

**Concordia University, Nebraska**

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

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Folio review for:

Middle Level Education – 4-9

Program type: Initial Teaching Certification

Bachelor of Science in Education

NDE and NCATE accreditation - 2005

Initial Review

# **Concordia University, Nebraska – Middle Level 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.

## 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

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 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.

MIDDLE LEVEL CANDIDATE 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

The program was without a full-time director for two years and enrollment decreased in that time. A full-time interim director was hired in 2010-2011 and the “interim” status was removed effective July 2012. Enrollment in the program is creeping up slightly since the hiring. We believe that the program will continue to thrive as it is the only free-standing Middle Level endorsement program in Nebraska. The GPAs for candidates seem to be consistent over time.

## Key Program Assessment 2 – Content Teaching Area GPA

Candidates are required to have two Content Teaching Areas for their middle level endorsement. The following chart shows their GPA at program completion for the content teaching area over the past three years. Candidates can also choose art, business, or Spanish.

### GPA's by Content Teaching Area 2010-2012

2010 n=8		Social Science	Health and Phys Ed	Math	Language Arts	Natural Science	Special Education
	EH	2.86	3.81				
	JH	3.83		3.91			
	AHR	3.66			3.83		
	MK	2.5			2.8		
	RM			4		3.95	
	AN		3.56			3.01	
	DR		3.82	3.5			
	JT		3.83	3.33			
	average	3.2125	3.755	3.685	3.315	3.48	
2011 n=9		Social Science	Health and Phys Ed	Math	Language Arts	Natural Science	Special Education
	AB	2.5	3.09				
	CB	2.73			3.11		
	CC	3.38			3.55		
	CE	3.38			3.2		
	LE	3.14			3.38		
	LJ	3.05		3.23			
	AKR	3.33			3.16		
	JM	2.93	3.02				
	KP	2.71				2.55	
	average	3.016667	3.055	3.23	3.28	2.55	
2012 n=6		Social Science	Health and Phys Ed	Math	Language Arts	Natural Science	Special Education
	AD			3.18			4
	RF		3.13			2.79	
	HK	3.95			4		
	KS		3.44			3.26	
	TW		3.47			2.79	
	AZ	2.86			3.77		
	average	3.405	3.346667	3.18	3.885	2.946667	4

	Social Science	Health and Phys Ed	Math	Language Arts	Natural Science	Special Education
overall count n=23						
count for CTA	15	9	6	9	6	1
Overall average	3.120667	3.463333	3.525	3.422222	3.058333	4

**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
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. The pre- and post-scores are from a knowledge test that covers planning and presentation of material. Scores are on a scale of 0-300.

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.

Middle level candidates have field experiences attached to six different courses during their program – Educ 101-Teaching as a Profession (10 hours of shadowing and observation), EDPS 210 -Educational Psychology (25 hours of teacher aiding), Psy 324-Psychology of Exceptionality (12 hours of aiding in a special needs classroom), Educ 424-Differentiated Instruction (12 hours of teacher aiding with diverse students), Educ 211-Middle Level Seminar (15 hours of work with middle level students), and Educ 470-Content Area Literacy (15 hours of teacher aiding and a 3-day teaching experience in their subject area in a middle level classroom).

The chart below compares the scores of Middle Level candidates in the public education program with those in the Lutheran education program, two options at the institution. These are scores from evaluations done by candidates, cooperating teachers in field experiences, and instructors in the teacher education program. They reflect experiences prior to student teaching. The evaluations are completed on a 1-5 scale with 5 being high. The MLL – Middle Level Lutheran education candidates represent an average of 20 evaluations per standard. The MLP – Middle Level Public education candidates represent an average of 5 evaluations per standard. This is consistent for both charts below.

	TS1 multiple strategies	TS2 planning	TS4 motiv. mgmt.	TD1 passion for teaching	TD2 personal character	LD-S3 communic. technology	LD-D1 character faith dev.	LR-K1 depth of knowledge	LR-S1 reflective practice
MLL	4.59	4.87	4.92	4.76	4.96	4.76	4.19	4.78	4.69
MLP	4.5	5	5	4.89	4.94	5	4	5	4.96

The chart below compares the scores of Middle Level candidates in the public education program with those in the Lutheran education program on evaluations during the student teaching experience. Evaluations are done by four different cooperating teachers and two different university supervisors. These are a result of observations and discussions with the candidates. Evaluations are on a 1-5 scale with 5 being high. The scores are representative of 17 MLL candidates and 5 MLP candidates.



