Quincy University
School of Education
Elementary Teacher Licensure Program Report
Undergraduate and Graduate (MSE)
June 2014

Quincy University Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

School of Education Mission Statement

Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of servant-leaders. These inspiring and collaborative professionals will be reflective decision makers who are committed to the academic and personal success of all students, particularly the marginalized, in responsive teaching and learning communities.

Teacher Licensure Program Mission Statement

The teacher licensure program prepares teachers to use reflective decision-making to improve their instruction. As servant leaders, these aspiring teachers will use both content knowledge and pedagogical skills to give all students, particularly those most at-risk, the skills and knowledge to be successful learners. They will model the ethical and professional norms of education and be true examples of life-long learners.

I. Description of the methods of program assessment

The following chart indicates key assessments in the teacher licensure program. A variety of assessment formats is included: portfolios, disposition rubrics, professional teaching standard rubrics, and state licensure tests.

Name of Assessment	**Type or Form of Assessment** (ex.: essay, case study, project, portfolio, state test, etc.)	**When the Assessment is Administered** (point in the program when assessment is administered)
1. Professional Teaching Standards Rubric	Checklist of 33 professional teaching elements with 4-point scale	Final evaluation of student teaching experience
2. Disposition Rubric	Checklist of 25 disposition elements with 3-point scale	During each pre-professional course, and conclusion of student teaching experience

3. Content Test	State test	Prior to student teaching
4. Assessment of Professional Teaching (APT) Test	State test	Prior to licensure
5. Clinical Observation of Teaching Rubric	Checklist of 16 elements of lesson	During each of three clinical placements prior to student teaching
6. Unit Plan	Unit plan completed in the Understanding by Design format	Once during student teaching
7. Lesson Plans	Two Universal Design lesson plans	Once during each student teaching placement
8. Portfolio	Electronic compilation of teaching artifacts, rationales, and public presentation	End of program
9. Thesis/Master's Project (MSE candidates only)	Written research document and oral defense	Prior to graduation with MSE degree
10. Survey of graduates	Checklist of elements with 4-point scale	One and five years after graduation

II. Results of Assessment #1
Student Teaching Candidate Professional Teaching Standards Assessment

Key: Unsatisfactory (1) Developing (2) Meets (3) Exceeds (4)

Professional Teaching Standard	**Avg. Score**
	All n=52
#1 Teaching Diverse Students	
A. Selects resources and strategies to meet a range of individual needs	**3.48**
B. Teaches to individual learning abilities	**3.42**
C. Holds high expectations for learning and achievement	**3.70**
#2 Content / Pedagogical Knowledge	
A. Possesses content knowledge	**3.42**
B. Integrates knowledge into instructional objectives	**3.48**
C. Engages students in meaningful learning	**3.67**
D. Identifies resources that support student learning	**3.53**
#3 Planning for Differentiated Instruction	
A. Plans for long and short term instruction	**3.67**
B. Prepares learning activities based on essential skills, state standards, and district curriculum	**3.61**
C. Differentiates instruction	**3.47**
#4 Learning Environment	
A. Establishes intrinsic motivation and positive climate	**3.63**
B. Establishes expectations for behavior	**3.53**

C. Monitors and responds to student behavior	**3.61**
D. Manages materials and technology, time, pace, and transitions	**3.55**
#5 Instructional Delivery	
A. Demonstrates multiple teaching strategies	**3.67**
B. Adjusts for individual needs	**3.55**
C. Uses appropriate role of the teacher for each instructional activity	**3.61**
#6 Reading / Writing / Oral Communication	
A. Assesses and implements strategies to meet students' literacy needs	**3.48**
B. Uses a variety of materials / strategies to teach vocabulary, comprehension, and fluency	**3.52**
C. Teaches appropriate content area writing	**3.40**
D. Plans for effective oral communication	**3.55**
#7 Assessment	
A. Uses a variety of formal and informal assessment strategies	**3.52**
B. Uses assessment in lesson planning	**3.56**
C. Evaluates criteria and provides feedback	**3.59**
D. Records and monitors assessment data	**3.55**
#8 Collaborative Relationships	
A. Promotes a positive school climate	**3.83**
B. Collaborates with school personnel to benefit student learning and behavior	**3.70**
C. Communicates with families	**3.40**
D. Knows and accesses community resources	**3.37**
#9 Professionalism / Leadership / Advocacy	
A. Models professional behavior	**3.37**
B. Reflects on teaching to identify paths for professional growth	**3.86**
C. Communicates effectively	**3.81**
D. Participates in professional development opportunities	**3.70**

