

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).

Reading Program (Literacy Program as of Fall 2009)

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)

Reading Program (Literacy Program as of Fall 2009)

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)

Reading Courses within Elementary Education (Prerequisites to the Reading Minor Program) and Professional Sequence Programs

The Reading courses within the Elementary Education Major (EDRD 308 and 309) serve as pre-requisites to the Reading Minor Program. All of the reading courses within the Elementary Education Program (EDRD 308, 309, 420, 421) and the Professional Sequence Program (EDCS 424) at CWU use a course-based assessment format utilizing artifacts posted to *LiveText*. Washington State standards are listed by course and by artifact. Currently, the data collected are based on the 2007 State and 2003 NCATE standards.

Faculty who regularly taught specific Reading courses within Elementary Education and the Professional Sequence Programs developed the artifacts/rubrics, and the completed artifacts/rubrics were then reviewed and approved by Reading faculty. All of the artifacts are considered authentic assessments relative to the anticipated professional practice of the teacher candidates.

The Program eliminates bias by having all candidates create the same artifact and are evaluated by the same rubric. The Program ensures fairness, accuracy and consistency by the use of rubrics based on standards and discussed by the faculty.

LiveText software/program system is used to compile, aggregate, summarize, and report the data.

Each faculty member teaching a Reading course in the ELED or Professional Sequence Programs is responsible for giving the designated assignment, evaluating it, and entering the data in *LiveText*.

Faculty meet quarterly to examine the data collected from all sections of the identified courses.

When the *LiveText* assignment is given in the course, the faculty discuss previous generalizations of the data with their candidates as a way to strengthen candidate response and the next data set.

Although no formal complaints have been brought forward about this data collection system, should one arise, it will be addressed in a faculty meeting.

As a result of the data collected in 2008, the artifact for EDRD 308 was changed to better reflect the standards. Additionally, based on this data, the Reading Minor Program moved to an End-of-Program Assessment.

Reading Minor Program

Beginning Fall, 2008, The Reading Minor Program (EDRD) at CWU moved from a course-based assessment format utilizing artifacts (*LiveText*) to an End-of-Program Assessment process. The Washington State standards to be met by the candidates within this process are listed in the course syllabi, in the candidate End-of-Program Portfolio, and End-of-Program Survey. Currently, the data collected are based on the 2007 State and 2003 NCATE standards.

Within the Reading Minor Program, faculty developed an End-of-Program Assessment process consisting of the following: A portfolio addressing candidate's knowledge and classroom application of the standards, End-of-Program Interview with Reading faculty discussing portfolio/standards, a reflective essay, and an on-line standards-based reflective survey. All of the processes are considered authentic assessments relative to the anticipated professional practice of the teacher candidates.

The assessment of standards relates to the program's conceptual framework in that as a facilitator of learning, the candidate is an expert learner, knowledge specialist, master of the art and science of teaching, and a teacher/specialist scholar.

The Program eliminates bias by having all candidates create the same type of portfolio, write an essay to the same prompts, take the same survey, and are evaluated with the same rubrics. The Program ensures fairness, accuracy, and consistency by the use of rubrics based on standards and discussed by the faculty.

LiveText software/program system is used to compile, aggregate, summarize and report the data on the reflective essay. *Qualtracs* is used to compile, aggregate, and summarize the reflective survey results.

Candidates collect artifacts related to the standards within their Reading courses. While they are enrolled in the culminating practicum (EDRD 493), candidates meet with Reading faculty to discuss their portfolio. During this interview, they justify and explain the artifacts selected and how they support the standards. The reflective essay is evaluated with a rubric and is entered into the *LiveText* database. The Reading Practicum Supervisor is the designee for organizing this portion of the assessment process.

A faculty designee administers the reflective survey at the end of the Reading Practicum (EDRD 493).

Faculty meet quarterly to examine the data collected from the Practicum requirements. The faculty also meets with the teacher candidates to discuss previous generalizations of the data as a way to strengthen candidate response and the next data set.

Although no formal complaints have been brought forward about this data collection system, should a complaint arise, it will be addressed in a faculty meeting.

As a result of the data collected in 2008, the assessment process was moved from a course by course to an End of Program Assessment.

