Central Washington University  
Assessment of Student Learning  
Department and Program Report

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2009-10  
The College of Education and Professional Studies  
Department: Teaching Elementary, Adolescent, and Young Children (TEACH) Program: Elementary Education

1. What student learning outcomes were assessed this year, and why? The Elementary Education Program is one of the largest majors on campus with a total of 664 students currently in progress. The Elementary Education Advisory Council consists of eight representatives from three colleges in which the courses for this major are housed. The Council reviewed outcomes of the program and changes for better implementation across nine content areas on a weekly basis. These nine include the arts, reading, writing, communication, mathematics, health and physical education, science, social studies, and technology. The representatives on the council were concerned with the background knowledge of the teacher candidates in these areas, the sequencing of all of the program courses, and the integration of these contents for closure and documentation of the program in a newly proposed capstone course. The West E test has changed to reflect the new standards and has doubled in size. Standard V or WAC 181-78A-270 has been a guiding principle as well as the 2007 Endorsement Standards for Elementary Education, the goals of the College of Education and Professional Studies, the Center for Teaching and Learning, and the university. All courses in this program are as follow:

EDLT 308 –Reading I (3 credits)  
EDLT 309 –Reading II (Practicum) (5 credits)  
SCED322 –Science Education in the Elementary School (4 credits)  
EDEL 323 –Teaching Elementary School Mathematics (4 credits)  
MUS 326 –Music in the Classroom (3 credits)  
ART 330 –Art in the Elementary School (3 credits)  
PE 334 –Physical Education Activities for the Elementary School (3 credits)  
EDEL 420 –Methods and Materials in the Social Sciences – Elementary (3 credits)  
EDLT 420 –Teaching the Language Arts (4 credits)  
EDLT 421 –Teaching Children’s Literature (3 credits)  
HED 446 –Health Education Curriculum for Elementary Teachers (3 credits)

Some of the programs have reported details to us such as the comments from the students, content faculty along with the lead faculty for the courses, and the representatives of the Advisory Council. The Literacy Faculty reported which was edited and expanded in the statements here on the following three courses:

EDLT 308 –Reading I (3 credits) Course outcomes assessed include:
1. Candidate will demonstrate knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

2. Candidate will demonstrate knowledge of how to create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials and the appropriate use of assessments.

EDLT 309 –Reading II (Practicum) (5 credits) Course outcomes assessed include: Candidate will demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of reading and writing.

EDLT 421 –Teaching Children’s Literature (3 credits) Course outcomes assessed include:
1. The candidate will demonstrate knowledge of literature that can be incorporated into a literacy curriculum and correlated with content subjects.
2. The candidate will be able to construct learning opportunities to support children’s development and motivation.

All of the outcomes are consistent with the university’s mission, “by teaching we learn”; the Center for Teaching and Learning’s mission, “preparing facilitators of learning in a diverse world”; Department of Education’s mission, “ensuring graduates are prepared to be outstanding educational leaders who demonstrate the knowledge and skill necessary to educate and work within a diverse school population”; and the International Reading Association’s mission, “to promote high levels of literacy for all by improving the quality of reading instruction through studying the reading processes and teaching techniques and actively encouraging the lifetime reading habit”.

SCED322 –Science Education in the Elementary School (4 credits)
EDEL 323 –Teaching Elementary School Mathematics (4 credits)
MUS 326 –Music in the Classroom (3 credits)
ART 330 –Art in the Elementary School (4 credits)
PE 334 –Physical Education Activities for the Elementary School (3 credits)
EDLT 420 –Teaching the Language Arts (4 credits)
EDEL 420 –Methods and Materials in the Social Sciences–Elementary (3 credits)
HED 446 –Health Education Curriculum for Elementary Teachers (3 credits)

2. How were they assessed?

A) What methods were used?

EDLT 308
Teacher candidates conducted a teacher interview by phone or in person. The teachers were asked questions about their teaching related to the content of EDLT 308. From this interview, the candidates wrote a paper reflecting on the course content and connecting the course concepts to the teacher’s comments. This activity was changed last year from the evaluation of a basal reader series.
Teacher candidates loaded their interview papers to their LiveText accounts. The instructors then evaluated them both for the course content and for program evaluation with a standard rubric.

