



Western Washington University
Traditional Report AY 2016-17
Washington



100% COMPLETE
STATUS: IN PROGRESS

Institution Information

ADDRESS

Woodring College of Education

516 High Street - MS 9088

CITY

Bellingham

STATE

Washington

ZIP

98225

SALUTATION

Dr.

FIRST NAME

Bruce

LAST NAME

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?

<https://www2.ed.gov/programs/tqpartnership/awards.html>

- Yes
 No

If yes, provide the following:

AWARD YEAR

GRANTEE NAME

PROJECT NAME

GRANT NUMBER

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

- Residency
- Pre-baccalaureate
- Both Residency and Pre-baccalaureate

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

THIS PAGE INCLUDES:

>> [Program Information](#)

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 <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
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

Program Requirements

THIS PAGE INCLUDES:

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

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

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

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

If Other, please specify:

https://wce.wvu.edu/admissions/teacher-education"/>

2. Does your initial teacher certification program conditionally admit students?

- Yes
 No

3. Provide a link to your website where additional information about admissions requirements can be found:

4. Please provide any additional information 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.

Undergraduate Requirements

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

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

- Yes
 No

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

Element

Required for Entry

Required for Exit

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

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

2.75

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.46

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

2.75

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.47

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

Fingerprint and Background Checks: Required upon acceptance into and before beginning the program. Clearance on the basis of a fingerprint background check and disclosure statement must be maintained throughout the program. Minimum GPA: Required for program admission, continuation, and completion. In addition, all endorsement content courses and all professional education courses must be completed at a grade of C (2.0) or better, or the equivalent non-graded designation. Minimum ACT Score / Minimum SAT Score: Beginning fall 2013, the Washington State Professional Educator Standards Board began accepting minimum ACT and/or SAT scores for the minimum basic skills test in lieu of the state-designed West-B basic skills test. Subject Matter Verification: All teacher preparation programs include specific subject matter preparation for admission, which is verified through transcript review. Essay or Personal Statement: All programs include an essay or personal statement within the application materials. All candidates complete written reflections throughout their program and as part of the culminating internship.

Postgraduate Requirements

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

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

- Yes
- No

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

Element	Required for Entry	Required for Exit
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: English Composition Course	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

3

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

3.54

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

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

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

Fingerprint and Background Checks: Required upon acceptance into and before beginning the program. Clearance on the basis of a fingerprint background check and disclosure statement must be maintained throughout the program. Minimum GPA: Required for program admission, continuation, and completion. In addition, all endorsement content courses and all professional education courses must be completed at a grade of C (2.0) or better, or the equivalent non-graded designation. Minimum ACT Score / Minimum SAT Score: Beginning fall 2013, the Washington State Professional Educator Standards Board began accepting minimum ACT and/or SAT scores for the minimum basic skills test in lieu of the state-designed West-B basic skills test. Subject Matter Verification: All teacher preparation programs include specific subject matter preparation for admission, which is verified through transcript review. Essay or Personal Statement: All programs include an essay or personal statement within the application materials. All candidates complete written reflections throughout their program and as part of the culminating internship.

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	224
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	20
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	621
Number of students in supervised clinical experience during this academic year	905

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

Integrated and developmentally-sequenced field and clinical experiences are completed by all candidates in our teacher education programs. Clinical experiences involve planning, instruction, and reflection under the supervision of instructors, P-12 cooperating teachers, and University Intern Coordinators. Our candidates complete the 450 hours in clinical practice required by the Washington Professional Educator Standards Board. Before student teaching candidates participate in supervised, embedded field experiences and practicums where they practice, apply, and reflect on the theory learned in class. They also prepare for the Teacher Performance Assessment (edTPA), a state-mandated external assessment of teaching performance administered in the student teaching internship. During student teaching, candidates progressively assume greater responsibility for solo teaching until they transition into teaching full-time for a period of at least four weeks. Successful candidates demonstrate the knowledge and skills necessary to make a positive impact on student learning through the WWU Intern Development and Evaluation System and a passing score on the edTPA.

