

## Concordia University, Nebraska

### Major Transition Points – Initial Programs

<b>Admission to the Program – Assessment Point 1</b>		
<i>Type of Data</i>	<i>Source of Data/Assessment</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Admission / Each Semester
PPST	Candidate	Admission
Recommendations, Interview, Portfolio Review	Candidate Faculty References, Candidate, Program Director, Dean	Admission
Field Experience Evaluation	Cooperating Teacher	Required field experience
<b>Second Year Review – Assessment Point 2</b>		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Each Semester
Candidate Coursework	Candidate	Professional Education Courses
Field Experience Evaluation	Cooperating Teacher	Required field experience
<b>Admission to Student Teaching – Assessment Point 3</b>		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Each Semester
Candidate Coursework	Candidate	Professional Education Courses
Field Experience Evaluation	Director of Field Experiences	Required field experience
Capstone Experience	Candidate / Cooperating Teacher	Educ 461 or Educ 470
<b>Completion of the Program – Assessment Point 4</b>		
<i>Type of Data</i>	<i>Source of Data</i>	<i>Collection of Data</i>
GPA	Candidate / Registrar	Each Semester
Student Teaching I Evaluation	Cooperating Teacher / University Supervisor	Student Teaching I
Teacher Work Sample	Candidate / Program Director	Student Teaching I
Student Teaching II Evaluation	Cooperating Teacher / University Supervisor	Student Teaching II
Exit Interview	Candidate / Program Director	Post-Student Teaching Seminar

## Key Assessments

### Key Program Assessment 1 – GPA (General, Foundational, and Specialty Content Knowledge)

The college examines GPA – cumulative, professional, and endorsement - to determine overall academic excellence. The cumulative GPA includes all courses taken at Concordia. Professional GPA includes all education courses required of all candidates. Endorsement GPA includes all courses required for the individual endorsements a candidate is seeking. The first evaluation takes place at the point of application to the program after the teacher education candidate has completed EDUC 101 – Teaching as a Profession, EDUC 201 – Introduction to Education, and EDPS 210 – Educational Psychology. GPAs are evaluated after each semester following admission into the teacher education program. The minimum requirement is a 2.5 cumulative GPA and a 2.75 GPA for their professional and endorsement coursework.

ELEMENTARY GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Elementary Endorsement GPA
Fall 09	N=11	3.33	3.49	3.40
Spring 10	N=29	3.53	3.65	3.75
Fall 10	N=12	3.59	3.67	3.88
Spring 11	N=31	3.52	3.67	3.76
Fall 11	N=6	3.42	3.61	3.79
Spring 12	N=27	3.58	3.76	3.84

MIDDLE LEVEL GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Middle Level Endorsement GPA
Fall 09	N=3	3.33	3.49	3.56
Spring 10	N=3	3.53	3.65	3.69
Fall 10	N=1	3.59	3.67	3.85
Spring 11	N=4	3.52	3.67	3.82
Fall 11	N=3	3.42	3.61	3.25
Spring 12	N=5	3.58	3.76	3.29

EARLY CHILDHOOD GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Early Childhood Endorsement GPA
Fall 09	N=9	3.33	3.49	3.49
Spring 10	N=7	3.53	3.65	3.63
Fall 10	N=4	3.59	3.67	3.72
Spring 11	N=9	3.52	3.67	3.55

Fall 11	N=1	3.42	3.61	3.78
Spring 12	N=6	3.58	3.76	3.90

SPECIAL EDUCATION GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Special Education Endorsement GPA
Fall 09	N=0	3.33	3.49	
Spring 10	N=5	3.53	3.65	4.00
Fall 10	N=1	3.59	3.67	3.67
Spring 11	N=7	3.52	3.67	3.86
Fall 11	N=1	3.42	3.61	4.00
Spring 12	N=1	3.58	3.76	4.00

The Special Education endorsement was added in Fall 2010. Some candidates had already been admitted to the program and we did not go back and readmit them when they added the endorsement.

SECONDARY GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Secondary – Average Subject Endorsement GPA
Fall 09	N=17	3.33	3.49	3.15
Spring 10	N=23	3.53	3.65	3.57
Fall 10	N=16	3.59	3.67	3.44
Spring 11	N=40	3.52	3.67	3.48
Fall 11	N=10	3.42	3.61	3.29
Spring 12	N=36	3.58	3.76	3.43

The fluctuation in numbers of candidates from fall to spring is something that we have experienced for a number of years. More candidates become eligible during the spring semester based on the sequence of coursework. The GPAs seem to be consistent over time.

