Section 6 – Areas for Improvement

Areas for Improvement related to Standard 1 cited as a result of the last NCATE review:

1. ***The unit lacks sufficient evidence that advanced candidate dispositions are assessed.***

   ADV   From the Conceptual Framework that is a visual representation of the knowledge, skills, and dispositions identified for teacher education at Concordia University, Nebraska, the M.Ed. programs in the College of Graduate Studies and Adult Education have taken the disposition statements and transformed into a self-evaluation and placed this evaluation in two strategic classes within the assessment system built in Chalk and Wire. The two placements are positioned to demonstrate perceived growth in graduate students regarding the disposition statements.

2. ***The unit lacks sufficient evidence that advanced candidates can integrate technology in the performance of their duties.***

   ADV   Technology integration is included in the Core Courses for all advanced programs. Specific technology integration is included in Psychology of Teaching and Learning (core), Curriculum and Instruction artifacts, the use of online Student Records System in special education, electronic teacher evaluation in Educational Administration, presentations in Literacy, and a technology assignment in ESL.

   Core Classes

   PSY 511 – All M.Ed. programs include PSY 511 (Psychology of Teaching and Learning) in their programs. It is one of four Core Classes that is included in all M.Ed. programs. This course identifies technology as being a useful tool in teaching and requires candidates to give explicit explanation of the use of technology in their classes as the use relates to this Core Class.

   Curriculum and Instruction

   Examples of technology integration and the candidates' growth in understanding and application of the INTASC Model Core Teaching Standards are demonstrated through the artifacts they include in their portfolios, and culminates in their capstone project where they apply their knowledge, skills and dispositions of the standards in a project of their choice that demonstrates their leadership dispositions to assist others in their own professional development.

   Special Education:

   EDUC 558 – Students learn how to use an online Student Records System (SRS) to write, record and share required documents for services for students with disabilities (e.g. IEP, MDT, and Notification of Meetings).

   EDUC 576 – Students learn how to use technology to collect data, provide student feedback, and assist in shaping behavior.

EDUC 591 – Students learn how to use a variety of apps to assist students with more severe disabilities with communication.

Early Childhood

The use of technology for Early Childhood Education is still being developed as is appropriate to the goals and objectives of courses that focus on teaching young children.

Educational Administration

EDUC554 (Supervision of Elem/Sec School Instructors)
Each student is required to complete a teacher evaluation electronically and submit it. Many of the students who teach in Omaha and Lincoln school districts use electronic evaluation. Some of the other electronic systems being used are Marzano and Danielson.

EDUC612 (School Community Relations)
students will complete an electronic Communication Plan that includes a needs assessment designed to collect scientific polling through surveys, quantitative data, a sociological inventory, a timeline to carry out communication methods, communicate progress toward vision and goals, have a plan for communication methods such as written, oral, electronic, print, meetings, and events, and crisis procedures. Students will also complete an electronic sociological inventory of their community evaluating customs and traditions, power structures, population characteristics, communication channels, influential community groups, current economic conditions, and social tensions.
Students will make a video for their school's website to introduce themselves and their school to visitors, parents, students, etc. and write two letters. One letter to welcome their staff back to school and another letter welcoming your students and parents back to school. The letter and video will include an Introduction, make use of comfortable words, personalize their message, provide a way to receive feedback, talk about their school's successes, confront challenges, and articulate their vision.

Students will demonstrate the use of technology to exchange and manage information to write an electronic newsletter of at least one page (Arial 12 point font –Double Spaced – one inch margins – bottom, top, left and right) to address a hot topic area that was a pressing concern for parents according to the Phi Delta Kappan and What Parents Want articles. Students will align their ideas with the operations, mission, vision, and goals of the school along with the district's strategic framework to address the issue they choose. Students will also develop and upload an electronic staff organizational chart.

Students will plan with their field experience mentor to develop and upload two (2) or more forms of written communication that include objectives for school publications such as a website article, Facebook news article, Twitter story, Newsletter article, etc. Your written communication should include clear objectives, have and identify community partners, families, and caregivers as the audience, have appropriate content related to a pressing school issue, have a well-designed layout, and use photos to enhance.

Students will work with their field experience mentor to make a checklist and plan training for frontline people who deal directly with parents and the public on a regular basis. They will apply oral and collaboration strategies to develop district relationships with community partners while receiving school visitors, handling telephone calls and correspondence, servicing complaints, meeting everyday contacts, during requests for information,

Students will develop a checklist for working with the media during a crisis. This will include when they might want to contact the media and develop a checklist for handling the aftermath of a crisis.

EDUC557 (School Law)
Students are required to do a review of the implications for social media. Students are encouraged to use technology to examine case law as well as district policies.

