

**Concordia University, Nebraska**

**800 North Columbia Avenue**

**Seward, Nebraska 68434**

**July, 2012**

Head of Teacher Education:

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Folio review for:

Language Arts – 7-12, English – 7-12

Speech – 7-12, Theatre – 7-12

Program type: Initial Teaching Certification

Bachelor of Science in Education

NDE and NCATE accreditation - 2005

Initial Review

# **Concordia University, Nebraska – English, Language Arts, Speech, Theater,**

## **World Languages: Spanish**

### **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 – Spanish (7)

**Supplemental Endorsements offered:**

Coaching (data not available)  
ESL – undergraduate and beyond baccalaureate (24 UG)  
Information Technology (2)



## **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.

## **Section 2 – Alignment of NDE Rule 24 Standards and Assessments**

The Rule 24 Matrix is located as a link on the website.

## Section 3 – Key Assessments and Findings

### Major Transition Points and Key Assessments

Admission to the Program – Assessment Point 1		
<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
Second Year Review – Assessment Point 2		
<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
Admission to Student Teaching – Assessment Point 3		
<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
Completion of the Program – Assessment Point 4		
<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 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.

SECONDARY GPA at Admission to Teacher Education		Total Candidates Cumulative GPA	Total Candidates Professional GPA	Secondary – Average Subject Endorsement GPA - overall	Secondary – Average GPA at Admission by Content Area for the 3-year period
Fall 09	N=17	3.33	3.49	3.15	Language Arts 3.72 – 4 candidates English 3.62 – 21 candidates Drama / Theatre 3.45 – 7 candidates
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 average GPA at Admission is given to indicate a comparison of content area candidates with overall candidates in the secondary program across the institution. Please note the limited number of candidates in some areas. There were no candidates who either began or completed the program during this three year period.

### Key Program Assessment 2 – Cumulative GPA compared to non-teacher education candidates

Concordia strives to recruit excellent students for all of our programs. In an analysis of those entering the English profession we have collected the following data over the past three years:

	2009-2010				2010-2011				2011-2012			
	Teacher Education Graduates		Arts and Sciences Graduates		Teacher Education Graduates		Arts and Sciences Graduates		Teacher Education Graduates		Arts and Sciences Graduates	
	n=	GPA	n=	GPA	n=	GPA	n=	GPA	n=	GPA	n=	GPA
English	7	3.6	4	3.57	8	3.61	4	3.57	10	3.58	3	3.8

The GPAs for those in teacher education are comparable to those in the Arts and Sciences.

### 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. The first-year teacher's administrator also completes the evaluation of the teacher.

Conceptual Framework – Average Evaluation Scores – All Candidates							
1-5 scale	T-K1	T-S1	T-S2	T-S3	T-S4	T-D1	T-D2
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

T-K1 Student Development

T-S1 Multiple Instructional Strategies

T-S2 Planning

T-S3 Assessment

T-S4 Motivation and Management

T-D1 Passion for Teaching

T-D2 Personal Characteristics

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. Scores are on a 0-300 scale.

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

Those with NA for the post assessment were either absent or were completing their capstone experience in the classroom when the assessment was given.

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.

### **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 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 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. 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, 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. Detailed data charts for the evaluations are included as 006.03B3 TED Aggregate Field Experiences and Student Teaching Reports (2 separate reports). The following is a summary of the evaluations for field experience (FE) and student teaching (ST) for each of the assessment areas. The N indicates the

number of candidates. Candidates are not evaluated on all of the performance assessment areas in their field experiences.