Elementary and Secondary Comparison

Key: Unsatisfactory (1) Developing (2) Meets (3) Exceeds (4)

Professional Teaching Standard	**Average Score**		
	All N=52	**ELE n=32**	**SEC n=3**
#1 Teaching Diverse Students			
A. Selects resources and strategies to meet a range of individual needs	**3.51**	**3.48**	**3.30**
B. Teaches to individual learning abilities	**3.45**	**3.42**	**2.60**
C. Holds high expectations for learning and achievement	**3.70**	**3.70**	**3.30**
#2 Content / Pedagogical Knowledge			
A. Possesses content knowledge	**3.38**	**3.42**	**3.00**
B. Integrates knowledge into instructional objectives	**3.47**	**3.48**	**3.00**
C. Engages students in meaningful learning	**3.69**	**3.67**	**3.60**
D. Identifies resources that support student learning	**3.58**	**3.61**	**3.00**
#3 Planning for Differentiated Instruction			
A. Plans for long and short term instruction	**3.53**	**3.47**	**2.60**
B. Prepares learning activities based on essential skills, state standards, and district curriculum	**3.61**	**3.63**	**3.30**

C. Differentiates instruction	**3.47**	**3.53**	**3.00**
#4 Learning Environment			
A. Establishes intrinsic motivation and positive climate	**3.67**	**3.61**	**4.00**
B. Establishes expectations for behavior	**3.53**	**3.55**	**3.00**
C. Monitors and responds to student behavior	**3.57**	**3.61**	**3.00**
D. Manages materials and technology, time, pace, and transitions	**3.50**	**3.48**	**3.60**
#5 Instructional Delivery			
A. Demonstrates multiple teaching strategies	**3.59**	**3.52**	**4.00**
B. Adjusts for individual needs	**3.57**	**3.34**	**3.60**
C. Uses appropriate role of the teacher for each instructional activity	**3.61**	**3.55**	**3.00**
#6 Reading / Writing / Oral Communication			
A. Assesses and implements strategies to meets students' literacy needs	**3.45**	**3.52**	**3.00**
B. Uses a variety of materials / strategies to teach vocabulary, comprehension, and fluency	**3.49**	**3.56**	**2.88**
C. Teaches appropriate content area writing	**3.34**	**3.59**	**3.60**
D. Plans for effective oral communication	**3.51**	**3.55**	**3.00**
#7 Assessment			
A. Uses a variety of formal and informal assessment strategies	**3.44**	**3.83**	**3.00**
B. Uses assessment in lesson planning	**3.50**	**3.70**	**3.30**
C. Evaluates criteria and provides feedback	**3.56**	**3.40**	**3.30**
D. Records and monitors assessment data	**3.50**	**3.37**	**2.60**
#8 Collaborative Relationships			
A. Promotes a positive school climate	**3.75**	**3.86**	**3.30**
B. Collaborates with school personnel to benefit student learning and behavior	**3.68**	**3.81**	**3.60**
C. Communicates with families	**3.36**	**3.70**	**3.00**
D. Knows and accesses community resources	**3.36**	**3.40**	**2.60**
#9 Professionalism / Leadership / Advocacy			
A. Models professional behavior	**3.79**	**3.37**	**3.00**
B. Reflects on teaching to identify paths for professional growth	**3.69**	**3.86**	**3.00**
C. Communicates effectively	**3.63**	**3.81**	**3.00**
D. Participates in professional development opportunities	**3.68**	**3.70**	**3.30**

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

The Professional Teaching Standards Rubric is one of the major assessments for students enrolled in the teaching licensure program. Overall performance on all standards is good. Analysis reveals some slightly lower areas that will receive attention by the University Supervisors as they observe the candidates' teaching.