Reading Program (Literacy Program as of Fall 2009)

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)**Example from Reading courses in the ELED Program:**

Based on the inter-rater summary from EDRD 308, the data is considered accurate, consistent, and fair because the content of the data is based on teacher perceptions, drawing from a multitude of cultural backgrounds and prior knowledge.

A). Pedagogical Content Knowledge and Skills –

The artifact for EDRD 308 was new as of Fall 2008. The reason for this change was that our candidates lacked sufficient knowledge to adequately assess a basal program at this point in their program. Therefore, to better meet the standards and to better understand the nature of a variety of teachers' perceptions of reading programs and curriculum, the artifact was changed to a teacher interview.

Within this data set, 85% of the candidates showed to be satisfactory in pedagogical content knowledge and skills. This is based on their ability to discuss the course concepts in relation to their own backgrounds and the summary of the teacher interview. Since the candidates interviewed teachers who work in diverse settings, the candidates were able to make connections between course concepts and state standards.

B). Professional and Pedagogical Knowledge and Skills –

Because this artifact requires candidates to interview teachers from diverse backgrounds in diverse settings about their teaching, they are able to connect the course concepts with the state standards within the context of a classroom setting.

C). Student Learning –

Because the candidates interview a practicing teacher, they learn how that particular teacher affects student learning. Through this introductory course, the candidates experience the effects of student learning through simulation (the interview).

Conclusion –

As stated in the opening above, this artifact is a change from 2007. It is a more appropriate exercise for the candidates to achieve higher levels of pedagogical content knowledge and skills.

Example from Reading Minor:

As of Fall 2008, the Reading Minor changed to End-of-Program Assessment. The data collected from the reflective essay submitted at the end of the program is considered accurate, consistent, and fair because the candidates were required to share their professional growth during faculty interviews. The information gathered from the interviews supported the data reflected in the *LiveText* summary.

A.), B.) and C). -

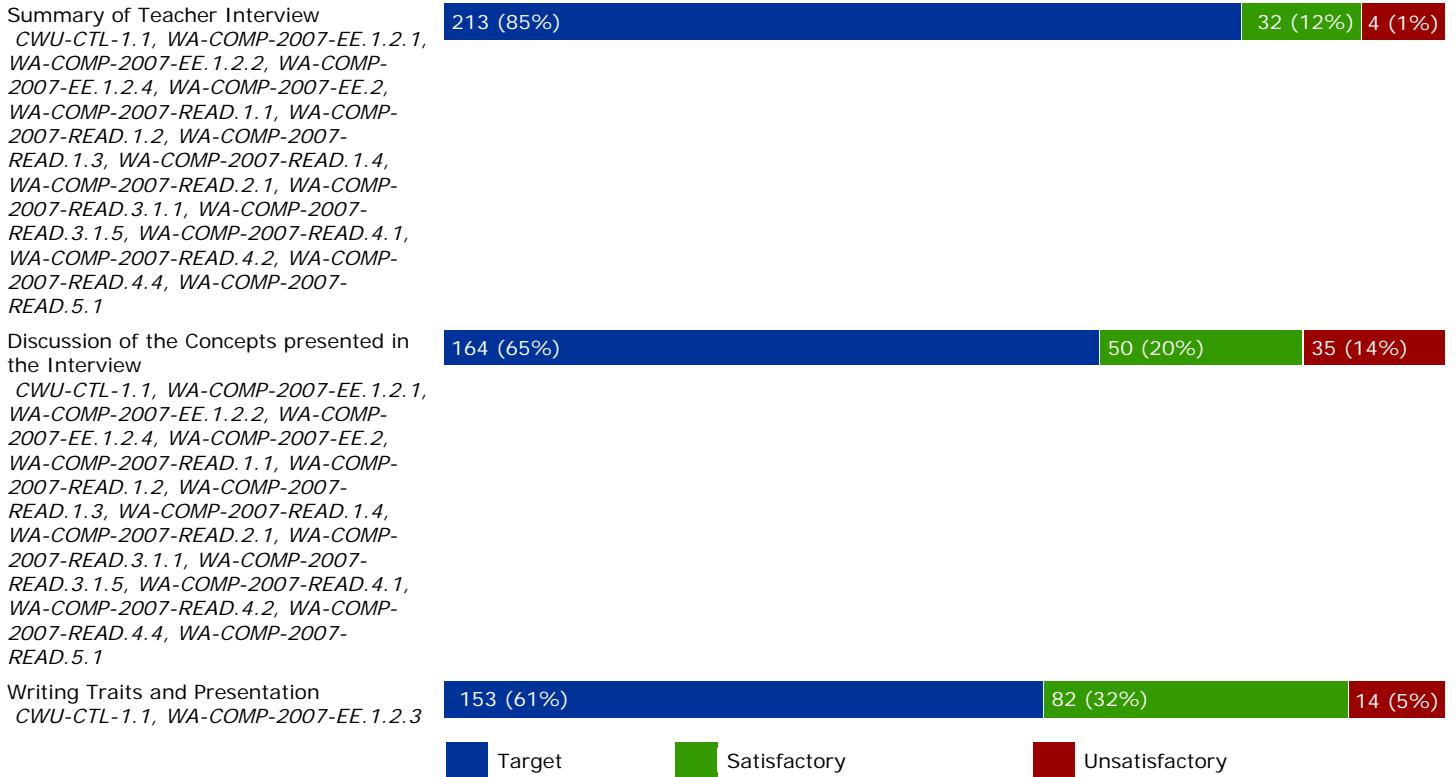
Through the reflective essay and supporting candidate-faculty interviews, the candidates showed their pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, and ability to affect student learning. During this interview the candidates discussed the artifacts they collected through their coursework and practical experience with students, while making connections to the state standards.