Enrollment

THIS PAGE INCLUDES:

>> [Enrollment](#)

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

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

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

Enrollment

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 2016-17	517
Unduplicated number of males enrolled in 2016-17	84
Unduplicated number of females enrolled in 2016-17	433

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. ([§205\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2016-17	Number Enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race	49
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

27

Black or African American

2

Native Hawaiian or Other Pacific Islander

1

White

396

Two or more races

37

Teachers Prepared

THIS PAGE INCLUDES:

>> [Teachers Prepared by Subject Area](#)

>> [Teachers Prepared by Academic Major](#)

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

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

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

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. 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\(b\)\(1\)\(H\)](#))

[Additional guidance on reporting teachers prepared by subject area.](#)

[What are CIP Codes?](#)

No teachers prepared in academic year 2016-17

CIP Code	Subject Area	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	58
13.1210	Teacher Education - Early Childhood Education	14
13.1202	Teacher Education - Elementary Education	188
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	3
13.1205	Teacher Education - Secondary Education	<input type="text"/>
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	1
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	24
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	12
13.1312	Teacher Education - Music	15
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	35
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	25
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	5
13.1323	Teacher Education - Chemistry	5
13.1324	Teacher Education - Drama and Dance	3
13.1325	Teacher Education - French	2
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	5

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	<input type="text"/>
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text" value="4"/>
13.14	Teacher Education - English as a Second Language	<input type="text" value="43"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. ([§205\(b\)\(1\)\(H\)](#))

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

[Additional guidance on reporting teachers prepared by academic major.](#)

What are CIP Codes?

No teachers prepared in academic year 2016-17

CIP Code	Academic Major	Number Prepared
13.01	Education - General	<input type="text"/>
13.10	Teacher Education - Special Education	<input type="text" value="94"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="16"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="72"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="22"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	6
13.1312	Teacher Education - Music	11
13.1314	Teacher Education - Physical Education and Coaching	6
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	5
13.1317	Teacher Education - Social Science	39
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	1
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	4
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	<input type="text"/>
13.1333	Teacher Education - Latin	<input type="text"/>
13.1335	Teacher Education - Psychology	16
13.1337	Teacher Education - Earth Science	1
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	<input type="text"/>
13.03	Education - Curriculum and Instruction	<input type="text"/>
13.09	Education - Social and Philosophical Foundations of Education	<input type="text"/>
24	Liberal Arts/Humanities	2
42	Psychology	<input type="text"/>
45.01	Social Sciences	2
45.02	Anthropology	4
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	1
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	2
16	Foreign Languages	4
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	23
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	1
09	Communication or Journalism	9
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	5
27	Mathematics and Statistics	12
40.01	Physical Sciences	1
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	3
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	1
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: <input data-bbox="289 926 1260 968" type="text"/>	

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> [Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="302"/>
2015-16	<input type="text" value="289"/>
2014-15	<input type="text" value="308"/>

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

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

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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 <https://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 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- Yes
 No
 Not applicable

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

Strategies used to achieve the goal include the availability of scholarships and TEACH grants to candidates seeking to teach in shortage areas; strong and supportive advising practices; funding through other scholarships targeting future mathematics teachers through the College of Science and Engineering; and, linkages between Woodring College of Education faculty advisers and content area experts associated with the WWU Science, Mathematics, and Technology Education (SMATE) program. Through a secondary mathematics minor curriculum, candidates who are earning an endorsement in another content area to qualify for teacher certification may also earn an endorsement in mathematics without completing a second major.

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

We are continuing the efforts described above. A funding request to expand mathematics and science teacher preparation was not passed by the state legislature. We will continue to pursue new resources through grants and private donor funding, and to facilitate the availability of scholarships and

