

Self-Study Form- Candidate Enrollment: Race-ethnicity or Gender

This is PESB's Self-study Form required for programs flagged on the Candidate:Institution Enrollment by race-ethnicity and gender. These indicators are intended to identify programs in which candidates of self-identified racial-ethnic or gender groups represent smaller proportions of the candidate group than they do in the population of the institution at large. If for example, female students represent 40% of the institution but 20% of the program's candidates, or if students of color represent 40% of the institution but 20% of the program's candidates, this indicator calls for reflective examination. It is clear that not all preparation programs are housed in institutions; the PESB has approved new, more inclusive calculations for this indicator to be used in the Spring of 2022.

The flag on this indicator does not necessarily signify a problem with the program's practice or performance. Rather, the presence of a flag on this indicator suggests a trend that may be important to focus on as part of the program's continuous quality improvement efforts. This self-study form is intended to support and further that work, as well as to aid in understanding the system of preparation programs, and to identify statewide trends in the educator workforce to inform the decisions of the PESB.

These are the PESB standards most associated with this indicator:

- 1A - Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition educator candidates.
- 1B - Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington State public schools.
- 2A - Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.
- 2D - Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators.
- 6A - Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 and WAC 181-78A-300.

To fill out this required form, respond to each question below. No artifacts, data, or evidence are requested at this time, only responses to these questions are necessary. It is advisable to

draft responses in a word processing program, then paste them into this form. Please note character / word limits on each question, which are intended to ensure this reflective exercise does not propose an undue burden, but rather serves the continuous improvement already happening in the program.

Submit using this form by 8/1/21. If there are challenges related to the use of Google Forms, please use this Microsoft Word template.

Contact Nicholas Gillon at the PESB office for more information (nicholas.gillon@k12.wa.us)

Email:	
Click or tap here to enter text.	
Are you responding to indicators about a teacher or principal preparation program? <i>Check all that apply</i>	
<input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Principal <input type="checkbox"/> Other Click or tap here to enter text.	
Where do you offer programming? <i>Check all that apply</i>	
<input type="checkbox"/> Antioch University of Seattle <input checked="" type="checkbox"/> Central Washington University <input type="checkbox"/> Centralia College <input type="checkbox"/> City University of Seattle <input type="checkbox"/> Eastern Washington University <input type="checkbox"/> Educational Service District 112 <input type="checkbox"/> Gonzaga University <input type="checkbox"/> Grays Harbor College <input type="checkbox"/> Heritage University <input type="checkbox"/> Highline College <input type="checkbox"/> Lower Columbia College <input type="checkbox"/> Northwest Educational Development <input type="checkbox"/> Northwest University <input type="checkbox"/> Pacific Lutheran University <input type="checkbox"/> Pierce College	<input type="checkbox"/> Saint Martin's University <input type="checkbox"/> Seattle Pacific University <input type="checkbox"/> Seattle University <input type="checkbox"/> The Evergreen State College <input type="checkbox"/> University of Puget Sound <input type="checkbox"/> University of Washington – Seattle <input type="checkbox"/> University of Washington – Bothell <input type="checkbox"/> University of Washington – Tacoma <input type="checkbox"/> Walla Walla University <input type="checkbox"/> Washington State University <input type="checkbox"/> Western Governors University <input type="checkbox"/> Western Washington University <input type="checkbox"/> Whitworth University <input type="checkbox"/> Yakima Valley College
Please provide the name(s) and title(s) of key contributor to this response form.	
Click or tap here to enter text.	

Dr. Mark Oursland, Math faculty and assessments lead
Dr. Ian Loverro, Department Chair-Secondary Education
Dr. Jennifer Deschaine-Berkas, Department Chair-STEM Teaching
Dr. Stefan Ward, Physical Education and Health faculty- Program Lead
Jodi Musser, Family and Consumer Sciences faculty- Program Lead

After reviewing the indicator and the data from your program, what may explain why this indicator flagged this program? Limit - 3000 characters, about 1 page.

After looking at the indicator data, the fact that we predominantly prepare Elementary Education teachers results in data that aligns with our perceptions. Most Elementary Education teachers are female by a large margin.

What questions about your program do these indicator data prompt? Limit - 1500 characters, about 1/2 page.

How do we convince male students to become teachers? What marketing/recruiting strategies work?

