



Western Washington University
Alternative, IHE-based Report AY 2019-20
Washington



REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

ADDRESS

CITY

STATE

ZIP

SALUTATION

FIRST NAME

LAST NAME

Coskie

PHONE

(360) 650-2164

EMAIL

Tracy.Coskie@wwu.edu

List of Programs

THIS PAGE INCLUDES:

>> [List of Programs](#)

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Institution Information Postgraduate level (PG), or both.

(§205(a)(C))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

List of Programs

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1	Special Education	Both	

Total number of teacher preparation programs:

2

Program Requirements

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

1. Are there initial teacher certification programs at the undergraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="See additional information below"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

Fingerprint and Background Checks: Required upon acceptance into and before beginning field experiences with students. Clearance on the basis of a fingerprint background check and disclosure statement must be maintained throughout the program. Minimum GPA: Required for program admission, continuation, and completion. In addition, all program courses must be completed at a grade of C (2.0) or better, or the equivalent non-graded designation. Minimum ACT Score / Minimum SAT Score: Beginning fall 2013, the Washington State Professional Educator Standards Board began accepting ACT and/or SAT scores that were equivalent to WEST-B cut scores to meet the the state-designed West-B basic skills test requirement. Minimum basic skills test score: On April 24, 2019, the minimum score requirement was removed for the WEST-B (Washington Educator Skills Test-Basic) exam. The WEST-B exam or alternative must still be taken, but candidates do not need to meet a specific score. Subject Matter Verification: General education courses are completed through a transferable associate's degree or equivalent, which is required for admission to the Future Bilingual Teaching Fellows program (Elementary - Alternative Route 1) and to the Inclusive Education Teacher Scholars (Special Ed - Alternative Route 1). Essay or Personal Statement: Candidates complete written reflections throughout their program and as part of the culminating internship. Other Undergraduate Entry Requirements: English composition course with minimum grade of B-; and partnering school district authorization and support to participate in the program.

Postgraduate Requirements

1. Are there initial teacher certification programs at the postgraduate level?

- Yes
 No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text" value="See Undergraduate Requirements additional information."/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

4. Please provide any additional information about the information provided above:

See Undergraduate Requirements additional information.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2019-20. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- Yes
 No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)

Number of clock hours of supervised clinical experience required prior to student teaching	<input type="text" value="250"/>
Number of clock hours required for student teaching	<input type="text" value="540"/>

Are there programs in which candidates are the teacher of record?

- Yes
 No

If yes, provide the next two responses: If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom

Number of years required for teaching as the teacher of record in a classroom

All Programs

Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)

0

[Optional tool](#) for automatically calculating full-time equivalent faculty in the system

Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)

3

Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year

30

Number of students in supervised clinical experience during this academic year

28

Please provide any additional information about or descriptions of the supervised clinical experiences:

Candidates in the Future Bilingual Teaching Fellows program and the Inclusive Education Teacher Scholars program are employed as full-time para-educators in a partner school district. Clinical experiences involve planning, instruction, and reflection under the supervision of instructors, cooperating teachers, and University Intern Coordinators. Throughout the two-year program, interns are assigned to a mentor's classroom. During their first year, interns spent part of their day with their cooperating teacher, the remainder working in their para-educator role. During the first year candidates complete courses and formalized learning opportunities, and work with cooperating teachers in the school to demonstrate competencies. In the second year they complete additional courses and learning opportunities and participate in a yearlong mentored internship, where they progressively assume greater responsibility for teaching until they transition into teaching full-time for a period of at least four weeks. Successful candidates demonstrate the knowledge and skills necessary to make a positive impact on student learning through the WWU Intern Development and Evaluation System and a passing score on the edTPA.

Enrollment and Program Completers

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

2019-20 Total	
Total Number of Individuals Enrolled	42
Subset of Program Completers	26

Gender	Total Enrolled	Subset of Program Completers
Male	5	2
Female	37	24
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	4	1
Black or African American	1	0
Hispanic/Latino of any race	27	21
Native Hawaiian or Other Pacific Islander	0	0
White	7	3

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	3	1
No Race/Ethnicity Reported	0	0

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic Major](#)

THIS PAGE INCLUDES:

- >> [Teachers Prepared by Subject Area](#)
- >> [Teachers Prepared by Academic Major](#)

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2019-20.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

What are CIP Codes?

