

Because the Office of Undergraduate Studies is now requiring program assessment reports that are similar to CTL program assessment reports; The Office of Research, Evaluation, and Assessment (OREA) has identified where a response to this report may satisfy both reports. In the future, the University Assessment Committee is committed to redesigning a format that will eliminate the need for two reports. In the meantime, the CTL report requires a bit more data in order to comply with the new 2008 NCATE Standard 2: Assessment System and Unit Evaluation.

This is a reminder of the standards language:

“The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.” (NCATE 2008 Standards, p.25-27).

“Data show the clear relationship of assessments to candidate outcomes. Data are regularly and systematically collected, compiled, summarized, analyzed and reported publicly to multiple audiences for the purpose of improving candidate performance, program quality, and unit operations. The unit has created a professional culture in which evidence and data are a regular part of faculty conversation.” (WA. 2007, Standard 2b)

“The unit has fully developed evaluations and regularly searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit studies the influence of such changes to assure that there are clear indicators that the program has improved.” (WA. 2007, Standard 2b)

“The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes based on the data, but also systematically studies the effects of any changes to assure that programs are strengthened without adverse consequences. Candidates and faculty review data on their performance regularly and develop plans for improvement based on the data.” (NCATE, 2008, Standard 2c, Use of Data for Program Improvement, p. 16).

The CTL assessment system is comprehensively designed to be purposely redundant in the measurement of standards, flexible enough to meet specific program requirements, and robust enough to provide unit wide analyses for the purpose of improving the unit operations. Multiple assessment data are collected and aggregated both at the program level and unit level using CTL, state, and national standards as criterion measurements. To view all of our graphically displayed data use this link for a quick access http://www.cwu.edu/~ectl/ncate_wastate/ncate/igraphicsummaries.html

This report contains embedded prompts guided by University, State, and NCATE compliance standards, which are aligned with data summaries. Program coordinators are asked to share these summaries to facilitate discussions among program faculty. The culminating synthesis of those conversations (interpretations and conclusions of the data summaries) should be written in the spaces provided in this report. The primary purpose of the report is to demonstrate how the CTL uses data to update (improve) programs, unit operations, as well as the assessment system.

The measurement data should represent:

- a) All candidates in Teacher Residency Program
- c) Candidates by Endorsement Program
 - 1) Program student performance data from Live Text Exhibit Room (c)
 - 2) WEST B Exam Summaries (a and c)
 - 3) WEST E Exam Summaries (a and c)
 - 4) EBI Teacher Survey Summaries (a)
 - 5) EBI Principal Survey Summaries (a)
 - 6) Disposition Inventory Summary (a)
 - 7) Final Student Teaching LiveText Rubric Summary Report (a)
 - 8) Career Services Program Completer Summaries (a and c)

Please describe your program's assessment process and what standards you are measuring in relation to the NCATE and State standards of knowledge (content, pedagogy and professional), skills (professional and pedagogical) and dispositions. Please describe your program's assessment protocols.

The following are to be used as guiding questions:

- Is the system course based, end of program based, or other?
- What measures are used and when are they administered?
- How does the program eliminate bias and test for measurement fairness, accuracy, and consistency?
- What technologies are employed to compile, aggregate, summarize, and report the data?
- How is the program assessment process administered (all program faculty or a designee)?
- How often do faculty meet to examine data?
- How are data shared with candidates to help them reflect and improve?
- How does the process maintain a record of formal complaints and subsequent resolutions?
- How are these records taken into consideration during discussions of program improvement?

(This response will satisfy CWU Assessment of Student Learning Report # 2 and 3)

The Bilingual Education and Teaching ESL programs follow the same general traits in the assessment plans. We use Washington State's Competencies as the key component in developing the assessment tools. The competencies are extensions of the state standards and related to professional and NCATE standards.

Our assessment system is course based. Each of the courses has certain competencies that are addressed. Program faculty members meet in order to assign competencies. Once this was completed, the assessment tools were developed and approved by program faculty and were implemented at the appropriate time during each course.

The assessments used are based on competency rubrics. Each faculty member used the same rubrics. The inter-rater reliability is documented by LiveText. Transparency is maintained through consistent reminders of how the assessment process occurs and the required standards. Benchmarks are shared with students to provide examples.

The data are maintained electronically through LiveText and Excel spreadsheets. Data are examined quarterly at program faculty meetings. Potential program changes will occur when student ratings indicate lack of preparation. Student submissions are returned with comments that will assist teacher candidates in bettering their training.

We examine the pedagogical and professional knowledge and skills needed to be a quality bilingual educator and/or ESL teacher.

Please cut and paste here a sample of one of your program’s Live Text Reports that identifies an aggregation of candidate performance data. Discuss the accuracy, consistency, and fairness of the data, as well as what improvements could be made in the program assessment rubrics, courses, artifacts, or reporting (using your own discretion place any of these samples in the report). Please interpret how well your candidates are meeting program standards.

Please be certain you separate performance by referencing:

- A) Pedagogical Content Knowledge and Skills - This section requires a thorough understanding of the content to teach it in multiple ways, drawing on the cultural backgrounds and prior knowledge and experiences of students. For further description read the target level of 1b. on page 17 of the NCATE 2008 standards.
- B) Professional and Pedagogical Knowledge and Skills - This section relates to those program standards associated with historical, economic, sociological, philosophical, and psychological understandings of schooling and education. It also includes knowledge about learning, diversity, technology, professional ethics, legal and policy issues, pedagogy, and the roles and responsibilities of the profession of teaching. For a description read the target level of 1c. on page 18 of the NCATE 2008 standards.
- C) Student Learning - These data demonstrate the effects candidates have had on the students they teach. For a full description read the target level of 1d. on page 19 of the NCATE 2008 standards.

Conclude by stating the improvements made or plans to improve the program, which have helped or will help candidates achieve higher levels of Pedagogical Content Knowledge and Skills performance.