financial resources to students a exemplified below: -William W Haggard Memorial scholarship which provides \$1000 to 2 or 3 students each year. Scholarships are for up to two years, for upperclassmen pursuing a program to teach mathematics at the elementary or secondary school level. Selection is based on grade point average in mathematics courses and participation in student activities. -Double Eagle II Scholarship for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -Washington Space Grant Scholarships for undergraduate or post-baccalaureate students at WWU who are planning to become a science, mathematics, or technology teacher in grades K-12. Applicants must major in one of the sciences (biology, chemistry, geology, physics, or general science), mathematics, or technology education, and plan to teach in the public school system. -NASA Space Grant Research Scholarship. The awards are open to undergraduate or post baccalaureate students in good academic standing who plan to pursue secondary endorsements in mathematics, technology education, science, earth science, biology, chemistry, physics or future elementary teachers majoring in general science, mathematics, engineering technology or one of the science disciplines. Applicants must be enrolled in or plan to apply to the elementary or secondary education program at the Woodring College of Education. Student research projects must be in a field of science, engineering technology, or mathematics, or education within those fields, carried out under close guidance of a faculty member. In addition to the available scholarships we will increase advertisement of these scholarships. This will include visiting freshman and sophomore level math classes to announce the scholarship and make connections with students earlier in their career decision process. We will also ensure that the university's advising office is aware of these scholarship opportunities and can share the information with interested students. We will share scholarship information with advisors from the community colleges from which our students most commonly transfer and with high school counselors in our region.

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

Academic year 2017-18

7. Is your program preparing teachers in mathematics in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

18

9. 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.

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

21

12. 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.

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 <https://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 2016-17

1. Did your program prepare teachers in science in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- Yes
 No
 Not applicable

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

Strategies used to achieve the goal include the availability of scholarships and TEACH grants to candidates seeking to teach in shortage areas; strong and supportive advising practices; funding through other science-related scholarships offered through the College of Science and Engineering; and linkages between Woodring College of Education faculty advisers and content area experts associated with the WWU Science, Mathematics, and Technology Education (SMATE) program. Through curriculum designed by faculty from all science disciplines and education, candidates who earn at least one designated science endorsement in biology, chemistry, earth & space science, or physics may earn an additional endorsement in the broad area of science without completing a second major, and teach any of the designated sciences.

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

- Yes
 No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in science in 2017-18?

18

9. 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.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2018-19?

21

12. 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.

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 <https://www2.ed.gov/about/offices/list/oep/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 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

50

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- Yes
- No
- Not applicable

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

The following four efforts are in place to increase the number of students receiving their SPED endorsement: 1. Use 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. 4. We streamlined our final internship. Currently, to receive a SPED endorsement, students completed two 12-week internships. After reviewing this practice, we realized it was not necessary to have a 24-week total internship, and that we could have students complete a more compressed experience and still meet our outcomes. The separate 12-week SPED experience is a barrier that prevents many students from completing their SPED endorsement (they complete an elementary/K-8 endorsement, and then exit the program). We anticipate that this change will increase the number of SPED endorsements by at least 10-15 by 2018-19.

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

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

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

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- Yes
- No (leave remaining questions for year blank)

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

55

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

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- Yes
- No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

60

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

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 <https://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 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- Yes
 No (leave remaining questions for year blank)

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

55

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- Yes
 No
 Not applicable

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

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

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

In 2017-2018, we are in the process of redesigning our program to better meet the needs of students in the Department of Secondary Education, the Department of Special Education, and the Early Childhood Program. Our hope is that by allowing students to take up to half of the courses required for the ELL endorsement program prior to starting in their professional education programs, more students will be able to complete this endorsement. The revised program will start in the 2018-2019 school year. We also plan to start attending information sessions across the College to give faculty and staff more information to assist them in advising students potentially interested in the ELL endorsement.

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

Our numbers increased from 37 to 43 from the 2015-16 to the 2016-2017 school year. This was due in part to an increased awareness of the ELL endorsement in the Department of Secondary Education program and alternative route programs that included ELL endorsements. Although we did not meet our goal of 55, we did increase our endorsement numbers by 6. We believe that our numbers will increase as the Secondary Education program continues to encourage their students to add the ELL endorsement. We are also making a more concerted effort to get the word out about this endorsement to students interested in going into education across the College.

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- Yes
 No (leave remaining questions for year blank)

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

55

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

Academic year 2018-19

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

- Yes
 No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

60

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

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.

