

**Concordia University, Nebraska**

**800 North Columbia Avenue  
Seward, Nebraska 68434**

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Folio review for:

Elementary Education – K-8

Program type: Initial Teaching Certification

Bachelor of Science in Education

NDE and NCATE accreditation - 2005

Initial Review

# **Concordia University, Nebraska – Elementary Education**

## **Section 1 – Contextual Information**

### **Mission and Vision of the Institution**

Concordia University, owned and operated by the Lutheran Church—Missouri Synod, is a coeducational institution of higher learning committed to the Christian growth of its students.

**Concordia University, Nebraska is an excellent academic and Christ-centered community equipping men and women for lives of learning, service and leadership in the church and world.**

By 2015 Concordia University, Nebraska will grow and expand its influence to diverse populations by fostering collaboration and adapting to our changing environment while remaining faithful to our mission of excellent Christian education.

Degree programs in professional education and the liberal arts help Concordia accomplish its goals. In addition, Concordia's faculty, staff, and students are committed to excellence and integrity in performance both in the classroom and in scholarly activity and research, service to the church and community through a commitment to strong partnerships with shared objectives, and a spirit of community within the university family. These programs and activities set forth an explicit value system, which has as its core faith in Jesus Christ as the Son of God and only Savior of the world. Therefore, this value system adheres to the Holy Scriptures as the communicator of that faith and commits to the Lutheran Confessions as a true exposition of the Scriptures.

Concordia's programs promote intellectual, emotional, aesthetic, physical, and spiritual growth. They nurture religious commitment, enlarge social and cultural understanding, provide insights for Christian action in the world, and facilitate effective communication. The programs provide an opportunity for intelligently selecting vocations of service to God, church, and society. Also, they are designed to develop these professional competencies and communities required for responsible participation and leadership in a complex and diverse society.

### **Special Characteristics of the Institution**

Concordia University – Nebraska, one of 10 schools in the Concordia University System, is owned and operated by The Lutheran Church—Missouri Synod. The other nine universities and colleges are:

- 1) Concordia College – Selma, Alabama
- 2) Concordia University – Irvine, California
- 3) Concordia University-Chicago – River Forest, Illinois
- 4) Concordia University – Ann Arbor, Michigan
- 5) Concordia University – St. Paul, Minnesota
- 6) Concordia College – Bronxville, New York
- 7) Concordia University – Portland, Oregon
- 8) Concordia University-Texas – Austin, Texas
- 9) Concordia University- Wisconsin – Mequon, Wisconsin

The Lutheran Church—Missouri Synod operates two seminaries, one in Ft. Wayne, Indiana and the other in St. Louis, Missouri.

Concordia University founded in 1894 and originally called Concordia Seminary, prepared men as Lutheran day school teachers. This seminary opened with thirteen students, two professors, and one building. Today, the campus is situated on 120 acres with more than twenty academic and service buildings. Current offerings include liberal arts and pre-professional programs in addition to programs in education.

In 1905, Concordia added a two-year normal program to its offerings. Concordia first granted a Bachelor of Science degree for elementary teachers in 1939. The secondary education program was added in 1958 and the graduate program in 1966. Current undergraduate programs in teacher education are early childhood, special education, elementary, middle-level, and secondary education. Graduate-level programs include elementary and secondary school administration, literacy, early childhood education, ELL/ESL, and curriculum and instruction. An initial endorsement graduate level special education program was added in March 2012. All teacher education programs comply with State of Nebraska requirements and all graduates are eligible for state certification. Concordia University enrolls an increasing number of teacher education students seeking public school careers. Besides the Bachelor of Science in Education program other undergraduate programs offered include Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Fine Arts degrees. Graduate programs include the Master of Education degree, Secondary Education Graduate Teacher Certification program, Master of Science in Family Life Ministries, Director of Christian Education Specialist Diploma program, Master of Parish Education degrees for church professionals, Master of Arts in Gerontology and Aging Studies, Master of Business Administration, Master of Arts in Human Services, Master of Public Health, and a Registered Nurse/Bachelor of Science in Nursing program, the last two of which were begun in 2012.