		TK1 student devel.	TS1 instruct. strategy	TS2 planning	TS3 assess.	TS4 motiv. mgmt.	TD1 passion to teach	TD2 personal char.
N=	SECLuth	103	76	98	75	99	103	99
ave FE	SECLuth		4.53	4.9		4.92	4.81	4.89
ave ST	SECLuth	4.58	4.54	4.67	4.57	4.64	4.89	4.81
N=	SECPublic	39	23	35	22	35	41	35
ave FE	SECPublic		4.77	4.9		4.91	4.73	4.79
ave ST	SECPublic	4.66	4.6	4.83	4.79	4.68	4.84	4.91

		LD-K1 content pedago.	LD-S1 school commun.	LD-S2 diverse lners	LD-S3 comm. technol.	LD-D1 character faith dev.	LR-K1 depth of know.	LR-S1 reflective practice	LR-D1 lifelong lners
N=	SECLuth	103	75	75	98	76	76	103	75
ave FE	SECLuth				4.86	4.41	4.69	4.83	
ave ST	SECLuth	4.58	4.71	4.64	4.65	4.75	4.73	4.7	4.84
N=	SECPublic	39	22	22	35	23	23	41	22
ave FE	SECPublic				4.79	4.67	4.89	4.77	
ave ST	SECPublic	4.66	4.8	4.7	4.65	4.61	4.87	4.95	4.9

A link to the student teaching website can be found at [www.cune.edu/st](http://www.cune.edu/st).

## Teacher Education Data – TED

Data included in the Teacher Education Data System (TED) has been collected for years. 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.

There are many reasons TED data may not be useful in aggregate form. There is an imbalance in the granularity 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. And there are many others. At this time we are studying the aggregate data to see if it reveals any useful information. At present, TED's most useful function is that it allows us to pull up information for individual students and to work with them on the qualitative basis of their individual evaluation report.

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.

Graphs show average scores by term for each group and are cumulative over time. So the scores shown 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.

## **English, Communication, and Theatre Arts Department**

### **1. Departmental mission statement**

The English, Communication, Theatre Arts, and Modern Foreign Languages Department educates language scholars & communicators for service, personal growth, and professional development.

### **2. Departmental Learning Goals**

- A. Strong skills in the production, presentation, and interpretation of language
- B. Effective analysis of language and its applications
- C. Acquisition and application of knowledge about the nature and functions of language and language theory
- D. Acquisition and application of select skills needed for placement in professional fields or post-baccalaureate education
- E. Appreciate the aesthetics of language as a means of understanding and expressing human experience.

### **3. Student Learning Outcomes**

- A. Students will effectively access, review and analyze reference sources unique to the upper level work in the field of their major.
- B. Students will use appropriate source material to write and publicly present research-based projects that meets the standards of their discipline of study and effectively adapts to their audience.
- C. Students will summarize and use a theory relevant to their area of study in assignments (e.g. a theory of public persuasion, attitude change, crisis communication, organizational management, literary analysis or aesthetics).



D. Students will meet the teacher education standards in content and skill appropriate to their areas of instruction.

#### 4. Endorsements

Language Arts, English, Speech, Theatre, and World Language: Spanish

## Section 2 – Alignment of NDE Rule 24 Standards and Assessments

The Rule 24 matrix for each of the endorsements is attached on the webpage.

## Section 3 – Unique Assessments and Findings

The Key Assessments are assessments used to assess all candidates by the department both to assess student progress and to support department and program changes. The assessments are selected from content area courses as well as during methods instruction. The data from these assessment tools enable us to identify strengths and weaknesses in our offerings and instruction.

### Key Assessments

Key Assessment	Content Description	Assessment Procedures	Endorsement Area
		Instructor Documentation/Ratings  A) Exceptional Work B) Average Work C) Below Average	
<b><u>Communication Theory</u></b>  <b>CTA 203 Exams/Papers</b>  <b>CTA 306 Exams/Papers</b>  <b>CTA 309 Papers/Boards</b>	Exams/Papers explicate and apply a variety of rhetorical, interpersonal, group and media theories.	Documentation Folders  CTA 203: Spring 2009, 2010, 2011  CTA 306: Spring 2010, Fall 2010  CTA 309: Fall 2009, Spring 2011	Language Arts  Speech
<b><u>Research Writing and</u></b>			Language Arts

