

Submission information

Form: [Annual Program Report Form](#)

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**Program** World Languages

**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 Met Criterion

- D Exceeded Criterion
- E Exceeded Criterion
- F Surpassed Criterion
- G Surpassed Criterion

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

- A. Our enrollment is staying steady.
- B. It is going to increase because of our heritage language program.
- D-F. All of our West E scores are above the criterion. All were first time passers in math and reading and we only had one student that wasn't a first time passer in writing.
- G. We had 13 students complete the Disposition Inventory, but actually only had 12 students enrolled in our program in 2011-12.

### **Budget/Resource Analysis**

Our shortage in faculty who teach applied linguistic and second language acquisition limits our ability to cover our courses.

## **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 Surpassed Criterion
- B Below Criterion
- C Needs Improvement

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

- C. Sampling a low number of students--only have 2 students that took 7 classes. One of the 2 didn't complete portfolios, therefore our numbers look incredibly low.

### **Budget/Resource Analysis**

Currently there are no needs in this area. We will continue to monitor students' use of livetext for completing portfolios.

## **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 Surpassed Criterion
- B Surpassed Criterion
- C Below Criterion
- D Below Criterion

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

- A. Two thirds of the students involved in student teaching taught in high poverty, ethnically diverse, and second language schools. Only one third taught in high special ed. schools.
- B. World language candidates achieved above the mean in nine out of ten FSTE areas. In five of these areas, they performed .05 or better than the CTL mean.
- C. Only ten of the twelve World Language candidates completed the post-disposition survey.
- D. Ten of the twelve teaching candidates taught in fall quarter. As a result, only two candidates completed the TPA. The results don't portray an accurate picture of our overall program.

### **Budget/Resource Analysis**

D. Will continue to emphasize the importance of TPA to our candidates and will monitor our progress.

# **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 Below Criterion
- B Below Criterion
- C Surpassed Criterion
- D Met Criterion

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

- A. Two students did not complete the program and for a program of our size that is significant in how it impacts the data.
- B. Similarly our students are taking longer to complete the program. Is it possible that our students are enrolling as sophomores in to the CTL? These are bright students with good language skills. A second reason for this is that many of our students are working. Finally, compared to the rest of the CTL we have very few transfer students who have completed their basic coursework. Therefore, we would expect our students to graduate.
- C. 100% of our students achieved their endorsement in the content area.
- D. Nine out of our ten students that applied for a first year certificate received it which is exactly the criterion.

## **Budget/Resource Analysis**

N/A

# **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 Below Criterion
- C Surpassed Criterion
- D Surpassed Criterion
- E Surpassed Criterion
- F Below Criterion
- G Below Criterion

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

- A. Are our students getting jobs in private schools where World Languages are highly valued and emphasized? Are they looking for employment in other areas, i.e., business, diplomatic core, government, etc. How many are teaching internationally in EFL, etc.? These are questions that Both the program and CTL may wish to explore.
- B. Same as above.
- C. All of our students that have been employed in the public schools have remained in the classroom.

D. Of the five alumni that completed the survey, both course relevance and assessment strategies were above the criterion. We were a little below in student teaching feedback, which is not surprising, given the absence of specialists in the area.

G. I am confused by the results. My students regularly comment on the connection between the coursework and their student teaching experiences.

### **Budget/Resource Analysis**

D. Would it be possible to get a World Language Supervisor for student teachers?

## **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 Below Criterion

B Met Criterion

C Met Criterion

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

A. We need to continue monitoring our students as they go out to do their student teaching.

C. We are increasing programs designed to meet the needs of heritage language learners this year.

### **Budget/Resource Analysis**

N/A

## **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 Met Criterion
- B Met Criterion
- C Met Criterion

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

Our World Languages Day (WLD) is devoted to the recruitment of students of diverse backgrounds.

### **Budget/Resource Analysis**

We could use assistance with WLD advertising and preparation.

## **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 Met Criterion

**Interpretations/Key Strategies/Initiatives**

There is only one person, Professor Lefkowitz, actively participating in FNLA courses since Professor Bransdorfer assumed the role of Chair.

**Budget/Resource Analysis**

We could use other people with training in second language acquisition and applied linguistics. We could do better with another position.

## **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 Surpassed Criterion

**Interpretations/Key Strategies/Initiatives**

Our students get their experience from peer teaching and not in the field.

**Budget/Resource Analysis**

N/A

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