Annual Program Report Form – Mathematics Middle Level
2014-2015

NOTE: Because this is a new program that began this fall and because I do not have access to much of the data described in the report, I will not be rating the program this first year. I did however wish to make comments on each of the targets.

T1. Admissions will complement recruitment efforts of diversifying WA teacher workforce

Program enrollment for middle level mathematics is between 20 and 25 teacher candidates per year. Currently there are approximately 50 middle level majors. This includes 31 students in the new middle level mathematics major and an additional 17 completing the old middle level mathematics and science major. Enrollment is expected to remain steady at these rates or increase slightly. Approximately 25% of the teacher candidates in the middle level mathematics program are from underrepresented populations. This is slightly higher than the CWU and the local K-12 schools.

All students meeting the prerequisites for the middle level mathematics program are accepted. All middle level mathematics majors passed the WEST B exam for mathematics, reading and English in 2014 -2015.

T2. 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.

The majority of the middle level mathematics teacher candidates complete their course of study within 7 quarters. Because this program requires a minor or a second major, many of the candidates are double majoring in elementary education or special education. This often causes students to delay completion for an additional quarter or two; however, all students are still completing the program within 9 quarters. The completion of the Livetext portfolio for the middle level math program and the completion of the PEP core portfolio is 100%.

Mathematics education faculty collaborated last year to develop a new middle level mathematics program designed to better prepare our teaching candidates for the classroom. Changes in both content and pedagogy courses occurred and were implemented this year for the first time. The faculty has met to discuss the current program and to suggest possible changes. Changes to the program will be deferred until changes to the PEP program have been implemented in October 2015.

T3. Student teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in classrooms.
The majority of middle level mathematics candidates were placed into diverse schools for their student teaching experience. These schools included both urban and rural settings and were located both on the East and West side of the mountains. Additionally, teacher candidates had several field experiences in the three quarters prior to student teaching where they were placed in various settings. During their experiences, teacher candidates were able to work with students in after school tutoring centers, at an alternative school, in resource rooms, during lunch programs, and in traditional classrooms. The candidates received experience both working one on one with students, as well as, with an entire classroom. All field experiences are encapsulated in courses so that students have an opportunity to share their experiences and receive support from their peers.

Results for the middle level edTPA passing rates are difficult to determine. Because the state of Washington only administers the secondary and elementary mathematics edTPA assessments, all middle level mathematics candidates are grouped in with either the elementary majors or the secondary mathematics majors. That being said, as well as can be determined, it appears that all middle level mathematics majors have passed the edTPA assessment. Most students are scoring at or above the state average. Classes designed for the new middle level mathematics curriculum directly address the preparation of our majors for the successful completion of the edTPA. I anticipate that the scores will rise in the next year or two.

There is a need for collaboration between the CTL and the mathematics department to ensure quality field experiences for our middle level mathematics majors. Currently, the mathematics department is meeting the needs of our students but with very limited resources and insufficient time to observe candidates in the classroom. There is a definite need for assistance in placing and observing teacher candidates prior to students teaching.

U 1.1 T4. Graduation and Certification of program will occur in a timely manner.

All middle level mathematics majors graduated in a timely manner, within 9 quarters. Even those students who were double majoring in elementary or special education were able to complete their degree within 5 years. The West E (NES) certification test first time passing rates were about 85%. Overall the passing rate for the NES test appears to be about 95%. However, data for this program is incredibly difficult to obtain because we are often lumped together with the secondary program and sometimes with the elementary program. This data needs to be separated so that we can get an accurate picture of the new middle level program.

U1.1 T5. The program prepares highly qualified and satisfied members of the teaching community.
The middle level mathematics program is transitioning from the old middle level mathematics and science program. The new program started this year on the main campus and will begin next year at the DesMoines Center. Currently we do not have any graduates from the new program. The first two students to complete the program will be student teaching in the fall. Students from the old program have been able to successfully find employment within the first year of graduation or attend graduate school. I am unaware of anyone who was unable to find employment in a timely manner.

The middle level mathematics program currently does not have a formal method of communication with our teacher candidates after graduation. Many of the students stay in touch out of their own initiative but survey data on these students is missing and the data from dashboard on employment records does not exist for the middle level mathematics program. Again, we need to separate middle level mathematics from all other areas so that accurate data may be obtained. As program director, I plan to gather contact information for the students who will be graduating from the program starting next year and try to gather my own data regarding employment and job satisfaction.

There is a need for collaboration between the CTL and the mathematics department to ensure support for our middle level mathematics majors as they enter the teaching profession. Currently, the mathematics department supports the students in their first years of teaching only when contacted directly by the student. If the teacher candidate does not take the initiative to reach out then there is no support for them. We need a formal system in place for all teacher candidates to receive support from Central as they transition to becoming professional educators.

