Western Washington University
Traditional Program

2017 | Title II Reports

Complete Report Card

AY 2015-16

Institution Information

Name of Institution: Western Washington University

Institution/Program Type: Traditional

Academic Year: 2015-16

State: Washington

Address: Woodring College of Education
516 High Street - MS 9088
Bellingham, WA, 98225

Contact Name: Dr. Bruce Larson

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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 traditional 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?
Early Childhood Education	No
Early Childhood Special Education P-3	No
Early Childhood Special Education P-3 and Early Childhood Education	No
Elementary Education	No
Secondary Education	No
Secondary Education MIT	No
Special Education and Elementary Education Dual Endorsement	No
Special Education P-12 plus Content Endorsement	No

Total number of teacher preparation programs: 8

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other Varies depending upon the program. See: https://wce.wwu.edu/admissions/teacher-education

Does your initial teacher certification program conditionally admit students?
Yes

Provide a link to your website where additional information about admissions requirements can be found:
https://wce.wwu.edu/admissions/teacher-education

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

Conditional Admission:

Infrequently and by exception as determined by program faculty, an applicant may be "provisionally" admitted pending verification or completion of an admission requirement.

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	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	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 2015-16

3.42

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 2015-16

3.67

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 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.

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.

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	Yes	No

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

3

What was the median GPA of individuals accepted into the program in academic year 2015-16

3.42

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2015-16

3.85

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. Minimum admissions GPA for post-baccalaureate programs is 2.75 and for graduate programs is 3.00. 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.

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.

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 2015-16:	695
Unduplicated number of males enrolled in 2015-16:	572
Unduplicated number of females enrolled in 2015-16:	123

2015-16	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	51
Race	
American Indian or Alaska Native:	0
Asian:	34
Black or African American:	4
Native Hawaiian or Other Pacific Islander:	0
White:	552
Two or more races:	49

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2015-16.

Average number of clock hours of supervised clinical experience required prior to student teaching	224
Average number of clock hours required for student teaching	528
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)	997
Number of students in supervised clinical experience during this academic year	1781

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 far more than 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.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2015-16. 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	81
Teacher Education - Early Childhood Education	26
Teacher Education - Elementary Education	151
Teacher Education - Junior High/Intermediate/Middle School Education	3
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	11
Teacher Education - Business	
Teacher Education - English/Language Arts	35

Academic Major	Number Prepared
Teacher Education - Foreign Language	
Teacher Education - Health	2
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	8
Teacher Education - Music	18
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	33
Teacher Education - Science Teacher Education/General Science	6
Teacher Education - Social Science	
Teacher Education - Social Studies	26
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	8
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	2
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	3
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	37
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 2015-16. 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	81
Teacher Education - Early Childhood Education	22
Teacher Education - Elementary Education	40
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 - 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	
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	2
Anthropology	1
Economics	
Geography and Cartography	
Political Science and Government	3
Sociology	2
Visual and Performing Arts	21
History	19
Foreign Languages	9
Family and Consumer Sciences/Human Sciences	
English Language/Literature	30
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	7
Mathematics and Statistics	5
Physical Sciences	1
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	2
Geological and Earth Sciences/Geosciences	
Physics	2
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Fitness & Health	2

Section I.f Program Completers

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

2015-16: 289

2014-15: 308

2013-14: 258

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 2015-16

Did your program prepare teachers in mathematics in 2015-16?

Yes

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

15

Did your program meet the goal for prospective teachers set in mathematics in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

The number of mathematics teachers prepared during this report year decreased from 15 to 8. This was a significant drop that is garnering attention and action for increasing recruitment. 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.

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 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.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in mathematics in 2016-17?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

Beginning in Spring 2016, we re-calibrated our goals through 2022 to allow for more strategic planning. We are lowering the number of prospective teachers in the immediate future, but over six years expect to increase our numbers.

Academic year 2017-18

Will your program prepare teachers in mathematics in 2017-18?

Yes

How many prospective teachers does your program plan to add in mathematics in 2017-18?

18

Provide any additional comments, exceptions and explanations below:

This is a slight increase, as we hope the effort described above allow for an increase in the number of teachers prepared to each mathematics.

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 2015-16

Did your program prepare teachers in science in 2015-16?

Yes

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

15

Did your program meet the goal for prospective teachers set in science in 2015-16?

Yes

Description of strategies used to achieve goal, if applicable:

We provided students with 27 endorsements in the sciences during the academic year 2015-16. 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.

