



Western Washington University  
Traditional Report AY 2018-19  
Washington



100% COMPLETE  
STATUS: IN PROGRESS

## 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**

237011

THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

**ADDRESS**

Woodring College of Education

516 High Street - MS 9088

**CITY**

Bellingham

**STATE**

Washington

**ZIP**

98225

**SALUTATION**

Dr.

**FIRST NAME**

Tracy

**LAST NAME**

Coskie

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# 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
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1302	Teacher Education - Art	Both	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1324	Teacher Education - Drama and Dance	Both	
13.1337	Teacher Education - Earth Science	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	Both	
13.1316	Teacher Education - General Science	Both	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	Both	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1329	Teacher Education - Physics	Both	
13.1318	Teacher Education - Social Studies	Both	

Total number of teacher preparation programs:



# 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 checked="" type="radio"/> Yes <input 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: English Composition Course	<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 the program. 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 endorsement content courses and all professional education 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 minimum ACT and/or SAT scores for the minimum basic skills test in lieu of the state-designed West-B basic skills test. 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: All teacher preparation programs include specific subject matter preparation for admission, which is verified through transcript review. Essay or Personal Statement: All programs include an essay or personal statement within the application materials. All candidates complete written reflections throughout their program and as part of the culminating internship.

## 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
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
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 checked="" type="radio"/> Yes <input 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: English Composition Course	<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

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.)

3

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

Fingerprint and Background Checks: Required upon acceptance into and before beginning the program. 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 endorsement content courses and all professional education 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 minimum ACT and/or SAT scores for the minimum basic skills test in lieu of the state-designed West-B basic skills test. 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: All teacher preparation programs include specific subject matter preparation for admission, which is verified through transcript review. Essay or Personal Statement: All programs include an essay or personal statement within the application materials. All candidates complete written reflections throughout their program and as part of the culminating internship.

## Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2018-19. ([§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

224

### Programs with student teaching models (most traditional programs)

Number of clock hours required for student teaching

450

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

0

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

0

### All Programs

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

3

[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)

57

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

371

Number of students in supervised clinical experience during this academic year

316

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

Integrated and developmentally-sequenced field and clinical experiences are completed by all candidates in our teacher education programs. Clinical experiences involve planning, instruction, and reflection under the supervision of instructors, P-12 cooperating teachers, and University Intern Coordinators. Our candidates complete the 450 hours in clinical practice required by the Washington Professional Educator Standards Board. Before student teaching, candidates participate in supervised, embedded field experiences and practicums where they practice, apply, and reflect on the theory learned in class. They also prepare for the Teacher Performance Assessment (edTPA), a state-mandated external assessment of teaching performance administered in the student teaching internship. During student teaching, candidates progressively assume greater responsibility for solo 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

2018-19 Total	
Total Number of Individuals Enrolled	925
Subset of Program Completers	265

Gender	Total Enrolled	Subset of Program Completers
Male	172	50
Female	752	215
Non-Binary/Other	0	0
No Gender Reported	1	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	1	1
Asian	50	11
Black or African American	3	1
Hispanic/Latino of any race	74	19
Native Hawaiian or Other Pacific Islander	0	0
White	718	209

Race/Ethnicity	Total Enrolled	Subset of Program Completers
<b>Two or more races</b>	59	20
<b>No Race/Ethnicity Reported</b>	20	4

## 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 2018-19.

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 2018-19

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" value="34"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="145"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	18
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	9
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	22
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	9
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	7
13.1312	Teacher Education - Music	30
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	28
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	16
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	7
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	4
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="31"/>
13.99	Education - Other Specify: <input type="text" value="Bilingual Education"/>	<input type="text" value="1"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2018-19. 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 2018-19

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" value="66"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="27"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="15"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text" value="10"/>
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" value="2"/>
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	5
13.1312	Teacher Education - Music	12
13.1314	Teacher Education - Physical Education and Coaching	9
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	9
13.1317	Teacher Education - Social Science	6
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	1
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	5
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	<b>Education - Other Specify:</b> <input type="text" value="Teacher Ed - Environmental Studies; Teacher Ed - Psychology; Master in Teaching"/>	42
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	5
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	2
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	1
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	1
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	1
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	5

CIP Code	Academic Major	Number Prepared
99	<b>Other Specify:</b> <input data-bbox="289 121 1260 163" type="text" value="Kinesiology"/>	<input data-bbox="1292 90 1572 132" type="text" value="1"/>