The legal name of the institution was Concordia Teachers College, until June 30, 1998, although the institution had used the name Concordia College since 1987 for all other purposes. On July 1, 1998, the legal name was changed to Concordia University to enhance the mission of the institution and to better prepare servant leaders for church and world.

From thirteen male students in 1894, Concordia grew to 249 students in 1953. In 1971-72, the full-time enrollment peaked at 1,715 undergraduate students and 400 graduate students enrolled in four summer sessions. In 1992, undergraduate enrollment was 876 students and approximately 150 students enrolled in three summer sessions. Concordia's total student enrollment number for 2011-12 is the largest in its 118 year history, marking the fifth year in a row Concordia has seen an increase. As of the official census date, a total of 2196 students were registered, an increase of 50 students over last year's number. The increase was notable at the Seward campus. The undergraduate total increased by 167 students, 1552 from last year's 1385. Included in that total are approximately 350 dual credit students taking college level courses at 13 different high schools across Nebraska and the United States. At the Fallbrook campus, home to Concordia's graduate programs, 644 students are seeking advanced degrees.

Concordia's primary function remains service to congregations and schools of the church. Concordia educates more men and women for careers in teacher education church work than any other college or university of The Lutheran Church—Missouri Synod. In 2010-2011 Concordia's graduates in Lutheran educational ministries were placed in 23 states and 22 Districts. Concordia-Nebraska was contacted to assist parishes/school associations in filling more than 378 different positions in educational ministries. With 31 of this year's candidates and 17 from previous years placed, 48 Lutheran teaching positions were filled. Nine additional called colloquy candidates make the total placed candidates number at 57.

That number represents 28.1% of all candidates placed in teaching positions from the Concordia University System's 10 colleges and universities.

Concordia University maintains consortium arrangements with other institutions to give Concordia students the opportunity to spend a semester in Costa Rica. Concordia University participates in a simultaneous enrollment program with the other institutions in the Concordia University System, giving students the opportunity to complete a semester on any of the other nine campuses.

Concordia is a residential college of nearly all full-time students, eighty percent (80%) of whom live in on-campus residence halls. Many Concordia students establish close relationships with each other which often last a lifetime. A variety of student activities and entertainment options provide students with opportunities for relaxation and personal growth outside the classroom. Seward, Nebraska, a town of over six thousand people, offers a safe, peaceful environment for students. Seward is 25 miles west of Lincoln, Nebraska.

## **Definition and Description of the Professional Education Unit**

### **Mission of Teacher Education**

Educated people in a democratic society promote a congenial community where its citizens put the common good above self-interest. Empowered by the Gospel, the church in mission strives to nurture its members through God's revelation. Education, one role of the church in mission, assists people in becoming less self-centered and more responsible to society's and the church's aims. Capable Christian teachers, qualified to meet the needs of children, youth, and adults, aid society and the church in achieving their goals.

The University accepts its mission in teacher education: The College of Education strives to prepare candidates who exemplify Christ-like leaders and who will serve as educators in Lutheran, parochial, private, and public school classrooms and parish education programs of our church and our world.

Concordia University demonstrates its acceptance of this mission by developing and maintaining quality undergraduate and graduate education programs. Current programs designed to train professional educators are:

- Early Childhood Education (initial at both the undergraduate and graduate level)
- Elementary Education (initial)
- Secondary Education (initial at both the undergraduate and graduate level)
- Special Education (initial at both the undergraduate and graduate level)
- Middle Level Education (initial)
- English Language Learners Endorsement (undergraduate and post-baccalaureate)
- Elementary School Administration (advanced)
- Secondary School Administration (advanced)
- Literacy Education – Reading Specialist (advanced)
- Curriculum and Instruction – Curriculum Supervisor (advanced)

## **Organization of Teacher Education – The Unit**

The College of Education, the professional education unit of the University, is primarily responsible for preparing teachers and other professional education personnel. The College of Education organizes, unifies, and coordinates all professional education programs. The College of Education is responsible for policy development, evaluation, and coordination with other units on the undergraduate level. When changes in programs and courses will have an impact on the College of Arts and Sciences their input is sought. The Undergraduate Council deals with issues that cut across departments and programs that affect both the College of Education and the College of Arts and Sciences. The Graduate Council develops policy, evaluates, and coordinates programs at the graduate level. The Dean of Education is the head of the College of Education – Undergraduate and Graduate Studies. The undergraduate faculty elects members and leadership of the Undergraduate Council and the Graduate Council.