U1.2  Enhance the effectiveness of students support services.

The middle level mathematics program has developed its own exit survey. The survey will be administered for the first time in the Spring 2015 to the two students who will be graduating at the end of fall quarter. In the future, teacher candidates will complete the survey during their capstone course in math 325.

Additionally, teacher candidates document their field experience hours in the automated system set up by the CTL. They also document their experiences in the Livetext portfolio by writing reflections on each field placement. All middle level mathematics majors have successfully completed all required field experiences with positive mentor teacher evaluations. Faculty have met repeatedly to discuss field placements and continuously collaborate to find the best experience for students. One faculty member has been designated to assign field experiences to teacher candidates and to communicate directly with the schools.

This year the middle level mathematics program focused on establishing a relationship with the local middle school so that our students would be present in the classrooms year round. By developing a three-class sequence requiring field
placements, we have been able to ensure the local school constant support from our students throughout the school year. We have received extremely positive results from this partnership both for our teacher candidates and for the school.

One difficulty with the increased demand for field experiences and the increased number of courses under the new middle level mathematics program is finding enough time to supervise, observe and support students in the field. With only 4 full time mathematics educators in the department and only two who primarily teach in the middle level program, we are incredibly short handed. The number of mathematics education courses being taught by adjunct faculty has increased significantly in the past year simply because we do not have enough faculty to cover them. There is a genuine need for another tenure-track mathematics education position in the department.

U 2.1 Enhance the Environment of Inclusiveness for Faculty, Staff and Students

The mathematics education faculty are very involved in professional development. Both of the designated middle level mathematics faculty presented at the National Council of Teachers of Mathematics conference in Boston. Other mathematics education faculty attended and spoke at other state and national conferences. One of the faculty is a mentor for the Noyce program and, as part of the program, frequently attends talks and discussions surrounding under represented populations and their needs.

Approximately 22% of the middle level mathematics teacher candidates identify themselves as non-white with the majority of those students identifying themselves as Hispanic/Latino. The program is also approximately 40% male and 60% female. Budgets for recruitment of teacher candidates need to be established. In an effort to start the recruitment process, the mathematics education faculty have redesigned our department and program webpages to focus on recruitment rather than information. We have also designed and printed rack cards to advertise the programs. We want and need a marketing plan, including budget, to target all high school and community college students. We want students to understand, “If you want to teach math then Central is for you.”

U 2.2 Program Candidate Demographics

Only one mathematics education faculty member has been hired in the past 5 years and that faculty member was female but not from an underrepresented population. The current mathematics education faculty consists of 3 male and 3 female faculty members all of whom are not minorities. Because mathematics education is a very specialized area of study, the candidate pool is very small for open positions and often times does not include anyone from an underrepresented population. Because of this, we ensure that the majority of faculty members have experience teaching in schools with high minority populations or working extensively with K-12 students.
from diverse backgrounds. Our recent hire had 8 years of public school teaching in
two schools that were over 65% African American.

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The mathematics education faculty regard recruitment of underrepresented
students a priority and the need for a budget has been mentioned above.

U2.3  Ensure that CWU has an inclusive and diverse culture

Field experiences for the middle level mathematics program occur both through the
PEP and within the mathematics pedagogy courses. During each of three
mathematics pedagogy courses, students are placed in the schools for at least 30
hours of teaching per quarter. The teacher candidates are placed into very diverse
settings, most often working with high needs students. The three pedagogy courses
build teacher candidate experiences with diverse populations starting with
observations and one on one tutoring then moving to small group teaching and
finally to teaching an entire class. The teacher candidates also have opportunities to
work with and instruct student populations from all over the state at math nights,
campus visitations, and other CWU programs. Just this spring, our candidates
taught mathematics lessons to over 500 middle level students visiting our campus.

The new requirement that all teacher candidates must have 150 hours of field
experience prior to students teaching has put a strain on are already limited
resources. This additional requirement requires a change in faculty workloads.
There are primarily 3 faculty members responsible for the placement and
supervision of these candidates. These three members of the department were
hired to teach ½ mathematics education and ½ math courses but because of the
new requirements they teach almost 100% mathematics education. There has also
been increased demand for lecturers to teach some of the courses but finding a
person with enough background in education to do this is difficult. As this program
continues to grow, all of the responsibilities (advising, accreditation reports,
curriculum review and revision, CTL memberships and leadership positions, etc)s
fall to the tenure track faculty and primarily to three people. Currently, we could
not function if any of the faculty left their position. We are in desperate need of
another mathematics educator to fully participate in the teaching programs in the
department.