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No
 Program does not prepare special education teachers

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

- Yes
 No

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

RESPONDING TO STATE, REGIONAL, AND SCHOOL NEEDS. Our teacher education programs are closely linked to state, regional, and school needs through strategies that are both data-driven and collaborative. We analyze multiple sources of data to determine where our graduates are teaching and the teaching shortage areas faced by these regions to ensure our programs continue to respond to identified needs. Examples of data sources are listed below: - The Professional Educator Standards Board (PESB) and the Office of Superintendent of Public Instruction (OSPI) maintain evolving websites that provide data to the public including factors related to workforce needs, e.g., teacher hiring, attrition, and production. Included are Washington State educator employment census data collected for the school year each fall, by the Office of Superintendent of Public Instruction (OSPI). - The Western Washington University Career Services Center conducts an annual survey on the employment status of the previous year's graduates approximately six months after program completion. The survey includes questions on where graduates with a teaching position are employed and the subject area and grade level of their teaching assignment. These data are analyzed along with data collected within Woodring about students receiving certification and completing certification programs to identify the number of graduates hired by Washington schools and the top counties of employment, the number of graduates teaching outside of Washington identified by state and country, and the subjects and grade levels where they are assigned. Raw data from the survey are further analyzed by the Woodring assessment and evaluation office and disaggregated by program, by program site, and by race and ethnicity. Strong partnerships with P-12 schools and districts support ongoing communication about the needs of the regions and schools served by program graduates. We collaborate with school partners to design, implement, and evaluate teacher candidate field experiences and clinical practice, and on special projects and initiatives exemplified below. In addition, we have a Professional Educators' Advisory Board (PEAB) that meets three times a year to review teacher education program design and effectiveness. -The Collaborative Schools for Innovation and Success (CSIS) partnership with Washington Elementary School in Mount Vernon was funded by the Washington legislature to establish a model for how colleges of education might partner with schools to accelerate student achievement and deepen the knowledge and skills of current and future educators. This five year project employs action-inquiry teams of interns from a number of Woodring and WWU professional programs (Elementary Education, Principal, School Counselor, Human Services) to work closely in the schools with collaborating teachers, college faculty, administrators, para-educators, and community members to meet the needs of students in a holistic way. PREPARING SPECIAL EDUCATION CANDIDATES IN CORE ACADEMIC SUBJECTS AND IN PROVIDING INSTRUCTION IN CORE ACADEMIC SUBJECTS. Candidates in our special education programs are prepared in core academic subjects through general education courses in communication, quantitative and symbolic reasoning, humanities, social sciences, natural sciences, and comparative gender and multicultural studies. They initially demonstrate content knowledge by meeting program admission requirements of a minimum 2.75 grade point average (GPA) over the last 45 graded quarter credits and a passing score on the Washington State basic skills test (West-B) in reading, writing, and mathematics. The department has two primary programs: Special Education (P-3 through grade 12) plus Elementary Education Dual Endorsement and Special Education (P-3 through grade 12) plus Content. Most special education candidates complete the dual endorsement in special education and elementary education program. It includes a 12-credit mathematics sequence of content and teaching methods, an additional 4 credits in designing math interventions for children with special needs, and an associated 3 credit practicum. The program also includes 12 credits in teaching language arts for the elementary curriculum, reading instruction for students with special needs with associated practicum, and designing written expression interventions, also with a practicum. Instructional methods in science are addressed through 8 credits of science education teaching methodology and practice. Candidates learn to develop and teach social studies curriculum through a 4-credit social studies instructional methods course. The arts are addressed through elementary education instructional methods courses in art, music, and physical education. Candidates complete multiple additional courses (e.g., Norm Referenced Assessments, Special Education Law and IEP, Complex Needs I, Curriculum-Based Evaluation, Cultural Equity and Diversity, Classroom Management, and Collaboration. Candidates in our special education (P-12) plus Content Dual Endorsement programs are prepared to teach core academic subjects in middle school and high school as well as special education. Candidates prepare to teach in an endorsement content area (e.g., mathematics, language arts, foreign languages) as well prepare to teach special education. Candidates engage in coursework in foundational competencies for special education (e.g., Special Education Law and IEP, Curriculum-Based Evaluation, Norm-referenced Assessment, Complex Needs I) and also prepare to deliver instruction for students with disabilities (e.g., Reading Instruction for Students with Disabilities). They also complete reading, math, and written expression special education courses along with the accompanying practicum. They are assessed in two Washington State Educator Tests- Endorsements (i.e., one in their content area and one in Special Education) in order to demonstrate content knowledge in accordance with the federal "highly qualified teacher" requirement. Candidates in all of our special education programs demonstrate knowledge of subject matter and curriculum goals through the Woodring College of Education Intern Development and Evaluation System (IDES), a teaching performance observation tool used during practicum and student teaching internship and the state-required Teacher Performance Assessment (edTPA), which became consequential in January, 2014. PREPARING GENERAL EDUCATION CANDIDATES FOR INSTRUCTION TO CHILDREN WITH DISABILITIES AND TO LIMITED ENGLISH PROFICIENT STUDENTS. All general education candidates complete foundational coursework in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, adaptations in the regular classroom, and the