Concordia offers undergraduate teacher education programs in elementary, secondary, early childhood, middle-level, and special education. Each program director is responsible to the Dean of the College of Education. The student teaching directors also coordinate and supervise the student teaching placements. The student teaching I director is responsible for the initial student teaching placement including overseeing supervision of student teacher candidates at this level. The student teaching II director is responsible for the second student teaching placement and overseeing supervision of all candidates at that level.

The Dean of Education supervises admission to teacher education. The Director of Field Experiences coordinates and supervises all pre-student teaching and capstone experiences. The Placement Office maintains credential files and directs candidate placement. The director in the placement office assists with placement in church-related ministries and positions within public schools. The Dean also serves as the certification officer with the assistance of his administrative assistant.

The Dean of Education administers graduate programs in elementary and secondary administration, curriculum and instruction/curriculum supervisor, literacy/reading specialist, special education/mild-moderate initial certification, secondary graduate teacher certification, and early childhood education. Graduate candidates include those in a graduate program, those who have an undergraduate degree and are adding a teaching endorsement, and those in diploma programs leading to ecclesiastical certification.

The College of Education first sought accreditation from NCATE in 1959. The Graduate Studies program first received accreditation in 1977.

## **Description of the Conceptual Framework**

Concordia University's Conceptual Framework was developed over two decades ago as a collaborative effort of faculty and P-12 practitioners. After the 2005 NDE/NCATE visits it was reviewed and revised into its current form. It continues today as the standard for our teacher education programs.

The Conceptual Framework has as its core the three themes of teacher education at Concordia University, Nebraska – Teaching – Leading – Learning. These three themes are expanded in the areas of knowledge, skills, and dispositions. The Conceptual Framework is aligned with InTASC standards.

The model describes teacher education as dynamic, individual, and corporate. Teacher-educators are continually analyzing and refining their own conceptual framework by engaging in meaningful interaction with other educators and in valid collaborative dialogue with learners.

## **The Concordia University, Nebraska Conceptual Framework**

### ***Teaching knowledge***

#### **T-K1: Student Development – InTASC 1 Learner Development**

The teacher education candidate understands how children learn and develop, and can provide learning opportunities that support a child's spiritual, intellectual, social, and personal development.

### ***Teaching skills***

#### **T-S1: Multiple Instructional Strategies – InTASC 8 Instructional Strategies**

The teacher education candidate understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem-solving, and performance skills.

#### **T-S2: Planning – InTASC 7 Planning for Instruction**

The teacher education candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#### **T-S3: Assessment – InTASC 6 Assessment**

The teacher education candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

#### **T-S4: Motivation and Management – InTASC 3 Learning Environments**

The teacher education candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### ***Teaching dispositions***

#### **T-D1: Passion for Teaching**

The teacher education candidate can articulate reasons for wanting to become a teacher and demonstrates a passion for teaching and motivation to spread the Gospel and strengthen the child's value system as evidenced in preparation and performance during practicum and field experiences.

**T-D2: Personal Characteristics**

The teacher education candidate displays positive personal characteristics such as respect for others, dependability, punctuality, perseverance, appropriate sense of humor, social awareness, organization, management of paperwork, personal appearance and hygiene, and energy and health.

***Leading knowledge*****LD-K1: Content Pedagogy – InTASC 4 Content Knowledge**

The teacher education candidate understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

***Leading skills*****LD-S1: School and Community Involvement – InTASC 10 Collaboration**

The teacher education candidate fosters relationships with school colleagues, parents, and agencies in the Christian community as well as the larger community to support students' learning and well-being.