	TK1 Student Devel.	TS1 Multi. strategies	TS2 Planning	TS3 Assess	TS4 Motiv. Mgmt.	TD1 Passion for tchnng	TD2 Personal character	LD-K1 Content pedagogy
MLL	4.6	4.45	4.44	4.46	4.56	4.63	4.8	4.53
MLP	4.75	4.69	4.88	4.75	4.81	5	4.93	4.67
	LD-S1 School Comm.	LD-S2 Diverse learners	LD-S3 Commun. Tech.	LD-D1 Character faith dev.	LR-K1 Depth of Knowledge	LR-S1 Reflective practice	LR-D1 Lifelong learning	
MLL	4.59	4.63	4.64	4.7	4.59	4.67	4.76	
MLP	5	4.63	4.72	4.8	4.83	4.75	5	

## 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.

## Unique Program Assessments

The Middle Level Education Program is designed to give graduates a strong base in best practice for teaching the whole being of a young adolescent. Graduates understand the physical, cognitive, emotional, and spiritual developmental levels of young adolescents and then are trained in strategies for teaching young adolescents in the most effective ways.

Unique assessments in the Middle Level Education program include:

- After-School Activity Project (a two-day activity developed and implemented at our local Youth Center with Young Adolescents)
- First Year Binder (including year, unit and lesson plans; management procedures and plans; classroom routines and procedures; parent communication plans; classroom environment; faith and character development; and student assessment)

The *After-School Activity* project was new in 2011-2012. The results from all involved were very positive. It was developed in partnership with the director of the Seward Youth Center and each student in Psy 422 (Psychology of the Young Adolescent) is required to complete the project. The requirements can be found in the ML After School Activity Guidelines found on the website.

Student oral feedback indicated that the activity was an integral part of the course and a great way to put the information learned in the course to practical use and observation. Students also indicated that having an opportunity to interact with the Seward Youth Center kids on a more regular basis would be even more beneficial, as well as having an opportunity to be introduced to the kids prior to conducting the activity would be beneficial.

A second major assessment piece specific to Middle Level Education is the *First Year Binder* (formerly known as the Two-Week Binder). *First Year Binder* (including year, unit, and lesson plans; management procedures and plans; classroom routines and procedures; parent communication plans; classroom environment; faith and character development; and student assessment) is a compilation of a semester of class on general methods in the middle grades.

An example artifact can be found here: [http://www.wix.com/123view/teachingscenes#!\\_two-week-binder](http://www.wix.com/123view/teachingscenes#!_two-week-binder)

Feedback received was also very positive. The information was practical and easy to apply both in student teaching and in the classroom as a first year teacher. Feedback further indicated that having a broader focus to include not just the first two weeks but more generally the entire first year of teaching was desirable.

## Section 4 – Program Improvement

After completing the first year of the After-School Activity project and getting oral feedback from students in the course and the Seward Youth Center directors, plans are being made to

change the assignment in minor ways. Opportunity will be given to students to assist at the SYC on a more regular basis, and opportunity for the students to meet the kids prior to implementation of the activity. Doing so will allow students to develop preliminary relationships with the kids, such relationship development is cornerstone to working with Middle Grades kids and will better reinforce the principles of Middle Level Education.

After completing the binder, evaluating and assessing both the completed products and getting oral feedback from students both in the course, and from others who are now in the field, the assignment changed from a Two-Week Binder to a First-Year Binder. Formerly the assignment focused most specifically on the first two weeks of a first year of teaching. It has been changed to be broader in focus for preparation and resources for an entire first year of teaching. Initial feedback has been positive. The true test of the change will begin in the fall as this year's ML graduates begin their first year of teaching.

## Appendix A – Candidate Advising Sheet – Middle Level Education

Middle Level Education program handout and four-year plan documents are used in advising students in the Middle Level Ed program:

### Middle Level Education Program

#### Catalog year 2011-12

Nebraska State Middle Grades Endorsement covers grades 4-9;  
two 18-hr minimum content teaching areas required.