(CWU Assessment of Student Learning Report #3)

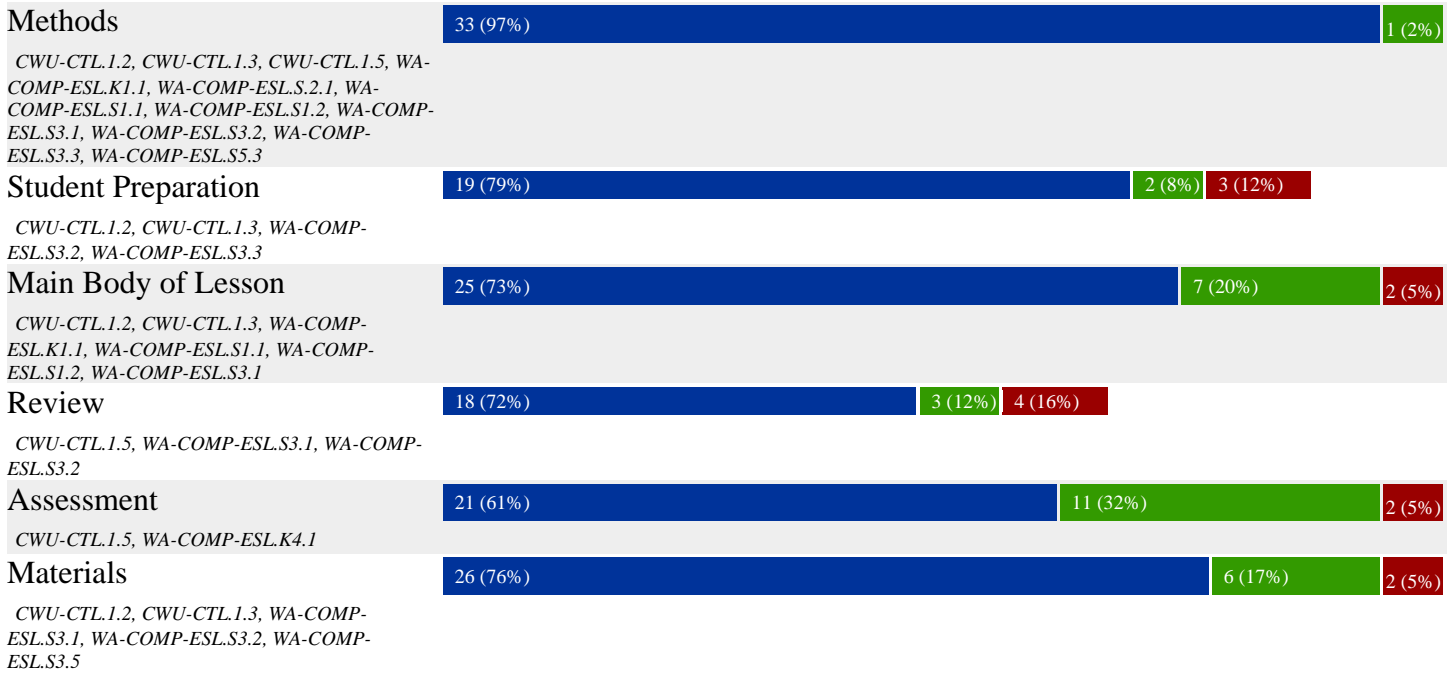
Report Title: EDBL 438 C-B Unit (Fall 07)

Rubric: Performance Assessment

	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	In Progress (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Thematic Mapping	<u>23</u>	<u>1</u>	<u>1</u>	2.88	3	0.43
Language Objectives	<u>19</u>	<u>8</u>	<u>7</u>	2.35	3	0.80
Content Objectives	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Methods	<u>33</u>	<u>1</u>	<u>0</u>	2.97	3	0.17
Student Preparation	<u>19</u>	<u>2</u>	<u>3</u>	2.67	3	0.69
Main Body of Lesson	<u>25</u>	<u>7</u>	<u>2</u>	2.68	3	0.58
Review	<u>18</u>	<u>3</u>	<u>4</u>	2.56	3	0.75
Assessment	<u>21</u>	<u>11</u>	<u>2</u>	2.56	3	0.60
Materials	<u>26</u>	<u>6</u>	<u>2</u>	2.71	3	0.57

Thematic Mapping	23 (92%)			1 (4%)	1 (4%)
<small>WA-COMP-ESL.K2.3, WA-COMP-ESL.S3.1, WA-COMP-ESL.S3.2, WA-COMP-ESL.S3.3, WA-COMP-ESL.S3.5</small>					
Language Objectives	19 (55%)		8 (23%)	7 (20%)	
<small>CWU-CTL.1.2, CWU-CTL.1.3, WA-COMP-ESL.S3.2</small>					
Content Objectives	28 (82%)			6 (17%)	

CWU-CTL.1.2, CWU-CTL.1.3, Map, WA-COMP-ESL.S3.2, here, related, standards



Exceeds Expectations Meets Expectations In Progress

Inter-Rater Summary

	pbicchieri	amosy	Mean	Stdev
Thematic Mapping	3.00	2.06	2.53	0.47
Language Objectives	3.00	2.31	2.66	0.34
Content Objectives	3.00	2.81	2.91	0.09
Methods	2.50	3.00	2.75	0.25
Student Preparation	1.50	1.91	1.70	0.20
Main Body of Lesson	2.00	2.72	2.36	0.36
Review	3.00	1.81	2.41	0.59
Assessment	2.50	2.56	2.53	0.03
Materials	2.00	2.75	2.38	0.38

Total assessments completed: 34

Program Interpretations and Conclusions:

The reports provided through the LiveText processes do provide information needed to evaluate program progress. The sample provided above comes from EDBL 438: Teaching ESL. What this report demonstrates is that the majority of our students are being successful in meeting expectations. Upon further review (clicking on the sections documented as "in progress") it is noted that the name of only one of the candidates appeared multiple times.

A) Pedagogical Content Knowledge and Skills –the different areas of pedagogical content knowledge and skills appear repeatedly throughout the coursework. They can be found in the development of lesson plans and classroom activities. For example, in the sample provided above the pedagogical content knowledge and skills can be seen in the sections labeled "Methods" and "Main Body of Lesson." The success rate of teacher candidates meeting or exceeding expectations tend to be 95% or more.