Individualized Education Program (IEP). Elementary and Early Childhood Education candidates complete SPED 364 – Teaching all Students, which introduces them to issues related to providing access to the general education curriculum for all students – including students with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students’ performance is accompanied by information about best practices for planning and instruction to meet the needs of all students. Outreach program elementary candidates cover this content in SPED 360 – Introduction to Special Education. Secondary Education candidates complete SPED 363 (SPED 510 in the MIT program) – Secondary Students with Special Needs. These courses provide an introduction to the characteristics and needs of secondary students with special needs; pertinent federal and state laws; curricular and behavior management adaptation in the regular classroom; assessment of learning problems; instructional techniques relative to disability categories including cultural and linguistic diversity; the IEP; and behavior management strategies. Coursework and field experiences completed throughout their programs prepare our candidates to effectively teach students who are limited English proficient, and course modifications have been made to strengthen this. Further information on how candidates in our general education programs are prepared to provide instruction to children with disabilities and to limited English proficient students is provided under the following narrative response, and in Section VI. Teacher Training. PREPARING ALL CANDIDATES TO PROVIDE INSTRUCTION TO CHILDREN FROM LOW INCOME FAMILIES AND TO TEACH EFFECTIVELY IN URBAN AND RURAL SCHOOLS. All of our teacher education programs include curriculum and experiences to prepare candidates to deliver effective instruction to diverse populations and in diverse settings. We define diverse populations broadly to include children with disabilities, limited English proficiency, varying cultural and linguistic abilities, and gender differences; and children from diverse ethnic and racial groups, low income families, and varying socioeconomic conditions and communities. Important strategies and understandings are addressed through foundational courses at the very beginning of each program. For example, candidates in undergraduate and post-baccalaureate programs take ELED/SEC/SPED 310 - Education, Culture, and Equity, which focuses on the diverse socio-cultural, ideological, conceptual, and ability-driven aspects of education, thus equipping candidates to better succeed as teachers in the public schools. Bellingham candidates participate in a service learning experience with a community organization that revolves around two core ideas: active, hands-on participation in a project that benefits a particular organization or community and that works toward greater social justice; and ongoing reflection on what one learns and/or has learned, particularly in terms of how various historical, social, economic, political, and/or cultural factors influence the community, the circumstances, and the individuals involved in the project. Coursework and field experiences completed throughout their program prepare candidates to use standards-based assessment, planning, and multiple instructional strategies to make a positive impact on all students. They connect student learning to communities within the classroom and school and with families and communities, and understand community factors that impact student learning through field experiences in urban and/or rural schools. See Section VI. Teacher Training for further information. By using school demographic data of gender; race and ethnicity; and percent of enrollment identified as migrant, special education, transitional bilingual, and eligible for free or reduced meals we make efforts to provide candidates the opportunity to apply their instructional knowledge and skills in diverse clinical practice placements, including experiences in urban and rural schools. Candidate performance in providing instruction to children from diverse populations and communities is assessed during the student teaching internship.

