

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 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 checked="" 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.	
Erik Gimness, Director of Institutional Research	

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.

Historically, male students have been underrepresented in ECE and education programs. Despite efforts at recruitment that encourage male candidates to apply, this trend persists. However, we have been successful in recruiting some male candidates. Male candidates also make up an underrepresented portion of our associate ECE program, so to the extent that it serves as a pipeline into the BAS, that could also account for the continued disproportionate enrollment.

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

It makes sense to try to better understand both what is preventing more males from being interested in the program, as well as what prompted the male candidates we do enroll to commit to the program and profession. Prospective interviews with male applicants, as well as retrospectives with graduates and clinical completers, could help support and inform our understanding their experiences in order to improve recruitment and onboarding.

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.

We continue to implement strategies in communication and outreach that encourage males to apply to our program, including information that speaks to the value of men in education and the lack of male teachers in p-3 relative to the proportion of male students. In terms of steps for continuous improvement, prospective interviews with male applicants, as well as retrospectives with graduates and clinical completers, could help support and inform our understanding their experiences in order to improve recruitment and onboarding.

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.

While we see the value in self-study as informed by data processes, there may be inherent bias built into a system whereby colleges are essentially ranked (i.e., data is sorted in ascending order based on a "score") in a way that lacks context. Given the fact that this data is used by the board in decision-making, we entreat PESB and the board to exercise caution when drawing inferences based on this data.

Furthermore, although this self-study responds to data that shows underrepresentation of male enrollments in the program, we have some concerns that the data as presented may decontextualize programs in such a way that programs that serve more marginalized communities may be double-taxed: penalized because their challenges are reflected in the data, when what is needed is more support in order to ensure equitable access for the program, its students, and the community it serves. For example, although this self-study does allow an opportunity to provide context, there are

no questions explicitly asking about challenges faced by the program or community, nor about what supports, if any, could help improve the program.

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.

In addition to maintaining active relationships with our local schools and districts to help facilitate awareness of the college and BAS-T program, we have a grant to create pipeline from Puyallup high school directly to Pierce. Under the planned program, students would earn college credits and pipeline into the AAS-T program, and then transfer into BAS-T. Part of the work is to ensure equitable access, as well as preparing students to see themselves as potential educational leaders within their communities.

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.

One approach to recruitment is through monthly virtual open houses for prospective students from the community. These events give students a sense of both the requirements of the program, as well as helping them connect to program faculty and staff, and understand the positive impact their success can have on their community. The program also intentionally prepares students in our AAS-T program to be able to successfully transfer directly into the BAS-T program. Program alignment between AAS-T and BAS-T, along with encouraging underrepresented students—including males—to “see themselves” in the program and as future teachers, are strategies intended to help recruit and retain.

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.

Pierce College’s BAS-T program is built on research-based practices and constructivist theory for teacher preparation using Cochran, DeRuiter, and King’s (1993) Development Model of Pedagogical Content Knowing. Across the program, students are supported in their development of the four areas of pedagogical content knowing. Program faculty model how learning theory can be incorporated into their teaching practices through a variety of evidence-based instructional strategies that are individually, culturally, and developmentally appropriate, both within and across disciplines. Instructors model a variety of assessment, diagnostic, and evaluation practices whereby students, in collaboration with colleagues and families, guide the learning and holistic development of every child. Candidates are also shown how to analyze children’s behavior and effectively choose strategies to maximize each child’s success in the learning community.

Throughout our courses, instructors and candidates evaluate state and local disaggregated data in relation to equity gaps. Students then create teaching strategies and philosophies to address what they experience in the classroom. With the recent COVID outbreak, we have also included strategies in

our supports and teaching practices that help students to succeed in virtual learning environments. Additionally, the program emphasizes how our students are to assess the child's learning effectiveness in virtual learning environments.

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 participate in a variety of learning opportunities that support their growth as educators. Instructors co-create with their supervisor professional growth and development plans and annually document their learning and its application to enhance the student experience. Instructors are engaged with national and state organizations such as the Washington Association for Colleges for Teacher Education and the American Association of Colleges for Teacher Education that support currency in programming. Additionally, instructors participate in internal professional development opportunities hosted by the department, division, and institution.

Instructors monitor improvement needs through student course evaluations; student enrollment and persistence trends using the college's Tableau dashboards; mentor and student teacher residency evaluations; and program assessment. The Education Program Assessment follows a three-year cycle in which instructors evaluate student achievement of the learning outcomes. During the cycle, instructors first evaluate assessments and student work for trends in the achievement of learning outcomes. In instances where improvement opportunities are identified instructors collaborate in determining how and where updates to instruction are needed. The Education Program Assessment is a notable example of how instructors work collaboratively to evaluate programming and identify professional learning needs for the department.

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.

Programming is purposefully designed to ensure teacher candidates are prepared to work with children who are culturally, linguistically, and ability diverse. Central to programming is a commitment to social justice and culturally responsive teaching. Program curriculum was developed in collaboration with ECE faculty and our initial school district partners to align with PESB endorsement competencies and InTASC standards, with refinement and vetting by our PEAB. We actively participate in a cycle of curriculum review to ensure currency of learning content and outcomes. Faculty work with candidates to create a welcoming, supportive, challenging environments for each and every child and his/her family and advocates for services and supports to be received in the least restrictive environment or within natural learning environments.

In a curriculum that values and instills reflective practice, candidates examine their own cultural values, beliefs, and biases, then work to articulate and apply their understanding of how people differ in their perspectives and approaches. This is designed to create learning opportunities that are culturally responsive for children and their families. Moreover, assignments, experiences, and assessments are designed to center the importance of relationships with children, families, colleagues,

and community agencies. Through this approach, we have been able to create and maintain those relationships to support children's learning and development.

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.

Program leaders, instructors, and field supervisors work collaboratively to provide a yearlong, supported residency in the local school system for the senior year of the program. Teacher candidates will have the opportunity to use various technology available in their placement sites and through the college's library system. They will also have the opportunity to gather and use data in that context. This data will help to inform effective teaching practice from an anti-racist framework.

In collaboration with partners, program faculty work cooperatively implement and evaluate field experiences using a mini-professional learning community (PLC) framework. Each PLC is comprised of a field supervisor, mentor teacher, and student teacher. Each member of a PLC is provided a residency manual that outlines expectations based on their role and responsibilities. The assessment tools used to evaluate student teacher attainment of the competency goals for general education and special education are used as guides for the PLC members in establishing common goals and expectations of the residency experience. An additional layer of collaboration in our residency program is the employment of co-teaching model where both the mentor and student teachers work together in the classroom to meet the needs of students.

Pierce College maintains a strong feedback loop involving school district partners to evaluate the residency field experiences. The Field Supervisors, Director of Education Programs, and Teacher Certification and Field Experience Program Specialist collaborate with school district partners to review the effectiveness of the mentor preparation and communication. Feedback is sought from mentor teachers on their perceptions of their mentoring preparedness, assessment tools, and PLC communication. Additionally, we gather data on mentor teacher effectiveness using field supervisor and student teacher evaluations. Information gathered from school district partners, the program and students are used in the continual improvement of the residency field experience.