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.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in science in 2016-17?

Yes

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

15

Provide any additional comments, exceptions and explanations below:

We re-calibrated our goals for the next 6 years to allow for more strategic planning. We are lowering the number of prospective teachers in the immediate future, but over six years expect to increase our numbers.

Academic year 2017-18

Will your program prepare teachers in science in 2017-18?

Yes

How many prospective teachers does your program plan to add in science in 2017-18?

18

Provide any additional comments, exceptions and explanations below:

We anticipate slight increases in the number of prospective science teachers as a result of the strategies and efforts described above.

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 2015-16

Did your program prepare teachers in special education in 2015-16?

Yes

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

50

Did your program meet the goal for prospective teachers set in special education in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

We prepared 39 teachers who are endorsed to teach Special Education. Though this did not reach our goal, and represents a decrease in previous years, we have in place recruitment efforts that should increase the numbers in the ensuing years. This effort includes the creation of an induction course that is a general university requirement (GUR) to acquaint current university students with the field of disabilities. It is used as a pipeline into special education courses. In addition the following efforts are in place to improve the number of students receiving their SPED endorsement:

1. Use of 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. Creation of recruitment materials (e.g., videos, pamphlets) to be dispersed to community colleges and high schools, especially high schools with high numbers from underrepresented populations.

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.

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Is your program preparing teachers in special education in 2016-17?

Yes

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

50

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in special education in 2017-18?

Yes

How many prospective teachers does your program plan to add in special education in 2017-18?

55

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 2015-16

Did your program prepare teachers in instruction of limited English proficient students in 2015-16?

Yes

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

55

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2015-16?

No

Description of strategies used to achieve goal, if applicable:

This is the first report after we changed the goal/plan for adding instruction of limited English proficient students. That goal increased from 35 to 55 to represent a trend of increasing the number of teachers in this area. During the 2015-16 reporting period, we prepared 37 teachers in this area (which would have met our previous year's goal, but not this year. We fully anticipate an increase in ensuing years to meet the goal of 55 students. The Woodring College of Education prepares teachers of limited English proficient students for P-12 schools, international schools, and adult learners. P-12 teacher candidates and certificated teachers can earn endorsements in English language learner (ELL) and Bilingual Education (BE). Strategies used to achieve our goal include strong and supportive advising practices; and targeted outreach and recruitment efforts including efforts to reach underrepresented populations.

In spring 2010, the Department of Elementary Education began offering a major in Language, Literacy, and Cultural Studies (LLC) that integrates content leading to an ELL and, potentially, a BE endorsement as well as a reading endorsement. As of fall 2010, 31 elementary education candidates had declared the major. That number increased dramatically to 88 in fall 2011, to 107 in fall 2013 and to 104 in fall 2014. It appears to have leveled off, though some room for future growth does exist. The LLC major continues to be a primary source for the efficient preparation of prospective teachers in the instruction of limited English proficient students, and future planning with the Department of Secondary Education expects to determine how to integrate the ELL endorsement into the Secondary Education teacher education programs. Additionally, we have an alternative route to certification program that will include an ELL endorsement as part of the program. This will be described in the 2016-17 Alt Route report card, but will still add to the overall number of prepared ELL teachers from Western Washington University.

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 to facilitate the availability of scholarships and financial resources to students. A new ELL tenure-track faculty member joined the faculty in September, 2016.

Provide any additional comments, exceptions and explanations below:

We increased our original goal of 35 to a new, and seemingly more appropriate goal of 55

Academic year 2016-17

Is your program preparing teachers in instruction of limited English proficient students in 2016-17?

Yes

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

55

Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

Will your program prepare teachers in instruction of limited English proficient students in 2017-18?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2017-18?

55

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.
Yes

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. 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) has established an evolving website that provides 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). While only 45% of our 2012-2013 graduates were employed as teachers in Washington public schools in the 2013-2014 employment year, that number jumped to 53% in the 2014-2015 report year.

- 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 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.

- 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.

- School-wide Elementary Improvement in Science and Mathematics Instruction through Collaboration (SEISMIC). Western Washington University in partnership with Concrete, Bellingham and Sedro Woolley school districts focus on working with a whole school concept to bring school-wide systemic change in improving math and science instruction. The professional development targets rigorous content within math and science, and the authentic integration of math and science based on the CCSSM and Washington State K–12 Science Learning Standards and NGSS Framework. Professional development also helps teachers design formative assessments aligned to the math and science content. Professional Learning Communities meet monthly to share action plans, provide peer feedback and a provide collaboration among teachers. Saturday workshops are attended by both teachers and principals to analyze student work and student understanding. Principals are invited to participate in Principal leadership workshops provided by another MSP funded grant (TWSSP). Seventy-five K-5 teachers will participate in the 3 year project.