EDLT 309
Teacher candidates revised their best lesson plan from their field experiences then loaded it to their LiveText accounts. The instructors then evaluated the lessons both for the course and for program evaluation using a standard rubric.

SCED322 –Science Education in the Elementary School
EDEL 323 –Teaching Elementary School Mathematics
MUS 326 –Music in the Classroom
ART 330 –Art in the Elementary School
PE 334 –Physical Education Activities for the Elementary School
EDEL 420 Social Studies in the Elementary School
EDLT 420 Students wrote narratives incorporating a given topic about which they had researched as a pre-writing activity. The teacher candidates studied the forms used by OSPI, Arthur Applebee’s Story Schema, and graphic organizers to organized their stories. First drafts were posted by most teacher candidates as well as the final edited copy. Whole class and peer editing procedures were used but teacher candidates were also encouraged to utilize the Writing Center on campus. At the Writing Center, tutors would give comments and questions to help the teacher candidates understand the level of correctness of their papers if that had not already taken place by instructor, self, and peer evaluations. The Writing Center’s policy is to help with the first page and then allow the teacher candidate to see trends of errors. For this reason, some papers are better on the first page than on subsequent pages. The standard 6+1Trait rubric which is used in K-8 schools was also used on this project. The areas that were low were Vocabulary, Sentence Fluency, and worst of all were the Conventions. Students still are having a difficult time after the 4-credit course in writing consistently with few errors. Common errors include punctuation, spelling (without homonyms), verb tense, pronoun/antecedent agreement, paragraphing, and using a variety of interesting verbs and descriptors.

EDLT 421
Teacher candidates wrote an integrated unit plan (SP09, SM09, F09), but the artifact was changed to a literature engagement project (W10). The topic of the unit or project was an integration of literacy, a content area, and the visual/performing arts. The requirement of sustainability from Standard V was also incorporated. The candidates loaded their unit or project to their LiveText accounts. The instructors then evaluated the units or projects both for the course and for program evaluation. The standard rubric for this assignment was used for the program evaluation.

B) Who was assessed? All Elementary Education teacher candidates enrolled in all the Elementary Education classes were assessed.

C) When was it assessed? The candidates submitted their artifacts near the end of each quarter. The data is available in the LiveText site.

3. What was learned?
As for the Reading/Literacy courses, the minutes from that groups meetings in 2009, the data revealed that the candidates understood the content and the purpose of the assignments; however, they frequently did not attend to the writing mechanics of their work. Additionally, the data indicated that the teacher candidates frequently did not follow the directions in order to complete or submit the artifacts successfully. Finally, in EDLT 421, it was noted that the candidates sometimes seemed confused by the format of the assignment. The data can be seen at the LiveText site. Writing aspects on the rubrics for many of the classes consistently illustrated a problem with grammar and conventions.

4. What will the department or program do as a result of that information?

As a result of this data, the Literacy Faculty has made a conscious effort to point out the results of reviews of this data. Specifically, teacher candidates are told to take their work to the Writing Center or have a peer review their work before submitting the artifacts in 308 and 309. The directions for the assignments are given in writing and discussed in class when the assignment is given. The rubrics for the assignments are reviewed as well.

In regards to EDLT 421, the assignment and the rubric were changed from an integrated unit plan to a literature engagement project. The revision of this assignment was brought to the literacy faculty for discussion. A change to a Standard V lesson plan was proposed, but the literature engagement project in a more simplified version was approved by majority vote. The revision of this artifact was first implemented in Winter 2010. It is seen as a simplification of the Standard V lesson play with about half of the essential parts and without the detail than contained in the former unit plan which would have helped students prepare for the wholistic unit plan proposed in the new course, EDEL Capstone- Integrated Methods for the Elementary School.

The changes to the assignment and rubric were loaded into the Live Text site.