Conclusion-

During the 2008 -2009 academic year, it was noted that several improvements were made to the data collection process. The candidates were considered more articulate about how their professional development related to the state standards. They were also more articulate about how their teaching impacted student learning. Based on candidate performance, the End-of-Program Assessment will be further refined in the upcoming year.

Program Interpretations and Conclusions:

Summary of Teacher Interview	<u>213</u>	<u>32</u>	<u>4</u>	2.84	3	0.41
Discussion of the Concepts presented in the Interview	<u>164</u>	<u>50</u>	<u>35</u>	2.52	3	0.73
Writing Traits and Presentation	<u>153</u>	<u>82</u>	<u>14</u>	2.56	3	0.60



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Inter-rater Summary

	Butterfield, Carol	Donahoe, Susan	Elsaesser, Leslie	Finke, Janet	Fisher, Kristin	Georgeson, Tina	Mason, Carolyn	Pearl, Linda	Mean	Stdev
Summary of Teacher Interview	2.75	3.00	2.86	2.50	2.80	2.92	2.96	2.97	2.84	0.16
Discussion of the Concepts presented in the Interview	1.88	3.00	2.76	2.00	2.12	2.85	2.78	2.97	2.55	0.46
Writing Traits and Presentation	2.31	1.00	2.90	2.21	2.12	2.81	2.70	3.00	2.38	0.65

Reading Program (Literacy Program as of Fall 2009)

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 Data2005 – 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:

In order to improve the writing skills of our teacher candidates, additional writing assignments have been infused into the EDRD courses. We have implemented this as it was an immediate response to the deficiencies we see in the writing of our students. Additionally, we recommend that our teacher candidates write more in all of their courses. Additional writing opportunities will improve candidates' writing skills more authentically, as opposed to taking an exam.

