

Submission information

Form: [Annual Program Report Form](#)

Submitted by oursland

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**Program Math**

**Unit Outcomes**

T1. Admissions will complement recruitment efforts of diversifying WA teacher workforce

**Indicators**

- A. Enrollment
- B. Diversity/ Military
- C. Rate of Acceptance
- D. WEST B Math
- E. WEST B Reading
- F. WEST B Writing
- G. Disposition Inventory (DI)

**Expected Performance Level (Criterion)**

- A. Enrollment numbers are maintained
- B. 40% of our candidates will represent underrepresented populations including military
- C. 75% of all applicants will be accepted into the program
- D. 90% will achieve 240 on Math
- E. 90% will achieve 240 on Reading
- F. 90% will achieve 240 on Writing
- G. 100% of Program Candidates will complete the DI

**Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. OREA / Program / Fall Quarter November 1 and December 15
- B. OREA / Program / Fall Quarter November 1 and December 15
- C. OREA / IR / Program / Program / Fall Quarter November 1 and December 15
- D. Pearson/ All Quarters
- E. Pearson/ All Quarters
- F. Pearson/ All Quarters
- G. OREA / Program / Fall Quarter November 1 and December 15

**A** Met Criterion

**B** Below Criterion

**C** Below Criterion

**D Surpassed Criterion**

**E Met Criterion**

**F Met Criterion**

**G Met Criterion**

### **Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports)

A. Our goal is to increase enrollment by 10% in both the Secondary and Middle Level programs. Our goal is an increase because mathematics is a high need area and CWU has the infrastructure to expand our program by 30%.

B. Our diversity is below criterion, the number of candidates who indicated that they are diverse is 8% which is far below 40%. Another indicator that we would like added is the male to female ratio. Historically math teachers have been male and as you can see this trend has changed at CWU-60% of the math candidates are female.

C. The data does not show the problem in mathematics programs: Approximately 30% of the math teacher candidates are not eligible (correct math courses) to begin their secondary or middle level program at the beginning of the junior year. Most students do not have trouble with eligibility to the Teacher Education Program but most students must spend third year taking preq. courses for admission to the math teaching program.

D-F. Math students pass the West-B math and pass the reading and writing parts at the same rate as the rest of the CTL.

G. Math candidates are about the same on the disposition survey as the rest of the CTL.

### **Budget/Resource Analysis**

A-C indicate at or below criterion because the mathematics department's goal is to enroll more and better prepared teacher candidates. To do this the Mathematics department is currently working with Linda Schactler to implement a mathematics teacher recruitment plan that includes articulation with community colleges to ensure correct mathematics courses for transfer students. Our problem is that Linda has come up with some funds but we need approximately \$2000 additional funds to distribute and market printed material.

## **UNIVERSITY OBJECTIVE 1.1: T2 Retention**

### **Unit Outcomes**

Retention efforts will enable candidates to complete this program of study successfully in a timely manner, and prepare highly qualified graduates ready to assume needed positions in the teacher workforce

### **Indicators**

A. CTL Standards

B. Time to Completion

C. Portfolio Submission

### **Expected Performance Level (Criterion)**

- A. 90 % Met 2008 Standards (3 on a 5 point scale)
- B. Time to completion = 9 quarters
- C. 90% are completing a Program and PEP core portfolio

**Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. OREA and Program / Fall Quarter October 1 and December 1
- B. OREA and Program / Fall Quarter October 1 and December 1
- C. OREA and Program / Fall Quarter October 1 and December 1

- A Met Criterion
- B Exceeded Criterion
- C Below Criterion

**Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports)

- A. The math teacher candidates are statistically doing the same as the rest of the CTL. The math faculty expect the math teacher candidates to improve as a result of implementing the new secondary math program, because they will practice the effective teaching standards in 6-12 grade classrooms.
- B. Almost all mathematics candidates complete the program on-time (6 quarters once they enter the program).
- C. All students should complete every part of their portfolios. The math candidates completion rate is higher than that of the CTL but is not high enough. We will research why some candidates are not completing their portfolios.