# 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. Our teacher education programs are closely linked to state, regional, and school needs through strategies that are both data-driven and collaborative. We analyze multiple sources of data to determine where our graduates are teaching and the teaching shortage areas faced by these regions to ensure our programs continue to respond to identified needs. Examples of data sources are listed below: - The Professional Educator Standards Board (PESB) and the Office of Superintendent of Public Instruction (OSPI) maintain evolving websites that provide data to the public including factors related to workforce needs, e.g., teacher hiring, attrition, and production. Included are Washington State educator employment census data collected for the school year each fall, by the Office of Superintendent of Public Instruction (OSPI). - The Western Washington University Career Services Center conducts an annual survey on the employment status of the previous year's graduates approximately six months after program completion. The survey includes questions on where graduates with a teaching position are employed and the subject area and grade level of their teaching assignment. These data are analyzed along with data collected within Woodring about students receiving

certification and completing certification programs to identify the number of graduates hired by Washington schools and the top counties of employment, the number of graduates teaching outside of Washington identified by state and country, and the subjects and grade levels where they are assigned. Raw data from the survey are further analyzed by the Woodring assessment and evaluation office and disaggregated by program, by program site, and by race and ethnicity. Strong partnerships with P-12 schools and districts support ongoing communication about the needs of the regions and schools served by program graduates. We collaborate with school partners to design, implement, and evaluate teacher candidate field experiences and clinical practice, and on special projects and initiatives exemplified below. In addition, we have a Professional Educators' Advisory Board (PEAB) that meets three times a year to review teacher education program design and effectiveness. -The Collaborative Schools for Innovation and Success (CSIS) partnership with Washington Elementary School in Mount Vernon was funded by the Washington legislature to establish a model for how colleges of education might partner with schools to accelerate student achievement and deepen the knowledge and skills of current and future educators. This five year project employs action-inquiry teams of interns from a number of Woodring and WWU professional programs (Elementary Education, Principal, School Counselor, Human Services) to work closely in the schools with collaborating teachers, college faculty, administrators, para-educators, and community members to meet the needs of students in a holistic way. PREPARING SPECIAL EDUCATION CANDIDATES IN CORE ACADEMIC SUBJECTS AND IN PROVIDING INSTRUCTION IN CORE ACADEMIC SUBJECTS. Candidates in our special education programs are prepared in core academic subjects through general education courses in communication, quantitative and symbolic reasoning, humanities, social sciences, natural sciences, and comparative gender and multicultural studies. They initially demonstrate content knowledge by meeting program admission requirements of a minimum 2.75 grade point average (GPA) over the last 45 graded quarter credits and a passing score on the Washington State basic skills test (West-B) in reading, writing, and mathematics. The department has two primary programs: Special Education (P-3 through grade 12) plus Elementary Education Dual Endorsement and Special Education (P-3 through grade 12) plus Content. Most special education candidates complete the dual endorsement in special education and elementary education program. It includes a 12-credit mathematics sequence of content and teaching methods, an additional 4 credits in designing math interventions for children with special needs, and an associated 3 credit practicum. The program also includes 12 credits in teaching language arts for the elementary curriculum, reading instruction for students with special needs with associated practicum, and designing written expression interventions, also with a practicum. Instructional methods in science are addressed through 8 credits of science education teaching methodology and practice. Candidates learn to develop and teach social studies curriculum through a 4-credit social studies instructional methods course. The arts are addressed through elementary education instructional methods courses in art, music, and physical education. Candidates complete multiple additional courses (e.g., Norm Referenced Assessments, Special Education Law and IEP, Complex Needs I, Curriculum-Based Evaluation, Cultural Equity and Diversity, Classroom Management, and Collaboration. Candidates in our special education (P-12) plus Content Dual Endorsement programs are prepared to teach core academic subjects in middle school and high school as well as special education. Candidates prepare to teach in an endorsement content area (e.g., mathematics, language arts, foreign languages) as well prepare to teach special education. Candidates engage in coursework in foundational competencies for special education (e.g., Special Education Law and IEP, Curriculum-Based Evaluation, Norm-referenced Assessment, Complex Needs I) and also prepare to deliver instruction for students with disabilities (e.g., Reading Instruction for Students with Disabilities). They also complete reading, math, and written expression special education courses along with the accompanying practicum. They are assessed in two Washington State Educator Tests- Endorsements (i.e., one in their content area and one in Special Education) in order to demonstrate content knowledge in accordance with the federal "highly qualified teacher" requirement. Candidates in all of our special education programs demonstrate knowledge of subject matter and curriculum goals through the Woodring College of Education Intern Development and Evaluation System (IDES), a teaching performance observation tool used during practicum and student teaching internship and the state-required Teacher Performance Assessment (edTPA), which became consequential in January, 2014. PREPARING GENERAL EDUCATION CANDIDATES FOR INSTRUCTION TO CHILDREN WITH DISABILITIES AND TO LIMITED ENGLISH PROFICIENT STUDENTS. All general education 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). Elementary and Early Childhood Education candidates complete SPED 364 – Teaching all Students, which introduces them 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 information about best practices for planning and instruction to meet the needs of all students. Outreach program elementary candidates cover this content in SPED 360 – Introduction to Special Education. Secondary Education candidates complete SPED 363 (SPED 510 in the MIT program) – Secondary Students with Special Needs. These courses provide an introduction to the characteristics and needs of secondary students with special needs; pertinent federal and state laws; curricular and behavior management adaptation in the regular classroom; assessment of learning problems; instructional techniques relative to disability categories including cultural and linguistic diversity; the IEP; and behavior management strategies. 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. Further information on how candidates in our general education programs are prepared to provide instruction to children with disabilities and to limited English proficient students is provided under the following narrative response, and in Section VI. Teacher Training. PREPARING ALL CANDIDATES TO PROVIDE INSTRUCTION TO CHILDREN FROM LOW INCOME FAMILIES AND TO TEACH EFFECTIVELY IN URBAN AND RURAL SCHOOLS. All of our teacher education programs include 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, limited English proficiency, varying cultural and linguistic abilities, and gender differences; and children from diverse ethnic and racial groups, low income families, and varying socioeconomic conditions and communities. Important strategies and understandings are addressed through foundational courses at the very beginning of each program. For example, candidates in undergraduate and post-baccalaureate programs take ELED/SEC/SPED 310 - Education, Culture, and Equity, which 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. Bellingham candidates participate in a service learning experience with a community organization that revolves around two core ideas: active, hands-on participation in a project that benefits a particular organization or community and that works toward greater social justice; and ongoing reflection on what one learns and/or has learned, particularly in terms of how various historical, social, economic, political, and/or cultural factors influence the community, the circumstances, and the individuals involved in the project. 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 and/or rural schools. See Section VI. Teacher Training for further information. By using school

