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Western Washington University
Alternative, IHE-based Program

2016 | Title II Reports

Complete Report Card

AY 2014-15

Institution Information

Name of Institution: Western Washington University
Institution/Program Type: Alternative, IHE-based
Academic Year: 2014-15
State: Washington

Address: Woodring College of Education
516 High Street - MS 9080
Bellingham, WA, 98225

Contact Name: Dr. Bruce Larson
Phone: 360.650.3702
Email: Bruce.Larson@wwu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

  Award year:

  Grantee name:

  Project name:

  Grant number:

  List partner districts/LEAs:

  List other partners:

  Project Type:

Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Alternative Route to Certification	No
Total number of teacher preparation programs: 1	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other See additional comments below.

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:
N/A

Please provide any additional comments about or exceptions to the admissions information provided above:

Undergraduate students are admitted in their Junior year with a transferable associates degree; others are admitted as Postgraduates.

Please see Section 1.b. for additional information about admissions requirements.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
OtherSee additional information below	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

0

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.65

Please provide any additional comments 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 program courses must be completed at a grade of C (2.0) or better, or the equivalent non-graded designation.

Minimum ACT Score / Minimum SAT Score: Beginning fall 2013, the Washington State Professional Educator Standards Board began accepting minimum ACT and/or SAT scores for the minimum basic skills test in lieu of the state-designed West-B basic skills test.

Subject Matter Verification: General education courses are completed through a transferrable associate's degree, which is required for admission. The academic content test mandated by Washington State for each endorsement to be earned is required for program completion.

Essay or Personal Statement: Through two writing prompts within the program application, applicants consider ideas associated with the Woodring College of Education Vision – fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. Candidates complete written reflections throughout their program and as part of the culminating internship.

Median GPA of Program Completers: There were no program completers in 2013-14.

Other Undergraduate Entry Requirements: English composition course; currently employed as an instructional assistant with at least one year of successful student interaction and leadership; and partnering school district authorization and support to participate in the program.

Section I.b Postgraduate Requirements

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

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.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	No
OtherEnglish Composition Course; District Support	Yes	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

0

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2014-15

3.68

Please provide any additional comments 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 program courses must be completed at a grade of C (2.0) or better, or the equivalent non-graded designation.

Minimum ACT Score / Minimum SAT Score: Beginning fall 2013, the Washington State Professional Educator Standards Board began accepting minimum ACT and/or SAT scores for the minimum basic skills test in lieu of the state-designed West-B basic skills test.

Subject Matter Verification: General education courses are completed through a bachelor's degree, which is required for admission. The academic content test mandated by Washington State for each endorsement to be earned is required for program completion.

Essay or Personal Statement: Through two writing prompts within the program application, applicants consider ideas associated with the Woodring College of Education Vision – fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. Candidates complete written reflections throughout their program and as part of the culminating internship.

Median GPA of Program Completers: There were no program completers in 2013-14.

Other Postgraduate Entry Requirements: English composition course; currently employed as an instructional assistant with at least one year of successful student interaction and leadership; and partnering school district authorization and support to participate in the program.

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed

the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	4
Unduplicated number of males enrolled in 2014-15:	0
Unduplicated number of females enrolled in 2014-15:	4

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	4
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	0
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	95
Average number of clock hours required for student teaching	200
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	16
Number of students in supervised clinical experience during this academic year	14

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

Candidates in this teacher residency program model are employed as instructional assistants, and most are working in a partnering school. Clinical experiences involve planning, instruction, and reflection under the supervision of instructors, cooperating teachers, and University Intern Coordinators. Throughout the two-year program, interns are assigned to a mentor's classroom. In the first year, interns spent four hours/week in the classroom. During the mentored internship year, in which they spent one day each week in the mentor's class for the first two quarters, then between six and eight weeks in the mentor's classroom.

During the first year candidates complete courses and formalized learning opportunities, and work with cooperating teachers in the school to demonstrate competencies. In the second year they complete additional courses and learning opportunities and participate in a yearlong mentored internship, where they progressively assume greater responsibility for teaching until they transition into teaching fulltime 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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. 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))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	11
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	

Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	10
Teacher Education - Bilingual, Multilingual, and Multicultural Education	1
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. 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))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	

Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	11
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 11

2013-14: 0

2012-13: 0

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

No

How many prospective teachers did your program plan to add in mathematics in 2014-15?

