



Western Washington University  
Alternative, IHE-based Report AY 2016-17  
Washington



100% COMPLETE  
STATUS: IN PROGRESS

## Institution Information

### ADDRESS

Woodring College of Education

516 High Street - MS 9080

### CITY

Bellingham

### STATE

Washington

### ZIP

98225

### SALUTATION

Dr.

### FIRST NAME

Bruce

### LAST NAME

Larson

### PHONE

(360) 650-3702

### EMAIL

Bruce.Larson@wwu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?

<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 alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <https://www2.ed.gov/programs/tqpartnership/awards.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Future Teacher Bilingual Fellows (Bilingual Fellows)	No	
Secondary Education for Equity and Diversity (SEED)	No	

**Total number of teacher preparation programs: 2**

# 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:

Other

If Other, please specify:

See additional comments below.

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:

<https://wce.wvu.edu/programs>

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

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

## 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 checked="" type="radio"/> Yes <input 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: <input type="text" value="See additional information below"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

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

2.75

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

3.09

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?

0

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

Fingerprint and Background Checks: Required upon acceptance into and before beginning field experiences with students. Clearance on the basis of a fingerprint background check and disclosure statement must be maintained throughout the program. Minimum GPA: Required for program admission, continuation, and completion. In addition, all program courses must be completed at a grade of C (2.0) or better, or the equivalent non-graded designation. Minimum ACT Score / Minimum SAT Score: Beginning fall 2013, the Washington State Professional Educator Standards Board began accepting ACT and/or SAT scores that were equivalent to WEST-B cut scores to meet the the state-designed West-B basic skills test e= requirement Subject Matter Verification: General education courses are completed through a transferable associate's degree or equivalent, which is required for admission for the Bilingual Fellows route. For Route 1 & 2 Alternative Route Candidates, district partners are required to verify that the candidates have at least one full year of successful employment in their district and that the district is willing to support the candidate to continue their employment while in the program. For Route 4 Candidates, districts must provide verification that they have hired the candidate as an emergency licensed teacher and that the district agrees to provide mentorship for the candidates work in that assigned role and that they will support the candidates pursuit of a degree in the program. Essay or Personal Statement: Through two writing prompts within the program application, applicants consider ideas associated with the

Woodring College of Education Vision – fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. Candidates complete written reflections throughout their program and as part of the culminating internship. Median GPA of Program Completers: There were no program completers in 2016-2017 for the bilingual fellows route. Other Undergraduate Entry Requirements: English composition course; currently employed as an instructional assistant with at least one year of successful student interaction and leadership; and partnering school district authorization and support to participate in the program.

## 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: <input type="text" value="English Composition Course; District Support"/>	<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?

3.09

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?

3.94

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

Subject Matter Verification: General education courses are completed through GURS in the first two years and content within the major in education. Content area competencies specified by the state Professional Educators' Standards Board (PESB) are demonstrated by candidates through coursework and exit exams. The SEED Alternative Route requires a BA / BS or significant coursework / professional experience in a content area related to the teacher candidate's endorsement area . The academic content test mandated by Washington State for each endorsement to be earned is required for program admission (except when this test includes significant pedagogical content knowledge). For Route 2 Alternative Route Candidates: District partners are required to verify that the candidates have at least one full year of successful employment in their district and that the district is willing to support the candidate to continue their employment while in the program. For Route 4 Candidates: The district must provide verification that they have hired the candidate as an emergency licensed teacher and that the district agrees to provide mentorship for the candidates work in that assigned role and that they will support the candidates pursuit of a degree in the program. Essay or Personal Statement: Through two writing prompts within the program application, applicants consider ideas associated with the Woodring College of Education Vision – fostering community relationships and a culture of learning that advance knowledge, honor diversities, and promote social justice. Candidates complete written reflections throughout their program and as part of the culminating internship. Median GPA of Program Completers: There were no program completers in 2016-2017 Other Entry Requirements: English composition course; currently employed as a para-educator with at least one year of successful student interaction and leadership; and partnering school district authorization and support to participate in the program.