**LD-S2: Diverse Learners – InTASC 2 Learning Differences**

The teacher education candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**LD-S3: Communication and Technology – InTASC 5 Innovative Applications of Content**

The teacher education candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

***Leading dispositions*****LD-D1: Character / Faith Development**

The teacher education candidate models a value system which emphasizes moral and ethical character; the Lutheran school teachers integrates faith and learning while modeling Christian mission and service according to the doctrines and teachings of the Lutheran Church – Missouri Synod.

***Learning knowledge*****LR-K1: Depth of Knowledge in Endorsement Area – InTASC 4, Content Knowledge**

The teacher education candidate possesses a depth of subject/content knowledge for his/her endorsement as well as knowledge of teaching the faith for the LTD candidate.

## ***Learning skills***

### **LR-S1: Reflective Practice: Professional Growth – InTASC 9 Reflection and Continuous Growth**

The teacher education candidate is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

## ***Learning dispositions***

### **LR-D1: Lifelong Learning – InTASC 9 Reflection and Continuous Growth**

The teacher education candidate can articulate the value of lifelong learning and has developed a beginning professional development plan.

## **Programs of Study Offered**

### **Advanced - Graduate Level Programs:**

Principal – elementary and secondary (M.Ed. emphasis in educational administration)

Reading Specialist – (M.Ed. emphasis in Literacy – we offer this with and without an ELL supplemental endorsement)

Early Childhood Education – we offer an option of an initial endorsement as part of the advanced level program

Curriculum Supervisor – we won't have sufficient graduates in this program yet so we'll only provide information and very limited data to date

Special Education – an initial level mild/moderate endorsement was offered at the graduate level beginning in March 2012. They are currently taking their second class of a 10 class sequence.

### **Initial - Undergraduate Level Programs:**

(number of grads in last 3 years)

Art K-12 (10)

Basic Business (4)

Biology (7)

Chemistry (2)

Early Childhood (38)

Elementary Education (76)

English (16)

Geography (7)

Health (1)

Health and Physical Education K-12 (10)

History (20)

Instrumental Music (0)

Language Arts (6)

Mathematics (17)

Middle Grades (31)

Music K-12 (17)

Natural Science (0)

Physical Education (10)

Physical Science (2)

Physics (3)

Religious Education (10)

Social Science (15)

Special Education - Mild/Moderate (19)

Speech (0)



Theater (6)  
Vocal Music (4)

World Language (7)

**Supplemental Endorsements offered:**

Coaching (data not available)  
Information Technology (2)

ESL – undergraduate and beyond baccalaureate  
(24 UG)

## **Standards for Admission, Retention, and Exit from the Program**

### **Admission to the Program**

Admission to the teacher education program takes place after completion of the first three core courses in teacher education – Teaching as a Profession (Educ 101), Introduction to Education (Educ 201), and Educational Psychology (EDPS 210). The admissions process – called the Goldenrod Process because of the color of paper for the document – consists of candidate evaluations done by three professors on campus, interviews with the program director and the Dean, taking the PPST exam, receiving clearance from the Student Life Office concerning discipline action, and calculating of applicable GPAs for overall, program, and endorsements.

The candidate is fully admitted if all minimum standards have been met and all signatures are present on the form. The candidate is provisionally admitted if one or two areas are below the minimum. The candidate is denied admission if three or more areas are below the minimum. Candidates that are denied admission can reapply after the deficiencies are remedied. GPAs are reviewed each semester by the Dean's administrative assistant. A candidate must be fully admitted during the semester prior to student teaching.

### **Retention in the Program**

GPAs for candidates are reviewed after each semester. The candidate's status is adjusted if there are changes in the GPAs that would necessitate a new status in the program. Candidates are informed via campus mail for every change of status.

A second review is conducted prior to the student teaching semester. This consists of a meeting with the candidate's advisor and signature to continue, a meeting with the Director of Field Experiences to verify the 100 hours of pre-service field experience, a meeting with the Program Director to review the candidate's portfolio, and the signature of the Dean of Education to approve the candidate's readiness for the professional student teaching semester.