For more information contact Middle Level Director, Beth Pester, [beth.pesther@cune.edu](mailto:beth.pesther@cune.edu)

<u>Hrs</u>	<u>Course #</u>	<u>Course Title</u>
45	General Education	
18*	Middle Level Content Teaching Area I	
18*	Middle Level Content Teaching Area II (Two selected from Art, Business, Health & PE, Language Arts, Mathematics, Natural Sciences, Social Sciences or Spanish)	
13	Professional Education Core	
1	Educ 101	Teaching as a Profession (FE)
3	Educ 201	Introduction to Education
2	Edps 210	Educational Psychology (FE)
3	Psych 324	Psychology of Exceptionality (FE)
2	Educ 424	Teaching the Diverse Learner (FE)
2	Theo 381	Christian Teacher's Ministry
35	Professional Education Endorsement – Middle Level	
2	Educ 211	Middle Level Seminar (FE)
3	Educ 470	Content Area Literacy (FE)
3	Eng 392	Reading Interests of the Adolescent
3	Educ 425a	ELL methods
2	Psy 421	Psychology of Adolescence
2	Psy 422	Psychology & Development of the Young Adolescent
3	Educ 401	Middle Level Instruction
3	Educ 364	Middle Level Methods Block (methods of Math, SS & Science)
2	<i>Educ 37*</i>	<i>Secondary Methods in Content Teaching Area I (not for HHP CTA)</i>
2	<i>Educ 37*</i>	<i>Secondary Methods in Content Teaching Area II</i>
10	Educ 396	Middle Level Student Teaching
	<i>Italics = courses taken during spring student teaching semester</i>	
12	Lutheran Teaching Diploma (not required for CTE or public education candidates)	
3	Theo 24*/5*	Interpretation of the Gospels/Epistles/Psalms, etc
3	Theo 361	Doctrine I
3	Theo 362	Doctrine II
2	Educ 362	Teaching the Christian Faith

- 9 Christian Teacher Emphasis (not required for LTD or public education candidates)
- 3 Theo 24\*/5\* Interpretation of Gospels/Epistles/Psalms, etc. (recommended, not required)
- 6 Chosen from among: Phil 301, Theo 375, Theo 390, Theo 450, Theo 465, Theo 482, Theo 489

141 = approximate total program hours, excluding double dipped hours. With maximum double dipping, program could be 128 hours, or 4 years @ 16 hrs/semester. (Public Education candidates may need to take elective courses to reach the 128 hours required for graduation.)

Hours in Content Teaching Areas when optimal double-dipping with general education would occur are as follows:

- ❖ Art – 16/17
- ❖ Business Ed – 15/16
- ❖ Health & Physical Ed – 21/22
- ❖ Language Arts – 17
- ❖ Mathematics – 18
- ❖ Natural Sciences – 15/16
- ❖ Spanish – 18
- ❖ Special Education - 18
- ❖ Social Sciences –12/15
- ❖ Middle Level Content Teaching Area Courses:

**Art Middle Level Content Teaching Area**  
**21 hours (19 hours)**

Art 103	Drawing	3 hours
Art 161	Visual Studies	1 hour
Art 203	2-D Design	3 hours
Art 205	3-D Design	3 hours
Art 243	Ceramics	3 hours
Art 325	Painting	3 hours
Art 301	Methods of Art Education	2 hours
Art 273	Art History III	3 hours

**Business Education Middle Level Content Teaching Area**  
**18/19 hours (15/16 hours)**

Bus 121	Financial Accounting	3
Econ 101	Macro-Economics	3
Bus 281	Business Communication	3
Bus 361	Marketing	3

Choose one of the following:

- Bus 325 Accounting & Info Systems (4)

Bus 371	Information Systems (3)	3/4
Choose one of the following:		3
Bus 331	Finance	
Bus 443	Organizational Behavior	

### **English Language Learners (ELL) Supplemental Endorsement**

Available to interested candidates

### **Health and Physical Education Middle Level Content Teaching Area**

**22 hours (21 hours)**

One activity chosen from each of the following areas:

*Team, individual/dual, health & fitness, leisure, aquatics, dance* 3 hours (1 hour could be doubled as general ed)