## 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	250
Average number of clock hours required for student teaching	600
Average number of clock hours required for mentoring/induction support	36
Number of full-time equivalent faculty supervising clinical experience during this academic year	4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	4
Number of students in supervised clinical experience during this academic year	17

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

Candidates in the Bilingual Fellows teacher residency program model are employed as full-time para-educators in a partner school district. Clinical experiences involve planning, instruction, and reflection under the supervision of instructors, cooperating teachers, and University Intern Coordinators. Throughout the two-year program, interns are assigned to a mentor's classroom. In the first year, 2016-2017, interns spent part of their day with their cooperating teacher, the remainder working in their para-educator role. During the first year candidates complete courses and formalized learning opportunities, and work with cooperating teachers in the school to demonstrate competencies. In the second year they complete additional courses and learning opportunities and participate in a yearlong mentored internship, where they progressively assume greater responsibility for teaching until they transition into teaching full-time for a period of at least four weeks. Successful candidates demonstrate the knowledge and skills necessary to make a

positive impact on student learning through the WWU Intern Development and Evaluation System and a passing score on the edTPA. Candidates in the SEED program are in a one-year secondary alternative route program in which candidates earn a dual endorsement in a content area and in ELL. The program begins with a two-week summer intensive to prepare candidates to enter schools with mentor teachers in late August. Teacher candidates in the program complete a year-long internship that is individualized to the teacher candidates situation. All were employed in their districts in some capacity, as Instructional Assistants, AmeriCorps Volunteers, Student Advocates, or Emergency licensed teachers. Candidates were required to spend a minimum of 6 hours / week in their content area classrooms from August through March and then move to full time student teacher in April through year's end. Their capstone experience was a 5 week supervised summer teaching experience with migrant bilingual students. Content area internship requirements were approximately 600 hours in addition to hours spent in their primary work assignment. Content area methods instructors also served as University Intern Coordinators, collaborating with mentor teachers from January through June. The summer independent teaching experience was supervised by two full time university faculty members and two experienced teachers hired by the district partner.



# 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	<input type="text" value="20"/>
Unduplicated number of males enrolled in 2016-17	<input type="text" value="5"/>
Unduplicated number of females enrolled in 2016-17	<input type="text" value="15"/>

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	<input type="text" value="11"/>
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

0

Asian

3

Black or African American

1

Native Hawaiian or Other Pacific Islander

0

White

3

Two or more races

1

## Teachers Prepared

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

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

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

### THIS PAGE INCLUDES:

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

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 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	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	2
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
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	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2
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	1
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	1
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	3
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	1
13.1323	Teacher Education - Chemistry	<input type="text"/>
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	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	4

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"/>
13.14	Teacher Education - English as a Second Language	10
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"/>
13.1210	Teacher Education - Early Childhood Education	1
13.1202	Teacher Education - Elementary Education	1
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text"/>
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	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
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	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.02	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	<input type="text" value="5"/>
42	Psychology	<input type="text"/>
45.01	Social Sciences	<input type="text"/>
45.02	Anthropology	<input type="text"/>
45.06	Economics	<input type="text"/>
45.07	Geography and Cartography	<input type="text"/>
45.10	Political Science and Government	<input type="text" value="1"/>
45.11	Sociology	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
54	History	<input type="text"/>
16	Foreign Languages	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
23	English Language/Literature	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
01	Agriculture	<input type="text"/>
09	Communication or Journalism	<input type="text"/>
14	Engineering	<input type="text"/>

CIP Code	Academic Major	Number Prepared
26	Biology	1
27	Mathematics and Statistics	
40.01	Physical Sciences	
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	
40.06	Geological and Earth Sciences/Geosciences	
40.08	Physics	
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="11"/>
2015-16	<input type="text" value="2"/>
2014-15	<input type="text" value="11"/>

# 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](#)
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## 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?

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:

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

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

## 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?

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

## 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?

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

## 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?

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:

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

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

### 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?

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

### 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?

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

## 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/ope/pol/tsa.html>.

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

### Academic year 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?

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:

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

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

### 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?

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?

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?

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:

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

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

### 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?

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?