**Budget/Resource Analysis**

The mathematics department needs (.5 FTE) to collect and assess teaching effectiveness of secondary math teacher candidates in their field-experiences. This half time position would be good PR for CWU with local school districts because in the field experiences CWU teacher candidates are helping the local school district meet their math learning goals. Without a half time position to collect, analyze, and disseminate this information CWU and the local school districts do not know if this program is effective.

## **UNIVERSITY OBJECTIVE 1.1: T3 Student Teaching**

**Unit Outcomes**

Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.

**Indicators**

- A. Candidates are ensured placements in school settings that are highly diverse during student teaching
- B. Final Student Teaching Evaluation (FSTE)
- C. Disposition Inventory
- D. WTPA

**Expected Performance Level (Criterion)**

- A. 50% are placed in highly diverse settings
- B. 80% will Meet the Standards averaging 3point or better on the 10 FSTE rubrics
- C. 100% will demonstrate a positive change on all four domains of the DI
- D. 80% will Average of 3 or better across 15 testing domains on the WTPA

**Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. Office of Field Experiences (OFE) / All Quarters
- B. OFE / All Quarters
- C. OREA / All Quarters
- D. Pearson / All Quarters

A Met Criterion

B Surpassed Criterion

C Met Criterion

D Below Criterion

**Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports)

- A. Fifty percent of the math students were placed into highly diverse settings. This percentage of highly diverse school setting is representative of the percentage of schools that CWU math teachers accept employment.
- B. The average math teaching candidate, like all CWU teaching candidates, does well in student teaching with average well above 4 out 5. A low scoring area for math teaching candidates is School, Home, and Community. The math faculty realize this and have implemented TPA commentary questions that address this aspect of teaching in the field-base courses.
- C. The mathematics teaching candidates completed the survey and improved on every aspect of the disposition survey.
- D. The TPA scores are lower than expected. After close inspection most of the math teaching candidates did score at 3 or higher but some students received ones for every rubric, which means that they did not even try.

**Budget/Resource Analysis**

With the new data system the math department hopefully will be able to follow-up on students who struggle in any effective teaching areas. The math department would like to implement a method to follow up on students who are not doing their best on the TPA (even in the pilot).

**UNIVERSITY OBJECTIVE 1.1: T4 Program Completion****Unit Outcomes**

Graduation and Certification of program candidates will occur in a timely manner.

**Indicators**

- A. Graduation
- B. Time to Degree
- C. WEST E scores
- D. Certification Rate

**Expected Performance Level (Criterion)**

- A. 85% will graduate
- B. 90% of the candidates will complete the program on-time
- C. 80% will Pass their Major Content Test (WEST-E) in their content area on their first attempt
- D. 90% receive a first time residency certificate

**Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. Safari CAPS / Continuously
- B. OREA/ IR / Summer Quarter
- C. Pearson / All Quarters
- D. Certification Office (CO) / Fall Quarter / November1 /December 15

- A Surpassed Criterion
- B Exceeded Criterion
- C Below Criterion
- D Surpassed Criterion

**Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports)

- A. There were two students this last year that dropped out of the secondary math teaching program and one in the middle level math teaching program. The data does not show these students but the program advisors assisted these student in finding other majors that fit their career goals.
- B. All majors completed the program within 6 to 8 quarters from admittance to the program.
- C. The percent of first time passers on the WEST-E exams dropped 8% from last year to 69%. Our goals is 80% in both programs. All students eventually pass the exam but some students have taken the exam three times. Some interventions will be introduced to mitigate this issue of base-line content knowledge. These interventions are discussed in the budge and resource section.
- D. All candidates that finish both majors receive their teaching certificates and endorsements.

**Budget/Resource Analysis**

The mathematics department plans to develop and implement an on-line West-E prep course as an elective for students. The department needs (.25 FTE) to develop and teach these courses. As previously mentioned the mathematics department also needs (.5 FTE) to collect and assess the teaching effectiveness of math teacher in the field-based programs. These field-experiences include both tutoring and teaching. Research shows that deeper core knowledge is developed through teaching. It is through tutoring and teaching that the mathematics department plans to improve the base-line knowledge of the teacher candidates (improved West-E scores). The

mathematics department needs funds to assess if the tutoring and teaching programs actually improve base-line knowledge.