HHP- 181	Elements of Health	3 hours
HHP- 268	Programs in Health and Fitness	1 hour
HHP- 291	Foundations of Physical Education and Sport	2 hours
HHP- 365	Physical Education in Elementary/Middle Level	2 hours
HHP- 366	Health Methods & Curriculum Development	3 hours
HHP- 273	Motor Learning	2 hours
HHP- 471	Adapted Physical Activity	3 hours
HHP -480	Human Sexuality	3 hours

(Note – HPE Content Teaching Area does NOT require Secondary Methods of HHP)

### **Language Arts Middle Level Content Teaching Area**

**20 hours (17 hours)**

Eng- 231	Studies in the English Language	3 hours
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Choose one of the following:

Eng- 221	Intermediate Writing	
Eng 326	Poetry Writing	
Eng 327	Fiction Writing	
Eng 328	Creative Non-Fiction Writing	3 hours

Choose one of the following:

Eng- 341/342/343	American Lit. I or II or III	
Eng 362/363/364	English Lit. I or II or III	3 hours

CTA- 151	Introduction to Dramatic Arts	3 hours
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Choose one of the following:

CTA 154	Creative Dramatics	
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CTA 211	Public Speaking	
CTA 225	Writing and Reporting	
CTA 231	Oral Interpretation	3 hours
CTA- 203	Communication Theory	3 hours
Educ 378	Methods in Secondary Speech/Drama (taken during student teaching semester)	2 hours

**Mathematics Middle Level Content Teaching Area**  
**18 hours** *(must take Math 201 for general ed)*

Math 182	Intro to Calculus	3 hrs
Math 122	Introduction to Statistics & Probability	3 hrs
Math 301	Concepts of Mathematics II	3 hrs
Math ??? approved by CS ???	Choice of any 9 extra hours of Math or CS prefix courses as math department chair.	

**Natural Sciences Middle Level Content Teaching Area**  
**21-22 hours** *(15-16 hours)*  
*(Any 6 hours could be doubled as general education science)*

Bio 110	Principles of Biology	4
Chem 109 or 115	Introductory or General Chemistry	3 or 4
Phys 110	Principles of Physics	4
Sci/Geog 281	Physical Geography and Geology	4
Sci /Phys 331	Descriptive Astronomy	3
Sci/Geog 315	Environmental Science	3

**Social Sciences Middle Level Content Teaching Area**  
**21-24 hours** *(12-15 hours)*

*(one Hist 1xx course and any two other social science courses can be doubled as general education)*

Hist- 131	World Civilization I	3 hours
Hist- 132	World Civilization II	3 hours
Hist- 115	American Civilization	3 hours
PS- 111	American Government	
3 hours		
Choose one of the following:		3/6 hours

Hist- 313 or	Religion and Society in the United States	3 hours
Hist- 306 & 307	Col. and Rev. Am./the Early Am. Nation	6 hours
Choose one of the following:		3 hours
Econ- 101 or	Principles of Macroeconomics	3 hours
Econ- 102	Principles of Microeconomics	3 hours
Choose one of the following:		3 hours
Geog- 101 or	Intro to Geography	3 hours
Geog- 202	World Regional Geography	3 hours

### **Spanish Middle Level Content Teaching Area**

**18 hours**

*Students with no or minimal previous study of Spanish:*

Span- 101	Beginning Spanish I	3 hours
Span- 102	Beginning Spanish II	3 hours
Span- 201	Intermediate Spanish I	3 hours
Span- 202	Intermediate Spanish II	3 hours
Span- 203	Advanced Spanish I	3 hours
Span- 204	Advanced Spanish II	3 hours

*Students with background sufficient to take intermediate-level courses:*

Span- 201	Intermediate Spanish I	3 hours
Span- 202	Intermediate Spanish II	3 hours
Span- 203	Advanced Spanish I	3 hours
Span- 204	Advanced Spanish II	3 hours
Six hours of 300 level courses in Spanish		6 hours