### **Exit from the Program**

Candidates must successfully complete their designated program and have an acceptable GPA for the entirety of their coursework (2.50 minimum cumulative GPA). They must also have an acceptable GPA for professional education courses (2.75), their specific program courses (2.75), and their subject or field endorsement courses (2.75 for middle level and secondary candidates). Candidates must successfully complete both of their student teaching placements

and be recommended by their cooperating teacher and their university supervisor. Elementary candidates must take the PRAXIS II – EECIA. Passing the test with the state minimum is not a requirement for graduation.

### **Elementary Education Program**

Shanna Opfer is the director of the program. She is an interim director in her second year at the head of the program. Prior to coming to Concordia Professor Opfer taught elementary grades in a public school in the area. The elementary education program is the oldest program on campus having been part of the institution since its beginning in 1894.

### **Section 2 - Rule 24 Matrix**

The Rule 24 Matrix can be found as a document linked to this section.

### **Section 3 – Key Assessments and Findings**

#### **Major Transition Points**

<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
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
Elementary Education Curriculum, Instruction, and Assessment Test – PRAXIS II	Candidate	Final Year in the Program
Exit Interview	Candidate / Program Director	Post-Student Teaching Seminar

## Key Assessments

### Key Program Assessment 1 – GPA (Cumulative, Professional, and Endorsement)

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

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.

Conceptual Framework – Average Evaluation Scores – All Candidates							
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
Conceptual Framework – Average Evaluation Scores – Elementary Education N=30							
Elementary Lutheran	4.7	4.69	4.76	4.68	4.67	4.88	4.83
Elementary Public	4.51	4.47	4.51	4.4	4.47	4.49	4.71

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 over time. 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 three 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 levels. 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. Scores are on a 0-300 scale.

Fall 2011 Capstone overall average	pre post	averages 176.4 238.9	N= 53	range 90-250 170-300	average increase  62.5
Elementary Fall 2011	pre post	184.6667 262	15	range 100-250 230-300	average increase  77.33
Spring 2012 Capstone overall average	pre post	averages 188.6 262.7	N= 49	range 110-260 210-300	average increase  74.1
Elementary Spring 2012	pre post	192.5 280	8	range 150-260 260-300	average increase  87.5

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 are part of the summary narrative.

### 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 31 candidates	not evident	novice	developing	basic	expanding	proficient
score	0	1	2	3	4	5
Number of candidates at each level						
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 19 candidates	not evident	novice	developing	basic	expanding	proficient
score	0	1	2	3	4	5
Number of candidates at each level						
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

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. Four documents are attached that outline the new process to be used in Fall 2012.

**Key Program Assessment 6 – Field Experience and Student Teaching Evaluation (Pedagogical Knowledge, Skills, and Dispositions, and 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 during 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).

## Teacher Education Data – TED

The Teacher Education Data System (TED) was developed to provide a systematic way to collect data, but also a way to look at that data in multiple ways benefitting from the technology that is available. The questions asked and information requested in each evaluation is matched to one of the 15 teacher performance areas of the Conceptual Framework. When data is collected and entered into TED it is automatically linked to the appropriate teacher performance area giving the unit an immediate update on each candidate and the capability to get aggregated and disaggregated data for cohorts and programs.

Data included in the Teacher Education Data System (TED) has been collected for years but not in a systematic way. It has only been in the past 2-3 years that we have attempted to see if the data we are collecting in the form of individual evaluations can tell us anything useful regarding group characteristics.



At present, TED's most useful function is that it allows unit members to access information on individual candidates and to work with them on the qualitative basis of their individual evaluation report. In looking at an individual candidate record we can determine the relative strengths and areas for improvement for the candidate. We can focus on areas that are weaker and recommend courses of action that will strengthen the areas. We are also able to encourage a candidate to grow further in areas of strength.

At this time we are studying the aggregate data to see if it reveals any useful information. There are many reasons TED data may not always be useful in aggregate form. There may be an imbalance in the specificity or detail of the characteristics measured. Candidates remain in a cohort according to the semester of their starting into the program, but TED has no way of accounting for the variety of ways candidates can move through the program. Candidates may be freshmen, sophomores, or in some cases juniors when they enter the program.