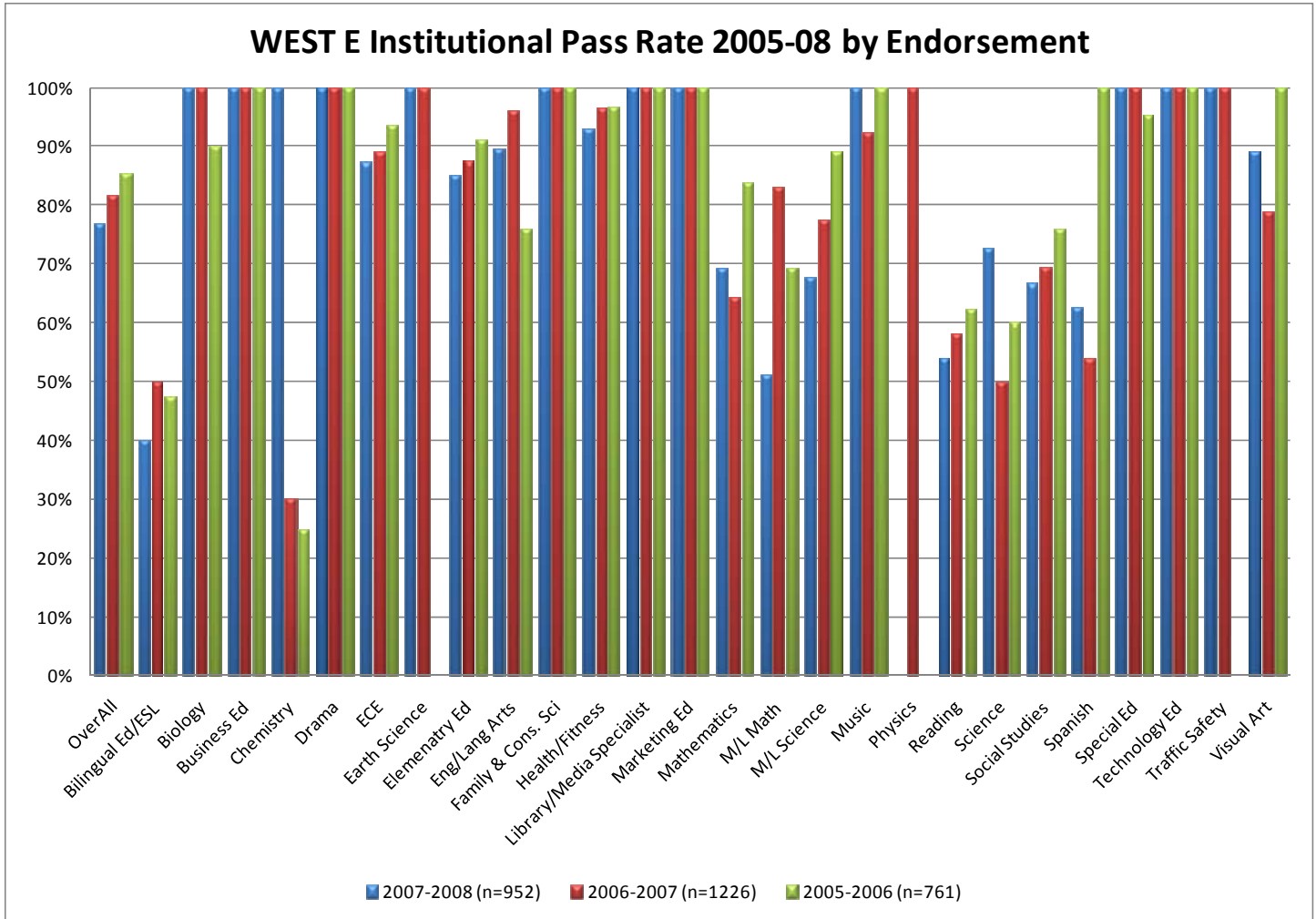
Reading Program (Literacy Program as of Fall 2009)

