



Willamette

EDUCATION SERVICE DISTRICT

CAEP Standard 4.1:
Study of Western Oregon University
Teacher Education Graduates' Impact
on Elementary Student Learning



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Summary

This pilot study of the WOU Teacher Education program examined student progress on formative assessments in reading and math domains of 86 graduates from the 2016-2017 school year to the 2020-2021 school year. The last two years were disrupted in multiple ways due to the COVID-19 pandemic, including impacting student teaching experiences.

Key findings were divided into Reading (all reading assessments), Spanish Reading (examined separately from other Reading assessments), and Math. On average, 85% of students either maintained grade level learning or gained grade level(s). The range of students at least maintaining grade level varied each year from 73% to 90% in reading and 73% to 85% in math. It is also informative to examine those who maintained a high-risk level or experienced a loss. Overall, 987 students (11% of the total) maintained a high-risk outcome and 1,298 (15% of total) lost ground. These trends were similar for the results of Spanish Reading assessments, but their progress was greater. A drop in progress was evident for all assessments from 2019-2020 to 2020-2021; but the drop on Spanish Reading assessments was not as great as that of all reading assessments. As to teacher outcomes, overall, for 79% of teachers, at least 80% of their students gained or maintained their learning level. For 76% (65 out of 85) of teachers giving reading assessments, 80% or more students maintained or gained in their assessment level. This was true for 67% (56 out of 69) of teachers giving math assessments.

Limitations included finding matches for just 25% of WOU Teacher Education graduates over the last five years, the lack of a comparison group, the interruptions caused by the pandemic, the assessment unit of study, and the lack of information on mitigating factors such as absenteeism, availability of mentoring for early career educators, and information on the status of data teams and formative assessment protocols in the districts where teachers are hired. Nonetheless, this pilot study provides a baseline as well as guidance for future study of this important topic in teacher education.