17

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. Washington State assessment data reveal a large and growing achievement gap for

some minority students including English language learners, Latino, migrant, and low income students (Office of Superintendent of Public Instruction, 2002). The Achievement Gap Oversight and Accountability Committee was created during the 2009 Washington State legislature to address the achievement gap in Washington State and synthesize the recommendations into priority areas. The committee identified "Expanding pathways and strategies to prepare and recruit diverse teachers and administrators," and "Enhancing the cultural competence of current and future educators and the cultural relevance of curriculum and instruction" as two of the high priority recommendations to reduce the differential achievement of Asian-American, Pacific-Islanders, African-American, Native American and Latino students. The alternative route programs address both of these priorities. The programs support experienced instructional assistants who reflect the cultural and linguistic diversity of our students and those who possess cultural and linguistic competence in local communities. The Bilingual Fellows program works with students who seek to obtain a B.Ed with a focus on language, literacy, and cultural studies combined with teacher certification/endorsements in K-8 and ELL or bilingual. The SEED program works with students who already have a four-year degree, and works with them to earn a teacher certificate for grades 5-12, and an English language learner endorsement in addition to their major/endorsement. Western Washington University's Woodring College of Education partner for the Bilingual Fellows Alternative Route is one school district in the south area of Seattle struggling to meet the needs of significant and growing immigrant and migrant student populations: Highline Public Schools. The district employs a liaison to work with the university to ensure that the program runs smoothly for candidates, the district, and the university. For the SEED Alternative Route, Western's Woodring College of Education partners with three public school districts: Everett, Mount Vernon and Burlington-Edison. It is designed to support working instructional assistants and youth workers who possess rich life and professional experience to become teachers and meet state and district identified shortage areas.

**PREPARING GENERAL EDUCATION CANDIDATES FOR INSTRUCTION TO CHILDREN WITH DISABILITIES AND TO LIMITED ENGLISH PROFICIENT STUDENTS.** Candidates complete foundational coursework and case studies in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, adaptations in the regular classroom--including adaptive technology--and the Individualized Education Program (IEP). SPED 364/SPED 363-- Bilingual students enroll in SPED 364 and SEED students enroll in SPED 363, with the primary difference being the grade level focus (SPED 364 focuses on P-8, while SPED 363 focuses on 6-12). Both courses introduce candidates to issues related to providing access to the general education curriculum for all students -- including students with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students' performance is accompanied by best practices for planning and instruction to meet the needs of all students. An emphasis on the difference between language difference and disability are focused upon. Through the English Language Learner (ELL) endorsement, all candidates are provided a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching a diverse student population in P-12 schools. All are projected to earn an ELL endorsement, and many will earn a Bilingual Education endorsement.

**PREPARING ALL CANDIDATES TO PROVIDE INSTRUCTION TO CHILDREN FROM LOW INCOME FAMILIES AND TO TEACH EFFECTIVELY IN URBAN AND RURAL SCHOOLS.** Our program includes curriculum and experiences to prepare candidates to deliver effective instruction to diverse populations and in diverse settings. We define diverse populations broadly to include children with disabilities, language learners, varying cultural and linguistic abilities, gender differences, children from diverse ethnic and racial groups, low income families, and varying socioeconomic conditions and communities. Data collected by Washington State on the percentage of Free and Reduced Lunch (FRL) across the diverse school district served by the Bilingual Fellows is reported at 63.0%. 27% of the school populations are reported as migrant/bilingual, indicating adding English as an additional language. 16% are reported as students with disabilities/SPED. Important strategies and understandings are addressed through a foundational course in the first quarter of the program. ELED 310/SEC 310 - Education, Culture, and Equity focuses on the diverse socio-cultural, ideological, conceptual, and ability-driven aspects of education, thus equipping candidates to better succeed as teachers in the public schools. Coursework and field experiences completed throughout their program prepare candidates to use standards-based assessment, planning, and multiple instructional strategies to make a positive impact on ALL students. They connect student learning to communities within the classroom and school and with families and communities, and understand community factors that impact student learning through field experiences in urban or rural schools.



