Eastern Washington University
Traditional Program

2016 | Title II Reports

Complete Report Card   AY 2014-15

Institution Information

Name of Institution: Eastern Washington University
Institution/Program Type: Traditional
Academic Year: 2014-15
State: Washington

Address: 213 Martin Hall

Cheney , WA, 99004

Contact Name: Dr. Marion Moore
Phone: 509-359-2323
Email: mmoore@ewu.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Bachelor of Arts in Education	No
Master in Teaching	No
Total number of teacher preparation programs: 2	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:
Other Upon meeting pre-requisite requirements and completing an application.

Does your initial teacher certification program conditionally admit students?
No

Provide a link to your website where additional information about admissions requirements can be found:

http://www.ewu.edu/cale/programs/education/apply-for-admissions-to-education-program-options.xml

Please provide any additional comments about or exceptions to the admissions information provided above:

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	No
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.48

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2014-15

3.5

Please provide any additional comments about the information provided above:

Students need to pass their content area test before student teaching. A recommendation to enter student teaching is also required, but not for completing the program (graduation).

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes

Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	Yes	Yes
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

3

What was the median GPA of individuals accepted into the program in academic year 2014-15

3.42

What is the minimum GPA required for completing the program?

3

What was the median GPA of individuals completing the program in academic year 2014-15

3.9

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2014-15:	269
Unduplicated number of males enrolled in 2014-15:	80
Unduplicated number of females enrolled in 2014-15:	189

2014-15	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	24
Race	
American Indian or Alaska Native:	4
Asian:	9
Black or African American:	7
Native Hawaiian or Other Pacific Islander:	0
White:	215
Two or more races:	0

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	150
Average number of clock hours required for student teaching	450
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	410
Number of students in supervised clinical experience during this academic year	365

Please provide any additional information about or descriptions of the supervised clinical experiences:

We have included courses that require a supervised clinical experience in addition to student teaching.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	21
Teacher Education - Early Childhood Education	15
Teacher Education - Elementary Education	82
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	4
Teacher Education - English/Language Arts	25
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	23
Teacher Education - Music	9
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	27
Teacher Education - Science Teacher Education/General Science	12
Teacher Education - Social Science	
Teacher Education - Social Studies	16
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	11
Teacher Education - Chemistry	1
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	1
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	4
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Education Health/Fitness	13

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number

of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	22
Teacher Education - Early Childhood Education	14
Teacher Education - Elementary Education	12
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	4
Teacher Education - Business	
Teacher Education - English/Language Arts	19
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	25
Teacher Education - Music	11
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	24
Teacher Education - Science	9
Teacher Education - Social Science	
Teacher Education - Social Studies	12
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	10
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	1
Teacher Education - History	5
Teacher Education - Physics	1
Teacher Education - Spanish	8
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	5
Teacher Education - English as a Second Language	4
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	

History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Education Health/Fitness	13

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 194

2013-14: 181

2012-13: 190

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

15

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Strong advising and recruiting from prerequisite courses.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in mathematics in 2015-16?

Yes

How many prospective teachers did your program plan to add in mathematics in 2015-16?

15

Provide any additional comments, exceptions and explanations below:

Students who desire to be middle level endorsed through an elementary or middle level math major are experiencing scheduling conflicts; we plan to work across campus to address these challenges.

Some students are experiencing difficulty obtaining the new GPA requirement (2.8) for Education prerequisite and core courses; we plan to address these challenges with changes in curriculum, instruction, and student support.

We changed our secondary math major based on assessment, to address state competencies, and to allow more flexibility in students' academic plan.

We created an additional secondary education track for middle level math majors, which reduces credit load and improves recruitment, retention, and placement.

We plan to work across campus on curriculum requirements for elementary education students to encourage them to major in elementary mathematics or middle level mathematics, and for all to have strong foundational knowledge and skills in mathematics.

Academic year 2016-17

Will your program prepare teachers in mathematics in 2016-17?

Yes

How many prospective teachers does your program plan to add in mathematics in 2016-17?

15

Provide any additional comments, exceptions and explanations below:

We plan to work across campus to agree upon curriculum that supports the current national recommendations by the CBMS for mathematics teaching at the elementary level which ensure mathematics competency. We are working to improve student success in core math classes by making changes in curriculum and instruction.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers did your program plan to add in science in 2014-15?

5

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

The NSF Noyce Grant funds successfully supported additional candidates across science endorsement programs.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We applied for Phase II Noyce Grant funding but were not funded.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

We added an option for Middle Level Science candidates to follow the Secondary Education Core sequence, which helped reduce total credits required for candidates

to obtain the endorsement. Students (particularly those in secondary area endorsements) are experiencing scheduling conflicts; we plan to work across campus to address these challenges.