Comparing the Elementary student scores to Secondary revealed the following lower scores on the Secondary level: #1-B (Teaches to individual learning abilities, #3-A (Plans for long and short term instruction, #6-B (Uses a variety of materials/strategies to teach vocabulary, comprehension, and fluency), #7-D (Records and monitors assessment data) and #8-D (Knows and accesses community services). There will be increased emphasis in the clinical classes and seminars on lesson and unit planning, differentiated instruction, instructional strategies, and reading/writing

strategies for the content areas. In addition, the School of Education will attempt to create a new class for secondary education majors that will focus on these areas.

University instructors will continue to explore ways in which differentiation can be provided to meet the needs of individual students. Continuing to address additional information about RtI should assist in this concern as well. University Supervisors will be alerted to the areas we are monitoring.

2013-2014 Elementary Alternative Certification Data

1 = Basic 2 = Emerging 3 = Proficient 4 = Advanced

Competency	**Elementary N=9**
Content Knowledge	3.67
Lesson Planning	3.56
Classroom Management	3.78
Human Development	3.67
Instructional Delivery	3.67
Assessment	3.67
Adapting Instruction	3.67
Diversity	3.78
Learning Technologies	3.67
Reflection	3.56
Professional Conduct	3.44
School/Community Relations	3.67

Alternative Certification Competency Assessment*
2013-2014
N = 27

Candidate in the internship portion of the alternative certification program receive five formal observations throughout the year from an assessor. The chart below represents scores from the last assessor visit of the internship.

Competency	Emerging	Basic	Proficient	Advanced
1. Content Knowledge	0	0	18.5	81.5
2. Lesson Planning	0	0	14.8	85.2
3. Class Management	0	0	18.5	81.5
4. Human Development	0	0	18.5	81.5
5. Instructional Delivery	0	0	18.5	81.5
6. Assessment	0	0	22.2	77.8
7. Adapting Instruction	0	0	18.5	81.5
8. Diversity	0	0	14.8	85.2
9. Learning Technologies	0	3.7	18.5	77.8
10. Reflection/Personal Growth	0	0	25.9	74.1
11. Professionalism	0	0	22.2	77.8
12. Community/School Relations	0	0	14.8	85.2

*Scores represent percentage of students scoring in each category on final assessment. Students must be proficient or above in all categories to pass the internship.

Historical Data:

Competency	Year	Rating			
		E	B	P	A
1	2010-11	0	0	13.3	86.7
	2011-12	0	5.9	23.5	70.6
	2012-13	0	2.56	17.95	79.49
2	10-11	0	0	30	70
	11-12	0	0	20	80
	12-13	0	0	15.5	84.5
3	10-11	0	0	30	70
	11-12	0	0	16.7	83.3
	12-13	0	0	13.64	86.36
4	10-11	0	0	25	75
	11-12	0	3.2	16.1	80.7
	12-13	0	1.49	16.42	82.09
5	10-11	0	0	30	70
	11-12	0	0	22.6	77.4
	12-13	0	1.49	19.4	79.1
6	10-11	0	0	25	75
	11-12	0	0	25.8	74.2
	12-13	0	1.49	17.91	80.6
7	10-11	0	0	15	85
	11-12	0	0	13	87
	12-13	0	0	13.43	86.57
8	10-11	0	0	5	95
	11-12	0	0	9.7	90.3
	12-13	0	0	10.45	89.55
9	10-11	0	0	36.8	63.2
	11-12	0	3.2	19.4	77.4
	12-13	0	0	10.45	89.55
10	10-11	0	0	30	70
	11-12	0	3.2	16.5	80.3
	12-13	0	1.49	8.96	89.55
11	10-11	0	0	20	80
	11-12	0	0	3.2	96.8
	12-13	0	0	11.94	88.06
12	10-11	0	0	30	70
	11-12	0	3.2	9.7	87.1
	12-13	0	1.49	8.96	89.55

QU is now in the teach-out phase, so no revisions to the program will be implemented.