Graphs are attached and are organized to show average evaluation scores of candidate groups. Candidates are grouped according to their Cohort Catalog Year, the year in which they began studies at Concordia. Most of these students are freshmen. A small percentage of the candidates are transfers. (See 006.02 TED Data Summary 201220) Graphs show average scores by term for each group and are cumulative over time. Graphs show an age progression from left to right (older candidates on the right). They also show cumulative progress for a given cohort when read from left to right (most recent on the right).

Further analysis is included in the attachment for TED Data Summary Reports.

## **Unique Program Assessments**

Students develop a First Day Project in Educ 363. This project highlights the importance of developing an appropriate, engaging, and structured climate for learning in elementary classrooms. This project encourages students to articulate strategies they plan to implement in their future classrooms in the areas of establishing relationships with students and families, the development of clear rules and procedures and plans for their first day of teaching.

First Day Projects are assessed with the use of a rubric. The data over the course of the 2011-2012 school year indicates that 58% of students received an A, 21% received a B, and 21% received a C. Students complete this project at the end of their Student Teaching I experience during a phase in the program where they are very busy with their Teacher Work Sample and student teaching expectations. The quality of some student work reflects this busy schedule. Adjusting the audience of the project and the due dates should account for better results in the future.

## **Section 4 – Program Improvement**

The First Day Project is a valuable learning experience for the students. They are able to articulate specific and meaningful plans they hope to implement in their future classrooms. Each student has different ideas to contribute in this area, but we currently don't have a way to effectively share the wonderful ideas and strategies presented. Next semester, each component of the First Day Project will be posted on a class blog using WordPress. This will enable collaboration and a sharing of strategies that will benefit all students. They can learn from one another and be motivated to share their best work. Blog postings for this First Day Project will occur throughout the semester instead of all at the end.

The Teacher Work Sample is an important component in our evaluation process. The rubric used to evaluate this project needs to be modified to make our expectations more clear and specific for students. As it is currently written, it is hard to distinguish good examples from exemplary examples. The criteria needs to be more specifically stated and the expectations should meet or exceed the expectations used to assess the capstone experience (which is done prior to the Teacher Work Sample).

## Appendix A: Student Advising Sheet Elementary Education

### ELEMENTARY EDUCATION

Name: \_\_\_\_\_

PLANNING GUIDE: \_\_\_\_\_

Subject: \_\_\_\_\_

#### General Education (45 hrs)

\_\_\_\_\_ FYS 101 (1)

\_\_\_\_\_ Composition (3) Eng 102 \_\_\_\_\_

\_\_\_\_\_ Literature (3) Eng 201 \_\_\_\_\_ (or higher w/ permission)

\_\_\_\_\_ History (3 total) Hist 115 \_\_\_\_\_ or 131 \_\_\_\_\_ or 132 \_\_\_\_\_

\_\_\_\_\_ Soc Sci (2 areas 6 total) Econ 101 or 102 \_\_\_\_\_ Geog 101 or 202 \_\_\_\_\_ Psy 101 \_\_\_\_\_ PS 111 \_\_\_\_\_ Soc 101 \_\_\_\_\_

\_\_\_\_\_ Math \_\_\_\_\_ (3)

\_\_\_\_\_ Nat. Sciences (6) Bio \_\_\_\_\_ Chem \_\_\_\_\_ Physics \_\_\_\_\_ (1 each in HS or College)

\_\_\_\_\_ Fine Arts (2 areas 6 total) Art 101, 161, 203, 260 \_\_\_\_\_ CTA 151, 152, 154 \_\_\_\_\_ Any Music \_\_\_\_\_

\_\_\_\_\_ HHP (2 total) HHP 100 or 162, 164, 166, 168, 169 \_\_\_\_\_ Activity, Health, or HHP 182 \_\_\_\_\_

\_\_\_\_\_ Biblical Lit (6) Rel 101 \_\_\_\_\_ Rel 121 \_\_\_\_\_ Rel 131 \_\_\_\_\_ (Rel 121/131 needed for LTD)