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

We will work collaboratively across campus to decrease scheduling conflicts, particularly in secondary area courses.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers did your program plan to add in special education in 2014-15?

0

Did your program meet the goal for prospective teachers set in special education in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

We revised our dual endorsement program (Elementary Education and Secondary Education) to have overall reduced credits and hopefully attract those interested in obtaining the endorsement in special education. We also created an add on special education endorsement option.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

This information was distributed on the Department Website and through our Cross Campus communication.

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in special education in 2015-16?

Yes

How many prospective teachers did your program plan to add in special education in 2015-16?

0

Provide any additional comments, exceptions and explanations below:

The state change eliminating the special education endorsement only option has led to increased time to degree completion and fewer students interested in spending additional time to obtain the special education endorsement.

Academic year 2016-17

Will your program prepare teachers in special education in 2016-17?

Yes

How many prospective teachers does your program plan to add in special education in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

We have seat availability to add students in special education courses. We plan to recruit additional students by introducing options and benefits of seeking the dual

endorsement or add on endorsement in special education to students in our EDUC 201 (Intro to Education) course.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

5

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

We revised curriculum and planned for submission at the institutional level in 2015-2016.

Provide any additional comments, exceptions and explanations below:

We were able to increase the numbers by 4. New strategies across the next couple of years are expected to help us reach goals.

Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

5

Provide any additional comments, exceptions and explanations below:

We developed an option for flexible start and completion of the program to add additional candidates throughout the year. We also completed a proposal for an online endorsement option to begin in catalog 2016-2017.

Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

5

Provide any additional comments, exceptions and explanations below:

Additionally, Dr. Gina Petrie collaborated with Whitworth and Gonzaga to complete a proposal for a grant through the US Dept. of Ed. Office of English Language Acquisition. If funded, this project will engage EWU in a collaborative and innovative response to the great need in the Spokane community—and in the state in general—for more teachers with English Language Learner Endorsements. The proposal creates a pathway for a large number of in-service K-12 teachers to access the professional development that they need regarding second language acquisition, literacy, linguistics, culture, methods and assessment to more effectively support their students learning English. Any one institution would struggle to meet the needs of this number of teachers (200 by project completion) in Spokane Public Schools; collaboration between EWU, Whitworth and Gonzaga makes the feat possible.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Our most successful strategy continue to be in meeting these assurances is to introduce the concepts of student needs, student-centered teaching, and differentiatio very early in the program (EDUC 201, EDUC 308/309, and SPED 363). We believe this helps raise our candidates' awareness of student differences throughout the remainder of the program.

Although, no longer required by the PESB in WA, we continue used the diversity indices (Race and ethnicity, poverty, and special needs) to collect data on where we place our teacher candidates and evaluate if such placement in schools and districts are different from their background.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
22-BIOLOGY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
22-BIOLOGY Evaluation Systems group of Pearson All program completers, 2014-15	9			
22-BIOLOGY Evaluation Systems group of Pearson All program completers, 2013-14	5			
38-BUSINESS AND MARKETING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
38-BUSINESS AND MARKETING Evaluation Systems group of Pearson All program completers, 2014-15	3			
38-BUSINESS AND MARKETING Evaluation Systems group of Pearson All program completers, 2013-14	2			
23-CHEMISTRY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2014-15	3			
100-DESIGNATED WORLD LANGUAGES Evaluation Systems group of Pearson All program completers, 2013-14	2			
27-EARLY CHILDHOOD Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
27-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2014-15	10	47	10	100
27-EARLY CHILDHOOD Evaluation Systems group of Pearson All program completers, 2013-14	3			

Program	N	Score	N	%
101-EARLY CHILDHOOD EDUCATION State All enrolled students who have completed all noncl	17	245	16	94
101-EARLY CHILDHOOD EDUCATION State All program completers, 2014-15	11	241	11	100
1-EARLY CHILDHOOD EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	8			
71-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
71-EARLY CHILDHOOD SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	1			
24-EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
24-EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	3			
24-EARTH AND SPACE SCIENCE Evaluation Systems group of Pearson All program completers, 2013-14	2			
5-ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	77	261	77	100
6-ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2013-14	80	258	80	100
102-ELEMENTARY EDUCATION SUBTEST I State All enrolled students who have completed all noncl	66	240	58	88
102-ELEMENTARY EDUCATION SUBTEST I State All program completers, 2014-15	47	245	47	100
103-ELEMENTARY EDUCATION SUBTEST II State All enrolled students who have completed all noncl	66	243	60	91
103-ELEMENTARY EDUCATION SUBTEST II State All program completers, 2014-15	44	247	44	100
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2014-15	30	45	30	100
23-ELEMENTARY LITERACY Evaluation Systems group of Pearson All program completers, 2013-14	22	46	22	100
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	33	46	33	100
22-ELEMENTARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	21	47	21	100
301-ENGLISH LANGUAGE ARTS State All enrolled students who have completed all noncl	17	242	16	94
301-ENGLISH LANGUAGE ARTS	17	249	17	100