Content Knowledge is a concern. All prospective candidates are required to pass the state content test for their area before being admitted to the program.

Mentors visit the interns a minimum of 25 times throughout the year – 13 in the first semester and 12 in the second. Their assessment is formative in narrative format, but mentors are asked to give an overall rating using the above categories. The chart below shows the percentage of students falling in each category at the end of the second semester of internship.

1 = Basic 2 = Emerging 3 = Proficient 4 = Advanced

N=27

Competency Rating by Mentor	**End of Internship II**
Emerging	0
Basic	0
Proficient	44%
Advanced	56%

Faculty has determined that the ratings by mentors throughout the year align well with the scores given on assessments by the assessors. Candidates who are deficient are put on remediation plans by the Director of the Alternative Certification program, who personally oversees the progress towards more satisfactory performance. Students are removed from the program if they fail to perform at an acceptable level.

II. Results of Assessment #2

Student Teaching Candidate Disposition Assessment
Elementary

Scored: 0=Unacceptable; 1=Needs Improvement; 2=Meets Expectations; 3=Exceeds Expectations; X=Not Observed

Disposition Element	**Avg. Score**
Servant Leadership	**All Elem n= 32**
Practices active listening	**2.84**
Accepts individual differences	**2.94**
Distinguishes between the behavior and the person	**2.83**
Uses methods other than coercion to lead	**2.91**
Maintains positive outlook	**3.00**
Reflective Decision-making	
Seeks constructive feedback from others	**2.75**
Makes changes based on feedback	**2.80**
Recognizes personal limitations	**2.84**
Seeks to enhance personal strengths	**2.84**
Seeks to compensate for or overcome personal limitations	**2.77**
Commitment to Ethical Standards	
Displays honesty in interactions with others	**2.97**
Models ethical behavior of a professional	**3.0**
Maintains confidentiality	**3.0**
Respects others	**3.0**
Is trustworthy	**3.0**
Success for All	
Provides constructive feedback	**2.66**

Implements strategies to meet the needs of all	**2.53**
Helps all achieve	**2.75**
Uses diversity as a strength when working with others	**2.70**
Professionalism	
Dresses appropriately	**2.88**
Follows through on commitments	**2.91**
Communicates without an intent to deceive	**2.97**
Attends all expected meetings	**2.97**
Works collaboratively with others	**2.91**
Is punctual	**2.89**

Student Teaching Candidate Disposition Assessment
Elementary and Secondary Comparison
Scored: 0=Unacceptable; 1=Needs Improvement; 2=Meets Expectations; 3=Exceeds Expectations; X=Not Observed

Disposition Element	**Average Score**		
Servant Leadership	**Total n=52**	**ELE n=32**	**SEC n=3**
Practices active listening	**2.83**	**2.84**	**2.30**
Accepts individual differences	**2.92**	**2.94**	**2.60**
Distinguishes between the behavior and the person	**2.84**	**2.83**	**3.00**
Uses methods other than coercion to lead	**2.92**	**2.91**	**3.00**
Maintains positive outlook	**2.94**	**3.00**	**3.00**
Reflective Decision-making			
Seeks constructive feedback from others	**2.94**	**2.75**	**2.30**
Makes changes based on feedback	**2.81**	**2.80**	**2.60**
Recognizes personal limitations	**2.81**	**2.84**	**2.30**
Seeks to enhance personal strengths	**2.83**	**2.84**	**2.30**
Seeks to compensate for or overcome personal limitations	**2.76**	**2.77**	**2.30**
Commitment to Ethical Standards			
Displays honesty in interactions with others	**2.94**	**2.97**	**2.60**
Models ethical behavior of a professional	**2.96**	**3.0**	**2.60**
Maintains confidentiality	**2.94**	**3.0**	**2.30**
Respects others	**2.92**	**3.0**	**2.30**
Is trustworthy	**2.98**	**3.00**	**3.80**
Success for All			
Provides constructive feedback	**2.71**	**2.66**	**2.40**
Implements strategies to meet the needs of all	**2.62**	**2.53**	**2.60**
Helps all achieve	**2.77**	**2.75**	**3.00**
Uses diversity as a strength when working with others	**2.72**	**2.70**	**3.00**
Professionalism			
Dresses appropriately	**2.87**	**2.88**	**2.60**
Follows through on commitments	**2.87**	**2.91**	**2.60**
Communicates without an intent to deceive	**2.96**	**2.97**	**3.80**
Attends all expected meetings	**2.92**	**2.97**	**2.6**
Works collaboratively with others	**2.88**	**2.91**	**3.00**
Is punctual	**2.86**	**2.89**	**3.00**

