



College of Education

TEACHER EDUCATION DIVISION

Initial Teacher Certification Programs

Report to Stakeholders

2015-16 Academic Year

All initial certification programs (BA/BS in Elementary or Secondary education, MAT in Elementary or Secondary Education, and Post Baccalaureate in Elementary or Secondary Education) provide candidates with content knowledge, performance and dispositions that support their teaching. Using current theoretical developments candidates engage in the study of teaching and learning; in the development of education curriculum that illustrates best teaching practices; and research approaches that help them examine their pre-service teaching practice in a reflective manner. The theoretical and practical knowledge acquired in this program are an important aspect of the candidates' professional growth and essential to supporting candidates in becoming a professional educator. Each program is designed to lead to a Michigan teaching certification.

The Teacher Education Program faculty have articulated a series of learning outcomes that frame the students' coursework and clinical experiences. Program assessments provide data on the extent to which such outcomes are being reached and are used for periodic program revisions. Programmatic assessment plans are documented in the WSU's program assessment initiative - *Compliance Assist*.

The following two outcomes were the focus for the 2015-16 academic year:

1. *Candidates will be able to demonstrate proficiency through teaching instructional practices as evidence through assessment, planning and strategies.*
2. *Candidates engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.*

Assessment data were collected from two assignments in the program from pre-student and student teaching practicum.

The two main assessments used to collect data include: 1) lesson plan crafted by candidates to deliver to PK-12 students in their practicum classroom; 2) case study where candidates work one on one with a PK-12 student in their practicum classroom. These assignments require that students achieve proficiency or mastery in three main areas:

1. Understanding learners and learning environment
2. Developing instructional practices
3. Being a professional in the school environment

Over 98% of the candidates achieve proficiency or mastery in these three areas, the process requires that course instructors carefully scaffold students through each of these aspects of the assignments using class exercises, examples, with detailed instructor feedback. The Teacher Education faculty are committed to the continuous improvement of our program. To that end, for the 2016-17 academic year program faculty will continue to seek ways to improve instructional delivery and foster out students' success. Assessment data will be collected in other program outcomes for the upcoming academic year.