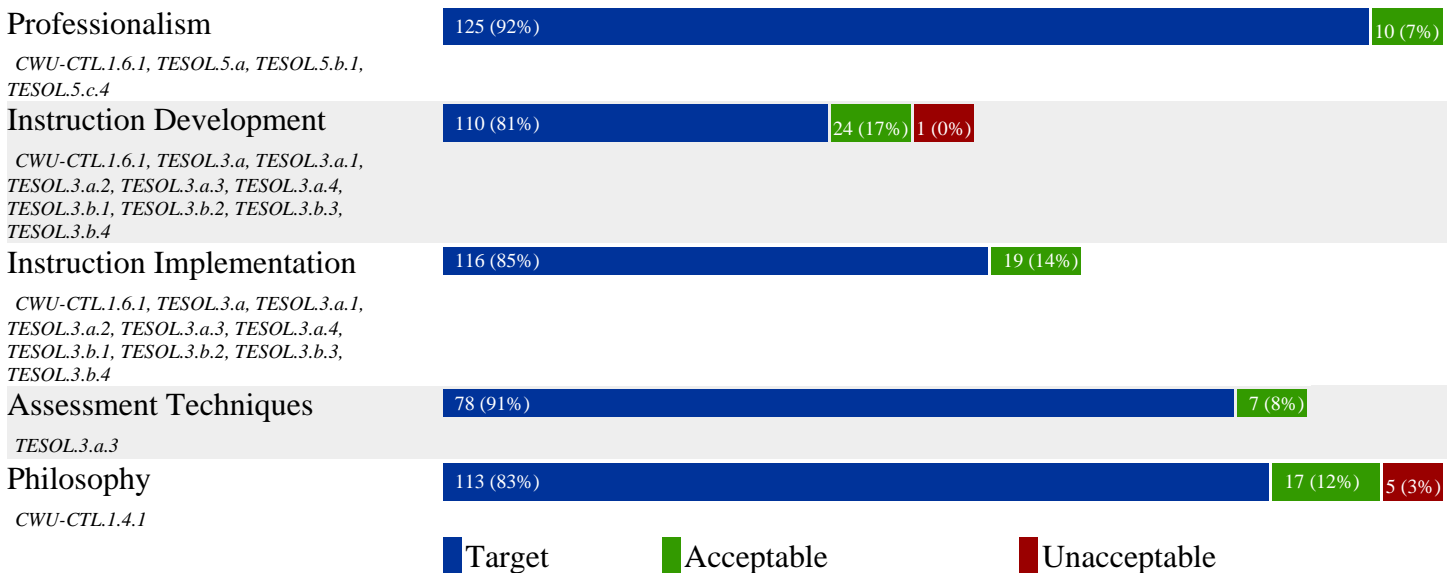
B) Professional and Pedagogical Knowledge and Skills – the different areas of professional and pedagogical knowledge and skills appear repeatedly throughout the program. The portions dealing with foundational knowledge of educating linguistically diverse students appear in courses such as EDBL 312:

Foundation of Bilingual Education, EDBL 318: Culture in the Classroom, and EDBL 433: Educational Linguistic. Pedagogical knowledge, in particular, appears in the courses referred to as methods courses. A review of the LiveTest data reveals that student achievement is high.

Report Title: EDBL 492 (Fall 06) (post 5/07)

Rubric: TESL Practicum Assessment Tool

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Professionalism	<u>125</u>	<u>10</u>	<u>0</u>	2.93	3	0.26
Instruction Development	<u>110</u>	<u>24</u>	<u>1</u>	2.81	3	0.41
Instruction Implementation	<u>116</u>	<u>19</u>	<u>0</u>	2.86	3	0.35
Assessment Techniques	<u>78</u>	<u>7</u>	<u>0</u>	2.92	3	0.27
Philosophy	<u>113</u>	<u>17</u>	<u>5</u>	2.80	3	0.48



Inter-Rater Summary

	connollysu	Giarck	benglish	amosy	Mean	Stdev
Professionalism	2.90	2.92	3.00	3.00	2.95	0.05
Instruction Development	2.73	2.90	2.80	3.00	2.86	0.10
Instruction Implementation	2.87	2.87	2.75	3.00	2.87	0.09
Assessment Techniques	0.72	2.92	2.95	3.00	2.40	0.97
Philosophy	2.66	2.95	2.90	3.00	2.88	0.13

Total assessments completed: 134

C) Student Learning – student's learning is documented during EDBL 492: Practicum. The teacher candidates collect samples of their students' learning and then reflect upon their accomplishments. The report above demonstrates that our teacher candidates are successful in assisting with student learning.

The Bilingual Education/Teaching ESL programs are in the process of reevaluating the evaluation system in place. While there is much information provided, making it accessible to analyze particular standards is difficult. The implementation of a program that mixes standards more accessible will provide us with information needed for program changes.

Please examine the new 2008 West B data for the teacher residency program. Use these data, the LiveText data, and the West E data found on the assessment system to predict candidate success in your program. Given these summaries, are there changes to your program or to the unit your program recommends the CTL consider?

- West B data has been summarized as two groups: first, all data from September, 2005 through August, 2007; and second, from September, 2007 through August, 2008. As you can see writing pass rates continue to be lower than either math or reading pass rates.
- The CTL Advisory Council heard proposals from the Writing Assessment Committee for ameliorating these writing deficits. It is disheartening that 14% of candidates desiring to be admitted to the teacher education program cannot pass the writing portion of the exam even after 3 attempts. The Writing Assessment Committee recommends all students take the ACCUPLACER writing test prior to the WEST B and prior to admission. The ACCUPLACER provides diagnostic information that is reported to help candidates understand their writing deficiencies. The cost is \$15/candidate, but with the increased cost of tuition and other required test costs, the council has tabled the discussion until Fall 2009. Please feel free to comment about this.
- Our 2008 candidate pass rate has increased to almost 90% overall.