## 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 (%)
50 -BILINGUAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
22 -BIOLOGY Evaluation Systems group of Pearson All program completers, 2016-17	2			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2016-17	5			
100 -DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	1			
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2016-17	1			
102 -ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	11	260.5	11	100
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2016-17	1			
103 -ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	11	262	11	100
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2015-16	2			
23 -ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	11	47.38	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
301 -ENGLISH LANGUAGE ARTS State All program completers, 2016-17	4			
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2016-17	10	262.2	10	100
51 -ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2014-15	10	270	10	100
311 -GENERAL SCIENCE State All program completers, 2016-17	1			
304 -MATHEMATICS State All program completers, 2016-17	1			
204 -MIDDLE GRADES GENERAL SCIENCE State All program completers, 2016-17	2			
203 -MIDDLE GRADES MATHEMATICS State All program completers, 2016-17	1			
57 -MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2016-17	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua Other enrolled students	1			
1018 -OPI SPANISH American Council on the Teaching of Foreign Langua All program completers, 2014-15	1			
3002 -OPIC SPANISH American Council on the Teaching of Foreign Langua All program completers, 2015-16	1			
28 -SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2016-17	4			
2015 -WPT SPANISH 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, 2014-15	1			

## 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	1		
All program completers, 2016-17	33	33	100
All program completers, 2015-16	4		
All program completers, 2014-15	47	47	100
All program completers, combined 3 academic years	84	84	100

## 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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## 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

THIS PAGE INCLUDES:

>> [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.

## Use of Technology

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

Does your program prepare teachers to:

- a. integrate technology effectively into curricula and instruction

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Yes  
 No

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

Candidates develop the fundamental knowledge, skills, and attitudes teachers need to use technology in support of learning in the classroom in a course titled – Classroom Use of Instructional Technology (IT 442 for the Bilingual Fellows, and IT 444 for the SEED). Instruction is provided in basic technological operations sufficient to support the competent use of technologies that enhance professional productivity. Candidates also demonstrate instructional methods for teaching with technology and assessing particular content. In addition, with support from the school districts' Special Education specialists, candidates are introduced to assistive technologies used to enhance the learning of students with diverse needs. All candidates complete an electronic portfolio that demonstrates their capacity for integrating technology into instructional planning, delivery, and assessment. The content and assessments are aligned with the International Society of Technology in Education (ISTE) National Educational Technology Standard for Teachers, or NET\*S. In ELED 470 – Developing Teaching, and SEC 432 – Secondary School Methods II, candidates develop initial teaching units with 3-4 lessons. These utilize a “backward design” process such as described by the Understanding by Design Framework, and taught in a P-12 classroom. The lessons must include deliberate design elements intended to differentiate instruction in order to address the particular learning needs of students in the classroom. During and after delivery of the lesson series, candidates collect and analyze data to determine effects on student participation and learning. Outcomes of this work are displayed in the edTPA, the externally assessed capstone performance assessment.



# Teacher Training

THIS PAGE INCLUDES:

>> [Teacher Training](#)

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.

Candidates complete foundational coursework in special education that provides knowledge regarding the characteristics of students with special needs, pertinent federal and state laws, methods and strategies for the assessment of learning problems, adaptations in the regular classroom, and the Individualized Education Program (IEP). SPED 364 – Teaching all Students, introduces candidates to issues related to providing access to the general education curriculum for all students – including student with disabilities and students acquiring English as a Second Language. Information about the impact of disabilities and language acquisition on students' performance is accompanied by best practices for planning and instruction to meet the needs of all students. Specific training relative to participation as a member of an individualized education program (IEP) team begins with the required special education course. Candidates acquire knowledge of the pre-referral and IEP process and develop strategies for collaborating with school colleagues, parents, and agencies in the community to support all students and their families, including students with disabilities and students learning English as a second language. Through the 27-credit English Language Learner (ELL) endorsement program, all candidates are provided a foundation in second language acquisition theory, linguistics, language teaching methods, and cultural issues related to teaching a diverse student population in P-12 schools. All are projected to earn an ELL endorsement, and many will earn a Bilingual Education endorsement. All have also participated in all coursework and assignments to be recommended for the state Reading Endorsement should they choose to take that test. They have focused on effective and culturally respectful interventions across their program. Coursework and field experiences completed throughout their programs prepare our candidates to effectively teach students who are limited English proficient, and course modifications have been made to strengthen this. For example, an academic language profile assignment completed in ELED 470 – Developing Teaching allow elementary education candidates to learn and practice understandings and skills for assessing academic language development. The Washington State English Language Acquisition Proficiency standards are used to document the academic language of students in a P-12 classroom. In ELED 481 – Literacy: Fluent Communicators candidates identify, prepare materials, and demonstrate strategies to help English language learners transition from the use of social language to