demographic data of gender; race and ethnicity; and percent of enrollment identified as migrant, special education, transitional bilingual, and eligible for free or reduced meals we make efforts to provide candidates the opportunity to apply their instructional knowledge and skills in diverse clinical practice placements, including experiences in urban and rural schools. Candidate performance in providing instruction to children from diverse populations and communities is assessed during the student teaching internship.

## 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\(a\)\)](#)

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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 \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in mathematics in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

21 teachers

3. Did your program meet the goal?

- Yes  
 No

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

Strategies used to achieve the goal include the availability of scholarships and TEACH grants to candidates seeking to teach in shortage areas; strong and supportive advising practices; funding through other scholarships targeting future mathematics teachers through the College of Science and

Engineering; and, linkages between Woodring College of Education faculty advisers and content area experts associated with the WWU Science, Mathematics, and Technology Education (SMATE) program. Through a secondary mathematics minor curriculum, candidates who are earning an endorsement in another content area to qualify for teacher certification may also earn an endorsement in mathematics without completing a second major.

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

We are continuing the efforts described above. A funding request to expand mathematics and science teacher preparation was not passed by the state legislature. We will continue to pursue new resources through grants and private donor funding, and to facilitate the availability of scholarships and financial resources to students exemplified below: -William W Haggard Memorial scholarship which provides \$1000 to 2 or 3 students each year. Scholarships are for up to two years, for upperclassmen pursuing a program to teach mathematics at the elementary or secondary school level. Selection is based on grade point average in mathematics courses and participation in student activities. -Double Eagle II Scholarship for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -Washington Space Grant Scholarships for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -NASA Space Grant Research Scholarship. The awards are open to undergraduate or post baccalaureate students in good academic standing who plan to pursue secondary endorsements in mathematics, technology education, science, earth science, biology, chemistry, physics or future elementary teachers majoring in general science, mathematics, engineering technology or one of the science disciplines. Applicants must be enrolled in or plan to apply to the elementary or secondary education program at the Woodring College of Education. Student research projects must be in a field of science, engineering technology, or mathematics, or education within those fields, carried out under close guidance of a faculty member. In addition to the available scholarships we will increase advertisement of these scholarships. This will include visiting freshman and sophomore level math classes to announce the scholarship and make connections with students earlier in their career decision process. We will also ensure that the university's advising office is aware of these scholarship opportunities and can share the information with interested students. We will share scholarship information with advisors from the community colleges from which our students most commonly transfer and with high school counselors in our region.

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

We are having difficulty recruiting for middle and high school level teachers of mathematics from the mathematics majors. As a result, we are rethinking the strategies. We do see a hopeful "uptick" in numbers and are hopeful this continues.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in mathematics in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

24 teachers This is a slight increase, as we hope the effort described above allow for an increase in the number of teachers prepared to teach mathematics. Strategies used to work toward the goal include the availability of scholarships and TEACH grants to candidates seeking to teach in shortage areas; strong and supportive advising practices; funding through other scholarships targeting future mathematics teachers through the College of Science and Engineering; and, linkages between Woodring College of Education faculty advisers and content area experts associated with the WWU Science, Mathematics, and Technology Education (SMATE) program. Through a secondary mathematics minor curriculum, candidates who are earning an endorsement in another content area to qualify for teacher certification may also earn an endorsement in mathematics without completing a second major. We are continuing the efforts described above. A funding request to expand mathematics and science teacher preparation was not passed by the state legislature. We will continue to pursue new resources through grants and private donor funding, and to facilitate the availability of scholarships and financial resources to students exemplified below: -William W Haggard Memorial scholarship which provides \$1000 to 2 or 3 students each year. Scholarships are for up to two years, for upperclassmen pursuing a program to teach mathematics at the elementary or secondary school level. Selection is based on grade point average in mathematics courses and participation in student activities. -Double Eagle II Scholarship for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan

to teach in the public school system. -NASA Space Grant Research Scholarship. The awards, through the Washington Space Grant Consortium, are open to undergraduate or post baccalaureate students in good academic standing who plan to pursue secondary endorsements in mathematics, technology education, science, earth science, biology, chemistry, physics or future elementary teachers majoring in general science, mathematics, engineering technology or one of the science disciplines. There are two tracks, with three awards each: One for future secondary teachers and one for STEM majors or STEM-interested students. Applicants to the future teacher track must be enrolled in or plan to apply to the elementary or secondary education program at the Woodring College of Education. Student research projects must be in a field of science, engineering technology, or mathematics, or education within those fields, carried out under close guidance of a faculty member. In addition to the available scholarships we will increase advertisement of these scholarships. This will include visiting freshman and sophomore level math classes to announce the scholarship and make connections with students earlier in their career decision process. We will also ensure that the university's advising office is aware of these scholarship opportunities and can share the information with interested students. We will share scholarship information with advisors from the community colleges from which our students most commonly transfer and with high school counselors in our region.