Summary of West B Data

2005 – 2007

	West B Reading	West B Math	West B Writing
Passed first try	91%	89%	81%
Passed second try	4%	5%	8%
Passed third try	.5%	1%	2%
> than 3 tries	.5%	1%	1%
Incomplete	3.6%	4%	8%

2007 – 2008

	West B Reading	West B Math	West B Writing
Passed first try	86%	87%	75%
Passed second try	5%	3%	7%
Passed third try	1%	1%	2%
> than 3 tries	1%	.02%	2%
Incomplete	7%	9%	14%

Program Interpretations and Conclusions:

Our program has a higher percentage of minority students than other education programs. These students tend to be screened out at a higher ratio than average in the writing portion of the WEST-B. This has led to certain difficulties in recruiting candidates for our program. The program needs to explore ways to better prepare our candidates for the test.

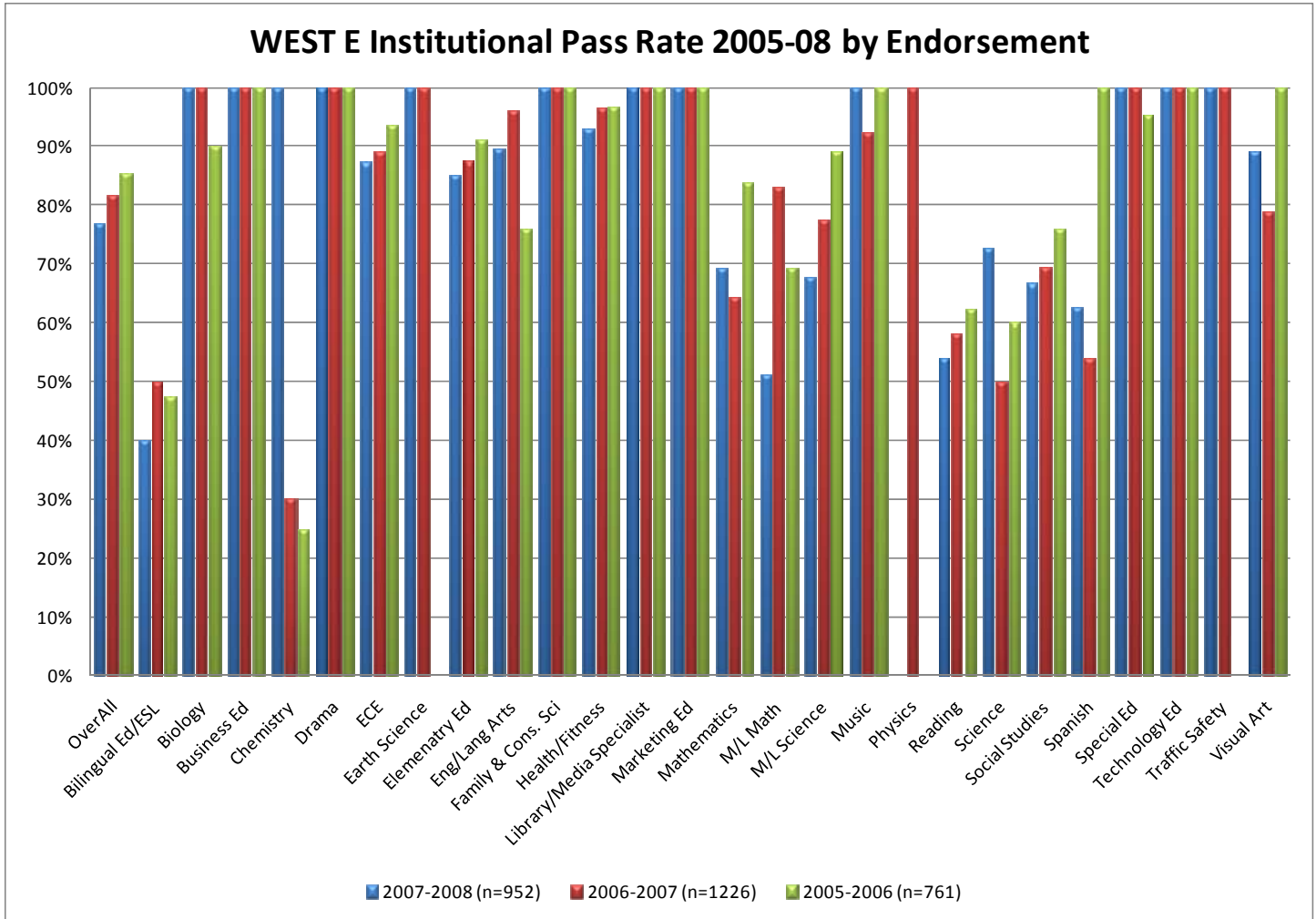
It is also recommended that the state reexamine its testing procedures to document that bias is not limiting the possibility of ethnically and linguistically diverse populations.

All pass rates for 2008 have improved. The WEST E changed in 2009 and is now administered by the Evaluation Group by Pearson (formerly NES). It remains to be the State’s requirement for certification and one of our program exit criteria, measuring content knowledge by endorsement area. Note: The 2009 test (data not included) is based upon a criterion scale using state standards, whereas the previous WEST-E administered by ETS was a modified Praxis II that used a normative scale. Please examine the 2008 data (found below) with your faculty for your program only, and reveal any conclusions your programs drew from the pass rates from 2006-2008). Because of the change in tests, this is the last year we will refer to these data.

- Percentage pass rates need to be couched in terms of the total number of test takers.
- The State and NCATE do not consider percent pass rates for those programs with less than ten test takers (e.g., there were only 6 test takers in chemistry during 2006-2007).
- Please utilize both the table and the graphic representation when analyzing the results.