Historical Disposition Average Scores	
Servant Leadership	
2012-2013	2.89
2011-2012	2.61
2010-2011	2.63
2009-2010	2.76
2008-2009	2.67
Reflective Decision Making	
2012-2013	2.83
2011-2012	2.71
2010-2011	2.65
2009-2010	2.73
2008-2009	2.71
Success for All	
2012-2013	2.7
2011-2012	2.47
2010-2011	2.46
2009-2010	2.75
2008-2009	2.02
Ethical	
2012-2013	2.94
2011-2012	2.94
2010-2011	2.83
2009-2010	2.62
2008-2009	2.84
Professional	
2012-2013	2.89
2011-2012	2.82
2010-2011	2.73
2009-2010	2.78
2008-2009	2.73

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

The disposition rubric is the second major assessment of teaching competence. The data has been disaggregated by individual performance descriptors so it will be easier to identify areas of need within the program.

As shown by comparative scores, there are a number of areas under "Reflective Decision-making" under secondary teaching candidates that need to be addressed. In addition, there are two low ratings under "Commitment to Ethical Standards" and one under "Success for All." These will be addressed in the clinical classes and seminars. University supervisors will also be working with teacher candidates to ensure their focus on these important areas.

Differentiation of instruction will continue to be addressed by the use of the universal lesson plan as a template for lesson design. Coursework incorporating instructional strategies to differentiate will continue to be taught in all methods courses. Success for All descriptors will be monitored closely. These include implementing strategies to meet the needs of all, using diversity as a strength when working with others, and greater

attention to helping all students succeed. University Supervisors will be expected to monitor how closely the rubrics of Professional Teaching Standards and the Disposition Standards are aligned to support each other. Especially in the case of Professional Standards' Diversity & Delivery and the Success for All section of the Disposition Standards, if a student is lower on one rubric that should usually be true on the other. If a descriptor in the standard for technology, parent contact, or participates in school district events is not observed or not applicable, university supervisors and cooperating teachers will be encouraged to use *X= Not Observed* in their assessments rather than assigning a low numerical score.

One of the goals in all teacher preparation courses is to make each teacher candidate more reflective concerning his or her teaching. Each teacher candidate, after examining all assessments, must reflect on what was successful, what was not, and what needs to change to make all instruction successful for all students. The edTPA process and the emphasis on reflective decision-making emphasized in the professional portfolio will make this a focus for all students in the teacher preparation program.

II. Results of Assessments #3 and # 4

Illinois Licensure Test Results May 2013-May 2014

Name of Test	Test Number	Total Number of Test-takers	Total Number Passing Test	Passing Percentage
TLP Spanish	056	2	2	100%
APT K-9	102	18	18	100%
APT 6-12	103	5	4	80%
APT K-12	104	37	35	94.6%
Biology	105	3	2	67%
Elementary/Middle School	110	25	20	80%
English Language Arts	111	3	3	100%
History	114	1	1	100%
Math	115	1	0	NA
Music	143	0	0	NA
Physical Education	144	0	0	NA
LBS 1	155	27	27	100%
Special Ed Gen. Curriculum	163	22	13	59.1%
Reading Specialist	176	3	3	100%
Reading Teacher	177	4	4	100%
School Counselor	181	3	3	100%
Principal	186	1	1	100%

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

Pass rates in most content areas are acceptable. Alternative licensure candidates in Chicago, who are in the elementary / middle school series of classes, took the elementary / middle school education test (110) prior to admittance to the AltCert program.

