Submission information

Form: Annual Program Report Form
Submitted by salyerk
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Program: Elementary Education
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 1and December 15

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

Interpretations/Key Strategies/Initiatives
Over the past year TEACH has seen an increase in the diversity in our teacher education recruitment and candidate pool. The movement to "grow your own" teachers by districts is increasing the number of minority candidates. The outreach we are doing with the TEACHING Academy programs will not increase our numbers with in the TEACH Department for 2-3 years as the students still have their general education classes to complete before moving into a major. TEACH has purposefully expanded the definition of diversity to include ethnicity, socio-economic differences, military & career switchers, gender orientation differences, etc. which has added to the broader experiences with diversity for candidates.

The weekend cohort that Elementary Education started this past year has tapped into a highly diverse population that needs classes to be offered at non-traditional times. The weekend cohort highly diverse with 70% of the population in the cohort being from underrepresented populations.

TEACH's current acceptance rate into the program is slightly under 90% with slightly over 90% of those that are admitted finishing the program. We intend to continue to work with the general education courses and community colleges to align the skills set that is needed for successful candidacy in
elementary education.

The passage rate of the WEST-B is difficult to interpret due to the multiple times some students take the exam. We have decided to track this data as part of the individual candidates' "growth plan" that candidates begin during their first quarter of classes in the elementary major.

Budget/Resource Analysis Currently we are meeting the demands with the resources that have been allocated to the department. As we grow the program and increase the field experiences of the candidates the resources may need to be increased but we are intentionally putting candidates into cohorts to minimize the supervision and maximize the per class registration. These measures should allow us to increase the candidates without increasing the immediate need for resources.

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. Time to Completion
B. Portfolios

Expected Performance Level (Criterion) A. Time to completion = 9 quarters
B. 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

A Met Criterion
B Below Criterion

Interpretations/Key Strategies/Initiatives The majority (over 87%) of the Elementary Education candidates are completing the program within 9 quarters from the time of declaring the major. The addition of a TEACH advisor to the staff has helped reduce the number of candidates that are encountering course problems in completing the program. There are still a lot of conflicts in scheduling and candidates often are in a bind with the PEP (50 credits) sequence of courses as these courses have taken priority over the major courses (53-55 credits comprised from courses from 5 departments) in scheduling and sequence.

The TEACH Department re-envisioned the Elementary Education Program in a complete realignment with the national and state standards as well as the university outcomes. The revised program reduces duplicity in courses, provides additional clinical field experiences which, will reduce the candidates time to graduate by approximately one quarter (12 - 14 credits). The revised Elementary Education program has been held by the CWU University Faculty Senate Curriculum Committee and the Faculty Senate due to complaints from the LLSE and EFC programs. The general feeling by the TEACH Department is that TEACH's initiatives and strategies for improving the program performance are being held hostage by other departments for self-serving reasons and not for the global good of the Elementary Education Program, the teacher Elementary Education candidates, nor the P-8 classroom learners that are the end consumers.

Teach has tried to put into place elective courses that can provide options for candidates but at an increased credit count to their over-all program which may extend the graduate time. However, these elective classes address components such as clinical field experience, assessment, feedback, learning progressions of initial skills in reading and mathematics. For candidates that have the time and resources to take advantage of these class options they will emerge from CWU with a more complete skills set and hence, higher marketability level than many of our minimal completers.
Budget/Resource Analysis  It appears that the allocated resources for the Elementary Education program were adequate for the 2014-2015 AY. Due to a mid-year change in CWU's budgeting program and personnel changes within the CEPS College (Dean's level), there has not been a clear resolution of the expense accounting for the Elementary Education Program nor the TEACH Department. Based on the personnel (Tenure Track and Non-Tenure Track Faculty) the program has been delivered with fidelity in AY 2014-2015.

The proposed revised Elementary Education Program could operate two cohorts (60 - 70) candidates with the existing faculty that are assigned to the department. However, since the proposed program would reduce the number of courses needing to be offered by EFC and LLSE, there could be a sharing of faculty to support the re-envisioned program without having to have additional faculty lines for the CEPS College. The revised Elementary Education program would require a reallocation of existing faculty lines within the CEPS College if the Elementary Education Program is to maintain the current number of candidates within the degree program.