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in mathematics in 2020-21? If no, leave the next question blank.

- Yes  
 No

10. Describe your goal.

24 teachers. We are choosing not to raise the goal because we were unable to meet last year's goal. In addition, this year's national and global crisis make future predictions challenging. In addition to the strategies described above, the math department has added quarterly major information sessions for current WWU students and part of what we discuss during that time are pathways to teaching K-12 math.

## 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\(a\)\)](#)

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- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in science in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

21 teachers

3. Did your program meet the goal?

- Yes  
 No

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

Strategies used to achieve the goal include the availability of scholarships and TEACH grants to candidates seeking to teach in shortage areas; strong and supportive advising practices; funding through other science-related scholarships offered through the College of Science and Engineering; and



linkages between Woodring College of Education faculty advisers and content area experts associated with the WWU Science, Mathematics, and Technology Education (SMATE) program. Through curriculum designed by faculty from all science disciplines and education, candidates who earn at least one designated science endorsement in biology, chemistry, earth & space science, or physics may earn an additional endorsement in the broad area of science without completing a second major, and teach any of the designated sciences.

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

We are continuing the efforts described above. The funding requested to expand mathematics and science teacher preparation programs through a high-demand enrollment grant was not granted by the state legislature. We will continue to pursue new resources through grants and private donor funding, and to facilitate the availability of scholarships and financial resources to students as exemplified below: -Double Eagle II Scholarship for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -Washington Space Grant Scholarships for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -NASA Space Grant Research Scholarship. The awards are open to undergraduate or post baccalaureate students in good academic standing who plan to pursue secondary endorsements in mathematics, technology education, science, earth science, biology, chemistry, physics or future elementary teachers majoring in general science, mathematics, engineering technology or one of the science disciplines. Applicants must be enrolled in or plan to apply to the elementary or secondary education program at the Woodring College of Education. Student research projects must be in a field of science, engineering technology, or mathematics, or education within those fields, carried out under close guidance of a faculty member. -Allen Thon Family Scholarship. \$1000.00 scholarship for future science teachers. Open to undergraduate and post-baccalaureate WWU students. -Ralph and June Rohweder Scholarship. For women and under-represented students studying in science education. Open to either undergraduate or post-baccalaureate, at WWU who are planning to become teachers of science in grades K-12.

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

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in science in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

24 teachers We anticipate slight increases in the number of prospective science teachers as a result of these strategies and efforts: The strategies used to achieve the goal include the availability of scholarships and TEACH grants to candidates seeking to teach in shortage areas; strong and supportive advising practices; funding through other science-related scholarships offered through the College of Science and Engineering; and linkages between Woodring College of Education faculty advisers and content area experts associated with the WWU Science, Mathematics, and Technology Education (SMATE) program. Through curriculum designed by faculty from all science disciplines and education, candidates who earn at least one designated science endorsement in biology, chemistry, earth & space science, or physics may earn an additional endorsement in the broad area of science without completing a second major, and teach any of the designated sciences. We are continuing the efforts described above with some changes. We continue to pursue new resources through grants and private donor funding, and to facilitate the availability of scholarships and financial resources to students as exemplified below: -Double Eagle II Scholarship for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -NASA Space Grant Research Scholarship. The awards, through the Washington Space Grant Consortium, are open to undergraduate or post baccalaureate students in good academic standing who plan to pursue secondary endorsements in mathematics, technology education, science, earth science, biology, chemistry, physics or future elementary teachers majoring in general science, mathematics, engineering technology or one of the science disciplines. There are two tracks, with three awards each: One for future secondary teachers and one for STEM majors or STEM-interested students. Applicants to the future teacher track must be enrolled in or plan to apply to the elementary or secondary education program at the Woodring College of Education. Student research projects must be in a field of science, engineering technology, or mathematics, or education within those fields, carried out under close guidance of a faculty member. -Allen Thon Family Scholarship. \$1000.00 scholarship for future science teachers. Open to undergraduate and post-



baccalaureate WWU students. -Ralph and June Rohweder Scholarship. For women and under-represented students studying in science education. Open to either undergraduate or post- baccalaureate, at WWU who are planning to become teachers of science in grades K-12.

## Set Next Year's Goal (2020-21)

9. Will your program prepare teachers in science in 2020-21? If no, leave the next question blank.

- Yes
- No

10. Describe your goal.

24 teachers. We are choosing not to raise the goal because we were unable to meet last year's goal and due to this year's global and national uncertainties. New efforts, however, include a redesign of an elementary education major in Science Engineering and Technology (SET) and a new model for secondary science teacher preparation, but these are not yet in place.