<u>Documentation</u>  <b>CTA 400 Capstone Paper</b>  <b>Eng 431 Capstone Paper</b>	Formal research paper.  Formal research paper.	CTA 400: Fall 2008, 2009, 2010  Eng 431: Spring 2008, 2009, 2010, 2011	Speech
<u>Intercultural Theory</u>  <b>CTA 333 Projects/Boards</b>	Interactive research project.	CTA 333: Fall 2009-Spring 2011	Language Arts  English
<u>Language History, Awareness, Grammars</u>  <b>Eng 231 Final Exams</b>  <b>Eng 431 Final Exams</b>	Formal exam and essay.	Eng 231: Fall 2009, 2010  Eng 431: Spring 2008, 2009, 2010, 2011	Language Arts  English
<u>Media and Language/Theory</u>  <b>CTA 203 Exams/Papers</b>  <b>Eng 231 Projects</b>	Explication/Application  Teaching Presentations	CTA 203: Spring 2009, 2010, 2011  Eng 231: Fall 2009, 2010	Speech, Lang Arts  English, Lang Arts
<u>Reading, Various Literature Genres, Literary Content, Literary Theory</u>  <b>Term Final Projects</b>	Research based application and presentation projects.	American Lit: Fall 2009, 2010  British Lit: Spring 2010, 2011  Adolescent Lit: Spring 2009, 2010	Language Arts  English
<u>Composition Theory and Application</u>	Writing Portfolio	All Courses: Fall 2010, Spring 2011	Language Arts

<b>Portfolios</b>	<b>Assessments</b>		<b>English</b>
<b><u>Forensics Management</u></b>		CTA 200: Fall 2011	
<b>Portfolio</b>	Management Portfolio: Tournament Management, Budget, Coaching/Administration		
<b><u>Play Production and Theatre Management</u></b>	Production Book for Student Directed One- Act	CTA 373: Spring 2008, 2009, 2010	Language Arts  Speech
<b>Practicums</b>		Educ 378 Exam/Project	
<b>CTA 298, 296, 299</b>		Spring 2008  Spring 2010 (TBD)	
<b>Educ 378 Exam/Project</b>		Educ 371  Writing Course Portfolios	
<b>Educ 371</b>		CTA 298, 296, 299  CTA 373 Play Production Books  Spring 2008 (One, Sent for Scanning)  Spring 2009 (Sent for Scanning)  CTA 231Presentation/Analysis  CTA 153 Presentation/Analysis  CTA 154	

		Presentation/Analysis CTA 311 Debate Things	
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## Section 4 – Program Improvement

### Summary of Findings from Assessment

#### Learning outcomes within the department:

Results: Students scored a mean of 3.43 overall in the documents. Qualitative review indicates that the biggest shortcoming was that students were using texts from our library rather than e-texts which are more current. Students had some difficulty in documentation. Many tended toward mixing documentation styles. Students integrated research to support claims but needed to use more and more variation in source material. Students are good historical and biographical criticism and discussion. Students are good at using researched websites. They have an adequate ability to draw warrants but only adequate.

The results of the CTA 211 assessments are consistent with the work done previously and reflect similar need areas to those found for the written work in the two capstone courses.

Interpretation: We need to reinforce documentation styles, encourage the use of e-texts, continue to encourage focus and sustained study of topics. We need to work with students to help them see the need for and cite more and more varied sources. We need to stress and reinforce the use of good argumentation in written as well as oral argument.

Response: We are revising select material in the capstone courses in which these assignments were taken. As a department, we will review where else in the curriculum we are hitting these issues.

## Appendix A: Advising Sheets

English Subject (32)		
Eng-221	Intermediate Writing (3)	
Eng-231	Studies in the English Language (3)	
Eng-326 or	Poetry Writing (3)	
Eng-327 or	Fiction Writing (3)	
Eng-328	Creative Nonfiction Writing (3)	
Eng-341 or	American Literature I (3)	
Eng-342 or	American Literature II (3)	
Eng-343	American Literature III (3)	
Eng-362 or	British Literature I (3)	
Eng-363 or	British Literature II (3)	
Eng-364	British Literature III (3)	
Eng-366	Shakespeare (3)	
Eng-381 or	World Literature I (3)	
Eng-382 or	World Literature II (3)	
Eng-384	World Literature III (3)	
Eng-383 or	Modern Poetry (3)	
Eng-385 or	Psy & Soc Analysis of Modern Literature (3)	
Eng-387	Modern and Post Modern Drama (3)	
Eng-392	Reading Interests of Adolescents (3)	
Eng-431	English Language and Linguistics (3)	
Educ-371	Methods in Secondary English (2)	
Eng-324, 361 may substitute		