### **Key Program Assessment 2 – EECIA (Content Knowledge)**

The Nebraska Department of Education has adopted the PRAXIS II *Elementary Education: Curriculum, Instruction, and Assessment* (EECIA) exam as the standardized test for all elementary, early childhood, and elementary special education candidates to document candidate knowledge and to become NCLB qualified. The Nebraska minimum cut score is set at 159. Beginning with the entering class in Fall 2008 elementary and early childhood teacher education graduates must have an EECIA score on file with our Certification Officer.

Year	Average Score	Number of Candidates	Number Passing	Pass Rate
06-07	180.6	21	20	95.2%
07-08	178.1	10	9	90%

08-09	186.3	10	10	100%
09-10	178.2	18	16	88.9%
10-11	172.7	15	13	86.7%
11-12	177.0	42	37	88.1%

The candidates in 2011-2012 were the first group required to take the test thus the higher number of candidates above.

### **Key Program Assessment 3 – Conceptual Framework Self-Evaluation (Pedagogical Knowledge, Skills, and Dispositions)**

Concordia University, Nebraska has a conceptual framework that outlines expectations of all candidates in the knowledge, skills, and dispositions required in the three areas of teaching, leading, and learning. Candidates complete the self-evaluation at admission to the program, at application for student teaching, prior to graduation, and during the first year of teaching.

1-5 scale	T-K1	T-S1	T-S2	T-S3	T-S4	T-D1	T-D2
	Student Develop.	Instructional Strategies	Planning for Instr.	Assessment	Motivation Management	Passion for Teaching	Personal Character
09-10 Admission	3.84	3.59	3.57	3.37	3.63	4.45	4.63
Student Teaching	3.90	3.90	3.72	3.60	3.89	4.45	4.52
Graduation	4.36	4.26	4.36	4.19	4.32	4.74	4.77
10-11 Admission	3.77	3.63	3.75	3.48	3.82	4.4	4.52
Student Teaching	4.21	4.12	4.20	4.04	4.16	4.58	4.71
Graduation	4.49	4.49	4.64	4.38	4.49	4.93	4.87
11-12 Admission	3.88	3.77	3.80	3.60	3.94	4.51	4.61
Student Teaching	4.03	3.99	3.94	3.99	4.14	4.61	4.56
Graduation	4.63	4.68	4.70	4.53	4.62	4.87	4.87

Data is obtained via self-evaluation and is also obtained over the candidate's program from faculty members, cooperating teachers, and university supervisors. The data has shown itself to be consistent overtime. A further explanation of the use of Conceptual Framework data is in the Teacher Education Data (TED) narrative below.

Prior to the first self-evaluation candidates have had a course in learning theory and student development and have written a lesson plan. They have not yet taught in a classroom as part of a field experience. The scores above are indicative of our expectations. The second self-evaluation is after their capstone experience and prior to student teaching. We expect that scores will rise since the candidates have now had at least one teaching experience of 3 days. The third self-evaluation is after student teaching. Scores are higher since candidates have gained additional experience in the classroom and have increased their skill and confidence level. Additional information on the knowledge, skills, and dispositions in areas of leading and learning is available in the TED attachment to this report.

#### **Key Program Assessment 4 – Capstone Project**

All candidates complete a capstone project during Educ 461 (elementary and ECE candidates) or Educ 470 (middle level and secondary candidates). The capstone is a 3-day teaching experience in their endorsement area. It includes planning, presentation, and reflection upon the lessons taught and under the guidance of our Literacy Director and the cooperating teacher. The following are the pre- and post- results of the skills test that candidates take as part of the course.