(This response can also be used to satisfy the CWU Assessment of Student Learning Report #1, 2, and 3)

Program	Passed	Tested	2007-2008 (n=868)	Passed	Tested	2006-2007 (n=1144)	Passed	Tested	2005-2006 (n=727)
Over All	730	868	84%	998	1144	87%	650	727	89%
Bilingual Ed/ESL	31	67	46%	52	85	61%	17	33	52%
Biology	4	4	100%	6	6	100%	9	9	100%
Business Ed	7	7	100%	5	5	100%	4	4	100%
Chemistry	5	5	100%	3	6	50%	1	3	33%
Drama	1	1	100%	5	5	100%	3	3	100%
Early Childhood Ed	75	79	95%	129	140	92%	87	90	97%
Earth Science	2	2	100%	4	4	100%	0	0	-
Elementary Ed	326	348	94%	421	453	93%	265	282	94%
Eng/Lang Arts	17	18	94%	23	24	96%	22	26	85%
Family & Cons. Sci	4	4	100%	8	8	100%	7	7	100%
Health/Fitness	27	28	96%	56	57	98%	30	31	97%
Library/Media Specialist	11	11	100%	17	17	100%	11	11	100%
Marketing Ed	4	4	100%	2	2	100%	4	4	100%
Mathematics	27	34	79%	36	48	75%	31	33	94%
M/L Math	21	34	62%	39	45	87%	9	13	69%
M/L Science	21	30	70%	24	31	77%	8	9	89%
Music	10	10	100%	24	26	92%	21	21	100%
Physics	0	0	-	2	2	100%	0	0	-
Reading	43	71	61%	32	51	63%	41	61	67%
Science	8	11	73%	1	2	50%	3	5	60%
Social Studies	22	29	76%	41	51	80%	25	29	86%
Spanish	10	15	67%	7	13	54%	5	5	100%
Special Ed	35	35	100%	40	40	100%	39	40	98%
Technology Ed	1	1	100%	2	2	100%	3	3	100%
Traffic Safety	2	2	100%	4	4	100%	0	0	-
Visual Arts	16	17	94%	15	16	94%	5	5	100%



Program Interpretations and Conclusions:

The scores included in this report are still using the former WEST-E exam (PRAXIS). Comparatively speaking, the students in bilingual/TESL program passed the WEST-E at a lower rate. This has been a concern since the test came out due to the structure of the test. The test should be based on the state competency and the standards, but it is not. We attempted to improve the rate by modifying curriculum in one of our courses (educational linguistics) and providing workshops shortly before the test. The results for the 2007-08 indicated that this was not effective.

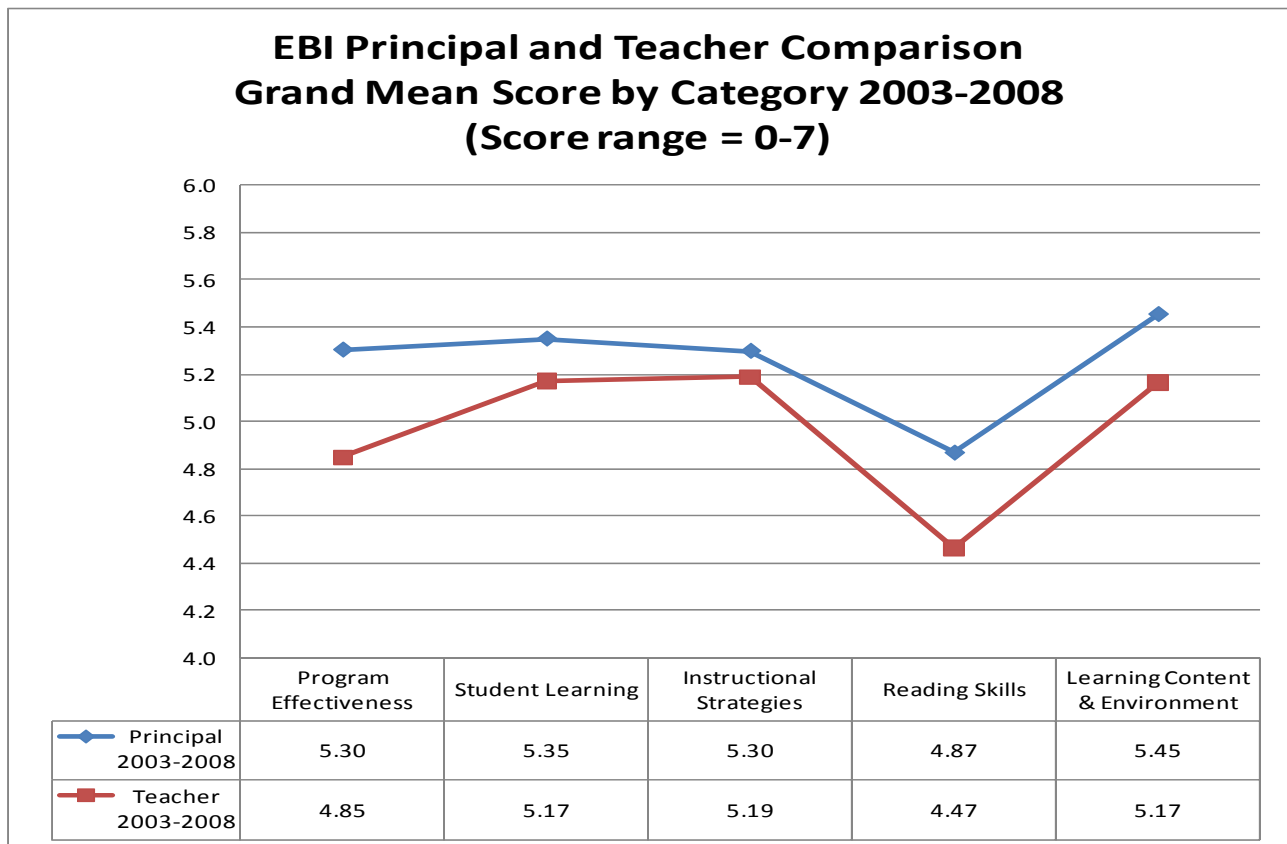
A new version of the WEST-E was implemented in September, 2008. While the results are not listed above, we were able to receive the results for the 2008-9 academic year. The new WEST-E has a test for the ELL endorsement and a separate test for the Bilingual Education Endorsement whereas the previous WEST-E used the same test for both endorsements. The following table includes the results we have received this point.

