studies: 7.20.12
- Internship Survey 2012: 7.20.12
- Fall 2012 Enrollment by Ethnicity Report: 11.2.12
- Accreditation Summary: Accolades and Recommendations: 7.20.12
- SPED Endorsement interview alignment across sites: 2.24.12
- **Teacher Performance Assessment and preliminary candidate scores:** 2.24.12, 4.13.12, 5.18.12, 7.20.12, 10.5.12, 11.2.12, 12.7.12
- Completion Data Longitudinal Study: 12.7.12
- Retention and Attrition Data Study: 12.7.12

Three examples of discussions focusing on the use of data for program improvement

Quarterly Program Level Assessments and Data Entry

Review of the Woodring Information System (WIS) program level assessment data (PLAs) in 2012 (see 2.24.12, 11.2.12) suggested significant gaps in the data due to instructor, staff, and/or systemic errors. In some instances, instructors did not apply the appropriate rubrics for scoring the PLAs, generating scores incompatible with WIS data entry parameters. At other times, instructors failed to understand the nature of the PLA and did not administer the assessment. A centralized monitoring system was established with Bellingham-based faculty and staff having oversight responsibility. The lesson plan PLAs were also revised based on a review of student data. The lesson plan rubric was revised, and provision for additional student demographic information was included.

SPED major scope and sequence of content and concepts, assignments, and standards

As part of the review of quarterly instructor evaluations (see 2.24.12, 5.18.12, 7.20.12, 10.5.12, 11.2.12) analysis of teaching evaluation student comments suggests students perceive significant content and concept redundancy across courses in the Special Education Major. In order to better inform instructors of department expectations with respect to course delivery, TEOP undertook the development of a SPED major scope and sequence document in association with the Special Education Department (see 2.24.12, 10.5.12, 11.2.12). The compilation of basic course information including required texts and readings, major assignments, content and concepts, and associated standards has been initiated. Instructors in the SPED department were asked to classify content and concepts at the beginning, intermediate, and advanced level. Upon completion, the scope and sequence document will be distributed to all TEOP instructors. This will provide them with additional context which will better inform course delivery and in turn lead to higher student achievement toward meeting and exceeding state standards.

Teacher Performance Assessment and preliminary candidate scores

Review and analysis of preliminary Teacher Performance Assessment (TPA) scores (see general TPA discussions 2.24.12, 4.13.12, 5.18.12, 7.20.12, 10.5.12, 11.2.12, 12.7.12) does not suggest a change in implementation plans at this time. TPA reliability data is not yet available, and cut scores have not been established by test providers. In addition, fidelity of implementation of the TEO P TPA program support has yet to be established. Anecdotal evidence also suggests some students were not fully invested in the assessment, given that the TPA does not become a high stakes assessment for some quarters yet. That said, a formal curricular change was initiated to establish three sections of ELED 490 for the purpose of providing teaching laboratory support for students undertaking the TPA in the 2013 – 2014 academic year. Current students may still take advantage of teaching laboratory support temporarily provided by additional 2 and 4 credit sections of ELED 494. Curriculum workshops have been funded to allow for stronger curriculum alignment across sites for key courses in both the major and the post baccalaureate portions of the program, i.e. SPED 467, 484, 485, and Math 381, 382, and 383.

*Academic Program Director Meeting Minute dates