State All program completers, 2014-15				
20-ENGLISH LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2013-14	35	262	35	100
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
51-ENGLISH LANGUAGE LEARNERS Evaluation Systems group of Pearson All program completers, 2013-14	1			
104-ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All enrolled students who have completed all noncl	30	239	27	90
104-ESSENTIAL COMPONENTS OF ELEMENTARY READING INSTRUCTION State All program completers, 2014-15	10	240	10	100
29-HEALTH/FITNESS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
29-HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2014-15	5			
29-HEALTH/FITNESS Evaluation Systems group of Pearson All program completers, 2013-14	10	259	10	100
27-HISTORY Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
27-HISTORY Evaluation Systems group of Pearson All program completers, 2013-14	2			
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2014-15	6			
30-K-12 PERFORMING ARTS Evaluation Systems group of Pearson All program completers, 2013-14	2			
304-MATHEMATICS State All enrolled students who have completed all noncl	5			
304-MATHEMATICS State All program completers, 2014-15	6			
26-MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	1			
203-MIDDLE GRADES MATHEMATICS State All enrolled students who have completed all noncl	6			
203-MIDDLE GRADES MATHEMATICS State All program completers, 2014-15	7			
10-MIDDLE LEVEL HUMANITIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2013-14	1			
12-MIDDLE LEVEL MATHEMATICS Evaluation Systems group of Pearson All program completers, 2013-14	6			
13-MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson	5			

13-MIDDLE LEVEL SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	2				
35-MUSIC: CHORAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	265	8	80	
35-MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2014-15	4				
35-MUSIC: CHORAL Evaluation Systems group of Pearson All program completers, 2013-14	2				
34-MUSIC: GENERAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8				
34-MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2014-15	4				
34-MUSIC: GENERAL Evaluation Systems group of Pearson All program completers, 2013-14	2				
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	255	9	82	
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2014-15	4				
36-MUSIC: INSTRUMENTAL Evaluation Systems group of Pearson All program completers, 2013-14	3				
24-PHYSICAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
24-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	6				
24-PHYSICAL EDUCATION Evaluation Systems group of Pearson All program completers, 2013-14	5				
25-PHYSICS Evaluation Systems group of Pearson All program completers, 2014-15	1				
21-SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				
21-SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	7				
7-SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
7-SECONDARY ENGLISH - LANGUAGE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	10	48	10	100	
10-SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
10-SECONDARY HISTORY - SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	10	41	10	100	
8-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				

8-SECONDARY MATHEMATICS Evaluation Systems group of Pearson All program completers, 2014-15	6			
9-SECONDARY SCIENCE Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
9-SECONDARY SCIENCE Evaluation Systems group of Pearson All program completers, 2014-15	13	43	13	100
28-SOCIAL STUDIES Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	249	9	82
28-SOCIAL STUDIES Evaluation Systems group of Pearson All program completers, 2014-15	10	256	10	100
70-SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	17	253	15	88
25-SPECIAL EDUCATION Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
25-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	8			
70-SPECIAL EDUCATION Evaluation Systems group of Pearson All program completers, 2014-15	15	256	15	100
32-THEATRE ARTS Evaluation Systems group of Pearson All program completers, 2014-15	1			
33-VISUAL ARTS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
33-VISUAL ARTS Evaluation Systems group of Pearson All program completers, 2014-15	2			
29-WORLD LANGUAGE Evaluation Systems group of Pearson All program completers, 2014-15	7			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All enrolled students who have completed all noncl	324	287	89
All program completers, 2014-15	355	355	100
All program completers, 2013-14	372	372	100
All program completers, 2012-13	325	325	100

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher

preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

We continue to use of technology as an effective aid to instruction is addressed in classes throughout the program. In preparing for in-class presentations students must use technology such as a document camera, PowerPoint, Smartboard, relevant websites, or a combination of appropriate media to serve as a resource during their presentations.

The lesson plan format which students use for every lesson they plan and teach requires candidates to show how they will integrate technology into their classrooms as one of their instructional strategies.