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%



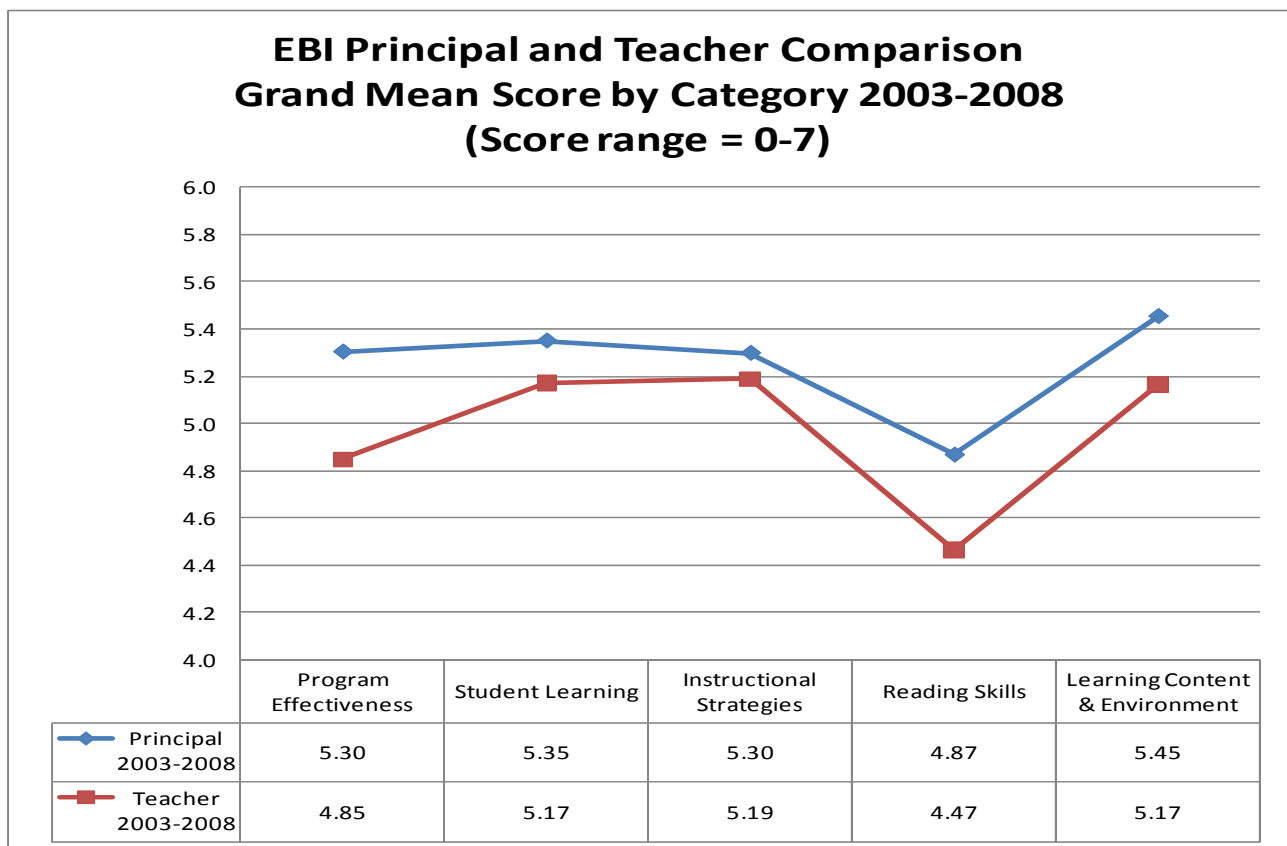
Program Interpretations and Conclusions:

Due to the lack of funds, the WEST-E test preparation sessions for the Reading Minor held in previous years were discontinued. The lack of prep sessions may have influenced the pass rates for those minoring in Reading. Additionally, the decrease in the passage rate may be attributed to a mismatch between the test format and the constructivist teaching philosophy at CWU.

