

Concordia University, Nebraska

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

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Head of Teacher Education:

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Folio review for:

Social Science – 7-12, Geography – 7-12

History – 7-12

Program type: Initial Teaching Certification

Bachelor of Science in Education

NDE and NCATE accreditation - 2005

Initial Review

Concordia University, Nebraska – Social Science, History, Geography

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)
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

GPA's for candidates are reviewed after each semester. The candidate's status is adjusted if there are changes in the GPA's 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. Matrices for Social Science, Geography, and History are included.

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 CANDIDATE 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	Social Science 3.38 – 24 candidates History 3.25 – 14 candidates Geography 3.41 – 2 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 geography.

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 program completers entering the social sciences 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
Geography	1	3.93	3	3.35	1	3.64	2	3.44	-	-	-	-
History	5	3.42	10	3.37	5	3.48	7	2.87	4	3.17	6	3.42
Social Science (TE)	4	3.02			4	3.42			9	3.26		
Psychology (BA)			3	3.58			2	3.32			1	3.83

A correlation analysis indicates that candidates in the teacher education program in social sciences are doing equally well with those in the BA social science programs. CORREL=0.038

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

Two of the five required areas of the Teacher Work Sample are a pre-assessment and post-assessment instrument. The candidate is required to analyze the pre- and post-assessment results and write a narrative on the comparison of the two sets of scores. The pre- and post-assessments must demonstrate a connection in content to determine mastery. While our goal is to see students improve in their learning we are also interested in the candidate's response to and reflection upon the post-assessment results. Candidates receive a score of 1-5 (see rubric chart below) based on their response to the post-assessment instrument. Scores are generally in the 3-5 range for the post-assessment instrument narrative.

The Post-Assessment Instrument					
<i>Not evident</i> <i>0 points</i>	<i>Novice</i> <i>1 point</i>	<i>Developing</i> <i>2 points</i>	<i>Basic</i> <i>3 points</i>	<i>Expanding</i> <i>4 points</i>	<i>Proficient</i> <i>5 points</i>
The TWS post-assessment instrument or process is not included.	The TWS includes a copy of the post-assessment instrument or process.	The TWS includes a copy of the instrument along with class results.	The TWS includes a copy of the post-assessment instrument or process along with individual student results.	The TWS includes a summary of both class and individual results in narrative or table/chart form.	The TWS post-assessment instrument or process includes a comparison of pre- and post- results.

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	LD-S1	LD-S2	LD-S3	LD-D1	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

Unique Program Assessments

Geography Key Program Assessment

1. Course Description – Geog 101: Introduction to Geography

The objective of this course is to provide an introduction to the discipline of geography. You will learn and apply methods geographers utilize in examining and interpreting the spatial diversity found on the surface of the Earth. Geography provides the broad interdisciplinary scope necessary to analyze, understand, and appreciate spatial diversity and the reciprocal relationship between humans and the natural environment. The overarching goal of this course is to provide you with an introduction to how geography is vital to understanding, interpreting, and appreciating events, people, and places that impact your life.

2. Standard Addressed

B. Demonstrate an understanding of maps, including mental maps, and other geographic representations, tools, and technologies to acquire and report information from a spatial perspective;

3. Assignment

Exploring Nebraska with Google Earth

Students are required to attend a cultural event or visit some interesting place in Nebraska during the semester and develop a Google Earth presentation documenting their travels. They attend the event as a “geographer,” seeking to apply the knowledge and concepts learned in class to a “real world”

experience. This project teaches technology and mapping skills and also develops spatial thinking skills since students must connect their travels to location and place.

The choice of event or location is up to the student, with consultation with the instructor, and can include either physical or cultural places. The event/visit must take place sometime during the semester.

During the last three weeks of the semester the students share their travels with the class. Each student designs an engaging and creative 5-7 minute tour on Google Earth showing their experience through embedded pictures, text, web links, and videos. The tour must include high quality pictures/video clips that they took during the event/visit. At least one of these must show them at the event/place. Students are required to use terminology from the book in describing their travels.

4. Scoring Rubric

Date:

Topic:

Presenter(s):

Grading Criteria – Your grade is based upon how well you meet the following criteria.

Organization and Delivery: Was the presentation orderly and well-planned? Did the presenters narrate well? Did the presenters speak clearly, use professional language, and communicate effectively? Were the presenters dressed professionally?

Score (22) _____ Comments:

Visuals and Technology: Did the Google Earth tour work? Were the visuals high quality and appropriate to the topic? Was the technology used in a creative or advanced way? Were visuals other than pictures (i.e. maps, diagrams) used?

Score (22) _____ Comments:

Connections to Geography: Did the presenters make connections to geographic concepts and use geographic terminology? Did they explain their experiences or destination with the use of geography terms?

Score (23) _____ Comment:

Overall Effectiveness: Was the presentation creative and professional? Did it hold the attention of the audience? Did the group follow directions? How did it compare to other presentations?