After reviewing the indicator data from your program and reflecting, what steps, if any, are you considering regarding continuous improvement? Limit - 3000 characters, about 1 page.

Leveraging our Teacher Academies at the 9-12 level. We are hiring a new Teacher Academies director and this position is directly tied to outreach in diversifying the educator prep programs, this could also be specific information for male high school students about career opportunities. The School of Education is working with Public Affairs on expanding the CWU Welcome brand as an ambassador department. This will be brought up with our marketing partners as a need in our meeting in September. Our Elementary Education department is in the early stages of a partnership with Seattle Public Schools to recruit students and it could be communicated to the schools about the need to increase the population of male educators.

What else would you like the board to know about your program as it relates to these indicator data? Limit - 6000 characters, about 2 pages.

CWU has promoted an inclusiveness in teacher majors that have been predominately one or the other gender and presently we are being proactive with Teaching Academies. We are in the process of hiring a Director of Teacher Academies, Student Teaching, and Field Experiences and retooling the position to support building new partnerships and strengthening the ones we have in place. The role of this new position will be to recruit under represented populations and stay connected until they are placed in Student Teaching and hopefully hired in their own home districts this new role will allow CWU to support these students full circle into teaching careers.

What strategies and practices are used to conduct outreach and develop partnerships in ways that enable program personnel to recruit, admit, and support educator candidates? (see PESB program standard 1a) Limit - 3000 characters, about 1 page.

Most of our certification majors offer the first couple courses in the program to any CWU student as a way for them to explore the opportunities that being a teacher could bring. These courses also count as general education courses so they can see value in “trying out” teaching that isn’t in addition to their requirements. Our STEM program has been offering programs such as Expanding Your Horizons for girls grades 5-9 to attract them to STEM positions and teaching. This is the opposite of the specific indicator but still underrepresented in those endorsement areas. Our CTE programs work through the state CTSOs and conferences to market and recruit to the 9-12 educators about what CWU has to offer. Our Teacher Academies have partnerships with 18 school districts helping to increase the outreach to future CWU students.

How has the program developed, implemented, and improved the strategies and practices used to recruit and retain candidates from underrepresented groups? (see PESB program standard 1b) Limit - 3000 characters, about 1 page.

Efforts toward becoming an HSI and other mentioned recruitment and retention plans who the importance of this issue the teacher education programs at CWU. Also, the STEM teaching program has been conducting a research related to this topic and these finding should be available by Fall 2021. The Diversity and Equity Teacher Education Committee is very active, they hold annual workshops on improving the environment and instruction for candidates from underrepresented groups and recommend changes to teacher education policies.

In what ways do program instructors use strategies, pedagogies, and assessments in ways that model high-quality and effective teaching and learning? (see PESB program standard 2a) Limit - 3000 characters, about 1 page.

Most instructors use videos, small group learning, demonstrations, and field experience opportunities. Our programs are constantly changing practices and learning opportunities to improve modeling for students on how to implement them in their courses.

How are professional learning opportunities and evaluations used to support instructors’ ongoing improvement as educators? (see PESB program standard 2a) Limit - 3000 characters, about 1 page.

Instructors retain memberships with professional organizations. University provides training programs in a variety of topics to help professors and staff meet the needs of our diverse group of students. We are also given a travel budget of \$2000 to attend and present at conferences both locally, regionally, nationally, and internationally.

In what ways do instructors’ work with curriculum, methods, community relationships, and field experiences ensure each candidate exhibits the knowledge and skills of culturally responsive educators? (see PESB program standard 2d) Limit - 3000 characters, about 1 page.

Cultural Competence has been increasingly integrated into a variety of courses, not just the mandatory Multicultural Education courses in each program. Candidates' ability to work with diverse groups is assessed in most field experience classes.

How do program leaders, instructors, and field supervisors collaborate with school partners to cooperatively design, implement, and evaluate field experiences, and clinical practices aligned with standards for the role? (see PESB program standard 6a) Limit - 3000 characters, about 1 page.

Our assessment tools are generally developed by on-campus program faculty and field supervisors. They are then shared with school partners. Feedback received from the school partners and PEAB are then implemented into future revisions. We get feedback from our students have field experiences. We make every effort to stay connected to current teachers to help with the right fit in placements.