English (48) Comprehensive		
Eng-221	Intermediate Writing (3)	
Eng-231	Studies in the English Language (3)	
Eng-366	Shakespeare (3)	
Eng-383	Modern Poetry (3)	
Eng-385	Psy & Soc Analysis of Modern Literature (3)	
Eng-387	Modern and Postmodern Drama (3)	
Eng-392	Reading Interests of Adolescents (3)	
Eng-431	English Language and Linguistics (3)	
Educ-371	Methods in Secondary English (2)	
2 from:		
Eng-326	Poetry Writing (3)	
Eng-327	Fiction Writing (3)	
Eng-328	Creative Nonfiction Writing (3)	
2 from:		
Eng-341	American Literature I (3)	
Eng-342	American Literature II (3)	
Eng-343	American Literature III (3)	
2 from:		
Eng-362	British Literature I (3)	
Eng-363	British Literature II (3)	
Eng-364	British Literature III (3)	
2 from:		
Eng-381	World Literature I (3)	
Eng-382	World Literature II (3)	
Eng-384	World Literature III (3)	
Eng-324, 361 may substitute		

English Field (63)		
Eng-221	Intermediate Writing (3)	
Eng-231	Studies in the English Language (3)	
Eng-326 or	Poetry Writing (3)	
Eng-327 or	Fiction Writing (3)	
Eng-328	Creative Nonfiction Writing (3)	
Eng-341 or	American Literature I (3)	
Eng-342 or	American Literature II (3)	
Eng-343	American Literature III (3)	
Eng-362 or	British Literature I (3)	
Eng-363 or	British Literature II (3)	
Eng-364	British Literature III (3)	
Eng-366	Shakespeare (3)	
Eng-381 or	World Literature I (3)	
Eng-382 or	World Literature II (3)	
Eng-384	World Literature III (3)	
Eng-383 or	Modern Poetry (3)	
Eng-385 or	Psy & Soc Analysis of Modern Literature (3)	
Eng-392	Reading Interests of Adolescents (3)	
Eng-431	English Language and Linguistics (3)	
CTA-105	Introduction to Communications Technology (3)	
CTA-152 or	Basic Acting Technique (3)	
CTA-231	Oral Interpretation (3)	
CTA-153	Theatre History (3)	
CTA-200	Forensics (3)	
CTA-211	Public Speaking (3)	
CTA-225	Writing and Reporting (3)	
CTA-232	Costume and Makeup Design (2)	
CTA-233	Stage Scenery, Lighting and Sound (4)	
CTA-241	Mass Media Survey (3)	
CTA-373	Play Production (3)	
Educ-371	Methods in Secondary English (2)	
Educ-378	Methods in Secondary Speech/Drama (2)	

Secondary Language Arts Field cont.		
3 hrs from:		
CTA-203	Communication Theory (3)	
CTA-302	Rhetorical Theory (3)	
CTA-306	Interpersonal Communication Theory (3)	
CTA-333	Intercultural Communication (3)	
CTA-400	Communication Research (3)	
CTA-226 Journalistic Design (3) recommended		
Eng-324, 361 and 387 may substitute		

## Appendix B: Program Completers

Program Completers / English				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	5			
2010-2011	4			
2011-2012	7			

Program Completers / LA				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	1			
2010-2011	2			
2011-2012	3			

Program Completers / Theater				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	1			
2010-2011	2			
2011-2012	3			



## Appendix C: 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
				K*	S	D		
1 GPA Cumulative Professional Endorsement	Standard calculation	After each semester	X					005.11A
2 Comparative GPA	Standard calculation	At graduation	X					
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	