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.

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, and designing written expression interventions. 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 special education instructional methods courses and focused academic instructional methods courses in art, music, and physical education.

Candidates in our special education only programs (P-3 and P-12) are prepared to teach core academic subjects through special education instructional methods courses, academic instructional methods courses in mathematics and language arts, and related field experiences. The also complete reading, math, and written expression special education courses along with the accompanying practicum. They are encouraged to pass the elementary education or early childhood education West-E subject knowledge test 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 Interr 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 impac 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.

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 program completers, 2015-16	1			
50-BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
22-BIOLOGY Evaluation Systems group of Pearson Other enrolled students	2			
22-BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	8			

22-BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	8			
22-BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	10	265	10	100
23-CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
23-CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
23-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2015-16	2			
23-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2014-15	2			
23-CHEMISTRY Evaluation Systems group of Pearson All program completers, 2013-14	4			
31-DANCE Evaluation Systems group of Pearson All program completers, 2014-15	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			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2015-16	9			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	3			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2013-14	8			
27-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	1			
101-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All enrolled students who have completed all noncl	7			
101-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	2			
1-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
101-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2015-16	22	259	22	100
1-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	266	13	100
101-EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2014-15	1			
1-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
71-EARLY CHILDHOOD SPECIAL EDUCATION	1			

Program				
Evaluation Systems group of Pearson Other enrolled students				
71-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	4			
71-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
71-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	2			
24-EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
24-EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			
5-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
5-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
5-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	91	265	91	100
5-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	144	264	144	100
6-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
6-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	1			
6-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	89	264	89	100
6-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	144	261	144	100
102-ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) All enrolled students who have completed all noncl	23	250	22	96
102-ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) Other enrolled students	69	251	63	91
102-ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) All program completers, 2015-16	145	253	145	100
102-ELEMENTARY EDUCATION SUBTEST I Educational Testing Service (ETS) All program completers, 2014-15	86	257	86	100
103-ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) All enrolled students who have completed all noncl	25	246	22	88
103-ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) Other enrolled students	66	252	61	92
103-ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) All program completers, 2015-16	144	252	144	100
103-ELEMENTARY EDUCATION SUBTEST II Educational Testing Service (ETS) All program completers, 2014-15	84	256	84	100

23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson Other enrolled students	1			
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	28	49	28	100
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	24	45	24	100
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2013-14	21	46	21	100
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	16	49	16	100
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	106	48	106	100
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	89	46	89	100
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	88	49	88	100
20-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
301-ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) Other enrolled students	19	262	19	100
301-ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2015-16	35	262	35	100
20-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
301-ENGLISH LANGUAGE ARTS Educational Testing Service (ETS) All program completers, 2014-15	15	257	15	100
20-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	18	273	18	100
20-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	22	269	22	100
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	7			
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	35	272	35	100
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	46	274	46	100
51-ENGLISH LANGUAGE LEARNERS	40	274	40	100

Program / Test				
Evaluation Systems group of Pearson All program completers, 2013-14				
104-ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Educational Testing Service (ETS) All enrolled students who have completed all noncl	1			
104-ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Educational Testing Service (ETS) Other enrolled students	9			
104-ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Educational Testing Service (ETS) All program completers, 2015-16	31	256	31	100
104-ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION Educational Testing Service (ETS) All program completers, 2014-15	18	250	18	100
120-HEALTH EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
29-HEALTH/FITNESS Evaluation Systems group of Pearson Other enrolled students	3			
29-HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2015-16	2			
29-HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2014-15	8			
29-HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2013-14	11	272	11	100
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	47	10	100
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	15	46	15	100
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
304-MATHEMATICS Educational Testing Service (ETS) Other enrolled students	8			
304-MATHEMATICS Educational Testing Service (ETS) All program completers, 2015-16	6			
304-MATHEMATICS Educational Testing Service (ETS) All program completers, 2014-15	4			
26-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	11	275	11	100
26-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	17	267	17	100
10-MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
10-MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	3			
10-MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	9			

