Program Math

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  Surpassed Criterion
E  Surpassed Criterion
F  Surpassed Criterion
G  Met Criterion

Interpretations/Key Strategies/Initiatives

A. We did not increase our enrollment by 10% but we did maintain our program even though the Westside program (Career Switcher) at CWU Lynnwood was discontinued.

B. Our diversity is below criterion, but the numbers are increasing. Our numbers last year where 8% and this year they are 23%.

C. The data does not show the true story, about 50 students inquire about teaching secondary math per year and about 20 make it through the math courses and apply to the program.

D-F. Math students pass the West-B in all areas at a high rate.
G. Math candidates are about the same on the disposition survey as the rest of the CTL.

Budget/Resource Analysis A-C. The Math Department did get help in marketing ideas and a small amount of funds. These were not enough so the Math Department has hired a marketing expert to help us recruit highly qualified math teacher candidates.

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. Met Criterion
B. Exceeded Criterion
C. Exceeded Criterion

Interpretations/Key Strategies/Initiatives This data was missing but I was able to put together what I needed to do to address these goals.
A. The math teacher candidates are statistically doing the same as the rest of the CTL. The math faculty expect our students do to better and they did increase in some of the standards from the previous year, but without more data I can not tell how much.
B. Almost all the math candidates completed the the program on-time which is 6 quarters once they enter the program: 15/19 completed on-time the 4 students took on the average another 2 quarters.
C. 100% of the secondary Livetext portfolio are completed for those candidates who complete the program and 90% of PEP portfolio for those classes that apply.

Budget/Resource Analysis The math department still needs (.5 FTE) to collect and assess teaching effectiveness and make field placements for math teacher candidates. This half time positions would also be good PR for CWU and local school districts.

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 3 point 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. Exceeded Criterion
C. Met Criterion
D. Met Criterion

Interpretations/Key Strategies/Initiatives
A. The math teaching candidates were placed into classrooms with more diverse than those of the CTL. For example the mean index for classroom ethnicity, poverty, and bilingual were at 5 which is much higher than for the rest of the CTL where the mean indexes were below 4.
B. The average math teaching candidate out performed the other CTL candidates in all student teaching areas except use of technology. Last year, School, Home, and Community was the only score lower than the CTL average. The math teacher candidates are doing well in student teaching.
C. The math teaching candidates completed the survey and improve on the disposition survey except slight decrease in self reflection. If anything this might because they were asked to increase the amount of self reflection that they must submit in written form.

Budget/Resource Analysis Next years report will reveal math teacher candidates that are much better prepared and we will be able to measure it better with edTPA data. Again to sure this improvement the half time field experience coordinator is needed.

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 Surpassed Criterion
B Exceeded Criterion
C Below Criterion
D Surpassed Criterion

Interpretations/Key Strategies/Initiatives
A. All math teacher candidates graduated.
B. All but one math teacher candidates completed the program in 6 to 8 quarters, one teacher candidate took 9 quarters to complete the program.
C. This year was the largest drop in first time passes since the new West-E exam was introduced: The first time pass rate was 60%. The math faculty believes we have fixed part of the instruction problem and the pass rate on the West-E for this fall is above 80%.
D. All candidates eventually received their teaching certificate, except the one that took 9 quarters and she is in the process of receiving it now.

Budget/Resource Analysis The math department developed and implemented the on-line West-E prep courses as an elective. The only resources we need to address these area are enough Math Education faculty to teach all the new courses.

UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation

Unit Outcomes The program prepares highly qualified and satisfied members of the teaching community
Indicators
A. First Year Placement
B. Third Year Placement
C. Employment retention
D. Alumni Satisfaction Survey (Coursework)
E. Alumni Satisfaction Survey (Strategies and Assessment)
F. Alumni Satisfaction Survey (Student Teaching)
G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)

Expected Performance Level (Criterion)
A. 50% of the program’s graduates will find teaching jobs within the 1st year after certification
B. 70% of the program’s graduates will find teaching jobs within 3 years after certification
C. 80% of the graduates hired will remain teaching after five years
D. Satisfaction with “Coursework Relevance” indicated by a 3.5 or better
E. Satisfaction with “Strategies and Assessment” indicated by a 4 or better
F. Satisfaction with “Student Teaching Feedback” indicated by a 4 or better
G. Coherence with “coursework and student teaching” indicated by a 3 or lower

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OREA / Fall Quarter/ November 1  
B. OREA Fall Quarter / November 1/ Programs /December 15  
C. OREA Fall Quarter / November 1/ Programs /December 15  
D. OREA Fall Quarter / November 1/ Programs /December 15  
E. OREA Fall Quarter / November 1/ Programs /December 15  
F. OREA Fall Quarter / November 1/ Programs /December 15  
G. OREA Fall Quarter / November 1/ Programs /December 15  

A. Exceeded Criterion  
B. Exceeded Criterion  
C. Surpassed Criterion  
D. Met Criterion  
E. Met Criterion  
F. Met Criterion  
G. Met Criterion  

Interpretations/Key Strategies/Initiatives
A. All our teacher candidates took jobs even the two that finished this fall just were hired.  
B. For as much data as we have the third year placement is over 85%.  
C. For as much data as we have the employment retention is over 80%. D-E. Did not get alumni satisfaction survey data.  

Budget/Resource Analysis If the university can not get data on the math alumni, the math department would like $1000 to set up a program to support and track our students after graduation.
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

Interpretations/Key Strategies/Initiatives
A. The math teaching program offers and supports multiple professional development opportunities per year to faculty related to teacher effectiveness and equity.
B. Candidates showed satisfaction with the program surveys given (Livetext Program entrance and exit surveys).
C. The math education faculty meet frequently to monitor and discuss the program. These reports can be obtained from Dr. Oursland.

Budget/Resource Analysis
No resources requested.
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  
Surpassed Criterion  
Below Criterion

C Surpassed Criterion

Interpretations/Key Strategies/Initiatives  
A. The math teaching program is involved in the NSF Robert Noyce Teacher program for the purpose of recruitment and retention of teacher candidates from underrepresented populations. Also the math teaching program holds at least 3 family math nights in districts with underrepresented populations such as Yakama Tribal School.  
B. The math teacher candidates improved in all areas except self reflection and that might be because they were required to do twice as much written self reflections as before.  
C. Over 50% of the math teacher candidates are employed in diverse districts.

Budget/Resource Analysis  
Our resources for the family math nights come from CESME, so keep supporting CESME.

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  A. The math faculty is represented by 10% minorities and 40% women. More importantly the math education faculty took part in and is involved in many programs to support the math education of underrepresented groups and minorities.  
B. The math department has increase the number of minority candidates from 8% to 23%.  

Budget/Resource Analysis  Resources to assist the effort of the math department to market and recruit our program in minority populated schools.  

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 Met Criterion  
B Exceeded Criterion  
C Exceeded Criterion
Interpretations/Key Strategies/Initiatives

A. The math teaching candidates scored above a 3 in demonstrates cultural competence.

B. The math teaching program has continuous field experiences in diverse settings for 5 quarters leading to student teaching (150 hours).

C. The diversity index illustrates that all of our candidates have participated in a diverse classroom while in the program.

Budget/Resource Analysis

The field experience need the half time field experience coordinator previously mentioned.

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