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. edTPA

Expected Performance Level (Criterion)  A. 50% are placed in highly diverse settings
B. 80% will Meet the Standards averaging 3point or better on the 10 FSTE rubrics
C. 100% will demonstrate a positive change on all four domains of the DI
D. 50% will Score a 3 or better in each of the edTPA rubrics

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates  A. Field Experiences within Content Areas
B. All Quarters
C. OREA / All Quarters
D. Pearson / All Quarters

A  Needs Improvement
B  N/A
C  N/A
D  Below Criterion

Interpretations/Key Strategies/Initiatives  A. Under the current iteration of the Elementary Education Program field experiences are built into the Science, ARTS, Mathematics, and Reading content areas but Language Arts, Social Studies are not part of the course instruction. While all Elementary Education candidates are placed in a K-5 classroom for student teaching there is no guarantee that each of the content areas will be included with the end of program experience.

The re-envisioned Elementary Education program has a clinical field experience built into the candidates' program across 5 quarters to address the specific content areas individually before the end of program culmination experience of student teaching. If the revised program moves forward through the university approval process candidates will meet the "by content" criteria through a professional development school model that allows the candidate to have a multiple quarter experience within an elementary school environment. The PDS Internship model began an initial pilot program in 2014-2015 which will continue and expand for 2015-2016.
B. Data from the Educational Foundations and Curriculum department regarding student progress in the PEP courses nor student teaching is shared back with the department unless the candidate fails. The data to determine the degree the candidates are scoring on the rubrics for the Livetext artifacts nor FSTE rubrics are available for TEACH Departmental review.

C. The data regarding the Disposition Inventory on a pre-post level is not available to the TEACH Department for comparison.

D. The current rate of passing the edTPA summary data indicates that the Elementary Education candidates are scoring on average at (3-4 rubrics)or below (9-10 rubrics) the Washington State mean. The data from the edTPA indicates that the TEACH Elementary Education candidates are passing the assessment with a 3 or higher on each rubric at slightly above the 50% rate. However, this is still a minimal score and as a department TEACH would like to see the goal increase from 50% to 80% on the first try. The multiple attempts that some students have to make is hard to factor into the outcome data at this point. We are hoping to be able to be more diagnostic with this data over the next academic year.

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The proposed revised Elementary Education Program could operate two cohorts (60 - 70) candidates with the existing faculty that are assigned to the department. However, since the proposed program would reduce the number of courses needing to be offered by EFC and LLSE, there could be a sharing of faculty to support the re-envisioned program without having to have additional faculty lines for the CEPS College. The revised Elementary Education program would require a reallocation of existing faculty lines within the CEPS College if the Elementary Education Program is to maintain the current number of candidates within the degree program.

The addition of the elective courses to support teacher education candidates will generate additional revenue above and beyond the "required" class. The additional revenue will help offset the additional cost associated with offering the elective courses. While the use of the elective courses will provide a needed service for students it is also increasing their degree credit load.

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 or Number Compared to Number in Program

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 / November 1 / December 15

A. Surpassed Criterion
B. Met Criterion
C. Below Criterion
D. Below Criterion

Interpretations/Key Strategies/Initiatives

A. The graduation rate of the Elementary Education declared majors is approximately 94%. The Elementary Education program has 10-12 students that switch majors each year with most moving to another education major (Early Childhood Education, Middle Level Math, Middle Level Science, or Middle Level Humanities).

B. The Elementary Education Program completion rate is high as few candidates drop from the program. However, the rate may take more than 2 years due to a variety of factors. Approximately 18% of the candidates double major (cohorts at Des Moines & Yakima) which may prolong time to graduation. There are also complications with the sequencing of the Professional Education Courses in the current Elementary Education program that may cause issues candidates meeting the 2 + 2 years to completion guidelines. The proposed Elementary Education Program of study would eliminate duplication (due to sequence issues) and would shorten the time to graduation for all candidates. Currently the 54 Elementary Education credits combined with a minor (24 - 44 credits) and the Professional Education Program (50 credits) makes it nearly impossible for candidates to graduate within the 2 + 2 year cycle.