Beginning in the fall of 2012, all students entering the master's program in education were required to pass the Test of Academic Proficiency and the content test of their curriculum area prior to acceptance into the program.

Area of concern with test results for Special Ed Gen. Curriculum scores. There will be increased emphasis from Special Education instructors and those University Supervisors who evaluate students in this program on enhancing knowledge base assessed by test #163.

Teacher candidates perform well on the APT examinations.

II. Results of Assessment #5

Clinical Observations of Teaching Assessments

Clinical Field Experience I (EDU 290)	**University Supervisor Lesson Assessment**	**Cooperating Teacher Lesson Assessment**	**Cooperating Teacher Final Assessment**	**Writing Assessment**
Elementary Majors (N=4)	78.8%	94.17%	76.4%	100%
Clinical Field Experience III (EDU 291)				
Elementary Majors (N=5)	97.6%	96.1%	87.2%*	100%
Clinical Field Experience and Seminar III (EDU 390/1)				
Elementary Majors (N=11)	97.1%	90.89%	70.4%	100%

Historical Data

	University Supervisor Assessment of Lesson (48.00 possible points)	**Cooperating Teacher Final Assessment Rubric (4.0 possible points)**
	Clinical I (ELE 290)	
2012-2013	85.5%	87.4%
2011-2012	91.5%*	77.4%*
2010-2011	38.9	3.2
2009-2010	39.8	2.8
2008-2009	40.7	3.3
	Clinical II (ELE 291)	
2012-2013	92.3%	90>6%
2011-2012	85.8%*	94.8%*
2010-2011	46.2	3.51
2009-2010	39.7	3.02
2008-2009	41.1	3.25
	Clinical III (ELE 390/391)	
2012-2013	96.9%	92.0%
2011-2012	91.8%*	84.0%*
2010-2011	43.4	3.65

2009-2010	45.6	3.31
2008-2009	39.9	3029

*In the 2011-2012 academic year the rubric changed from points to percentages.

III. Analysis of Assessment Results
IV. Planned Changes Based Upon Analysis

These assessments reflect both the university supervisor's and the cooperating teachers' assessment of lessons planned and delivered by teacher candidates. The university supervisor observes a minimum of one lesson for undergraduates, while the graduate students are assessed twice. Cooperating teachers assess all lessons being taught in their classrooms.

Beginning in January of 2013, two requirements were added to the third field experience. Teacher candidates enrolled in EDU 390/1 were required to participate in a reflective process that offered evidence that a specific lesson addressed Professional Teacher Standards. This process was instituted during Clinical Field Experience III to help prepare teacher candidates for student teaching.

Mandated by the ISBE to be implemented in Fall 2015, Quincy University has been testing edTPA for over a year. This coming Fall 2014 semester, students in teacher preparation will begin work on the edTPA Professional Portfolio early in clinical classes. By the time they reach student teaching and student teaching seminar instruction, they will have a greater knowledge of the process. Their lesson plans should have enhanced depth, use of assessment, and reflective elements.

II. Results of Assessment #6
Understanding by Design Unit Plan

Understanding by Design Unit Plan (18 points possible)	**ALL N=52**	**ELE N=32**	**SEC N=3**
2012-2013	16.00	16.03	14.6

Historical Data:	
2012-2013	15.6
2011-2012	15.94

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

The Understanding by Design unit plan is completed in the first 8-week placement of student teaching. Students should have had experience using this template before student teaching. The difference between the scores for elementary and secondary show that more guidance needs to be given to student teachers, especially those in the secondary area, as they create their unit. Instructors and University Supervisors will be made aware of this and will address this need in both classroom work and in observation evaluations.