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

**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.**

Program does not prepare special education teachers.



## 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.

ALTERNATIVE ROUTE TEACHER PREPARATION PROGRAM OFFERINGS: The Bilingual Fellows Alternative Route to Certification program was implemented Summer 2016 and will complete a two-year cycle spring 2018. It is designed around these unique features: -Undergraduate candidates will earn a BA in Education with a major in Language, Literacy, and Culture. -All program completers will earn a Washington State Residency teacher certificate endorsed in Elementary Education and English Language Learner; many will also earn an endorsement in Bilingual Education and Reading. - Emphasis on academic language and literacy development across the curriculum, developed through culturally-responsive curriculum, featuring an emphasis on working with families in communities. -Clinically based, classes and seminars are offered onsite and structured around the professional lives of candidates. -District focused, candidates are working for one school district, taught courses within the school district, and introduced to district curriculum and policies. Emphasis on preparing teachers who are members of underrepresented groups, bilingual, experienced instructional assistance who know their communities. -Development of an Advisory Team with school, university, family and community involvement. The SEED Alternative Route is designed for students who already have a BA/BS. According to Washington State law that was helping to provide scholarship funding, alternative route

candidates with a BA/BS are expected to complete all requirements for their certification in one academic year. In the one-year program, teacher candidates will earn dual endorsements in a secondary (6-12) content area and in ELL (English Language Learner) or Bilingual Education. While the curriculum parallels that of campus-based programs, it is anchored in the experience of the future teachers and focuses on developing competencies in teaching while working in schools. The program has an explicit commitment to educational equity and culturally relevant teaching that affirms the language, culture, and identities that our students bring with them to school. This program is offered for Route 2, 3, and 4 leading to the completion of a Washington State Residency Certificate with endorsements in a Secondary Content Area and English Language Learners or Bilingual Education.

## Supporting Files

No files have been provided.

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

# Report Card Certification

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

## Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **20**.

Number of program completers from Section I: Program Information, Program Completers is **11**.

For a total enrollment of **31**.

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
<a href="#">Total Enrollment</a>	1	20	1900.00%
<a href="#">Male Enrollment</a>	0	5	
<a href="#">Female Enrollment</a>	1	15	1400.00%
<a href="#">Hispanic/Latino Enrollment</a>	1	11	1000.00%
<a href="#">American Indian or Alaska Native Enrollment</a>	0	0	
<a href="#">Asian Enrollment</a>	0	3	
<a href="#">Black or African American Enrollment</a>	0	1	

Item	Last Year	This Year	Change
<a href="#">Native Hawaiian or Other Pacific Islander Enrollment</a>	0	0	
<a href="#">White Enrollment</a>	0	3	
<a href="#">Two or more races Enrollment</a>	0	1	
<a href="#">Average number of clock hours required prior to student teaching</a>	95	250	163.16%
<a href="#">Average number of clock hours required for student teaching</a>	200	600	200.00%
<a href="#">Average number of clock hours required for mentoring</a>	0	36	
<a href="#">Number of full-time equivalent faculty in supervised clinical experience during this academic year</a>	0	4	
<a href="#">Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)</a>	0	4	
<a href="#">Number of students in supervised clinical experience during this academic year</a>	0	17	
<a href="#">Total completers for current academic year</a>	2	11	450.00%
<a href="#">Total completers for prior academic year</a>	11	2	-81.82%
<a href="#">Total completers for second prior academic year</a>	0	11	