

Submission information

Form: [Annual Program Report Form](#)

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Program English/Language Arts

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 Surpassed Criterion

B Below Criterion

C Met Criterion

- D** Exceeded Criterion
- E** Exceeded Criterion
- F** Exceeded Criterion
- G** Below Criterion

Interpretations/Key Strategies/Initiatives

Enrollments are higher than reported in the data; numbers are higher than 2010-2011. The department will visit high schools and community colleges with a focus on underrepresented groups. One student did not complete the DI. We will communicate with the CTL to ensure that students complete the DI. English Ed students have expressed the need to meet as teacher candidates with CTL to obtain information regarding deadlines for teacher candidates across programs.

Budget/Resource Analysis

The department needs a budget for travel and promotional materials.

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** Exceeded Criterion
- B** Below Criterion
- C** Below Criterion

Interpretations/Key Strategies/Initiatives

The department needs to gather more data on factors militating against students completion of the program in nine quarters. The department has to struggle to offer courses as often as they are needed--budget to offer courses. The CTL needs to address PEP portfolio completion by all

students. The CTL needs to work with the Registrar to ensure smooth transitions from the old program to the new one (new PEP and English).

Budget/Resource Analysis

The department needs budget resources to offer classes students need in the program more often.

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 Needs Improvement

B Exceeded Criterion

C N/A

D Exceeded Criterion

Interpretations/Key Strategies/Initiatives

Our teacher candidates are not student teaching in linguistically, economically, and ethnically diverse schools. The CTL as a group needs to develop a plan and strategies to increase the number of field placements with diverse student populations so that teacher candidates can prepare to teach to the student populations of Washington State and beyond. DI data for changes in dispositions are incomplete.

Budget/Resource Analysis

The department needs to work with the CTL to ensure that teacher candidates are placed in diverse school environment.

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 Met Criterion

B Below Criterion

C Below Criterion

D Exceeded Criterion

Interpretations/Key Strategies/Initiatives

To meet the time to graduation standard, the department needs additional resources to offer courses as needed by students to complete the program. The department will ensure that our program is aligned with the WEST-E performance measures.

Budget/Resource Analysis

The department needs funding to offer more sections of courses.

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

Interpretations/Key Strategies/Initiatives

The department needs more information on why our students are not acquiring teaching positions within one year of certification--job market, salaries, relocation. Our students are concerned that their PEP courses focus too much on elementary school practices. They note that we offer only 3 pedagogy courses focusing on secondary practices and strategies. The department will align our courses with new state and national standards (CCSS) and with WTPA assessment standards.

Budget/Resource Analysis

Students in the program requested that PEP offers courses emphasizing strategies and practices relevant to secondary teaching--assessments, classroom management, teaching orientation seminar.

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 Surpassed Criterion

C Surpassed Criterion

Interpretations/Key Strategies/Initiatives

A. We would like to have more involvement in placement than we currently have. Since our students typically take most of their English methods courses the quarter before they do student teaching, the department should have final approval over a student's readiness to teach. In one recent case, a candidate did student teaching against our final recommendation. B. The department chair meets with students in our portfolio class at the end of the quarter to discuss student satisfaction with the program as a whole, including advising. C. We regular update our curriculum to address state standards and in response to student.

Budget/Resource Analysis

The department would like more involvement in placement.

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 Below Criterion
- B Below Criterion
- C Below Criterion

Interpretations/Key Strategies/Initiatives

- A. Faculty currently have individual development accounts in the department, but nothing specifically aimed at equity pedagogy. We will work with the CTL Diversity and Equity committee to develop ways of funding and recognizing this training.
- B. We were unable to determine improvement from the data provided.
- C. Recruiting diverse students is one of the goals in our strategic plan. We will focus recruitment efforts on selected high schools and community colleges.

Budget/Resource Analysis

- C. Financial and strategic assistance with recruitment would be helpful.

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 Exceeded Criterion

Interpretations/Key Strategies/Initiatives

We will continue to recruit and maintain diverse faculty.

Budget/Resource Analysis

Budget for faculty positions. Our most recent tenure-track hire was six years ago.

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 Surpassed Criterion

B N/A

C Below Criterion

Interpretations/Key Strategies/Initiatives

B. Data does not appear to be available.

C. We will work with CTL to find more diverse placements.

Budget/Resource Analysis

C. Assistance with placements.

Source URL: <http://www.cwu.edu/teaching-learning/node/2559/submission/29>