EDUC552 (Processes in School Administration)
In this course students are required to create a Power Point presentation describing what all is involved in being a principal.

EDUC553 (Administration of School Relations – Finance)
Students are required to create a Power Point with 7-10 slides that outlines an effective public relations plan with central focus being on school finance.

Literacy

EDUC 520 (Assessment)
A final project for this class is the creation of a workshop/presentation for a school system. This presentation requires the use of technology for its organization and implementation.

TESOL

TESOL and ESL Endorsement students complete an assignment that is submitted to C&W entitled "Big Deal eBook Review" during EDUC 525 (the second course in the sequence). This assignment requires students to evaluate Internet resources and discuss how they would use them in the teaching of an ESL class or a class with English language learners.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

1. ***The unit does not consistently analyze data for program and unit improvement.***

   ITP Sufficient data has been collected in our Teacher Assessment Data (TAD) program to allow us to analyze for program improvement.

   ADV During the 2013-1014 academic year, the College of Graduate Studies and Adult Education began a search for a tool to use of data collection and analysis. The tool chosen was the software program Chalk and Wire. Each M.Ed. program is required to have an exit portfolio for program assessment. The use of Chalk and Wire will allow data collection by course by program.

2. ***The unit does not involve the professional community in the development and evaluation of its assessment system.***

   ITP An Education Governance Unit that includes institutional and stakeholder members has been formed to provide input and feedback on EPP processes and systems.

   ADV With the implementation of Chalk and Wire as the gathering tool for program assessment, the use of an electronic portfolio has been in the forefront of discussion across

programs and within programs, including choosing artifacts and assessment of those artifacts.

3. **The unit does not systematically and comprehensively monitor candidate performance at transition points.**
   ADV
   a. Entrance into a graduate program
        i. Baccalaureate degree
        ii. GPA
        iii. Entrance essay
   b. GPA throughout the program
   c. Program completion
        i. Exit portfolio
        ii. Artifacts that demonstrate knowledge, skills, and disposition related to program outcomes
        iii. GPA
        iv. For programs that will lead to an added endorsement, Praxis II exams will be a requirement for adding that endorsement and will begin September 2015.

Additional information on candidate performance by program

Curriculum and Instruction
This is a work in progress. At the time this report was written, candidates' performance was monitored upon entrance into the program by meeting the entrance requirements, and at the end with their portfolio review. With the transition to the partnership, each standard is now being monitored through the courses they are associated with through the written Standard narrative which includes their rationale for the standard's importance to their profession, how they apply the standard in their practice and the dispositions they have toward the standard with the research they have conducted and shared. They also identify the artifact(s) associated with the standard to include in their portfolio to include in their rationale statement, and their plans for future professional development.

TESOL
TESOL and ESL Endorsement students are monitored for progress in lesson plan writing through a SIOP Lesson Plan that they submit to C&W for EDUC 524 (course 1 in the sequence) and then for EDUC 527 (final course in the sequence for ESL Endorsement students; next-to-last course in the sequence for TESOL degree students).
TESOL and ESL Endorsement students are monitored for ESL teaching-related performance at the end of each course which requires fieldwork experiences: EDUC 524 (course 1 in the sequence), EDUC 525 (course 2 in the sequence), ENG 530 (soon to become EDUC 623, course 3 in the sequence), EDUC 526 (course 4 in the sequence) and EDUC 527 (final in the sequence for ESL Endorsement students; next-to-final course in the sequence for TESOL degree students).

Educational Administration

Evidence that candidate performance is systematically and comprehensively monitored at transition points.

Students are required to write a *Philosophy of Education* paper as an assignment in their first class (EDUC582 Intro of School Administration) and again in their final class (EDUC620 School Improvement Processes).

Students are monitored throughout their program by the Program Director for practicum hours and state standards (NDE Rule 24) through the use of an electronic portfolio turn-in class.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. ***Candidates do not have opportunities to interact with unit faculty who are racially diverse.***
   ITP - One of the standards of our Concordia University System identity statement is that faculty members are active members of the Lutheran Church-Missouri Synod. National searches are conducted for all open faculty positions, but we have very few applicants of racial diversity. Our current faculty and staff at the institution include two people of minority descent.

2. ***The unit does not assure that all candidates have the opportunity to work with diverse P-12 students.***

   ADV   The candidates' work in practicum experiences may be limited to the school where they are hire to teach. They may additionally be limited geographically to a rural homogeneous environment. The unit is unable to assure that all candidates have the opportunity to work with diverse P-12 students due to the limiting factors of work placement, home placement, and time constraints of the work day.

3. ***Candidate proficiency related to diversity is not assessed.***

   ADV   Similar to the response as to why candidates may not have an equal opportunity to work with diverse P-12 students, candidates may have a lack of opportunity to be assessed relating to proficiency in diversity.