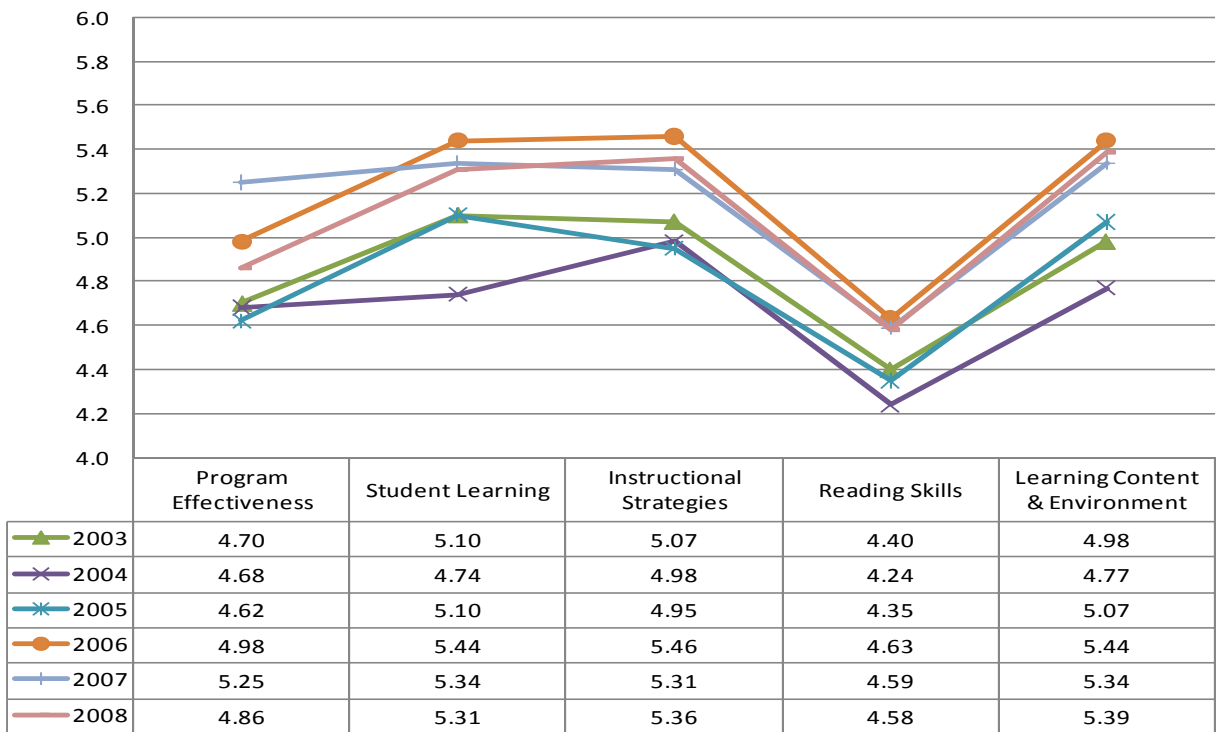
Reading Program (Literacy Program as of Fall 2009)

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.

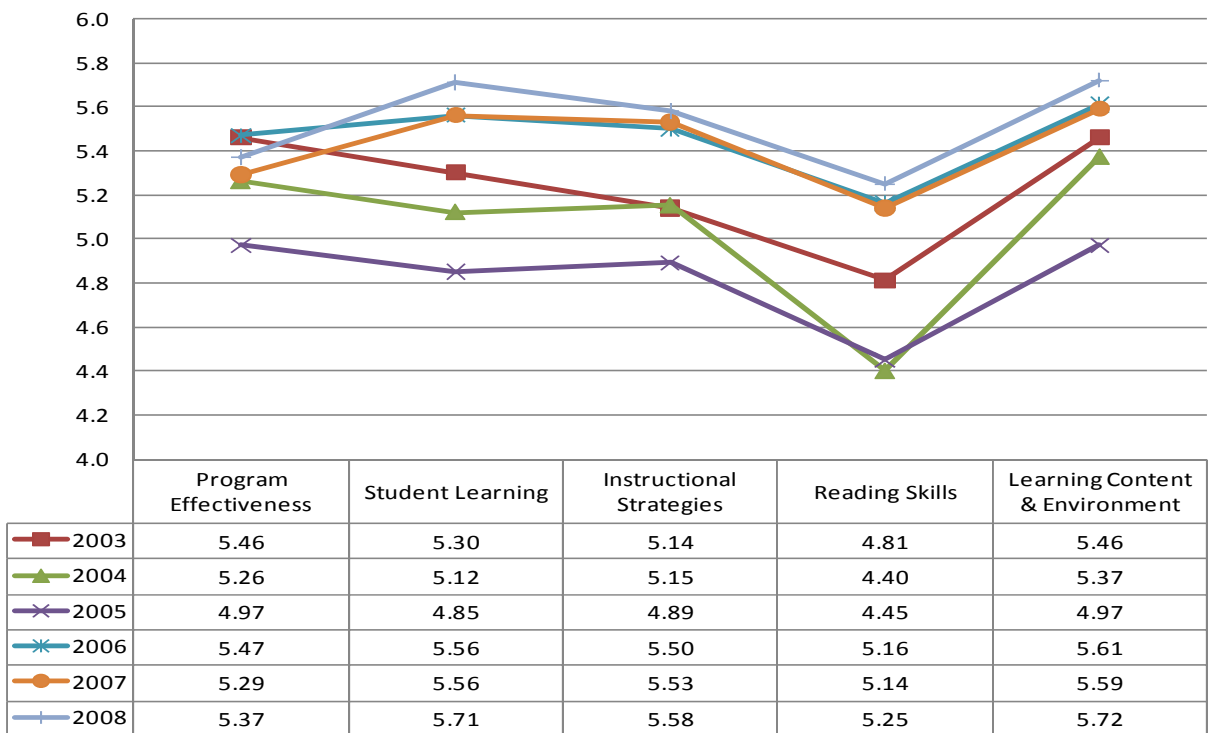
- This survey is administered through OSPI and is contracted through Educational Benchmarking Inc. These data are collected for all new teachers in public schools by surveying new teachers and their principals.
- Response rate average over the 5 years n=105
- The graph represents a five year average 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)