Field-performance evaluations (Performance Verification Assessment, Observation and Data Feedback forms, Student Teaching Mid-term and Final Evaluations) asses the candidates' ability to effectively integrate technology into their classroom and/or planning as an aid for student learning (aligned with our Conceptual Framework). Ongoing feedback is provided by their mentor teacher and field supervisor.

BAE (EDUC 420) and MIT (EDUC 695) candidates complete a portfolio (aligned with state standards), a program completion requirement, which includes their selected evidence that demonstrate their competence and how they have used technology to support learning goals and activities.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

No major changes from last report. All candidates preparing to be general education teachers take SPED 363: Introduction to Special Education. The course covers information in the Individuals with Disabilities Education Act. In addition to course work, candidates have to complete field experiences assisting in special educatior settings. Candidates are encouraged to attend IEP meetings as they have opportunities in their field experiences (including student teaching). Candidates receive instruction in methods course that covers teaching students who are limited English proficient. Candidates are required to demonstrate how they use multiple instructional strategies to meet the needs of diverse learners. This is documented in written and observed lesson plans.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes
- **participate as a member of individualized education program teams**
  Yes
- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

No major changes from last report. Candidates preparing to become special education teachers complete the special education program. Within this program there is a specific course (SPED 480) where candidates are required to write sample IEPs and participate on a team with their peers. In special education practicum and studer

teaching candidates attend IEP meetings for students in their placements. Content is covered throughout the program on teaching students who are limited English

proficient. Evidence is gathered for each candidate from written lesson plans and direct observation of lessons in their field placements.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

The EWU Department of Education offers a comprehensive teacher preparation program and its mission is to prepare student-centered educators to be professionals, leaders, scholars, and practitioners. Candidates who complete the undergraduate program earn a Bachelor of Arts in Education degree (BAE) and a Residency Teaching Certificate. Teacher candidates select an academic major and complete either the elementary, secondary, or early childhood core program. In addition to the undergraduate majors, EWU also offers a Master in Teaching (MIT) program with elementary and secondary tracks. Candidates develop knowledge and skills for effective teaching by taking professional education courses which are arranged in the following sequence: Foundations, Beginning Application, Practice Content/Skill, and Master Content/Skill. Each program includes a series of field and clinical experiences in the candidates selected endorsement areas. Field and clinical experience are supervised by EWU faculty and are aligned with course requirements. Our teacher candidates are now required to pass their content assessment (WEST-E or NES) prior to student teaching. Each candidate submits a portfolio at the end of the program that provides evidence aligned with WA state standards. Over the past 18 months our teacher preparation program has gone through many changes. Recently we successfully completed a focused site review to address unmet areas identified by the Washington State Professional Educators Standards Board (PESB) in our 2015 site visit. In the focus site visit, the team reported that we successfully met all state standards for our teacher preparation program and educational leadership program. We have one required action for equity pedagogy and culturally responsive practices and have a plan in place to address this required action. The PESB will officially determine program approval in July 2016. Our Conceptual Framework is an important component of our Teacher Preparation Program. During the 2012-13 the Conceptual Framework was revised and then implemented fall of 2013. Curriculum, instruction, field experiences, clinical practice, and assessment of candidates as well as program evaluation tools were revised to ensure alignment with the conceptual framework and state standards. The Committee for Admissions, Recruitment, Retention, and Transition (CARRT) was formed in the fall of 2013 to formally address these practices under this umbrella. CARRT serve as the structure and process to identify, address and remediate "struggling" teacher candidates in order to improve retention and graduation rates as well as program practices and services. The Department of Education's assessment system includes the collection, analysis, and evaluation of data related to its Teacher Education Programs. The system was originally designed to assess applicant eligibility, candidate performance, and program requirements, as well as comply with mandatory state and federal reporting requirements. In fall of 2013, the assessment coordinator position was changed to an assessment director position and a new director was hired in June 2014. We developed new program assessment plans in spring 2014. A comprehensive plan to redesign our assessment-evaluation system and our practices are under way in 2015-2016 and it includes many improvements to all areas of our system. Collaboration with EWU's IT Department has enable us to take advantages new products and IT services to expand on the current system and add new data collection, reporting and analysis tools. The Teacher Education Professional Educator Advising Board (PEAB), comprised of P-12 partners, has been actively involved with the teacher education program on defining, implementing, and reviewing progress over the years. The PEABs meet at least three times during each school year. The PEABs discuss programs information and results from assessments, surveys and evaluations. The teacher education PEAB makes regular program recommendations and members have noted that the program has been very responsiveness to their recommendations. For example, a discussion of the new proposed admissions requirements and how the program support teacher candidates with the edTPA.

Supporting Files

Complete Report Card

AY 2014-15

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