Score (23) _____ Comments:

Grade _____/ 90

5. Data

61 students completed the assignment. Scores were:

- A (81-90 points) = 41
- B (72-80 points) = 19
- C (63- 71 points) = 1
- D (54-62 points) = 0
- F (53 points or below) = 0

6. Artifacts

Digital .kmz files (the file extension used by Google Earth) are not supported by the website program. If you would like to see the project please request that from a Concordia faculty member.

History Program Assessment - Documentary Debate

That uses historical analysis and interpretation to consider the perspectives of cultural groups

Course & Course Description: Hist 115—American Civilization

1. Descriptions Standard(s) addressed:

E. Use historical analysis and interpretation to consider the perspectives of cultural groups.

- Students will have to read, analyze, and interpret various documents related to African American civil rights, women's civil rights, worker civil rights, and immigrant civil rights
 - Students will have to make conclusions why the experience of their group differs from the other groups as well as how their group impacts the course of US history
 - Students will have to identify major social, political, social, and cultural events that influenced their groups and how their groups reacted to these events throughout US history
2. Assignment: The professor is pretending to produce a documentary film about civil rights movements in the US but she only has time to look at three civil rights movements. However, she has four to choose from: African American civil rights, women's civil rights, worker civil rights, and immigrant civil rights. She will assign groups and topics to groups. Students will then have to convince Dr. Knarr that their particular civil rights movement must be included because of its importance to US civil rights history **and** that their topic is more important than the other movements. (Students must compare their group with the other three in both the debate and paper)
- Debate:
 - The class will be divided into four groups and assigned a civil rights movement
 - Each group will have to read the primary documents for their group as well as the other three groups. Students may also find and research primary documents on their own
 - Students will need to do secondary research—class notes, textbook, and outside readings-- to contextualize their group's experience

- Students will need to meet and work together as a group
- Each group will present for 10 minutes
- After the 10 minute presentation, the group will have a rebuttal time when students will need to defend their civil rights group from the questions of the other groups. Likewise, after the other three groups present, the group will have to ask questions of the other groups
- Paper:
 - Each group will turn in one (one paper for each group) 3-4 page paper, double space, and 12 point font
 - The paper will summarize the group's argument, contextualize their civil rights group, and compare their group with the other three groups, ultimately making the argument as to why their group should be included in the documentary
- Grade Evaluation:
 - Students will be graded on three areas: 1) individual involvement, 2) the presentation, and 3) the paper

Sample papers are included as a document on the webpage.

Social Science/Political Science Key Program Assessment

1. Course Description – PS111 – American Government

This course is designed to give students an overview of the American political system at the federal, state and local levels. Students learn that politics is about managing conflict in the use of power, and that democracy is about debating alternatives and making choices.

2. Standard Addressed

F. Demonstrate knowledge and understanding of the concepts, principles, and processes of inquiry in political science, and be able to apply them, including being able to:

1. Demonstrate the purpose of government;
2. Demonstrate an understanding of the history, structure, and function of the federal, state, county, local, and tribal governments, including being able to identify the key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
3. Demonstrate an understanding of the United States two party political system;
4. Demonstrate an understanding of United States domestic and foreign policies;
5. Demonstrate an understanding of citizenship in the United States, including being able to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
6. Demonstrate an understanding of sovereign tribal nations and their relationship to local, state, and federal governments;

7. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues – identifying, describing, and evaluating multiple points of view; and

8. Analyze and evaluate the influence of various forms of citizen action on public policy, including the impact of lobbyists.

3. Course Work

Grading for the course is based on student completion of two 500-word papers, quizzes, a group project/midterm exam and a final exam. In the group project, students study a major current issue to determine the basic facts from all relevant perspectives and then present their findings to the class. In the spring 2011 semester the four class groups studied the federal budget, immigration, the wars/nation-building in Iraq and Afghanistan, and federal health care coverage. Students wrote a group briefing paper as their mid-term exam, and then at the end of the semester presented a revised briefing paper and a class presentation. The semester ended with a comprehensive final exam that gauged how well students learned the major topics and concepts studied through the semester.

4. Unique Assessment – Final exam

1. Explain how separation of powers, checks and balances, and federalism work in the American political system.
2. How were the Articles of Confederation different from the Constitution?
3. How did the framers of the Constitution account for human nature?
4. How did the Founding Fathers balance minority rights with majority rule?
5. How does the Constitution balance the rights of small and large states?
6. Explain the roles of state and federal governments in terms of federalism.
7. How do the Constitution's full faith and credit clause, and the privileges and immunities clause, relate to states?
8. How would you describe the era we are currently in regarding the relationship between the state and federal governments?
9. Explain how civil liberties are different from civil rights.
10. What are the five freedoms guaranteed by the First Amendment?
11. Explain the concept of due process rights.
12. Explain the concept of privacy rights.
13. How are political opinions based on considerations?
14. Why is random sampling important in conducting opinion surveys?
15. How do the news media influence audiences in their views about politics?
16. What role do political parties play in modern American national politics?
17. What are political action committees?
18. What role do primary elections and caucuses play in selection of presidential candidates?
19. Explain the difference between plurality and majority voting and how it relates to the concept of a runoff election.
20. What is the role of the Electoral College and how does it work?
21. Explain one way in which a political interest group can solve a collective action problem.