## **UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation**

### **Unit Outcomes**

The program prepares highly qualified and satisfied members of the teaching community

### **Indicators**

- A. First Year Placement
- B. Third Year Placement
- C. Employment retention
- D. Alumni Satisfaction Survey (Coursework)
- E. Alumni Satisfaction Survey (Strategies and Assessment)
- F. Alumni Satisfaction Survey (Student Teaching)
- G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)

### **Expected Performance Level (Criterion)**

- A. 50% of the program's graduates will find teaching jobs within the 1st year after certification
- B. 70% of the program's graduates will find teaching jobs within 3 years after certification
- C. 80% of the graduates hired will remain teaching after five years
- D. Satisfaction with "Coursework Relevance" indicated by a 3.5 or better
- E. Satisfaction with "Strategies and Assessment" indicated by a 4 or better
- F. Satisfaction with "Student Teaching Feedback" indicated by a 4 or better
- G. Coherence with "coursework and student teaching" indicated by a 3 or lower

### **Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. OREA / Fall Quarter/ November 1
- B. OREA Fall Quarter / November 1/ Programs /December 15
- C. OREA Fall Quarter / November 1/ Programs /December 15
- D. OREA Fall Quarter / November 1/ Programs /December 15
- E. OREA Fall Quarter / November 1/ Programs /December 15
- F. OREA Fall Quarter / November 1/ Programs /December 15
- G. OREA Fall Quarter / November 1/ Programs /December 15

- A Surpassed Criterion
- B Surpassed Criterion
- C Surpassed Criterion
- D Below Criterion
- E Below Criterion
- F Below Criterion
- G Below Criterion

### **Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports).

A-C. The data on math teacher employment is not correct. I know of candidates who are employed as math teachers in certain school districts but their data is not listed. To my knowledge all math teacher candidates who applied for math teaching jobs are presently teaching math. Some of the math teaching candidates are teaching in private schools, out-of-state, and are presently in graduate school.

D-G. The scores on all areas of the Alumni survey are not good enough. The mathematics department used previous Alumni survey information to revise our program to address many of these issues.

### **Budget/Resource Analysis**

The mathematics department would like a small amount of money (\$200) for a day retreat to review the first year data of the new program. It is important to make adjustments when implementing a new program to make sure that the program improvements are addressing the program goals.

## **UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services**

### **Unit Outcomes**

- A. Faculty annually review effectiveness of field placements, mentoring, and mentor training
- B. The Program reviews student satisfaction with advising
- C. The Program faculty monitor, discuss, and collectively report on academic support improvements in the program and curriculum

### **Indicators**

- A. Field Placement documentation
- B. New Teacher Survey results
- C. Faculty meeting minutes and annual reports

### **Expected Performance Level (Criterion)**

- A. Field placement data show 80% of Program candidates' score a level 3 or better on field placement rubrics
- B. Survey results show improvements in satisfaction
- C. Programs attempt to make one improvement annually

### **Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. OFE and OREA Fall Quarter / November 1/ Programs /December 15
- B. OREA Fall Quarter / November 1/ Programs /December 15
- C. OREA Fall Quarter /November 1/ Programs /December 15

A Met Criterion

B N/A

C N/A

### **Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports).

A. Program candidates' satisfaction with student teaching was a 3.51 which means they were mostly satisfied.

B-C. We did not like the satisfaction results in previous surveys so the program has been changed and we are waiting for results after the first group of new candidates have graduated.

### **Budget/Resource Analysis**

As previously mentioned the mathematics department would like a small amount of money (\$200) for a day retreat to review the first year data of the new program. It is important to make adjustments when implementing a new program to make sure that the program improvements are addressing the program goals.

## **UNIVERSITY OBJECTIVE 2.1: Enhance the Environment of Inclusiveness for Faculty, Staff, and Students**

### **Unit Outcomes**

A. The Program seeks input from groups of underrepresented groups to inform recruitment and retention practices

B. Programs demonstrate the dispositions of a professional educator

C. Address the state and partner districts' goals for diversifying the workplace

### **Indicators**

A. Professional Development

B. CTL Disposition Inventory analysis

C. District Placements

### **Expected Performance Level (Criterion)**

A. The Program offers one professional development opportunity per year to faculty learn more about equity pedagogy from different underrepresented groups