II. Results of Assessment #7

Universal Design Lesson Plans

Universal Lesson Plan (12 points possible)	**All N=52**	**ELE N=32**	**SEC N=3**
1st eight weeks	10.6	11.0	10.0
2nd eight weeks	11.2	10.84	10.06

Historical Data: Elementary	**First 8-Week Placement**	**Second 8-Week Placement**
2012-2013	**10.3**	**10.3**
2011-2012	**10.3**	**10.94**

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

These comparisons indicate the need for increased effort at both the elementary and the secondary level in lesson planning. Instructors and University Supervisors will be made aware of this and will address this need in both classroom work and in observation evaluations.

II. Results of Assessment #8

Portfolio Assessment 2013-2014

As we convert assignments, rubrics, and measurements to comply with the new edTPA requirements, our approach and measurements continue to change. The fall semester followed the same track as the previous year. During this semester, it was decided by the edTPA administration that Pearson rubrics and the portfolio could not be used by institutions for their measurements. The spring semester found us using a converted rubric that paralleled the national process but used local measurement and objectives. We are currently creating new assignments and rubrics to comply further with this new process. The report will reflect current progress.

Fall 2013

	Elementary N= 5	**PE N=4**	**Science N=1**	**Elem./Spec. Ed. N=4**	**Music N=1**
Mean	92.4	89.0	71.4	87.3	80
Range	11 85—96	13 81—94	0	23.5 71—94.5	0
Pass	100%	100%	100%	100%	100%

Rate					

Task 1: Planning for Instruction and Assessment

Rubric *4 point scale*	**ELE N= 5**	**Sec. – Science N=1**	**PE N=4**	**Elem./SPEC N=4**	**Music N=1**	**Undergrad N=12**	**Grad N=3**
Rubric 1: Planning for Learning	3.75	3.5	3.25	3.75	2.75	3.5	4
Rubric 2: Planning to Support Students' Learning Needs	3.5	3	3	3.7	3	2.95	3.25
Rubric 3: Using Knowledge of Students	3.5	2.75	3.5	3.75	2.5	3.0	3.5
Rubric 4: Identifying and Supporting Language Demands	3.25	3.5	3.0	3.0	2.5	2.85	3.35
Rubric 5: Planning Assessments	3.5	3.5	3.5	3.75	3	3.5	3.75

Task 2: Instructing and Engaging Students in Instruction

Rubric *4 point scale*	**ELE N=5**	**SEC – Science N=1**	**PE N=4**	**Elem./SPEC N=4**	**Music N=1**	**Undergrad N=12**	**Grad N=3**
Rubric 6: Learning Environment	3.25	3.25	3.5	3.5	3.25	3.35	3.5

Rubric 7: Engaging Students in Learning	3.0	2.75	3.25	3.25	3.0	3.15	3.25
Rubric 8: Deepening Student Learning	2.75	2.75	3.0	2.75	2.75	2.85	2.75
Rubric 9: Subject Specific Pedagogy	3.0	2.75	3.0	3.5	2.75	3.00	2.85
Rubric 10: Analyzing Teaching Effectiveness	3.0	3.0	3.0	2.85	3.0	3.0	3.0

Task 3: Assessing Student Learning

Rubric *4 point scale*	**ELE N=5**	**SEC – Science N=1**	**PE N=4**	**Elem./SPEC N=4**	**Music N=1**	**Undergrad N=12**	**Grad N=3**
Rubric 11: Analysis of Student Learning	3.5	3.0	3.25	3.25	3.0	3.20	3.25
Rubric 12: Providing Feedback to Guide Further Learning	3.0	2.75	3.5	3.0	2.25	3.15	3.25
Rubric 13: Student Use of Feedback	2.5	2.75	3.25	2.75	2.25	2.50	3.0

Rubric 14: Analyzing Students' Language Use and Lit. Learning	3.0	3.0	3.5	3.0	2.75	3.10	3.75
Rubric 15: Using Assessment to Inform Instruction	3.25	3.25	3.75	3.0	3.0	3.20	3.15

Spring Semester 2014 found our measurements in transition. The following report is a basic report on the overall scores by Task 1, 2, and 3. New measurements were used and discussed but were not established definitively enough to report as a baseline. This will be reported and demonstrated in the report for the school year 2014—15. The first results from prototypes found the students were strong in the areas of lesson planning, use of IEPs and 504 plans, planning assessments, and creating learning environments. Areas that show need for support were use of feedback, diversifying strategies used, using artifacts to discuss actions taken, focus on student actions, and using theories with discussion on how theory enhanced learning for students.