## 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\(a\)\)](#)

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- [Quantifiable Goals](#)

### THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in special education in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

60 teachers

3. Did your program meet the goal?

- Yes  
 No

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

The following four efforts are in place to increase the number of students receiving their SPED endorsement: 1. Use the Student Success Collaborative (SSC). This is a data-base that houses pertinent information about students. The SSC is used to identify students at the sophomore level who have

demonstrated an interest in education, especially special education. Emails are sent out each quarter to these students regarding the special education programs and admission timelines and requirements. 2. Supportive advising practices. 3. Create more focused recruitment materials (e.g., videos, pamphlets) to be dispersed to community colleges and high schools, especially high schools with high numbers from underrepresented populations. 4. Streamlined final internship. Currently, to receive a SPED endorsement, students completed two 12-week internships. After reviewing this practice, we realized it was not necessary to have a 24-week total internship, and that we could have students complete a more compressed experience and still meet our outcomes. The separate 12-week SPED experience is a barrier that prevents many students from completing their SPED endorsement (they complete an elementary/K-8 endorsement, and then exit the program). We anticipate that this change will increase the number of SPED endorsements by at least 10-15 by 2018-19.

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

We will continue to pursue new resources through grants and private donor funding, and continue to facilitate the availability of scholarships and financial resources to students.

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

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in special education in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

60 teachers The following four efforts are in place to increase the number of students receiving their SPED endorsement: 1. Use the Student Success Collaborative (SSC). This is a data-base that houses pertinent information about students. The SSC is used to identify students at the sophomore level who have demonstrated an interest in education, especially special education. Emails are sent out each quarter to these students regarding the special education programs and admission timelines and requirements. 2. Supportive advising practices. 3. Dissemination of more focused recruitment materials (e.g., videos, pamphlets) to be dispersed to community colleges and high schools, especially high schools with high numbers from underrepresented populations. 4. Begin implementation of the streamlined final internship for our outreach campuses. Currently, to receive a SPED endorsement, students completed two 12-week internships. After reviewing this practice, we realized it was not necessary to have a 24-week total internship, and that we could have students complete a more compressed experience and still meet our outcomes. The separate 12-week SPED experience is a barrier that prevents many students from completing their SPED endorsement (they complete an elementary/K-8 endorsement, and then exit the program). We anticipate that this change will increase the number of SPED endorsements.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in special education in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

60 We anticipated that the continued outreach and advising, coupled with the revised program structure for our outreach programs will yield and increase in graduates.



# Annual Goals: Instruction of Limited English Proficient Students

## THIS PAGE INCLUDES:

- >> [Report Progress on Last Year's Goal \(2018-19\)](#)
- >> [Review Current Year's Goal \(2019-20\)](#)
- >> [Set Next Year's Goal \(2020-21\)](#)

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\(a\)\)](#)

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- [Quantifiable Goals](#)

## Report Progress on Last Year's Goal (2018-19)

1. Did your program prepare teachers in instruction of limited English proficient students in 2018-19?

If no, leave remaining questions for 2018-19 blank (or [clear responses already entered](#)).

- Yes  
 No

2. Describe your goal.

60 teachers

3. Did your program meet the goal?

- Yes  
 No

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

Each quarter, we share information about the ELL endorsement (and the benefits of having this endorsement) in courses with students interested in

going into the field of education. This gives them an opportunity to plan ahead for the additional courses required as part of the ELL endorsement. We also attend the orientation sessions for students just starting in Elementary Education so they are informed about their options to add this endorsement. We are also continuing work with departments in our college (specifically the Secondary and Special Education departments; as well as the Early Childhood Program in the same department as ECE) to identify hurdles to taking ELL endorsement courses, and to brainstorm possible solutions.

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

In 2017-2018, redesigned our program to better meet the needs of students in the Department of Secondary Education, the Department of Special Education, and the Early Childhood Education program. Our hope was that by allowing students to take up to half of the courses required for the ELL endorsement program prior to starting in their professional education programs, more students will be able to complete this endorsement. These redesigns were the most effective with ECE, and then SPED. Secondary Education had some logistics complications that is delaying the implementation of the redesigned ELL program. We also plan to start attending information sessions across the College to give faculty and staff more information to assist them in advising students potentially interested in the ELL endorsement.

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

We believe that our numbers will increase as we continue to explore ways to integrate into the other teacher education programs, and make more concerted efforts to get the word out about this endorsement to students interested in going into education across the College.