Bilingual Education	3	5	60%
English Language Learners	15	17	88%
Totals	18	22	82%

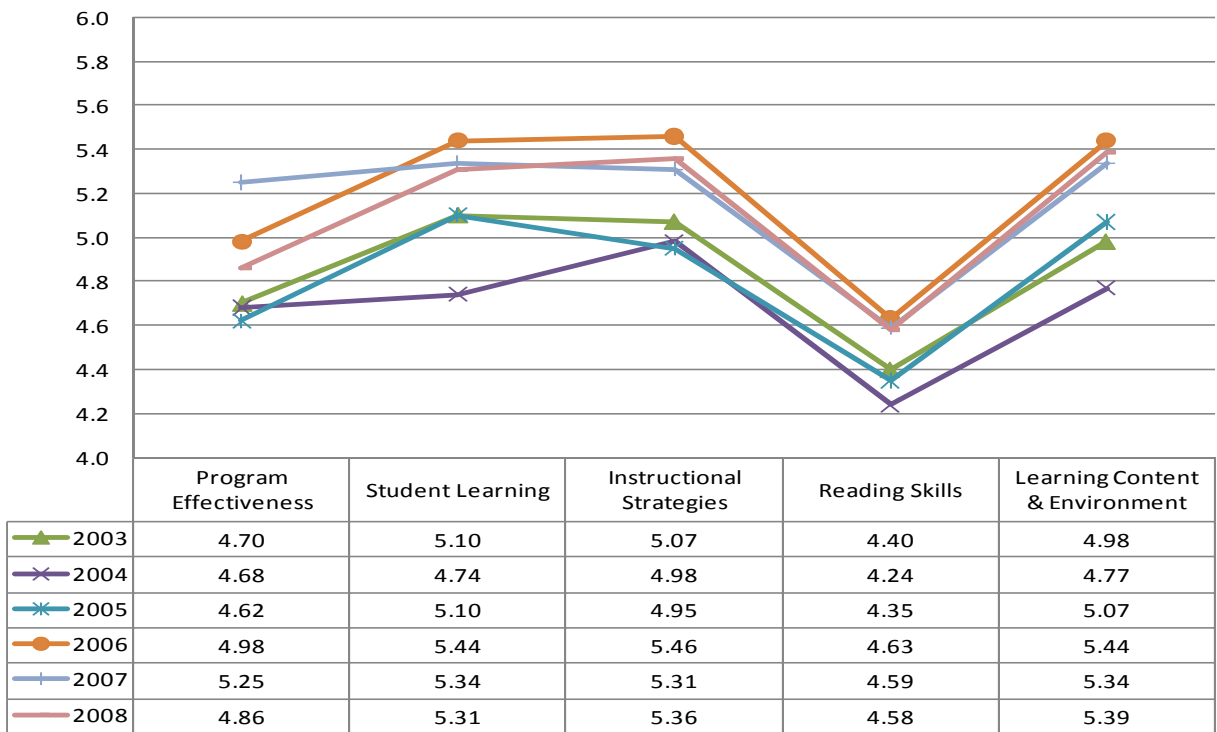
As can be seen in the table, the pass rates have increased significantly. We will continue to monitor the test results as they become available.

Please find below the EBI teacher and principal data for all program completers. Discuss and report in the space provided what your program recommends the unit should accomplish to improve overall satisfaction, or what your program is doing to improve the trend. This is the last year the state used EBI. The Professional Standards Board and WACTE representatives have designed a new survey, which will be piloted in 2009/2010. Because CWU assisted in the design and will pilot the new state teacher survey, the assessment committee recommended discontinuing our own first and third year teacher survey. This is the last year we will reference EBI data.

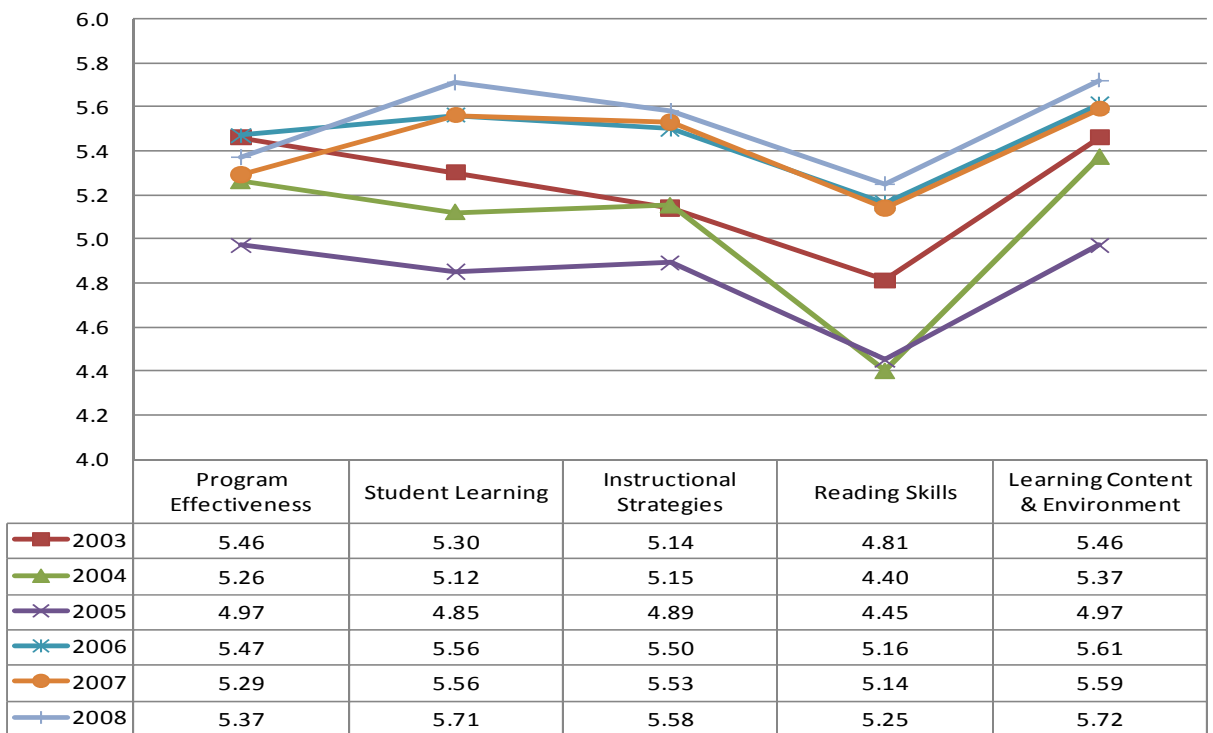
- This survey is administered through OSPI and is contracted through Educational Benchmarking Inc. These data are collected for all new teachers in public schools by surveying new teachers and their principals.
- Response rate average over the 5 years n=105
- The graph represents a five year average satisfaction trend by category
- Highest satisfaction ratings are in the areas of:
 - Student learning
 - Instructional strategies
 - Management, control and environment
- Lowest satisfaction ratings are in the areas of:
 - Reading skills
- 5 year Principal responses followed similar patterns as teachers n=41