No teachers prepared in academic year 2019-20

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	26 <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	18
13.1316	Teacher Education - Science Teacher Education/General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	18
13.99	Education - Other Specify: <input type="text" value="Teacher Education - Bilingual Education"/>	2

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2019-20. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

[What are CIP Codes?](#)

Do participants earn a degree upon completion of the program?

- Yes
 No

No teachers prepared in academic year 2019-20

If your program does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	26
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <input data-bbox="289 121 1260 163" type="text"/>	<input data-bbox="1292 90 1568 132" type="text"/>

Program Assurances

THIS PAGE INCLUDES:

>> [Program Assurances](#)

Respond to the following assurances. Note: Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. ([§205\(a\)\(1\)\(A\)\(iii\)](#); [§206\(b\)](#))

Program Assurances

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- Yes
 No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- Yes
 No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- Yes
 No
 Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- Yes
 No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- Yes
 No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- Yes
 No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- Yes
 No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

RESPONDING TO STATE, REGIONAL, AND SCHOOL NEEDS. Washington State assessment data reveal a large and growing achievement gap for some minority students including English language learners, Latino, migrant, and low income students (Office of Superintendent of Public Instruction, 2002). The Achievement Gap Oversight and Accountability Committee was created during the 2009 Washington State legislature to address the achievement gap in Washington State and synthesize the recommendations into priority areas. The committee identified "Expanding pathways and strategies to prepare and recruit diverse teachers and administrators," and "Enhancing the cultural competence of current and future educators and the cultural relevance of curriculum and instruction" as two of the high priority recommendations to reduce the differential achievement of Asian-American, Pacific-Islanders, African-American, Native American and Latino students. The alternative route programs address both of these priorities. The programs support experienced instructional assistants who reflect the cultural and linguistic diversity of our students and those who possess cultural and linguistic competence in local communities. Western Washington University's Woodring College of Education partner for the Bilingual Fellows

Alternative Route is one school district in the south area of Seattle struggling to meet the needs of significant and growing immigrant and migrant student populations: Highline Public Schools. The district employs a liaison to work with the university to ensure that the program runs smoothly for candidates, the district, and the university. The Bilingual Fellows program works with students who seek to obtain a Bachelor of Arts in Education with a focus on language, literacy, and cultural studies, combined with teacher certification/endorsements in K-8, and ELL or Bilingual. Our partners for the Inclusive Education alternative route program are the Kent School District, and Highline Public Schools. The program leads to a Bachelor of Arts in Education with a Washington State Residency Certificate with dual endorsements in Special Education (P-12) and Elementary Education. PREPARING GENERAL EDUCATION CANDIDATES FOR INSTRUCTION TO CHILDREN WITH DISABILITIES AND TO LIMITED ENGLISH PROFICIENT STUDENTS. Candidates in both the Bilingual Fellows and Inclusive Education alternative route program complete foundational coursework and case studies in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, adaptations in the regular classroom--including adaptive technology--and the Individualized Education Program (IEP). Bilingual Fellows students enroll in SPED 364. Both courses introduce candidates to issues related to providing access to the general education curriculum for all students – including students with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students' performance is accompanied by best practices for planning and instruction to meet the needs of all students. An emphasis on the difference between language difference and disability are focused upon. Candidates in the Inclusive Education alternative route program complete all state requirements for a certification endorsement in Special Education. In the Bilingual Fellows program all candidates can earn certification endorsement in ELL (and many also earn a Bilingual Education endorsement). Through the English Language Learner (ELL) endorsement, all candidates are provided a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching a diverse student population in P-12 schools. In the Inclusive education program, candidates take SPED 305 (Introduction to Special Education) which prepares them to meet the needs of students acquiring English as a Second Language. Information about the impact of language acquisition on students' performance is accompanied by information about best practices for planning and instruction to meet the needs of all students. PREPARING ALL CANDIDATES TO PROVIDE INSTRUCTION TO CHILDREN FROM LOW INCOME FAMILIES AND TO TEACH EFFECTIVELY IN URBAN AND RURAL SCHOOLS. Our program includes curriculum and experiences to prepare candidates to deliver effective instruction to diverse populations and in diverse settings. We define diverse populations broadly to include children with disabilities, language learners, varying cultural and linguistic abilities, gender differences, children from diverse ethnic and racial groups, low income families, and varying socioeconomic conditions and communities. Data collected by Washington State on the percentage of Free and Reduced Lunch (FRL) across the diverse school district served by the Bilingual Fellows is reported at 63.0%. 27% of the school populations are reported as migrant/bilingual, indicating adding English as an additional language. 16% are reported as students with disabilities/SPED. The Inclusive Education program serves the same school district as well as a district with similar demographics. Important strategies and understandings are addressed through a foundational course in the first quarter of both programs. ELED 310/SPED 310 - Education, Culture, and Equity focuses on the diverse socio-cultural, ideological, conceptual, and ability-driven aspects of education, thus equipping candidates to better succeed as teachers in the public schools. Coursework and field experiences completed throughout their program prepare candidates to use standards-based assessment, planning, and multiple instructional strategies to make a positive impact on ALL students. They connect student learning to communities within the classroom and school and with families and communities, and understand community factors that impact student learning through field experiences in urban or rural schools.

Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in mathematics in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in mathematics in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in science in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in science in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in science in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in special education in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in special education in 2020-21? If no, leave the next question blank.

Yes

No

8. Describe your goal.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in special education in 2021-22? If no, leave the next question blank.

Yes

No

10. Describe your goal.

No specific numeric goal for the Alternative Route program. All students in the Inclusive program have the opportunity to earn an SPED endorsement.

Annual Goals: Instruction of Limited English Proficient Students

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2019-20\)](#)
- >> [Review Current Year's Goal \(2020-21\)](#)
- >> [Set Next Year's Goal \(2021-22\)](#)

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\)\(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year's Goal (2019-20)

1. Did your program prepare teachers in instruction of limited English proficient students in 2019-20?

If no, leave remaining questions for 2019-20 blank (or [clear responses already entered](#)).

- Yes
 No

2. Describe your goal.

No specific numeric goal for Alt Route program.

3. Did your program meet the goal?

- Yes
 No

4. Description of strategies used to achieve goal, if applicable:

All students in the program have the opportunity to earn an ELL endorsement.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

N/A

6. Provide any additional comments, exceptions and explanations below:

Review Current Year's Goal (2020-21)

7. Is your program preparing teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.

- Yes
 No

8. Describe your goal.

No specific numeric goal for Alt Route program. All students in the program have the opportunity to earn an ELL endorsement.

Set Next Year's Goal (2021-22)

9. Will your program prepare teachers in instruction of limited English proficient students in 2021-22? If no, leave the next question blank.

- Yes
 No

10. Describe your goal.

No specific numeric goal for the Alternative Route program. All students in the Bilingual Fellows program have the opportunity to earn an ELL endorsement.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	1			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2019-20	1			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	4			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	3			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	232	8	67
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2019-20	10	247	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	1			
102 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	12	247	12	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	229	6	50
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2019-20	11	256	11	100
103 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	12	249	12	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	43	9	90
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2019-20	12	45	12	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	11	47	10	91
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	1			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2019-20	4			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2017-18	21	270	21	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2019-20	4			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2017-18	11	247	11	100
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	3			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	1			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	4			
1023 -OPI VIETNAMESE American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	8			
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	2			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2019-20	1			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	5			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	4			
2017 -WPT VIETNAMESE American Council on the Teaching of Foreign Langua All program completers, 2019-20	1			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	37	26	70
Other enrolled students	1		
All program completers, 2019-20	45	45	100
All program completers, 2018-19	1		
All program completers, 2017-18	113	108	96
All program completers, combined 3 academic years	159	154	97

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Provide the following information about the approval or accreditation of your teacher preparation program. ([§205\(a\)\(1\)\(D\)](#), [§205\(a\)\(1\)\(E\)](#))

Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- Yes
- No

If yes, please specify the organization(s) that approved or accredited your program:

- State
- CAEP
- AAQEP
- Other specify:

NCATE

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- Yes
- No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. ([§205\(a\)\(1\)\(F\)](#))