10-MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	2			
11-MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
11-MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2015-16	3			
11-MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2014-15	9			
11-MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	2			
13-MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
35-MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	1			
35-MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2015-16	3			
35-MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2014-15	7			
35-MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2013-14	1			
34-MUSIC: GENERAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
34-MUSIC: GENERAL Evaluation Systems group of Pearson Other enrolled students	10	264	10	100
34-MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2015-16	9			
34-MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2014-15	13	269	13	100
34-MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2013-14	2			
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2015-16	7			
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2014-15	10	271	10	100
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2013-14	3			
1006-OPI FRENCH American Council on the Teaching of Foreign Langua Other enrolled students	1			
1006-OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	1			
1007-OPI GERMAN	1			

American Council on the Teaching of Foreign Langua All program completers, 2013-14				
1018-OPI SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
1018-OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	4			
1018-OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	3			
3003-OPIC FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All enrolled students who have completed all noncl	1			
3002-OPIC SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	8			
3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	2			
3002-OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	2			
24-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	2			
24-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	7			
24-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
25-PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
25-PHYSICS Evaluation Systems group of Pearson All program completers, 2015-16	3			
25-PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1			
30-READING Evaluation Systems group of Pearson All program completers, 2014-15	25	272	25	100
30-READING Evaluation Systems group of Pearson All program completers, 2013-14	33	270	33	100
21-SCIENCE Evaluation Systems group of Pearson Other enrolled students	3			
21-SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	6			
21-SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2			

21-SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	6			
7-SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	31	47	31	100
7-SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	30	49	30	100
7-SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	8			
10-SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
10-SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	25	45	25	100
10-SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	24	44	24	100
10-SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	9			
8-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	6			
8-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	11	46	11	100
8-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	5			
9-SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
9-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	12	48	12	100
9-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	11	45	11	100
9-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	6			
28-SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
28-SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	19	260	17	89
28-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	26	262	26	100
28-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	28	262	28	100
28-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2013-14	19	257	19	100
70-SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	268	12	100
25-SPECIAL EDUCATION	12	53	12	100

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
70-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	31	270	31	100
25-SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
25-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	39	48	39	100
70-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	36	266	36	100
70-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	54	271	54	100
25-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	32	48	32	100
25-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	38	45	38	100
70-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	51	268	51	100
32-THEATRE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
32-THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	2			
32-THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	3			
32-THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
28-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	50	10	100
33-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	11	267	11	100
33-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	5			
28-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	5			
33-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2013-14	6			
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, 2015-16	8			
29-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	1			
29-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2013-14	2			

2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
2005-WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2013-14	2			
2006-WPT GERMAN American Council on the Teaching of Foreign Langua All program completers, 2013-14	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	2			
2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	8			
2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	6			
2015-WPT SPANISH American Council on the Teaching of Foreign Langua All program completers, 2013-14	5			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	107	100	93
Other enrolled students	290	272	94
All program completers, 2015-16	853	853	100
All program completers, 2014-15	930	930	100
All program completers, 2013-14	741	741	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

calculated....... ......a.....place....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 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 MS Access for maintaining student information). After successful completion of IT 344 and depending upon the professional program, candidates complete one of the following: IT 442, IT 443, IT 444, or IT 544 - 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 purpose of the second required 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 2015-16 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 Sheltered Instruction Observation Protocol (SIOP) principles and the assessment rubrics used by the edTPA (the teacher performance assessment), 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 create a Content Informal Reading Inventory (CIRI) that assesses how well students are able to comprehend content area text. They administer the CIRI to middle or high school students and then using these data create reading lessons to help student comprehension 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.

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.

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.

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 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.

The Secondary Education program has developed five academic language modules that support students, candidates, teachers and faculty in making the language used in classrooms explicit. The modules are designed around five essential questions including "How do I identify and support the language demands associated with my teaching, and then analyze students' use of that language to develop content understandings?" In addition, all candidates develop instructional units in their endorsement area using the Sheltered Instruction Observation Protocol (SIOP) principles, 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.

Does your program prepare special 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 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.

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.

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.

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.

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.

WESTERN WASHINGTON UNIVERSITY http://www.wwu.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 2015 U.S. News & World Report college rankings Western continues to be the highest-ranking public master's degree- granting university in the Pacific Northwest. 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.wwu.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. 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 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. The 2013-14 reports for teacher preparation programs are included in Supporting Files.

Supporting Files

Closing the Assessment Loop Report: Elementary Education

Closing the Assessment Loop Report: Special Education

Closing the Assessment Loop Report: Teacher Education Outreach/Off-Campus Programs

Closing the Assessment Loop Report: Secondary Education

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