EBI Teacher Trend Data 2003-2008
Mean Score by Category (Score range = 0-7)



EBI Principal Trend Data 2003-2008
Mean Score by Category (Score range = 0-7)



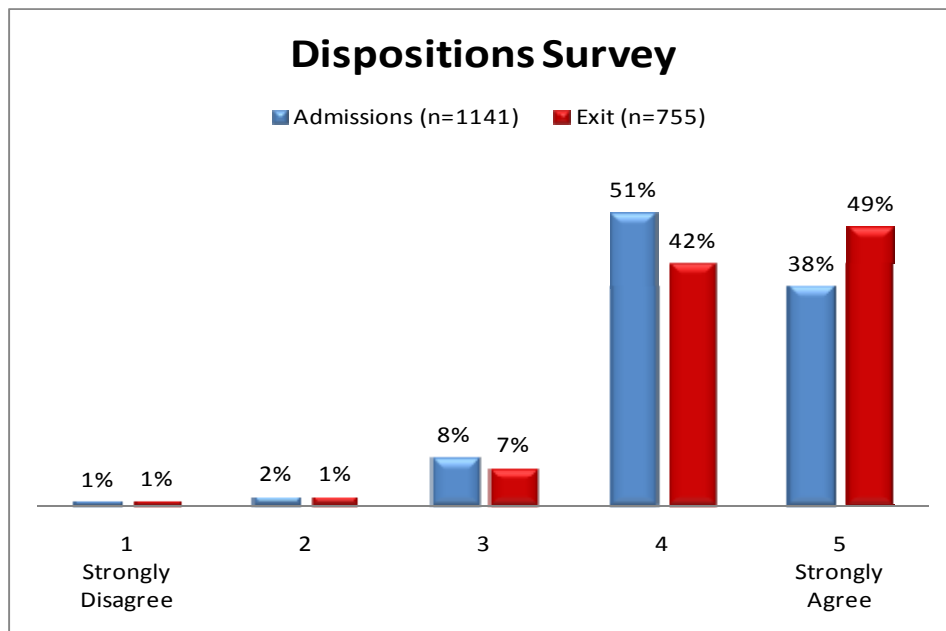
Program Interpretations and Conclusions:

The result appears to consistently demonstrate that our graduates are successful. It is particularly interesting to note that administrators are more impressed with their new faculty than the new faculty realizes.

The reading skills appear to be the biggest concern. This is an indication that we need to assist students in developing their reading skills to a higher level.

Please find below a comparative analysis of candidate dispositions from beginning candidates to finishing candidates. Please comment on the changes you observe in your candidates over time and describe how and why you think this occurs. What does your program specifically do to engage candidates in developing professional teacher dispositions?

- This inventory is administered by the CTL at admissions (N=1141), and again at the end of student teaching (N= 755). Some of the 1141 candidates have not yet student taught, which is why the n's are different.
- Change is in the preferred direction from agree to strongly agree
- Just as in previous years, somewhere between entry and before exit, the teacher program candidates are developing stronger professional beliefs and attitudes that reflect the underlying values and commitments of the unit's conceptual framework.
- Most notable changes occur in questions 3, 11, 16, 22, and 34
- Question 3 (*Ideas and interests of students should not impact curriculum planning*) responses significantly changed from entry to exit. 25% more candidates strongly disagreed with this statement during the exit poll.
- Question 11 (*Integrating subjects across content disciplines is confusing for student*) responses significantly changed from entry to exit. 30% more candidates strongly disagreed with this statement during the exit poll.
- Question 16 (*To improve K-12 student learning, I should utilize the cultural experiences of families within the community*) responses significantly changed from entry to exit. 19% more candidates strongly agreed with this statement during the exit poll.
- Question 22 (*Effective classroom management strategies are fair, equitable, and developmentally appropriate*) responses significantly changed from entry to exit. 20% more candidates strongly agreed with this statement during the exit poll.
- Question 34 (*Making connections for students using their prior experiences will enhance student achievement*) responses significantly changed from entry to exit. 24% more candidates strongly agreed with this statement during the exit poll.



Program Interpretations and Conclusions:

The overall growth of our teacher candidates indicate that the programs have been effective in preparing them for the schools of today. The focus on including family and community is an important and ongoing component of our programs, but needs further development on a larger scale.

An area that is still difficult to ascertain is how their preparation is impacting their views of ELL populations. This needs further exploration.

Final Student Teaching Evaluation Report on LiveText

- The data report is too large to be placed in this document. Please access the data by going to this link on our assessment system web site
http://www.cwu.edu/~ectl/ncate_wastate/ncate/graphicsummaries-fste_post507.html
- The report reveals the final assessment of elements found in state standards IV and V
- Candidates (n=749) are generally performing at a high level, although there are some candidates as depicted by the colors green and red who are not performing to standard.
- Examination of those elements indicates some agreement with results provided from the EBI data.
- Please examine these data carefully and discuss with your program faculty some ways the initial teacher residency program can begin to address the few but common deficits occurring in candidate knowledge and skills relative to the NCATE standard elements.