Assessment Pass Rates

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
503 -ART State Other enrolled students	4			
503 -ART State All program completers, 2016-17	2			
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	2			
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			
305 -BIOLOGY State Other enrolled students	6			
22 -BIOLOGY Evaluation Systems group of Pearson Other enrolled students	1			
305 -BIOLOGY State All program completers, 2016-17	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2015-16	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	8			
23 -CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	1			
306 -CHEMISTRY State Other enrolled students	2			
23 -CHEMISTRY Evaluation Systems group of Pearson All program completers, 2016-17	1			
306 -CHEMISTRY State All program completers, 2016-17	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			
31 -DANCE Evaluation Systems group of Pearson All program completers, 2014-15	1			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson Other enrolled students	9			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	4			
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			
27 -EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2015-16	1			
1 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
101 -EARLY CHILDHOOD EDUCATION State Other enrolled students	13	259.769	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
101 -EARLY CHILDHOOD EDUCATION State All program completers, 2016-17	17	266.471	17	100
101 -EARLY CHILDHOOD EDUCATION State All program completers, 2015-16	22	259.318	22	100
101 -EARLY CHILDHOOD EDUCATION State All program completers, 2014-15	1			
1 -EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	13	266.385	13	100
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	1			
71 -EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	3			
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			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
307 -EARTH AND SPACE SCIENCE State Other enrolled students	2			
24 -EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	2			
307 -EARTH AND SPACE SCIENCE State All program completers, 2016-17	1			
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	3			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2016-17	4			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2015-16	2			
5 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2014-15	91	265.495	91	100
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	3			
6 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2016-17	4			
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	263.73	89	100
102 -ELEMENTARY EDUCATION SUBTEST I State Other enrolled students	112	247.804	103	92
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2016-17	205	253.629	205	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2015-16	145	252.828	145	100
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	86	256.535	86	100
103 -ELEMENTARY EDUCATION SUBTEST II State Other enrolled students	107	250.103	103	96
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2016-17	205	255.537	205	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2015-16	144	252.014	144	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	84	255.857	84	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	28	48.75	28	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	24	45.1667	24	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2015-16	106	47.7075	106	100
22 -ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	89	46.2697	89	100
301 -ENGLISH LANGUAGE ARTS State Other enrolled students	40	258.4	39	98
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson Other enrolled students	2			
301 -ENGLISH LANGUAGE ARTS State All program completers, 2016-17	19	257.526	19	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	1			
301 -ENGLISH LANGUAGE ARTS State All program completers, 2015-16	35	262.114	35	100
20 -ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	18	272.667	18	100
301 -ENGLISH LANGUAGE ARTS State All program completers, 2014-15	15	257.2	15	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson Other enrolled students	18	266.278	18	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	45	272.244	45	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2015-16	35	271.6	35	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	46	274.239	46	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State Other enrolled students	10	253.7	9	90
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2016-17	39	255.154	39	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2015-16	31	256.065	31	100
104 -ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2014-15	18	250.389	18	100
311 -GENERAL SCIENCE State All program completers, 2016-17	3			
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	10	265.9	10	100
29 -HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2016-17	6			
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			
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	46.6	10	100
30 -K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	15	46	15	100
304 -MATHEMATICS State Other enrolled students	15	250.933	14	93
304 -MATHEMATICS State All program completers, 2016-17	7			
304 -MATHEMATICS State All program completers, 2015-16	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
304 -MATHEMATICS State All program completers, 2014-15	4			
26 -MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	11	275.182	11	100
204 -MIDDLE GRADES GENERAL SCIENCE State Other enrolled students	2			
203 -MIDDLE GRADES MATHEMATICS State All program completers, 2016-17	1			
10 -MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
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			
11 -MIDDLE LEVEL HUMANITIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
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			
13 -MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson Other enrolled students	1			
504 -MUSIC State Other enrolled students	11	259	10	91
504 -MUSIC State All program completers, 2016-17	3			
35 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	1			
56 -MUSIC: CHORAL Evaluation Systems group of Pearson Other enrolled students	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
56 -MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2016-17	7			
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			
57 -MUSIC: GENERAL Evaluation Systems group of Pearson Other enrolled students	6			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson Other enrolled students	1			
34 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2016-17	10	265.7	10	100
57 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2016-17	8			
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	268.923	13	100
36 -MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2016-17	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	270.9	10	100
1006 -OPI FRENCH American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			
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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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 Other enrolled students	2			
3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2016-17	2			
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			
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			
308 -PHYSICS State Other enrolled students	1			
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
21 -SCIENCE Evaluation Systems group of Pearson All program completers, 2016-17	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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2015-16	31	46.7742	31	100
7 -SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	30	48.6333	30	100
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	25	44.72	25	100
10 -SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	24	44.375	24	100
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	45.6364	11	100
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2015-16	12	47.5833	12	100
9 -SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	11	45.4545	11	100
28 -SOCIAL STUDIES Evaluation Systems group of Pearson Other enrolled students	28	262.107	27	96
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	14	263.5	14	100
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2015-16	26	261.808	26	100
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	28	261.679	28	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson Other enrolled students	37	267.892	37	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2016-17	75	267.933	75	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	39	47.8974	39	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2015-16	36	266.222	36	100
25 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	32	48.0938	32	100
70 -SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	54	271.463	54	100
55 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	3			
32 -THEATRE ARTS Evaluation Systems group of Pearson Other enrolled students	1			
55 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	2			
32 -THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
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			
33 -VISUAL ARTS Evaluation Systems group of Pearson Other enrolled students	1			
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2016-17	1			
28 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	10	49.7	10	100
33 -VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2015-16	11	266.818	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			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
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			
2005 -WPT FRENCH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
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			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