	Elementary N=7	**Special/Elem. N=3**	**Special Educ. N=1**	**Physical Education**	**Secondary History N=2**	**Undergrad N=8**	**Grad N=5**
Task 1	88	83.3	94	90	88	88.25	86.4
Task 2	90.4	81.8	92	92	77	88.87	85.6
Task 3	90.8	82.8	93	94	90	89.63	88.8
Pass Rate	100%	100%	100%	100%	100%	100%	100%

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

New state portfolio, *edTPA*, will be implemented in the fall of 2015. Baseline data is being collected.

II. Results of Assessment #9

Thesis

Successful Thesis Defenses	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Teaching Licensure	**0**	**1**	**9**	**23**	**5**	**15**	**5**

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

There were no MSE candidates in 2013-14 choosing to write a thesis for their MSE.
.

II. Results of Assessment #10
School of Education Survey of Graduates

Year of Graduation	2014	2013	2012	2011	2010	2009	2008
Number of students responding to survey	1	4	0	0	1	1	1

Degree	Undergraduate	Graduate
Number of students responding to survey	4	4

School of Education Survey of Graduates – Faculty

Question – How well do faculty members:	Average Score
Hold high expectations for learning	3.62
Give timely and appropriate feedback	3.75
Address diverse needs of the students	3.5
Establish an environment that promotes learning	3.5
Use multiple forms of assessment	3.375
Grade based on assessment	3.75
Model appropriate appearance/behavior	3.75
Demonstrate servant-leadership	3.25

School of Education Survey of Graduates – All Courses in School of Ed

Question- Rate your overall experience in SOE in the following areas:	Average Score
Access to instructors	4.00
Access to advisors	3.71
Internship	4.00
Use of technology	3.428
Quality of instruction	3.857
Communication between faculty and student	3.71
Openness of faculty to suggestions	4.14
Approachability of faculty	4.285
Preparation for work world	3.57
Academic rigor	3.857
Treatment of students by faculty	4.285

School of Education Survey of Graduates – Teacher Licensure Candidate Specific Questions

Question: How prepared are you to:	Average Score
Manage a classroom	3.833
Deliver instruction	4.0
Differentiate instruction	3.67
Assess learning	4.00
Plan for instruction	4.166
Establish relationships with students	4.5
Establish relationships with co-workers	4.5
Utilize assessment to modify instruction	3.833
Incorporate technology into instruction	3.5
Communicate with parents	3.833

III. Analysis of Assessment Results and
IV. Planned Changes based upon Analysis

Little data was collected; therefore accurate analysis is not possible. Changes will be made based on analysis of the information received from this survey and others means of communication with graduates.

Goals for Teacher Licensure Program 2014-2015

1. Develop an assessment class for all education majors which will focus on collecting and analyzing data to impact instruction.

2. Meet with university supervisors to discuss scoring of the IL Professional Teaching Standards rubric to more accurately align with current practice in

teacher evaluation.

3. Implement the use of Live Text for all student teaching rubrics.
   Training for university supervisors will need to be scheduled before the end of the first placement.

4. Contact another university to investigate the possibility of an exchange to score a sample number of edTPA portfolios.

5. Develop a new class for secondary education majors to be taught by the faculty of the School of Education. This class will include instruction in lesson planning (Universal Design), unit planning (UbD), differentiated instruction, instructional strategies, reading / writing strategies for the content areas

6. Continue to require undergraduate candidates to pass TAP before being admitted to the Teacher Education Program. Continue to require students entering the master's program in education to pass their TAP and content area tests prior to acceptance into the program.