5. What did the department or program do in response to last year’s assessment information?

The data is in discussion at every meeting of the Elementary Education Advisory Council, which meets most often on a weekly basis with representatives from all content areas and a student representative.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

Writing must be assessed before the students enter the program. Writing skills continue to be one of the most pervasive problems of the program which result in problems in verbal, written communication in all the classes.

The advisory council is supposed to have some input about the LiveText artifacts for Elementary Education reporting and are trying to build consistency and competence based skills that meet our standards. However, as advised by the Dean of Education and Professional Studies in an e-mail
decision, the programs that house the courses have control over choosing the artifact. Sometimes, the courses are not the priority for that department and the artifacts may or may not build to a crescendo of illustrated competencies that meet the standards for Elementary Education. This decision parallels another issue. The elementary program is governed by the standards for which it is responsible to meet. We also examine the scores of students who take the WEST-E. Our scores have been 92% or 93% pass rates when the test was one all-inclusive test, but we want them to be 100%. The pass rates this past year on the two sub-tests for Elementary Education has now plummeted to 62% and 63%. We were horrified to see these scores on the new test and requested more information. We received from Crystal Weddington a list of all teacher candidates and their scores. We noted that some teacher candidates are taking the tests multiple times. Some are the students who have made low grades and have had to repeat courses. We need to make changes as soon as possible to the program and have all instructors make the changes within their courses to teach the content of the standards and the EALR-GLE’s. Instructors must teach to the standards or, perhaps, not be allowed to teach the course. Also, if responsibility for the artifacts and rubrics is given to the programs, the close adherence to Elementary Standards apparently might often be less than first priority when favorite topics are favored. We want our scores to be 100%, especially important due to the fact that the amount of the area of English Language Arts being tested on the WEST-E is now 25%. Are we putting our program at risk to have a group make decisions on curriculum and assessment? The Advisory Council needs to have an approval step for content of courses, assessments of standards, and LiveText artifacts.

The courses not mentioned above may need to make changes as well, but many differences will occur next year as a new program is proposed in the fall with many changes in pre-requisites. The following is what exists now.

EDLT 308 –Reading I  
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SCED322 –Science Education in the Elementary School  
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EDLT 420 –Teaching the Language Arts  
EDLT 421 –Teaching Children’s Literature  
HED 446 –Health Education Curriculum for Elementary Teachers

The two pages that follow show an indication of how the courses desired as background knowledge will be combined for Basic and Breadth for the students who could declare a major on the main campus. A few additional courses have been added. The courses are consistent with the Direct Transfer Agreement. A sample two-year plan has been made to show how all of this could be accomplished. The Professional Sequence courses and a minor are added to the plan of the final two years to show that all of these courses will fit into a four year plan, which is shown on the final third page that follows.
GENERAL EDUCATION COURSE RECOMMENDATIONS TO SATISFY BASIC AND BREADTH REQUIREMENTS AND RECOMMENDED FOR THE ELEMENTARY EDUCATION MAJOR:

**DRAFT IN PROGRESS**

1. **ARTS** - ONE HUMANITIES HUM 101, 102, 103, PLUS ONE MORE FROM: MUSIC 101, 102; ART 101, 102; PED (Dance) 314; THEATRE 207, 312, OR 313.

2. **ENGLISH/LANGUAGE ARTS** – ENG 101, 102, NEW ENG/ELED 223; OTHERS. RECOMMENDED COM 250 but now only 307, ENG 105 or 247 and the new course ELED/ENG 223 or score on Accuplacer Writing Test, B or better in 101 and 102, and first time pass on WEST-B.

3. **HEALTH AND FITNESS** – HED 101, PLUS TWO ACTIVITY COURSES FROM THE FOLLOWING CATEGORIES: AQUATICS, DANCE, FITNESS, INDIVIDUAL SPORTS, DUAL SPORTS, OR TEAM SPORTS. OTHERS TO CHOOSE FROM ARE PED 116, 201, 211, 309, or 314.

4. **MATHEMATICS** – MATH 130 or 102 then BOTH MATH 164 AND 250. 100C is a pre-requisite for 164 or a score on a Math Placement Test.