22. What is gerrymandering and how does it affect redistricting?
23. Why does incumbency help members of the House of Representatives more than members of the Senate when they run for re-election?
24. What is the job of the Speaker of the House? (Extra credit: Who is it?)
25. What is a filibuster and how can it be stopped?
26. Briefly outline the president's job description.
27. Explain how the federal bureaucracy is like a principal-agent game.
28. Explain the significance of the Supreme Court decision Marbury v. Madison.
29. On what basis would the U.S. Supreme Court hear an appeal from a state court?
30. Briefly explain the significance of these three Supreme Court decisions: Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education.
31. Explain the key concepts of the federal budget: What are the key numbers? What's the difference between discretionary and mandatory spending? How does debt relate to deficit?
32. Regarding Iraq and Afghanistan, how many troops does the U.S. have in each country? What are the key issues to be resolved before U.S. troops leave those countries?
33. In the Immigration issue, how many legal and how many illegal immigrants are in the U.S.? How does federalism relate to this issue?
34. In the Health Care issue, what are the key pros and cons of the Patient Protection and Affordable Health Care Act?
35. What do you think is the most useful thing you learned from class?

5. Data

Of 21 students in the class, scores were:

- A (94-100) = 15
- A- (90-93) = 1
- B+ (87-89) = 0
- B (83-86) = 0
- B- (80-82) = 1
- C+ (77-79) = 2
- C (73-76) = 1
- C- (70-72)
- D+ (66-69)
- D (60-65)
- F (59 or below) = 1 (failed to take the exam)

6. Artifacts

Copies of several of the final exams are included in the folder and can be viewed.

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.

Appendix A: Advising Sheets

Social Science Field Endorsement ...

Social Science (60)		
Hist-115	American Civilization (3)	
Hist-131	World Civilization I (3)	
Hist-132	World Civilization II (3)	
12 hrs upper-level History elect. (6 hrs US History, 3 hrs non-US History)		
Educ-372	Methods in Secondary Social Studies (2)	
Cognate area - 9 hours from one of the following:		
*Sociology/Anthropology		
Soc-101	Introduction to Sociology (3)	
6 hrs Soc electives, excluding Soc-201		
*Geography		
Geog-101 or	Introduction to Geography (3)	
Geog-102	World Regional Geography (3)	
6 hrs Geog electives above 100 level		
*Psychology		
Psy-101	Introduction to Psychology (3)	
Psy-451	Personality Theory (3)	
Soc-345	Social Psychology (3)	
* Political Science		
PS 111	American Government (3)	
PS 211	Global Issues (3)	
Hist 311	American Foreign Relations (3)	
6 hours from each of the following areas – excluding cognate area:		
Geography		
Geog-101 or 102	Introduction to Geography (3) or World Regional (3)	
Geog elective above 100 level		
Sociology		
Soc-101	Introduction to Sociology (3)	
Soc elective, excluding Soc-201		
Psychology		
Psy-101	Introduction to Psychology (3)	
Psy-451 or	Personality Theory (3)	
Soc-345	Social Psychology (3)	
Political Science		
PS-111 or	American Government (3)	
PS-211 or	Global Issues (3)	
Hist-311	American Foreign Relations (3)	

Economics		
Econ-101	Principles of Macroeconomics (3)	
Econ-102	Principles of Microeconomics (3)	
6 hrs electives from history, geography, political science, sociology & anthropology (Soc-201)		

History Subject Endorsement ...

History Subject (39)		
Hist-115	American Civilization (3)	
Hist-131	World Civilization I (3)	
Hist-132	World Civilization II (3)	
24 hrs	Upper-level U.S. and non-U.S. History (9 hrs U.S. History)	
6 hrs	Social Science required (can be from Gen Ed)	
Educ-372	Methods in Secondary Social Studies (2)	

Geography Subject Endorsement ...

Geography Subject (37)		
Geog-101	Introduction to Geography (3)	
Geog-102	World Regional Geography (3)	
Geog-281	Physical Geography and Geology (4)	
Educ-372	Methods in Secondary Social Studies (2)	
21 hrs upper-level Geography courses (may include Soc-306 and 6 hrs Geography tours)		
3 hrs History required		
3 hrs Social Science required		

Appendix B: Program Completers

Program Completers / Soc Sci				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	5			
2010-2011	3			
2011-2012	7			

Program Completers / History				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	6			
2010-2011	8			
2011-2012	7			

Program Completers / Geography				
Academic Year	# of Program Completers			
	Baccalaureate	Post-Baccalaureate	Alternate Route	Masters
2009-2010	2			
2010-2011	1			
2011-2012	4			

Appendix C – Key Assessment List

Assessment	Type or Form of Assessment	When the Assessment is Administered	Candidate Proficiencies					Attachments	
			Content Knowledge	Pedagogical and Professional			P-12 Learning	Assessments and Scoring Guides	Data Tables
				K *	S	D			
1 GPA Cumulative Professional Endorsement	Standard calculation	After each semester	X						005.11A
2 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		