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

NA

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

No

How many prospective teachers did your program plan to add in mathematics in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

No

How many prospective teachers does your program plan to add in mathematics in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

No

How many prospective teachers did your program plan to add in science in 2014-15?

Did your program meet the goal for prospective teachers set in science in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

No

How many prospective teachers did your program plan to add in science in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

No

How many prospective teachers does your program plan to add in science in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II 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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

No

How many prospective teachers did your program plan to add in special education in 2014-15?

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Data not reported

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

No

How many prospective teachers did your program plan to add in special education in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

No

How many prospective teachers does your program plan to add in special education in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Annual Goals - Instruction of Limited English Proficient Students

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 to state credential 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)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

16

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

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

Provide any additional comments, exceptions and explanations below:

This Alternative Route to Certification program was designed to respond to the opportunity gap experienced by English language learners in the P-12 schools. Partnering schools have a high incidence of limited English students and are supporting the preparation of these candidates with highly qualified mentors. The program is designed around the elementary education professional program and Language, Literacy, and Cultural Studies major competencies in place with our traditional program. 11 alternative route candidates earned an English Language Learner endorsement upon program completion in 2014-15. Two more candidates are still working to complete their teaching credentials, and may finish by the end of 2016.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

Provide any additional comments, exceptions and explanations below:

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

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

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

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

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

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

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

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

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

RESPONDING TO STATE, REGIONAL, AND SCHOOL NEEDS. Washington State assessment data reveal a large and growing achievement gap for some minority students including English language learners, Latino, migrant, and low income students (Office of Superintendent of Public Instruction, 2002). The Achievement Gap Oversight and Accountability Committee was created during the 2009 Washington State legislature to address the achievement gap in Washington State and synthesize the

recommendations into priority areas.

The committee identified "Expanding pathways and strategies to prepare and recruit diverse teachers and administrators," and "Enhancing the cultural competence of current and future educators and the cultural relevance of curriculum and instruction" as two of the high priority recommendations to reduce the differential achievement of Asian-American, Pacific-Islanders, African-American, Native American and Latino students. This alternative route program addresses both of these priorities. The program supports experienced instructional assistants who reflect the cultural and linguistic diversity of our students and those who possess cultural and linguistic competence in local communities, to become certificated teachers for our schools.

Western Washington University's partners in this consortium are six regional school districts, struggling to meet the needs of significant and growing immigrant and migrant student populations: Burlington-Edison and Mount Vernon districts in Skagit County, and Bellingham, Ferndale, Mt. Baker, and Nooksack Valley districts in Whatcom County. Each district assigned an advocate to the program advisory board to guide development of the program, and supports candidates in meeting the University and School responsibilities in a sustainable manner.

PREPARING GENERAL EDUCATION CANDIDATES FOR INSTRUCTION TO CHILDREN WITH DISABILITIES AND TO LIMITED ENGLISH PROFICIENT STUDENTS. 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--including adaptive technology--and the Individualized Education Program (IEP).

SPED 364 – Teaching all Students, introduces candidates to issues related to providing access to the general education curriculum for all students – including students with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students' performance is accompanied by best practices for planning and instruction to meet the needs of all students.

Through the 27-credit English Language Learner (ELL) endorsement program, all candidates are provided a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching a diverse student population in P-12 schools.

All are projected to earn an ELL endorsement, and many will earn a Bilingual Education endorsement with the addition of ELL 438 – Methods and Programming for P-12 Bilingual Classrooms.

PREPARING ALL CANDIDATES TO PROVIDE INSTRUCTION TO CHILDREN FROM LOW INCOME FAMILIES AND T0 TEACH EFFECTIVELY IN URBAN AND RURAL SCHOOLS. Our program includes curriculum and experiences to prepare candidates to deliver effective instruction to diverse populations and in diverse settings. We define diverse populations broadly to include children with disabilities, 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. Data collected by Washington State on the percentage of Free and Reduced Lunch (FRL) at the 11 schools where candidates are placed indicate that six are 60% - 100% FRL, and five are 42% - 59% FRL. For example, Two schools, Allen and LaVenture (in Skagit County) have 80% FRL. Free and Reduced Lunch percentage reflects the socioeconomic status of the families and communities being served.