5. **SCIENCE** – 3 COURSES TWO OF WHICH ARE LABS, ONE IN EACH: EARTH SCIENCE (GEOLOGY OR ASTRONOMY); LIFE SCIENCE (BIOLOGY); AND PHYSICAL SCIENCE (CHEMISTRY, PHYSICS). EXAMPLES: BIO; 101, CHEM 181, GEOL 101, PHYS 111, AND OTHERS.

6. **SOCIAL STUDIES** – 3 COURSES IN DIFFERENT AREAS. ALL 4 ARE RECOMMENDED, BUT 3 ONLY ARE REQUIRED (CHOOSE ONE FROM EACH OF THE FOLLOWING: ECONOMICS 101 or 102; GEOGRAPHY 101,107,108, 203; POLITICAL SCIENCE 210; HISTORY101, 102, 103, 144, 301.

This statement is based on a proposed program, which has not yet been approved, but the Advisory Council of Elementary Education advises it as a means to assure the content knowledge competencies of the State Standards for Endorsement for Elementary Education (2007). Direct Transfer Agreements in Education are of concern, too, although many already contain more content knowledge than the suggestions here for the requirements for students on campus. For further information, please contact Dr. Susan Donahoe, Director/Coordinator of Elementary Education, donahoes@cwu.edu, or 963-1475. 

6/10/10
Dr. Susan Donahoe  ELED Major -Advisee Scheduling Guide - Option 1

**Basic and Breadth Suggestions**

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<th>1st YEAR</th>
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<td>5 GEOG101 Wld Reg Geog 5</td>
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<td>HUM101 W</td>
<td>5 HIS 301 History of the NW</td>
<td>3 PHIL 101 W Intro to Phil 5</td>
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The **bold** classes above satisfy all the Basic and Breadth requirements if a person has had two years of a foreign language in high school. If not, a full year of a foreign language is required. Courses in **bold** above may only be substituted by the category alternatives but not with the same acronym as used in another category.

Student competencies in basic Mathematics and English Language may vary. Testing procedures will place students in the appropriate course. Math 100-C is a pre-requisite for MATH 164. A “W” signifies a Writing course. Students must have four.

The courses below may be substituted in some of the categories above but 4 W’s must be maintained. The remaining courses in the Basic and Breadth requirements are to be as suggested above or with careful consideration of change, may come from those listed below or other courses:

- CHEM 111/111LAB Intro to Chemistry 5
- CS101 Computer Basics 4
- ECON 101W Economic Issues 5
- EMS 245 First Aid 3
- ENG 105 W Lit Imagination 4
- GEOG 107 Intro to Physical Geog 5
- GEOG108 Intro to Hum Geog 5
- GEOL 107 Vol, Earthquakes, and Civilization 5
- GEOL 108 Intro to Envir Geol 5 for
- PED 116 Beginning Folk Dance
- PED 309 Teaching Methods Recreational Dance
- PED 314 Dance for Childn 3
- PHYS 111/111LAB Intro to Physics 5
- TH 207 Intr to Chn’s dra 3
- TH 312 Cr Dra in Sch & Lei 2
Dr. Susan Donahoe  ELED Major -Advisee Scheduling Guide - Option 1

First two years: complete CWU Basic and Breadth or approved CC Associate of Arts Degree

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MATH 164 Foundations Arith 5
PSY 101 Sc of Behavior 5
Electives**(8) must be included
MATH 250 Geometry for ElEd 4

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<td>EDLT 420 - Lang Arts 4</td>
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Comments:
Check the “ELED Major-Advisee Scheduling Guide – Option 1, with Basic and Breadth Suggestions.”

*Note: Many minors require pre-requisites and more than the 24 credits reserved here. If the minor chosen has more credits, students will have to go to summer school or add another quarter or take an overload if they qualify with a high grade point average and complete the approved form.

** Minors in the Department of Education may double dip for the electives with advisor approval. The sequence of courses are recommended, but scheduling and variations in getting into the College of Education may vary so that Block 1 and Block 2 patterns should take priority.