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

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
Other enrolled students	466	446	96
All program completers, 2016-17	704	704	100
All program completers, 2015-16	853	853	100
All program completers, 2014-15	930	930	100
All program completers, combined 3 academic years	2487	2487	100

Low-Performing

THIS PAGE INCLUDES:

>> [Low-Performing](#)

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

Low-Performing

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

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

- Yes
 No

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

- State
 NCATE
 TEAC
 CAEP
 Other specify:

2. 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)?

- Yes
 No

Use of Technology

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

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

THIS PAGE INCLUDES:

>> [Use of Technology](#)

Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes
 No

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

Yes
 No

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

Yes
 No

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

Yes
 No

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

All undergraduate and post-baccalaureate programs require two courses in instructional technology. In IT 344 - Basic Instructional Technology Skills, candidates demonstrate basic technology skills through ten assignments (e.g., use of MS PowerPoint for presentation to P-12 students; use of web-based technologies to enhance student learning, etc.). After successful completion of IT 344 and depending upon the professional program, candidates complete one of the following: IT 442, IT 443, IT 444 - Classroom Use of Instructional Technology. The content and assessments of both required courses are aligned with the International Society of Technology in Education (ISTE) National Educational Technology Standards for Teachers, or NET*S. The Secondary MIT program combines these two courses into one (IT 544). It is more credits, and meets the same content requirements and standards. The purpose of the second required course (or the one MIT course) is to develop the fundamental knowledge, skills, and attitudes teachers need to use technology in support of learning in the classroom. Instruction is provided in basic technological operations sufficient to support the competent use of technologies that enhance professional productivity. Candidates also demonstrate instructional methods for teaching with technology and assessing discipline-specific content. In addition, with support from Woodring's Ershig Assistive Technology Resource Center (E-ATRC), candidates are introduced to assistive technologies used to enhance the learning of students with diverse needs. All candidates complete an electronic portfolio that demonstrates their capacity for integrating technology into instructional planning, delivery, and assessment. Following are examples of where individual professional programs integrated the use of technology to collect, manage, and analyze data to improve teaching and learning during the 2016-17

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

Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

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

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. ([§205\(a\)\(1\)\(G\)](#))

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

- Yes
 No

b. participate as a member of individualized education program teams

- Yes
 No

c. teach students who are limited English proficient effectively

- Yes
 No

2. 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 allow elementary education candidates to learn and practice understandings and skills for assessing academic language development. The Washington State English Language Acquisition Proficiency standards are used to document the academic language of students in a P-12 classroom. In ELED 481 – Literacy: Fluent Communicators candidates identify,

prepare materials, and demonstrate strategies to help English language learners transition from the use of social language to academic vocabulary and register. The Secondary Education program 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 Understanding by Design (UBD) 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.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- Yes
- No
- Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- Yes
- No
- Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- Yes
- No
- Program does not prepare special education teachers

4. 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.