C. The data for first-time pass rate for the WEST-E/NES is unclear from the information that has been shared with the TEACH Department. The total number of tests taken (with retakes) during the 2013-2014 AY was 286 with 173 passing grades recorded. Based on Tests (not individuals) the pass rate is 60%. However the first time pass rate for the edTPA in Elementary Mathematics for 2013-2014 was 93% and for Elementary Literacy the was rate was 83% for a combined passing average rate of 90.6% for the elementary education endorsement candidates.

D. Of the 203 graduates from CWU with the Elementary Education major there were 142 initial certificates awarded. Approximately 70% the graduates obtained an initial certificate along with their degree during the 2014-2015 AY. Some students obtained their initial certificate after the summer quarter and were included in the 2014-2015 cohort for certification or were considered "endorsement only" due to the time between graduating and obtaining the certificate. The total percentage of graduates that became certified in Washington is greater than the 70% noted but data is not available to provide a more accurate summary.

Budget/Resource Analysis

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UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation
Submission #53
Published on Center for Teaching and Learning
(http://www.cwu.edu/teaching-learning)

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

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

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

A  Exceeded Criterion
B  Exceeded Criterion
C  Below Criterion

Interpretations/Key Strategies/Initiatives  The 2013-2014 cohort of Elementary Education graduates that found employment in the teaching profession during the first year was 73%. The graduates from the 2012-2013 cohort that found teaching position within the first or second year of graduating was 80%. The graduates from the 2011-2012 graduating cohort that found teaching positions within 3 years of obtaining their degree was 69%. The educational market for elementary teachers has improved dramatically over the past 3-4 years due to state funding, class size limitations, etc. being mandated as part of voted initiatives and legal action of the McClary Act. Many of the certified graduates that were unable to find employment during their first or second years of searching due to the economic downturn have found employment in private education program that do not provide data or found employment outside of education. The employment outlook for graduates from the elementary education certification major appears very positive in the current political and economic climate.

Budget/Resource Analysis  Having additional funding to track all elementary education candidates would be very helpful. Additional data could be collected as to why the candidate did not continue to seek employment in education or left the field. The data on why teachers leave the field would be very insightful in making program changes and improvements.

UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services

Unit Outcomes  A. Faculty annually review effectiveness of field placements, mentoring, and mentor training
B. The Program reviews student satisfaction with advising
C. The Program faculty monitor, discuss, and collectively report on academic support improvements in the program and curriculum

Indicators  A. Field Placement documentation
B. New Teacher Survey results
C. Faculty meeting minutes and annual reports

Expected Performance Level (Criterion)  A. Field placement data show 80% of Program candidates’ score a level 3 or better on field placement rubrics
B. Survey results show improvements in satisfaction
C. Programs attempt to make one improvement annually
Indicator/Performance Level Reported By / When do assessments take place? Term / Dates
A. OFE and OREA Fall Quarter / November 1 / Programs / December 15
B. OREA Fall Quarter / November 1 / Programs / December 15
C. OREA Fall Quarter / November 1 / Programs / December 15

A  Below Criterion
B  Surpassed Criterion
C  Met Criterion

Interpretations/Key Strategies/Initiatives
A. Field placement is reviewed only internally within the TEACH program and any field placement that Elementary Education candidates experience in EFC, LLSE, SCED, etc. are not within the major's purview.

B. Student issues with advising have dropped off dramatically from prior years. The internal support of the TEACH Departmental advising and the university advising personnel dedicated to the Education Programs has had a positive effect in keeping students on track to graduating.

C. The TEACH faculty have met and discussed how to revise the program and have included other programs in that discussion. TEACH has met the criteria the progress towards improving the educational experience for candidates has not been accomplished due to CWU politics.

Budget/Resource Analysis
The Elementary Education Program can serve students more efficiently by designing alignments with the ASL. The alignment of services from initial registration at CWU to graduation can be streamlined without additional resources but through reassignment of TT, NTT, & Faculty Exempt faculty workload units.

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
B  N/A
C  Below Criterion

Interpretations/Key Strategies/Initiatives
Budget/Resource Analysis
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. Below Criterion

Interpretations/Key Strategies/Initiatives asdf
Budget/Resource Analysis asdf

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
B. Field Experience Data
C. Diversity Index Data

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
B
Interpretations/Key Strategies/Initiatives
Budget/Resource Analysis

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