\_\_\_\_\_ Theology (3) Theo 210 \_\_\_\_\_

\_\_\_\_\_ Global / Multi-Cultural Studies (3 total) PS 211 \_\_\_\_\_ or Soc 201 \_\_\_\_\_ or Geog 202 \_\_\_\_\_

\_\_\_\_\_ Financial Literacy (0) FINL 100 \_\_\_\_\_ FINL 400 \_\_\_\_\_

#### Professional Core (13 hrs)

\_\_\_\_\_ ED 101 (1) Teaching as a Profession (Field Exp. \_\_\_\_\_)

\_\_\_\_\_ ED 201 (3) Intro to Education

\_\_\_\_\_ PSY 210 (2) Education Psychology (Field Exp. \_\_\_\_\_)

\_\_\_\_\_ THEO 381 (2) Christian Teachers Ministry

\_\_\_\_\_ PSY 324 (3) Psychology or Exceptionality and Multiculturalism

\_\_\_\_\_ ED 424 (2)      Teaching the Diverse Learner      (Field Exp. \_\_\_\_\_)

**Lutheran Teaching Diploma (11 hrs)**

\_\_\_\_\_ \*THEO 241/242/251/252 (3) Interp    \*Public Program substitute (3) \_\_\_\_\_

\_\_\_\_\_ \*THEO 361\* (3)    Doctrine I      \*Public Program substitute (3) \_\_\_\_\_

\_\_\_\_\_ \*THEO 362\* (3)    Doctrine II      \*Public Program substitute (3) \_\_\_\_\_

\_\_\_\_\_ Ed 362    (2) Teaching the Christian Faith      \*Public Program substitute (2) \_\_\_\_\_

**Elementary Education Endorsement (34hrs)**

\_\_\_\_\_ PSY 211 (2)      Child Development and Psychology

\_\_\_\_\_ ART 301 (2)      Methods of Art Instruction

\_\_\_\_\_ MATH 301 (3)      Concepts of Math Part II

\_\_\_\_\_ ED 461 (6)      Literacy, Instruction, Assessment      (Field Exp. \_\_\_\_\_) (Capstone \_\_\_\_\_)

\_\_\_\_\_ ED 425A (3)      English as a Second Language

\_\_\_\_\_ HHP 363 (1)      Methods of PE and Health

\_\_\_\_\_ HHP 364 (1) \_\_\_\_\_ 365 PE CONC.      (Field Exp. 20 hours \_\_\_\_\_)

\_\_\_\_\_ ED363 (6)      Teacher Lab      \_\_\_\_\_ STI / STII (10) Professional Semester

**Appendix B: Program Completers**

Program Completers / El Ed				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	27			
2010-2011	20			
2011-2012	29			

## Appendix C: Table of Key Assessments

### Key Assessments

Assessment	Type or Form of Assessment	When the Assessment is Administered	Candidate Proficiencies				Attachments		
			Content Knowledge	Pedagogical and Professional			P-12 Learning	Assessments and Scoring Guides	Data Tables
				K*	S	D			
1 GPA Cumulative Professional Endorsement	Standard calculation	After each semester	X						005.11A
2 EECIA (elementary, ECE, SpEd)	Standardized Test	Prior to Graduation	X						Rule 24 EECIA
3 Conceptual Framework Self-Evaluation	Summative Self-Evaluation	At each transition point		X	X	X			Rule 24 CF
4 Capstone Project	Planning, Teaching, Reflecting Assignment	Educ 461 or Educ 470 – one semester prior to ST		X	X	X	X		005.10A Educ 461 Capstone Contract, FAQ, syllabus, Educ 470 syllabus
5 Teacher Work Sample	Planning, Teaching, Reflecting Assignment	During first student teaching placement		X	X	X	X		006.02 TWS Scoring Rubric
6 Field Experience and Student Teaching Evaluations	Formative and/or Summative Evaluation	During each field experience placement		X	X	X	X		

\* K=Knowledge, S=Skills, D=Dispositions