Contextual Information

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

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

THIS PAGE INCLUDES:

>> [Contextual Information](#)

Contextual Information

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

WESTERN WASHINGTON UNIVERSITY <http://www.wvu.edu/> The Western Washington University mission is to serve the people of the State of Washington, the nation, and the world by bringing together individuals of diverse backgrounds and perspectives in an inclusive, student-centered university that develops the potential of learners and the well-being of communities. As its vision, Western will build a stronger Washington by being an international leader in active learning, critical thinking, and societal problem solving. Western began as Bellingham Normal School in 1899 with a class of 88 students. It has grown into a comprehensive regional university organized into seven undergraduate colleges and a graduate school that offers master degrees and post-master programs. Western is one of six state-supported, four-year institutions of higher education in Washington and it is the third- largest institution of higher education in the state. According to the 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.wvu.edu/> Woodring College of Education provides nationally recognized programs for the preparation of teachers from early childhood to adult education, P-12 school administrators, rehabilitation counselors, and health and human services professionals. As academic leaders, educators, and scholars, Woodring College of Education faculty develop collaborative partnerships that promote the well-being of individuals, families, and the community. As its vision, Woodring College of Education fosters community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. Aligned with Western's mission statement is the Woodring College of Education conceptual framework represented by the unifying theme – preparing thoughtful, knowledgeable, and effective educators for a diverse society. Our conceptual framework guides teaching and learning for all initial and advanced professional education programs in the College including programs leading to initial teacher certification, the advanced preparation of teachers, and the licensure of other school professionals in the roles of administrators and school counselors. As its mission, Woodring College of Education facilitates life-long learning through exemplary teaching to prepare quality education, health, and human services professionals for democratic citizenship and meaningful careers. As a College that serves the state, nation, and world, we: - Construct, transform, and convey knowledge by integrating research, theory, and practice; - Cultivate student competence through extensive community and school engagement in collaboration with exemplary practicing professionals; - Act with respect for individual differences, including taking a strengths-based view; - Develop collaborative partnerships that promote the learning and well-being of individuals, families, and the community; and - Evaluate processes and outcomes to ensure continual program improvements.

TEACHER PREPARATION PROGRAM OFFERINGS Woodring College of Education offers undergraduate initial teacher preparation programs in Elementary, Early Childhood, Secondary, and Special Education. Depending upon the academic major undergraduate candidates earn a Bachelor of Arts in Education, Bachelor of Arts, Bachelor of Science, or Bachelor of Music. In addition, Woodring offers a graduate degree program in Secondary Education leading to initial teacher certification and a Master in Teaching degree. Candidates who have earned a baccalaureate degree and do not wish to pursue an advanced degree may complete a post-baccalaureate certification program in Elementary, Secondary or Special Education. All of these programs are offered at the Bellingham campus, and some are offered at outreach sites on community college campuses throughout the North Puget Sound region (Everett, Seattle, and Bremerton). Outreach programs have the same program standards and program admission and completion requirements as programs offered at our main Bellingham campus however program delivery provides greater accessibility for working adults in the Puget Sound region. Programs for the professional development of teachers include a Master of Education in 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 2016-17 reports for teacher preparation programs are included in Supporting Files.

Supporting Files

Closing the Assessment Loop Report: Elementary Education	
Closing the Assessment Loop Report: Early Childhood 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	

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

Report Card Certification

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

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **517**.

Number of program completers from Section I: Program Information, Program Completers is **302**.

For a total enrollment of **819**.

I certify the total enrollment shown above is correct.

Certification of submission

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

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

TITLE:

Certification of review of submission

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

NAME OF REVIEWER:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	695	517	-25.61%
Male Enrollment	572	84	-85.31%
Female Enrollment	123	433	252.03%
Hispanic/Latino Enrollment	51	49	-3.92%
American Indian or Alaska Native Enrollment	0	0	
Asian Enrollment	34	27	-20.59%
Black or African American Enrollment	4	2	-50.00%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	0	1	
White Enrollment	552	396	-28.26%
Two or more races Enrollment	49	37	-24.49%
Average number of clock hours required prior to student teaching	224	224	0.00%
Average number of clock hours required for student teaching	528	450	-14.77%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2	20	900.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	997	621	-37.71%
Number of students in supervised clinical experience during this academic year	1781	905	-49.19%
Total completers for current academic year	289	302	4.50%
Total completers for prior academic year	308	289	-6.17%
Total completers for second prior academic year	258	308	19.38%