## Review Current Year's Goal (2019-20)

**7. Is your program preparing teachers in instruction of limited English proficient students in 2019-20? If no, leave the next question blank.**

- Yes  
 No

**8. Describe your goal.**

60 teachers Each quarter, we share information about the ELL endorsement (and the benefits of having this endorsement) in courses with students interested in going into the field of education. This gives them an opportunity to plan ahead for the additional courses required as part of the ELL endorsement. We also attend the orientation sessions for students just starting in Elementary Education so they are informed about their options to add this endorsement. We are also continuing work with departments in our college (specifically the Secondary and Special Education departments; as well as the Early Childhood Program in the same department as ECE) to identify hurdles to taking ELL endorsement courses, and to brainstorm possible solutions. Specifically, we collaborated with the English Education program to create a new major: English Major--ELL/Bilingual Education Emphasis with Teaching Endorsement Options. In 2017-2018, we redesigned our program to better meet the needs of students in the Department of Secondary Education, the Department of Special Education, and the Early Childhood Education program. Our hope was that by allowing students to take up to half of the courses required for the ELL endorsement program prior to starting in their professional education programs, more students will be able to complete this endorsement. These redesigns were the most effective with ECE, and then SPED. Secondary Education had some logistics complications that is delaying the implementation of the redesigned ELL program. We are attending more information sessions across the College to give faculty and staff more information to assist them in advising students potentially interested in the ELL endorsement.

## Set Next Year's Goal (2020-21)

**9. Will your program prepare teachers in instruction of limited English proficient students in 2020-21? If no, leave the next question blank.**

- Yes  
 No

**10. Describe your goal.**

60 teachers. We are choosing not to raise the goal because we were not yet able to meet last year's goal. In addition, this year's national and global crisis make future predictions challenging. We are seeing an increased number of Secondary Education students in our first three classes especially. We believe that our numbers will increase as we continue to explore ways to integrate into the other teacher education programs, and make more concerted efforts to get the word out about this endorsement to students interested in going into education across the College.

## 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 enrolled students who have completed all noncl	1			
503 -ART Evaluation Systems group of Pearson Other enrolled students	7			
503 -ART Evaluation Systems group of Pearson All program completers, 2018-19	2			
503 -ART Evaluation Systems group of Pearson All program completers, 2017-18	3			
503 -ART Evaluation Systems group of Pearson All program completers, 2016-17	2			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
305 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	5			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2018-19	2			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2017-18	4			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
305 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
306 -CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
306 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2018-19	3			
306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2017-18	2			
306 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	2			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
100 -DESIGNATED WORLD LANGUAGES 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 (%)
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2017-18	5			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	4			
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	8			
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	3			
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	12	261	12	100
101 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	17	266	17	100
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	2			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
307 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
307 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
307 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	1			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2017-18	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	4			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2017-18	3			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	4			
102 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	40	245	35	88
102 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	28	248	27	96
102 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2018-19	87	249	86	99
102 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	148	251	148	100
102 -ELEMENTARY EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	205	254	204	100
103 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	38	253	35	92
103 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	27	250	24	89
103 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2018-19	91	254	89	98
103 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	149	254	149	100
103 -ELEMENTARY EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	205	256	203	99
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2018-19	29	45	29	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2017-18	30	47	29	97
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	34	46	33	97
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	78	46	78	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	116	47	112	97
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	23	254	22	96
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	14	269	14	100
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	27	257	27	100
301 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	19	258	19	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	1			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2018-19	30	265	30	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2017-18	36	270	36	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	45	272	45	100

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 enrolled students who have completed all noncl	14	247	13	93
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson Other enrolled students	7			
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2018-19	14	252	14	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2017-18	30	260	30	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Evaluation Systems group of Pearson All program completers, 2016-17	39	255	38	97
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
311 -GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	4			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2018-19	7			
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2017-18	14	268	14	100
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2016-17	6			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2018-19	17	48	17	100
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2017-18	23	46	19	83
304 -MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	7			
304 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	7			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
204 -MIDDLE GRADES GENERAL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	2			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	1			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	3			
203 -MIDDLE GRADES MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	1			
52 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2018-19	4			
52 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	6			
53 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2018-19	5			
53 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	5			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	1			
504 -MUSIC Evaluation Systems group of Pearson Other enrolled students	9			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2018-19	2			
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2017-18	16	259	16	100
504 -MUSIC Evaluation Systems group of Pearson All program completers, 2016-17	3			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	3			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2017-18	9			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2017-18	1			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2016-17	7			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2016-17	10	266	10	100
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson Other enrolled students	11	269	11	100
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2018-19	4			
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2017-18	6			
57 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2016-17	8			
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2016-17	1			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2018-19	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Language All program completers, 2017-18	4			
3003 -OPIC FRENCH American Council on the Teaching of Foreign Language Other enrolled students	1			
3006 -OPIC KOREAN American Council on the Teaching of Foreign Language All program completers, 2018-19	1			
3002 -OPIC SPANISH American Council on the Teaching of Foreign Language Other enrolled students	1			
3002 -OPIC SPANISH American Council on the Teaching of Foreign Language All program completers, 2016-17	2			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	8			
24 -PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	22	42	14	64
308 -PHYSICS Evaluation Systems group of Pearson Other enrolled students	2			
308 -PHYSICS Evaluation Systems group of Pearson All program completers, 2018-19	1			
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	3			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2018-19	21	49	21	100
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	25	49	24	96