Important strategies and understandings are addressed through a foundational course in the first quarter of the program. ELED 310 - Education, Culture, and Equity focuses on the diverse socio-cultural, ideological, conceptual, and ability-driven aspects of education, thus equipping candidates to better succeed as teachers in the public schools.

Coursework and field experiences completed throughout their program prepare candidates to use standards-based assessment, planning, and multiple instructional strategies to make a positive impact on ALL students. They connect student learning to communities within the classroom and school and with families and communities, and understand community factors that impact student learning through field experiences in urban or rural schools.

Section III Assessment Pass Rates

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 enrolled students who have completed all noncl	1			
50-BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	1			
102-ELEMENTARY EDUCATION SUBTEST I State All enrolled students who have completed all noncl	3			
102-ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	11	257	11	100
103-ELEMENTARY EDUCATION SUBTEST II State All enrolled students who have completed all noncl	3			
103-ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	11	255	11	100
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson	3			

All enrolled students who have completed all noncl				
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	11	47	11	100
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	10	267	10	100
1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
3002-OPIC 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 All enrolled students who have completed all noncl	2			
2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	15	9	60
All program completers, 2014-15	47	47	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

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

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

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.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

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

Candidates develop the fundamental knowledge, skills, and attitudes teachers need to use technology in support of learning in the classroom in IT 442 – Classroom Use of Instructional Technology. Instruction is provided in basic technological operations sufficient to support the competent use of technologies that enhance professional productivity. Candidates also demonstrate instructional methods for teaching with technology and assessing particular content. In addition, with support from 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. The content and assessments are aligned with the International Society of Technology in Education (ISTE) National Educational Technology Standards for Teachers, or NET*S.

In ELED 470 – Developing Teaching, candidates 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, the externally assessed capstone performance assessment completed in ELED 471 – Documenting Teaching.

In the alternate route program, Educational Psychology and Instructional Technology courses were integrated to show how technology can be used to enhance instruction as well as cognitive and language development.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates complete foundational coursework in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, adaptations in the regular classroom, and the Individualized Education Program (IEP).

SPED 364 – Teaching all Students, introduces candidates to issues related to providing access to the general education curriculum for all students – including students with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students' performance is accompanied by best practices for planning and instruction to meet the needs of all students.

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

Through the 27-credit English Language Learner (ELL) endorsement program, all candidates are provided a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching a diverse student population in P-12 schools.

All are projected to earn an ELL endorsement, and many will earn a Bilingual Education endorsement with the addition of ELL 438 – Methods and Programming for P-12 Bilingual Classrooms.

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 allows elementary education candidates to learn and practice understandings and skills for assessing academic language development. The Washington State English Language Acquisition Proficiency standards are used to document the academic language of students in a P-12 classroom. In ELED 481 – Literacy: Fluent Communicators candidates identify, prepare materials, and demonstrate strategies to help English language learners transition from the use of social language to academic vocabulary and register.

Candidate performance relative to effectively teaching students with disabilities, participating as a member of an IEP team, and effectively teaching students with limited English proficiency is assessed during practicum and the student teaching internship through program-specific criteria. Candidate performance in planning and delivering instruction and in making a positive impact on student learning is also assessed during the student teaching internship.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Program does not prepare special education teachers.

Section VII Contextual Information

Section VII 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The Alternative Route to Certification program was implemented in fall 2013 and completed a two-year cycle in spring 2015. It is designed around these unique features: --Undergraduate candidates will earn a BA in Education with a major in Language, Literacy, and Culture. --All program completers will earn a Washington State Residency teacher certificate endorsed in Elementary Education and English Language Learner; many will also earn an endorsement in Bilingual Education. --Emphasis on academic language and literacy development across the curriculum, developed through culturally-responsive curriculum, featuring an emphasis on working with families in communities. --Clinically based, classes and seminars are offered onsite and structured around the professional lives of candidates. --Emphasis on preparing teachers who are members of underrepresented groups, bilingual, experienced instructional assistance who know their communities. --Development of an Advisory Team with school, university, family and community involvement.

Supporting Files

Complete Report Card   AY 2014-15

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