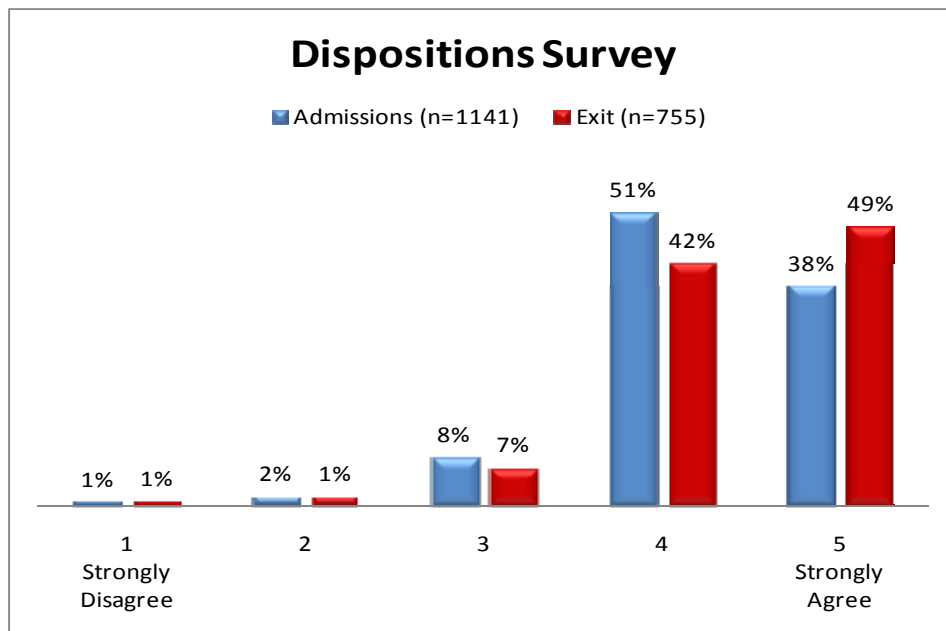


Program Interpretations and Conclusions:

We do not have the definition of “Reading Skills.” Does it mean the ability of our candidates to read and interpret texts? Or does it mean our candidates’ confidence levels in the teaching of reading skills? Until this definition is articulated to both those who take the survey and those who aggregate the data, an appropriate interpretation of the data cannot be made.

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:

Our program faculty have observed that teacher candidates take less responsibility for their academic learning, and positive professional dispositions (i.e., plagiarism, texting in class, incomplete and ill-prepared assignments, surface level thinking). These changes of behavior could be indicative of society's expectations or lack thereof.

Our program has implemented disposition surveys and writing rubrics that move candidates toward independence. Our End-of-Program Exit Interviews require our candidates to demonstrate professional teacher dispositions.

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:

In order to address the deficits noted in the data, we recommend the following:

1. Only allow students who are **fully admitted** in the Teacher Education Program to take any education courses. This would eliminate those who are ill-prepared and/or do not possess professional dispositions necessary to become highly qualified educators.
2. Offer more field experiences in diverse settings (Yakima, Mattawa, Royal City, etc.).
3. Incorporate more experiences related to parent communication/interaction in courses (actual or simulated).

CTL 2009 INITIAL PROGRAM REPORT
Reading Program (Literacy Program as of Fall 2009)

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:

As the Reading Program is a minor that supports other majors, it is possible that some of those who responded did so under their major. This may explain the lower rate of response for the Reading Program.