Program Interpretations and Conclusions:

Our program focuses on many of the areas demonstrating lower levels of success. We do incorporate parental and community involvement in several of our courses. We also focus on classroom-based assessment procedures. This allows for our teacher candidates to explain student progress to the students and their parents.

CTL 2009 INITIAL PROGRAM REPORT
(Bilingual Education/ Teaching ESL)

Please examine these data and report any discussions your program has regarding the reported results.

- This survey is conducted by Career Services and reported to OSPI. The report, however, has been reanalyzed and the summary reflects the new analysis, which covers 2003-2008.
- In 2004-05, the data show 81% of our graduates were hired to teach, but take into consideration that only 46% of the total graduates responded. In 2007-08, the data show 52% were hired to teach, and the response rate was 93%.
- Please look at your particular program's data when reporting conclusions for this portion of the report.

List of Washington Endorsements issued by Washington Colleges/Universities	2007-2008			2006-2007			2005-2006			2004-2005		
	Program	Responding	%	Program	Responding	%	Program	Responding	%	Program	Responding	%
	Completers	Placed	Placed	Completers	Placed	Placed	Completers	Placed	Placed	Completers	Placed	Placed
	490	254	52%	497	303	61%	464	209	45%	497	404	81%
Response Rate	458	254	55%	456	303	66%	350	209	60%	232	139	60%
	93%			92%			75%			47%		
Abbrev. WAC 180-82A Long Name												
BIL Bilingual Education	8	2	25%	5	4	80%	3	2	67%	12	2	17%
DA Designated Arts: Dance	0	0	-	0	0	-	0	0	-	4	0	0%
DAC Designated Arts: Music: Choral	8	2	25%	9	4	44%	2	2	100%	15	2	13%
DAG Designated Arts: Music: General	9	8	89%	16	13	81%	14	14	100%	19	2	11%
DAI Designated Arts: Music: Instrumental	12	4	33%	4	1	25%	1	1	100%	15	3	20%
DAT Designated Arts: Theatre Arts	0	0	-	3	1	33%	4	2	50%	0	0	-
DAV Designated Arts: Visual Arts	16	6	38%	13	7	54%	4	3	75%	18	4	22%
BIO Designated Science: Biology	0	0	-	5	5	100%	9	6	67%	11	1	9%
CH Designated Science: Chemistry	3	2	67%	0	0	-	1	0	0%	6	0	0%
ES Designated Science: Earth Science	1	0	0%	2	1	50%	0	0	-	1	1	100%
PH Designated Science: Physics	0	0	-	0	0	-	0	0	-	1	0	0%
AE Designated CTE: Agriculture Education	0	0	-	0	0	-	0	0	-	0	0	-
BE Designated CTE: Business Education	3	1	33%	4	4	100%	5	1	20%	16	7	44%
FE Designated CTE: Family And Consumer Sciences Education	4	2	50%	5	4	80%	6	5	83%	9	2	22%
ME Designated CTE: Marketing Education	3	1	33%	0	0	-	1	0	0%	5	0	0%
TE Designated CTE: Technology Education	2	2	100%	2	1	50%	3	2	67%	4	1	25%
LC Designated World Languages: Chinese	1	0	0%	0	0	-	0	0	-	0	0	-
LF Designated World Languages: French	0	0	-	0	0	-	0	0	-	3	0	0%
LG Designated World Languages: German	0	0	-	0	0	-	0	0	-	4	0	0%
LI Designated World Languages: Italian	0	0	-	0	0	-	0	0	-	0	0	-
LJ Designated World Languages: Japanese	0	0	-	0	0	-	0	0	-	1	0	0%
LL Designated World Languages: Latin	0	0	-	0	0	-	0	0	-	0	0	-
LN Designated World Languages: Norwegian	0	0	-	0	0	-	0	0	-	0	0	-
LS Designated World Languages: Puget Sound Salish	0	0	-	0	0	-	0	0	-	0	0	-
LR Designated World Languages: Russian	0	0	-	0	0	-	0	0	-	0	0	-
LSP Designated World Languages: Spanish	7	3	43%	4	2	50%	4	3	75%	15	2	13%
LSW Designated World Languages: Swedish	0	0	-	0	0	-	0	0	-	0	0	-
ECE Early Childhood Education	67	23	34%	76	34	45%	68	39	57%	126	29	23%
ECS Early Childhood Special Education	0	0	-	0	0	-	0	0	-	0	0	-
EL Elementary Education	305	136	45%	262	152	58%	224	172	77%	272	61	22%
EN English Language Arts	10	5	50%	13	6	46%	8	5	63%	23	6	26%
ESL English as a Second Language	46	14	30%	15	3	20%	13	9	69%	37	4	11%
HF Health/Fitness	29	13	45%	39	19	49%	20	15	75%	34	7	21%
HI History	20	4	20%	23	9	39%	16	13	81%	34	3	9%
LI Library Media	0	0	-	0	0	-	0	0	-	0	0	-
MA Mathematics	24	21	88%	26	16	62%	17	16	94%	35	11	31%
MHU Middle Level: Humanities	0	0	-	0	0	-	0	0	-	0	0	-
MMS Middle Level: Math/Science	9	5	56%	13	9	69%	2	2	100%	0	0	-
RE Reading	40	2	5%	17	7	41%	25	13	52%	3	1	33%
SC Science	0	0	-	2	1	50%	9	10	111%	39	2	5%
SO Social Studies	24	11	46%	20	7	35%	6	4	67%	5	2	40%
SP Special Education	21	12	57%	33	24	73%	16	14	88%	32	1	3%
TS Traffic Safety	0	0	-	0	0	-	0	0	-	26	11	42%
# of Endorsements for Completers	672	279		611	334		481	353		825	165	

Program Interpretations and Conclusions:

The data presented is based on state information. Job placements do not always include specializations such as bilingual education and ESL. Consequently, the data does not reflect the impact of training in our areas.