Educ 461	pre	post	change
	210	290	80
	120	NA	
	150	270	120
	160	280	120
	220	NA	
	200	280	80
	200	260	60
	170	260	90
	180	270	90
	180	270	90
	180	280	100
	160	240	80
	170	280	110
	200	210	10
	170	260	90
	260	300	40
	220	280	60
	110	260	150
	240	280	40
	210	300	90
	190	280	90

	180	290	110
	160	250	90
average	184.347826	270.952381	85.2380952

Educ 470	pre	post	change
	180	270	90
	180	NA	
	190	260	70
	170	260	90
	180	260	80
	220	270	50
	150	230	80
	170	250	80
	220	270	50
	180	250	70
	210	240	30
	240	NA	
	170	250	80
	210	270	60
	190	260	70
	200	240	40
	110	NA	
	210	NA	
	230	280	50
	170	230	60
	170	220	50
	230	NA	
average	190	253.529412	64.7058824

Four documents are available in the attachments – Literacy Summary Data 1, 2, 3 and Literacy Summary Narrative 2011-2012. These documents include information on the skills and attitudes of the candidates from pre- and post-assessment instruments. An analysis along with a section on conclusions and directions is part of the summary narrative. (2.3.a)

### **Key Program Assessment 5 – Teacher Work Sample**

During a candidate's first student teaching placement he/she plans, presents, and reflects upon a unit taught during the placement. During student teacher orientation the expectations and rubric are shared with the candidate. The work sample must be successfully completed to pass student teaching one.

Fall 2011 Elementary 31 candidates	not evident	novice	developing	basic	expanding	proficient
Context of Teaching					6	25
Pre-Assessment Instrument				1	9	21
Unit/Lesson Plans					8	23
Post-Assessment Instrument				1	9	21
Reflection on Changes			1		5	25

Spring 2012 Elementary 19 candidates	not evident	novice	developing	basic	expanding	proficient
Context of Teaching					2	17
Pre-Assessment Instrument				2	13	2
Unit/Lesson Plans					6	11
Post-Assessment Instrument				1	9	7
Reflection on Changes				2	3	11

Fall 2011 Secondary 25 candidates	not evident 0	novice 1	developing 2	basic 3	expanding 4	proficient 5
Final Score	20	21	22	23	24	25
Final Individual Results	1	4	0	4	0	16
Spring 2012 Secondary 21 candidates	not evident 0	novice 1	developing 2	basic 3	expanding 4	proficient 5
Final Score	20	21	22	23	24	25
Final Individual Results	4	3	0	2	0	12

Candidates must have a score of 20 or better to pass the project. Students with less than 20 have to redo the project during Student Teaching II. Details of the scoring rubric are included in an attachment. In the spring of 2012 a review was done of the Teacher Work Sample and revisions were made to the process. The purpose was to align this project with Understanding By Design which is used in the literacy classes as part of the Capstone Project.

**Key Program Assessment 6** – Field Experience and Student Teaching Evaluation (Pedagogical Knowledge, Skills, and Dispositions, P-12 Learning)

Evaluation of the teacher education candidate is completed by the cooperating teacher during each of the field experience assignments and by the cooperating teacher and the university supervisor and student teaching experiences. The evaluations are aligned with the Conceptual Framework. Data charts for the evaluations are included as 006.03B3 TED Aggregate Field Experiences and Student Teaching Reports (2 separate reports).

The data in the chart below shows average evaluation scores for the teacher performance areas of the Conceptual Framework for evaluations done as part of field experiences and those done as part of student teaching. Evaluations are done by the candidate, instructors, cooperating teachers, and university supervisors.

	TK1	TS1	TS2	TS3	TS4	TD1	TD2	LD-K1	LD-S1	LD-S2	LD-S3	LD-D1	LR-K1	LR-S1	LR-D1
	Student Development	Instructional Strategies	Planning for Instruction	Assessment	Motivation / Management	Passion for Teaching	Personal Character	Content Pedagogy	School/Comm. Involvement	Diverse Learners	Commun. Technology	Character/Faith Devel.	Depth of Knowledge	Reflective Practice	Lifelong Learning
Field Experiences															
ELEL		4.7	4.9		4.9	4.7	4.9				4.8	4.6	4.8	4.8	
ELEP		4.7	4.8		4.9	4.8	4.8				4.9	4.8	4.7	4.7	
Student Teaching															
ELEL	4.7	4.6	4.7	4.6	4.6	4.8	4.8	4.7	4.7	4.8	4.7	4.8	4.7	4.7	4.8
ELEP	4.5	4.4	4.5	4.4	4.4	4.4	4.7	4.4	4.6	4.5	4.5	4.5	4.4	4.5	4.6

While a review of scores indicates that evaluations drop during student teaching a discussion among teacher education faculty members indicates that performance expectations are higher and evaluations are more indicative of those of a “teacher” candidate than a “student” candidate. There are approximately four times as many ELEL (Lutheran teacher candidates) than there are ELEP (public education candidates).