### **SpEd (Special Education) Middle Level Content Teaching Area**

**18 hours**

ECTA 170	American Sign Language	3 hours
HHP 471	Adaptive Physical Education	3 hours
EDUC 314	Assessment, Evaluation and IEP	3 hours
EDUC 315	Behavior Disorders and Intervention	3 hours
EDUC 316	Teaching Students with Moderate Disabilities	3 hours
EDUC 317	Teaching Students with Learning Disabilities	3 hours
(EDUC 387	SpEd Student Teaching)	

### **General Education Requirements**

**(45 hours\*)**

*Many general education courses can be doubled with secondary education subject area courses.  
See online course catalog for course descriptions in detail.*



**First-Year Seminar (1.0 credit)**

FYS 101

**Humanities (27.0 credits)**

- History: Hist 115, 131 or 132 (3.0 credits)
- Composition: Eng 102 (3.0 credits)
- Literature: Eng 201 or higher level course with permission (3.0 credits)
- Fine Arts: 6.0 credits total from among Art 101, 161, 203, 260; CTA 151, 152, 154; any Music course (Must include two areas.)
- Biblical Literacy: 6.0 credits from Rel 101, Rel 121, Rel 131
- Theology: Theo 210 (3.0 credits)
- Global/Multi-Cultural Studies: PS 211 or Soc 201 (3 credits)

**Social Sciences (6.0 credits)**

Econ 101, 102; Geog 101, 202; Psy 101; PS 111; Soc 101 (Must include two areas)

**Health & Human Performance (2.0 credits)**

At least one credit from HHP 100 (recommended), 162, 164, 166, 168, 169.

The following courses can be applied to the balance of the requirement: any Activity course (Swimming can be used only once.), any Health Topics course, HHP-182.

**Math (3.0 credits)**

Specific course determined by student's program requirements and/or academic background.

**Natural Sciences (6.0 credits)**

Students must complete at least one course each in biology, chemistry and physics between high school and college. The following courses are recommended for students who are not in science programs:

Bio-110, 122, 207, 217, 222, 243, 288, 362, 363, 385, 444

Chem-109, 115

Phys-109, 110

Sci-202, 281, 315, Sci/Phys 331, 365, 381

In addition, students in science programs or other students with strong interest may use the following courses to fulfill general education science requirements:

Bio- 111, 112, 122, 141, 208, 317, 343, 344, 345, 371

Chem-116, 231

Phys-111, 112, 211, 212

Four Year Plan Document:

**Program: Middle Level Education**

**CTA I**

**CTA II**

**Catalog year: 201\_**

**Sophomore Year**

**Fall 2012**

**Spring 2013**

**Code      Course                      Credits      Code      Course                      Credits**

			<b>Ed 211</b>	<b>ML Seminar</b>	<b>2</b>
<b>Totals</b>			<b>Totals</b>		

**Summer?**

## Junior Year

### Fall 2013

Code Course

### Spring 2014

Credits Code Course Credits

			<b>Ed 470</b>	<b>Content Area Literacy</b>	<b>3</b>
<b>Totals</b>			<b>Totals</b>		

## Summer?

## Senior

### Fall 2014

### Spring 2015

<b>Educ 401</b>	<b>ML Instruction</b>	<b>3</b>	<b>Educ 396</b>	<b>Student teaching I &amp; II</b>	<b>10</b>
<b>Educ 364</b>	<b>ML Teacher Lab Components: Math/science/social science methods</b>	<b>3</b>	<b>Ed 37*</b>	<b>Secondary methods of your CTA II</b>	<b>2</b>
<b>Theo 381</b>	<b>Christian Teacher's Ministry</b>	<b>2</b>			
<b>Educ 37*</b>	<b>Secondary methods of your CTA I</b>	<b>2</b>			
			<b>Educ 371 (only if LA)</b>	<b>Secondary methods of English</b>	<b>(2)</b>
<b>Totals</b>					<b>12 (14)</b>

## Appendix B – Program Completers

Program Completers / Middle Level				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	10			
2010-2011	14			
2011-2012	7			

## 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	Assessment s and Scoring Guides	Data Tables
				K *	S	D			
1 GPA Cumulative Professional Endorsement	Standard calculation	After each semester	X						005.11A
2 Content Teaching Area GPA	Standard calculation	At the end of the candidate’s program	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		006.03B3 TED – Field Exp. 006.03B3 TED - ST

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