B. Candidates' post-test scores have positively improved by .10 on all four domains

C. Graduates represent 35% diversity (including military)

### **Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

A. Program / Fall Quarter / December 1

B. OREA and Program / Fall Quarter / November 1 and December 15

C. OREA and Program / Fall Quarter / November 1 and December 15

A Surpassed Criterion

B Surpassed Criterion

C Surpassed Criterion

### **Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports).



- A. The mathematics teaching program is involved in the NSF Robert Noyce Teacher program for the purpose of recruitment and retention of teacher candidates from underrepresented populations. Along with the program the math department also works with local districts that have underrepresented populations to hold family math nights.
- B. The mathematics teacher candidates improved in all areas of the disposition inventory.
- C. Over 40% of the mathematics teacher candidates are employed in diverse districts.

#### **Budget/Resource Analysis**

No resources requested.

## **UNIVERSITY OBJECTIVE 2.2: Increase Faculty, Staff, and Student Diversity by Active Programs of Recruitment and Retention for Members of Underrepresented Groups**

#### **Unit Outcomes**

- A. Faculty seek highly qualified faculty members (attention to diversifying the faculty) to join the Program
- B. Program actively recruits and admits underrepresented candidates

#### **Indicators**

- A. Program Faculty Demographic Trends
- B. Program Candidate Demographic Trends

#### **Expected Performance Level (Criterion)**

- A. The Program increased or maintained its highly qualified diverse faculty over the past five years
- B. 30% of Program candidates are from cultures other than Caucasian

#### **Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. OREA and Program / Fall Quarter / November 1 and December 15
- B. OREA and Program / Fall Quarter / November 1 and December 15

A Met Criterion

B Below Criterion

#### **Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports).

- A. The mathematics faculty is represented by 10% minorities and 40% women. More importantly the mathematics education faculty members took part in 3 different events focused on diversity in education.
- B. Approximately 8% of the math teacher candidates are from underrepresented populations. The math department is implementing a plan to recruit more math teacher candidates from underrepresented populations.

### **Budget/Resource Analysis**

B. As previously mentioned, to recruit more underrepresented math teaching candidates the Mathematics department is currently working with Linda Schactler to implement a mathematics teacher recruitment plan that includes recruitment of teacher candidates from underrepresented populations. Our problem is that Linda has come up with some fund but we need approximately \$2000 additional funds to distribute and market printed material.

## **UNIVERSITY OBJECTIVE 2.3: Ensure that CWU has an Inclusive and Diverse Curriculum**

### **Unit Outcomes**

- A. Candidates demonstrate cultural competence using Program Portfolios
- B. Field experiences are integrated throughout the preparation program and provide opportunity to plan, practice and reflect on methods of instruction and differentiation
- C. Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate

### **Indicators**

- A. PEP and Program Portfolio Data on CDMS
- B. Field Experience Data on CDMS
- C. Diversity Index Data on CDMS

### **Expected Performance Level (Criterion)**

- A. The Program requires candidates to substantiate cultural competence by scoring a 3 or better on CTL Standard 1.3 using a portfolio 85% of the time
- B. Field Experience data demonstrate 100 hours of embedded practice that includes assessed reflections on instruction and differentiation
- C. The diversity index illustrated that 80% of Program candidates have had a experience in a classroom dissimilar to their our background

### **Indicator/Performance Level Reported By / When do assessments take place? Term / Dates**

- A. OREA and Program / Fall Quarter / October 1 and December 1
- B. OREA and Program / Fall Quarter / October 1 and December 1
- C. OREA and Program / Fall Quarter / October 1 and December 1

A Met Criterion

B Exceeded Criterion

C Exceeded Criterion

### **Interpretations/Key Strategies/Initiatives**

To make this report more meaningful the Secondary and Middle Level Math programs need to be separated (separate data and reports).

A. The math teaching candidates scored at or above 3 in CTL Standard 1.3 on their portfolio. The mathematics teaching program also measures cultural competence using the TPA rubric 3 (understanding students). All the mathematics students must continue to teach and reflect on lessons until they are can score at least a 3 on the TPA Rubric 3.

B. The mathematics teacher candidates have 4 field-experience and at least two the experiences are in diverse settings.

**Budget/Resource Analysis**

No new resources needed.

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**Source URL:** <http://www.cwu.edu/teaching-learning/node/2559/submission/13>