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	16	47	16	100
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	19	48	19	100
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2018-19	5			
8 -SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	8			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2018-19	11	46	11	100
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2017-18	11	44	9	82
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	13	252	10	77
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2018-19	6			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2017-18	19	261	19	100
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	14	264	14	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	14	49	14	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	263	13	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	10	266	10	100
25 -SPECIAL EDUCATION 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 (%)
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	19	260	18	95
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2018-19	28	47	28	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	28	267	28	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2017-18	28	47	28	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	75	268	75	100
55 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2017-18	3			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2018-19	9			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2017-18	5			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
29 -WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2017-18	7			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2017-18	2			
2011 -WPT KOREAN American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2018-19	1			
2015 -WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2017-18	4			

## 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](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

## Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	177	160	90
Other enrolled students	175	161	92
All program completers, 2018-19	531	525	99
All program completers, 2017-18	838	810	97
All program completers, 2016-17	715	710	99
All program completers, combined 3 academic years	2084	2045	98

# 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.

All undergraduate and post-baccalaureate programs require two courses in instructional technology. In IT 344 - Basic Instructional Technology Skills, candidates demonstrate basic technology skills through ten assignments (e.g., use of MS PowerPoint for presentation to P-12 students; use of web-based technologies to enhance student learning, etc.). After successful completion of IT 344 and depending upon the professional program, candidates complete one of the following: IT 442, IT 443, IT 444 - Classroom Use of Instructional Technology. The content and assessments of both required courses are aligned with the International Society of Technology in Education (ISTE) National Educational Technology Standards for Teachers, or NET\*S. The Secondary MIT program combines these two courses into one (IT 544). It is more credits, and meets the same content requirements and standards. The purpose of the second required course (or the one MIT course) is to develop the fundamental knowledge, skills, and attitudes teachers need to use technology in support of learning in the classroom. 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 discipline-specific content. In addition, with support from Woodring's Ershig Assistive Technology Resource Center (E-ATRC), 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. Following are examples of where individual professional programs integrated the use of technology to collect, manage, and analyze data to improve teaching and learning during the 2018-19

report year: -Candidates in the Elementary Education Professional Program develop an Understanding by Design (UbD) mini-teaching unit with 3-4 lessons that are planned through a "backwards design" process, 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 (ELED 470 - Developing Teaching). Outcomes of this work are displayed in the edTPA, a capstone performance assessment completed in ELED 471 - Documenting Teaching. -Secondary Education candidates are introduced to a planning framework in SEC 431 - Assessment and Long-Term Planning, or in SEC 533 - Assessment and Professional Development in Secondary Schools. They develop instructional units in their endorsement area using the assessment rubrics from the Teacher Performance Assessment (edTPA), then deliver lessons through an associated practicum and/or "guided teach" experience. Formative assessment data collected during lessons they teach are analyzed and used to determine positive impact on learning. In SEC 425 - Developmental Reading, Writing & Learning in Secondary Schools and the MIT program course SEC 525, candidates learn to assess how well students are able to comprehend content area text, and develop digital literacy skills. They provide reading and writing instruction to middle or high school students and then use evidence of student learning to create reading lessons to help students' comprehension and writing skills increase. -Special Education teacher candidates are introduced to the concept of progress monitoring using associated technology tools during the first quarter of the program. Then, in a practicum linked to reading courses they apply the concept of curriculum-based measurement in a quarter-long progress monitoring project. They monitor the progress of at least two P-12 students on oral reading fluency rates and chart a minimum of six data points for each student, then draw trend lines and evaluate P-12 student progress against nationally determined standards for reasonable improvement in oral reading fluency or against IEP expectations. In the final quarter before internship they complete a performance monitoring assignment within an intervention project. Each candidate maintains a visual display of the progress monitoring data. Some candidates chart rate samples; some display percentage scores; some use pre-post samples. The performance monitoring assignment is integrated with assignments in classroom/behavior analysis, curriculum analysis, and instructional interventions and organized with PowerPoint for presentation and explanation to other members of the class, faculty, and guests at the end of the quarter.

# 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

All general education 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). Elementary and Early Childhood Education candidates complete SPED 364 – Teaching all Students, which introduces them 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 information about best practices for planning and instruction to meet the needs of all students. Outreach program elementary candidates cover this content in SPED 305 - Intro to SPED and Typical/Atypical Dev. Secondary Education candidates complete SPED 363 (SPED 510 in the MIT program) – Secondary Students with Special Needs. These courses provide an introduction to the characteristics and needs of secondary students with special needs; pertinent federal and state laws; curricular and behavior management adaptation in the regular classroom; assessment of learning problems; instructional techniques relative to disability categories including cultural and linguistic diversity; the IEP; and behavior management strategies. Specific training relative to participation as a member of an individualized education program (IEP) team begins with the above-referenced required special education courses. 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. 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. The Secondary Education program requires all candidates develop instructional units in their endorsement area using either the Understanding by Design (UBD) principles or a detailed Learning Progression (Popham, W.J., 2007), then deliver lessons through an associated practicum. Formative assessment data collected during lessons they teach are analyzed and used to determine positive impact on learning.

#### 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*.

This is covered in SPED 364 - Teaching all Students, SPED 451 in the Outreach programs, and SPED 363/510 in Secondary.