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

- b. use technology effectively to collect data to improve teaching and learning

Yes
 No

- c. use technology effectively to manage data to improve teaching and learning

Yes
 No

- d. use technology effectively to analyze data to improve teaching and learning

Yes
 No

2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

Candidates develop the fundamental knowledge, skills, and attitudes teachers need to use technology in support of learning in the classroom in a course titled – Classroom Use of Instructional Technology (IT 442). Instruction is provided in basic technological operations sufficient to support the competent use of technologies that enhance professional productivity. Candidates also demonstrate instructional methods for teaching with technology and assessing particular content. In addition, with support from the school districts' Special Education specialists, candidates are introduced to assistive technologies used to enhance the learning of students with diverse needs. All candidates complete an electronic portfolio that demonstrates their capacity for integrating technology into instructional planning, delivery, and assessment. The content and assessments are aligned with the International Society of Technology in Education (ISTE) National Educational Technology Standard for Teachers, or NET*S. In ELED 470 – Developing Teaching, and SEC 432 – Secondary School Methods II, candidates develop initial teaching units with 3-4 lessons. These utilize a “backward design” process such as described by the Understanding by Design Framework, and taught in a P-12 classroom. The lessons must include deliberate design elements intended to differentiate instruction in order to address the particular learning needs of students in the classroom. During and after delivery of the lesson series, candidates collect and analyze data to determine effects on student participation and learning. Outcomes of this work are displayed in the edTPA, the externally assessed capstone performance assessment.

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Candidates complete foundational coursework in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, adaptations in the regular classroom, and the Individualized Education Program (IEP). SPED 364 – Teaching all Students, introduces candidates to issues related to providing access to the general education curriculum for all students – including student with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students' performance is accompanied by best practices for planning and instruction to meet the needs of all students.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Specific training relative to participation as a member of an individualized education program (IEP) team begins with the required special education course. Candidates acquire knowledge of the pre-referral and IEP process and develop strategies for collaborating with school colleagues, parents, and agencies in the community to support all students and their families, including students with disabilities and students learning English as a second language.

c. Effectively teach students who are limited English proficient.

Through the 27-credit English Language Learner (ELL) endorsement program, all candidates are provided a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching a diverse student population in P-12 schools. All are projected to earn an ELL endorsement, and many will earn a Bilingual Education endorsement. All have also participated in all coursework and assignments to be recommended for the state Reading Endorsement should they choose to take that test. They have focused on effective and culturally respectful interventions across their program. Coursework and field experiences completed throughout their programs prepare our candidates to effectively teach students who are limited English proficient, and course modifications have been made to strengthen this. For example, an academic language profile assignment completed in ELED 470 – Developing Teaching allow elementary education candidates to learn and practice understandings and skills for assessing academic language development. The Washington State English Language Acquisition Proficiency standards are used to document the academic language of students in a P-12 classroom. In ELED 481 – Literacy: Fluent Communicators candidates identify, prepare materials, and demonstrate strategies to help English language learners transition from the use of social language to academic vocabulary and register. Candidate performance relative to effectively teaching students with disabilities, participating as a member of an IEP team, and effectively teaching students with limited English proficiency is assessed during practicum and the student teaching internship through program-specific criteria. Candidate performance in planning and delivering instruction and in making a positive impact on student learning is also assessed during the student teaching internship.

2. Does your program prepare special education teachers?

- Yes
 No

If yes, provide a description of the activities that prepare *special education teachers* to:

a. Teach students with disabilities effectively

Western Washington University's Special Education program is a Council for Exceptional Children (CEC) nationally recognized program. The coursework for the program has been designed to meet the diverse needs of teacher candidates (e.g., reflective practice, critical inquiry, evidence-based practices) as well as rigorously prepare our future teachers for multiple classroom experiences (e.g., effective instruction, differentiation, behavior management, data collection). We draw from this broad base of experience with curriculum development, alignment and transformation to build a collaborative successful model with our partnering districts. The Woodring Inclusive Education Teacher Scholars (WIETS) certification program offered through the ARBG will prepare candidates for Special Education P12 and Elementary Education endorsements and their initial residency certificate. Therefore, candidates will exit the WIETS program having demonstrated excellence in Special Education content and Elementary Education content. Evidence suggests that teachers with special education endorsement as well as endorsement in another are more prepared for effective teaching in inclusive classrooms.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Specific training relative to participation as a member of an individualized education program (IEP) team begins with the required special education courses, specifically SPED 451 (Transdisciplinary teams and IEPs). Candidates acquire knowledge of the pre-referral and IEP process and develop strategies for collaborating with school colleagues, parents, and agencies in the community to support all students and their families, including students with disabilities and students learning English as a second language.

c. Effectively teach students who are limited English proficient.

Coursework and field experiences completed throughout their programs prepare our candidates to effectively teach students who are limited English proficient, and course modifications have been made to strengthen this. For example, in ELED 481 – Literacy: Fluent Communicators candidates identify, prepare materials, and demonstrate strategies to help English language learners transition from the use of social language to academic vocabulary and register. Candidate performance relative to effectively teaching students with disabilities, participating as a member of an IEP team, and effectively teaching students with limited English proficiency is assessed during practicum and the student teaching internship through program-specific criteria. Candidate performance in planning and delivering instruction and in making a positive impact on student learning is also assessed during the student teaching internship.

Contextual Information

THIS PAGE INCLUDES:

>> [Contextual Information](#)

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

WESTERN WASHINGTON UNIVERSITY <http://www.wvu.edu/> The Western Washington University mission is to serve the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. As its vision, Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving. Western began as Bellingham Normal School in 1899 with a class of 88 students. It has grown into a comprehensive regional university organized into seven undergraduate colleges and a graduate school that offers master degrees and post-master programs. Western is one of six state-supported, four-year institutions of higher education in Washington and it is the third- largest institution of higher education in the state. According to the 2019 U.S. News & World Report college rankings Western continues to be one of the highest-ranking public master's degree-granting university in the Western United States (2019 ranking was #2). The University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Specific program accreditation within the University include: the National Recreation and Parks Association; the American Chemical Society; the American Speech-Language-Hearing Association; Computing Accreditation Commission of the Accreditation Board for Engineering and Technology; Technology Accreditation Commission of the Accreditation Board for Engineering and Technology; Accreditation Board for Engineering and Technology; Council for the Accreditation of Counseling and Related Education Programs; Council on Rehabilitation in Education; National Association of Schools of Music; and the American Assembly of Collegiate Schools of Business. Western Washington University professional education programs are accredited through a unit review by the National Council for Accreditation of Teacher Education (NCATE) and program review by the Washington State Professional Educator Standards Board (PESB). Woodring College of Education is the unit responsible for coordinating all programs offered for the initial and advanced preparation of teachers and other school professionals, regardless of where these programs are administratively housed. All standards for both initial and advanced level programs were deemed met as a result of the concurrent NCATE accreditation and State program approval site visit conducted in May, 2012. WOODRING COLLEGE OF EDUCATION

<http://www.wce.wvu.edu/> Woodring College of Education provides nationally recognized programs for the preparation of teachers from early childhood to adult education, P-12 school administrators, rehabilitation counselors, and health and human services professionals. As academic leaders, educators, and scholars, Woodring College of Education faculty develop collaborative partnerships that promote the well-being of individuals, families, and the community. As its vision, Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. Aligned with Western's mission statement is the Woodring College of Education conceptual framework represented by the unifying theme – preparing thoughtful, knowledgeable, and effective educators for a diverse society. Our conceptual framework guides teaching and learning for all initial and advanced professional education programs in the College including programs leading to initial teacher certification, the advanced preparation of teachers, and the licensure of other school professionals in the roles of administrators and school counselors. As its mission, Woodring College of Education facilitates life-long learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we: - Construct, transform, and convey knowledge by integrating research, theory, and practice; - Cultivate student competence through extensive community and school engagement in collaboration with exemplary practicing professionals; - Act with respect for individual differences, including taking a strengths-based view; - Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and - Evaluate processes and outcomes to ensure continual program improvements. ALTERNATIVE ROUTE TEACHER PREPARATION PROGRAM OFFERINGS: The Bilingual Fellows Alternative Route to Certification program was implemented Summer 2016. It is designed around these unique features: -Undergraduate candidates will earn a BA in Education with a major in Language, Literacy, and Culture. -All program completers will earn a Washington State Residency teacher certificate endorsed in Elementary Education and English Language Learner; many will also earn an endorsement in Bilingual Education and Reading. - Emphasis on academic language and literacy development across the curriculum, developed through culturally-responsive curriculum, featuring an emphasis on working with families in communities. -Clinically based, classes and seminars are offered onsite and structured around the professional lives of candidates. - District focused, candidates are working for one school district, taught courses within the school district, and introduced to district curriculum and policies. Emphasis on preparing teachers who are members of underrepresented groups, bilingual, experienced instructional assistance who know their communities. -Development of an Advisory Team with school, university, family and community involvement. ----- The Inclusive Education Teacher Scholars program was implemented Summer 2020. It is designed around these unique features: -Candidates will earn a Bachelor of Arts in Education with a Washington State Residency Certificate with dual endorsements in Special Education (P-12) and Elementary

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Certification of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Ivy Yap

TITLE:

Data Manager

Certification of review of submission

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Tracy L Coskie

TITLE:

Co-Associate Dean - Academic Affairs