#### 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, 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. The Secondary Education program requires all candidates develop instructional units in their endorsement area using either the Understanding by Design (UBD) principles or a detailed Learning Progression (Popham, W.J., 2007), then deliver lessons through an associated practicum. Formative assessment data collected during lessons they teach are analyzed and used to determine positive impact on learning. General education teacher 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

The Special Education Department delivers three programs for the initial preparation of teachers: Early Childhood Special Education and Early Childhood Education; Special Education plus Content; Special Education plus Elementary Education. Consistent with state and national standards for what special education teachers should know and be able to do, our special education program curriculum is a carefully sequenced academic and professional program that is grounded in current research on effective teaching and learning. This sequence includes a significant amount of training in best practices with an emphasis on Curriculum-based Evaluation (CBE) and Response to Intervention (RtI). During the first quarter of the program, candidates complete foundational coursework, including SPED 360 – Introduction to Exceptional Children. This course introduces prospective special education teachers to the foundations and legal basis of special education including the IEP and the IFSP, to the categories of exceptionality, and to service delivery models and professionals in special education. Thereafter, courses and practicum are delivered in “blocks” meaning that the practicum and associated courses must be taken during the same quarter. The special education course/practicum sequence is purposefully designed to provide candidates with numerous opportunities to apply conceptual understandings and demonstrate effective teaching skills at an increasing level of sophistication as they progress through the program. The “first block” teaching practicum is completed during the second quarter of the program and is directly linked with coursework from the effective teaching and classroom management classes that are taken in conjunction with the first teaching practicum. Candidates must demonstrate competencies in lesson planning, instructional delivery, and classroom management while planning for diversity differentiated instruction, including limited English proficiency. Following the first block, candidates complete two assessment courses, covering both curriculum-based assessment (CBA) and norm-referenced assessment. One of these assessment courses, SPED 466 – Assessment, Evaluation, and IEP targets the referral process, standardized assessment, special education law, the development of appropriate IEPs, and issues regarding assessment of students from ethnic and linguistic minority backgrounds. The “reading block” is typically taken immediately after the assessment block and consists of coursework in reading instruction, a school based practicum, and highly specialized training in using Reading Mastery, an evidence-based program that has proven very effective with struggling readers with and without disabilities. Candidates implement the CBE framework which includes collection of baseline data, design and delivery of instruction, and data collection during intervention. The CBE framework also includes assessment practices such as RIOT (review records, interview student, observe student, test) as well as assessment of the instructional environment. In the quarter immediately preceding internship, candidates enroll in the “final block” which includes a course in math methods and associated practicum and a course in methods in written expression and an associated practicum. During this time, they must demonstrate a high level of skill and collect student-based evidence demonstrating a positive impact on student learning prior to advancement to internship. The evidence from either the math or written expression practicum is assembled into the senior intervention project and presented to classmates, faculty, families, supervising teachers, and other guests in a formal presentation at the end of the quarter. In that presentation, candidates must demonstrate mastery of skills learned during their program and are evaluated against a 60 point rubric.

### 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*.

Special education teacher 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 across all IDES standards. Candidate performance in planning and delivering instruction and in making a positive impact on student learning is also assessed during the student teaching internship through administration of the edTPA.

### c. Effectively teach students who are limited English proficient.

Beyond the methods cited above for effectively teach students who are limited English proficient, we have intentionally revised our special education programs to require preparation in English linguistics and we have infused language diversity in SPED 310 - Education, Culture, and Equity.



## 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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## 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. TEACHER PREPARATION PROGRAM OFFERINGS Woodring College of Education offers undergraduate initial teacher preparation programs in Elementary, Early Childhood, Secondary, and Special Education. Depending upon the academic major undergraduate candidates earn a Bachelor of Arts in Education, Bachelor of Arts, Bachelor of Science, or Bachelor of Music. In addition, Woodring offers a graduate degree program in Secondary Education leading to initial teacher certification and a Master in Teaching degree. Candidates who have earned a baccalaureate degree and do not wish to pursue an advanced degree may complete a post-baccalaureate certification program in Elementary, Secondary or Special Education. All of these programs are offered at the Bellingham campus, and some are offered at outreach sites on community college campuses throughout the North Puget Sound region (Everett and Bremerton). Outreach programs have the same program standards and program admission and completion requirements as programs offered at our main Bellingham campus however program delivery provides greater accessibility for working adults in the Puget Sound region. Programs for the professional development of teachers include a Master of Education in Language and Literacy at the Bellingham campus. We also offer a Master of Education in Educational Administration and programs leading to administrator certification in the role of principal or superintendent. CONTINUOUS PROGRAM IMPROVEMENT All Woodring programs regularly and systematically analyze and evaluate

assessment data for purposes of documenting candidate performance and evaluating the quality of programs and operations. Completed annually at the department level, the Closing the Assessment Loop documents the discussion and use of data for continuous improvement. Accredited by NCATE through 2020, the teacher preparation programs complete the annual report for NCATE (now CAEP), the Accreditation Information Management System (AIMS). NOTE regarding Program Requirements section, "Programs in which candidates are the teacher of record": Although Woodring teacher candidates are not usually the teacher of record, there were a few cases during this reporting year. These were evaluated on a case-by-case basis before being approved. As we do not have a defined standard for these teacher of record cases, I answered zero for the questions in this section.

## 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

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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:

TITLE:

## 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:

TITLE: