

**EMMAUS BIBLE COLLEGE**  
**Academic Program Review (APR)**

**Department: Teacher Education**

**Chair: John Jimo**

**Faculty Members: Janet Freihoefer, Tiara Gooch, Susie Henderson, Krista Iverson, Sheri Popp, Amy Rush, John Smith, Sue Weigert, Kelly Wilson, Cathy Young**

**Date Submitted: November 1, 2017**

**Program alignment with college mission, vision, strategic plan:**

As a professional program of study at Emmaus Bible College, we assist the college in accomplishing its mission and vision by equipping teacher candidates with relevant professional knowledge, critical instructional and relational skills, and essential dispositional qualities that enable them to glorify God and impact the world for Christ as licensed professional educators in PK-12 school communities and as lay leaders in church-based and para-church ministries. Department faculty members foster the development of a Christian worldview and a Christ-like mindset of exceptional service to students, families and colleagues in teaching and learning communities and we ensure each candidate's classroom-ready teaching practice by means of professional standards, nationally-normed professional exams, consequential expectations, and robust professional competencies and performance evaluations.

Aggregated data from graduate and employer surveys over the past seven years together with the diversity of graduate placements (i.e. 20% teaching abroad, 30% teaching in Christian schools, and 50% teaching in public schools) indicate that our graduates are indeed impacting the world for Christ.

**Program distinctives or recognitions of quality:**

- Since receiving initial program approval from the Iowa Board of Education in 1997, our teacher preparation program has a strong track record of engaging in the continuing improvement process. The Iowa DoE granted continuing approval for offering and sustaining a quality educator preparation program in 1999, 2006, and 2012 following program self-study reports and accreditation site visits.  
<https://www.educateiowa.gov/sites/files/ed/documents/Directory%20Ed%20Prep%20Jan%202017.pdf>
- Our teacher preparation program is one of the few programs in the state of Iowa that uses a year-long student teaching placement model. In fact, the teacher education programs at the University of Northern Iowa and Dordt College participated in a state-funded year-long student teaching pilot program in 2014. Dordt's approach of a fall practicum and spring semester full-time placement in the same classroom is similar to what our program has been doing since its inception.
- The faculty members in our department, including adjunct faculty members, each has a minimum of ten years of PK-12 classroom teaching experience and holds one or more professional teaching credentials from various state departments of education.
- Our program enjoys excellent job placement rates of 96% or better these past four years for elementary and secondary education program completers combined.

- Our program provides out-of-area and overseas clinical practice opportunities for both elementary and secondary education majors.
- We consistently receive positive anecdotal feedback from local school administrators and community members who conclude that our candidates receive relevant and highly-effective classroom-ready preparation evidenced by their student teaching and early career performances. One example came to us in 2016 about a recent graduate who achieved the highest training certification score on a universal screening instrument for early literacy from among all elementary school teachers in the Dubuque Community School District.

### Program alignment with “Emmaus Experience”:

2016-2017 Student Satisfaction Inventory (Campus Climate and Services & Student Centeredness)

The following data provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

Item (out of 62 items) ★ indicates strength ⚡ indicates challenge	EBC Student Importance Ranking	TED	EBC	ABHE
20 – Tutoring services readily available	57	88%	76%	57%
31 – Students feel welcome	7	79%	70%	73%
35 – Seldom get the run-around	46	56%	51%	53%
37 – Strong commitment to diversity on campus	55	63%	56%	54%
43 – Mentors available to guide my life and career goals	33	58%	57%	56%
46 – Faculty members take a personal interest in me	15	70%	70%	Campus Item 1

Source: 05/2017 Ruffalo Noel-Levitz SSI Form B Results. Retrieved from [file:///C:/Users/JJimo\\_2/Downloads/Emmaus%20Bible%20College%20-%20SSI%20Comparison%20%20\(Teacher%20Education\)%2005-2017.html](file:///C:/Users/JJimo_2/Downloads/Emmaus%20Bible%20College%20-%20SSI%20Comparison%20%20(Teacher%20Education)%2005-2017.html)

Our department faculty members intentionally infuse biblical content in coursework, integrate a biblical worldview in all areas of our professional program of study, and foster the spiritual, personal and professional growth of ourselves and of our students.

We regularly begin classes with prayer requests and prayer to express dependence upon the grace and wisdom of God, explicitly include Biblical texts and principles in our instruction, and argue for the development of a Christian worldview as the basis for the Christian life and as a Christian in the teaching profession. For example, Susie Henderson makes explicit connections between selected Biblical Proverbs and principles of teaching and learning in her methods courses and John Jimo requires students to reflect on biblical texts as their primary source for a research paper in which they formulate an initial statement or philosophy of proper human relations that glorify God.

Our program documents, such as reference forms for program admission and the Professional Expectations page in the TEP handbook, communicate principles of personal commitment to their studies, professional behaviors and dispositions, and godly Christian character all for the purpose of glorifying God (1 Corinthians 10:31). Above all else, we remind our teacher candidates to passionately pursue a relationship with God so that they are able to live to serve others in their school communities and be a light and testimony for Jesus Christ.

Data from the 2016-2017 SSI suggests that teacher education majors are as satisfied or more satisfied on some items pertaining to campus climate and student centeredness than other academic majors at Emmaus or students in comparative ABHE schools. Teacher education faculty would feel more effective if 80% of the students in our major believe that faculty members take a personal interest in them. Since the item refers to all faculty members at the college, it's difficult to conclude how our majors feel if faculty members in the department take a personal interest in them.

Our department faculty members are intentional about getting to know our students as individuals. We take time to meet with and encourage them, help them identify and tap into their strengths, challenge them to set growth goals for areas needing improvement, balance high standards with empathy, and provide written and verbal performance feedback for character and professional development.

#### **Program mission statement:**

The mission of the Teacher Education Program at Emmaus Bible College is to produce reflective teachers with a Christian worldview, who glorify God and impact the world through their innovative yet sound and effective professional practice and lifestyle of exceptional service in their teaching and learning communities.

#### **Accomplishment of program mission:**

We do not tell our candidates where they should teach, instead we encourage them to seek and follow God's leading. Our mission is to fully equip every teacher candidate to be an effective teacher for His service and glory as a professional educator in whatever schooling context God leads him/her.

The following longitudinal data support the claim that our program is effective in achieving our stated mission.

Program completers use the following scale (A=Advanced; P=Proficient; E=Emerging; U=Absent) to indicate the extent to which the program helped them develop and demonstrate characteristics of the program mission. 5-year percentage averages indicate that graduates believe that our program is highly-effective in accomplishing each key component of our program mission.

Component	2012-2103 N=2	2013-2014 N=11	2014-2015 N=8	2015-2016 N=5	2016-2017 N=6	5-Year Averages N=32
A Christian worldview	100% A	82% A 9% P 9% E	63% A 37% P	20% A 80% P	67% A 33% P	96.9% at or above proficiency
Innovative teaching approaches	100% A	55% A 45% P	63% A 37% P	40% A 60% P	67% A 33% P	100% at or above proficiency
Competence as professional educator	100% A	73% A 27% P	63% A 25% P 12% E	60% A 40% P	83% A 17% P	96.9% at or above proficiency
Mindset & lifestyle of service	100% A	64% A 18% P 9% E	75% A 25% P	60% A 40% P	67% A 33% P	96.9% at or above proficiency

Source: TED Focus Group Results

### 2016-2017 Student Satisfaction Inventory

The following data provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

Item (out of 62 items) ★ indicates strength ⚡ indicates challenge	EBC Student Importance Ranking	TED	EBC	ABHE
★ 48 – Develop biblical worldview	6	86%	80%	Campus Item 3
49 – My SLT helps prepare me for ministry	54	62%	46%	Campus Item 4
50 – Develop leadership skills	31	63%	63%	Campus Item 5
★ 52 – Faculty/staff model servant-leadership	8	74%	77%	Campus Item 7

Source: 05/2017 Ruffalo Noel-Levitz SSI Form B Results. Retrieved from [file:///C:/Users/JJimo\\_2/Downloads/Emmaus%20Bible%20College%20-%20SSI%20Comparison%20%20\(Teacher%20Education\)%2005-2017.html](file:///C:/Users/JJimo_2/Downloads/Emmaus%20Bible%20College%20-%20SSI%20Comparison%20%20(Teacher%20Education)%2005-2017.html)

Assessment results from nationally-normed examinations that measure requisite knowledge and skills for entry into the teaching profession consistently demonstrate that our candidates are ready to teach in the grade-level bands for which they were prepared. Pass rates from the last five years demonstrate that our graduates consistently outperform their counterparts both in Iowa and nationally.

Pass Rates for <b>Elementary Education</b> Principles of Teaching and Learning Exam					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
EBC	100%	90%	100%	100%	100%
Iowa	84%	88%	90%	90%	88%
National	81%	79%	78%	79%	78%

Source: ETS® Client Services for the Educator Series Account

Pass Rates for <b>Secondary Education</b> Principles of Teaching and Learning Exam					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
EBC	NA*	NA*	100%	100%	100%
Iowa	NA	NA	91%	95%	93%
National	NA	NA	79%	81%	81%

\*Data not available to EBC because no examinees or no exams taken

Source: ETS® Client Services for the Educator Series Account

### **Program Learning Outcomes:**

The learning outcomes of our teacher education program are aligned with the InTASC framework and teacher performance standards ([www.ccsso.org/intasc](http://www.ccsso.org/intasc)), and are subject to Chapter 79 of Iowa Administrative Code 281, the requirements for initial teacher licensure from the Iowa Board of Educational Examiners, and the program approval standards of the Iowa Department of Education

Our program is charged with the responsibility of developing and assessing the following professional knowledge, skills, and dispositions in each teacher candidate and we provide the Iowa Board of Educational Examiners the assurance that we will only recommend candidates for licensure who demonstrate the classroom-ready professional competencies of a 21<sup>st</sup> century classroom practitioner.

### **The Learner and Learning Cluster**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Cluster**

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the disciplines accessible and meaningful for learners to assure mastery of content.

Standard#5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### Instructional Practice Cluster

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### Professional Responsibility Cluster

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### Summary of Learning Outcomes Assessment findings over the past five years: Met (M), Partially Met (PM), or Not Met (NM)

Outcome	# of Targets	2013	2014	2015	2016	2017	5-Year Totals & (Averages)
1	4	4 M	3 M 1 PM	4 M	4 M	4 M	19 M (95%) 1 PM (5%) 0 NM
2	4	4 M	3 M 1 PM	4 M	4 M	4 M	19 M 1 PM 0 NM
3	4	4 M	3 M 1 PM	4 M	4 M	4 M	19 M 1 PM 0 NM
4	4	4 M	1 M 3 PM	4 M	4 M	4 M	17 M (85%) 3 PM (15%) 0 NM
5	4	4 M	1 M 3 PM	4 M	4 M	4 M	17 M 3 PM 0 NM
6	5	5 M	3 M 2 PM	4 M 1 PM	4 M 1 PM	5 M	21 M (84%) 4 PM (16%) 0 NM
7	5	5 M	3 M 2 PM	4 M 1 PM	4 M 1 PM	4 M 1 NM	20 M (80%) 4 PM (16%) 1 NM (4%)
8	5	5 M	3 M 2 PM	4 M 1 PM	4 M 1 PM	4 M 1 PM	20 M (80%) 5 PM (20%) 0 NM
9	4	3 M	3 M	4 M	4 M	4 M	18 M (90%)

		1 PM	1 PM				2 PM (10%) 0 NM
10	4	3 M 1 PM	4 M	4 M	4 M	4 M	19 M (95%) 1 PM (5%) 0 NM
Totals by Cohort	43	41 M (95%) 2 PM (5%) 0 NM	27 M (63%) 16 PM (37%) 0 NM	40 M (93%) 3 PM (7%) 0 NM	40 M (93%) 3 PM (7%) 0 NM	41 M (95%) 1 PM (2%) 1 NM (2%)	189 M (88%) 25 PM (12%) 1 NM (.4%)

Source: Weave Online, BS Education

Candidates consistently met 88% of the learning outcomes year after year over the 5-year period. These results meet the program benchmark of 80% which aligns with the minimum grade of a B or 80% needed for candidates to demonstrate program and state licensure proficiency. 12% of the outcomes were partially met over the 5-year period and most of these came from outcomes in the instructional practice cluster. Some candidates in the 2014 cohort seemed to struggle in meeting the learning outcomes benchmark with 63% being met and 37% partially met. Data from all other cohorts indicate that 93% or more of the outcomes were met so a negative trend was not evident across cohorts except for within the instructional practice cluster. 16% to 20% of the students year after year only partially meeting outcomes 6, 7, and 8. Department faculty members discussed some reasons for this emerging trend and developed an action plan targeting the senior unit rubric which is one performance assessment used for the standards in the instructional practice cluster. The one outcome not met in 2017 seems to be an outlier in the 5-year period.

#### Changes to Learning Outcomes, Assessment Plans, or Curriculum over the last five years:

Teacher Education Program Core Curriculum					
How well and at what depth of learning have the following disparate courses in the Professional Education Core prepared you to acquire and successfully demonstrate professional knowledge and skills in your student teaching internship? Use the following scale to rate the preparation received in each course R-Rigorous, P-Proficient, A-Adequate, F-Fundamental or Basic, NA Course taken elsewhere.					
Professional Core	2013*	2014	2015	2016	2017
ED 106 Intro to Ed	NC	33% R 67% P	25% R 75% P	100% R	50% R 17% P 33% NA
ED 231 Exceptionalities	NC	25% R 33% P 17% A 8% F 8% NA	33% R 33% P 33% A	40% R 60% P	33% P 50% A 17% NA
CS 240 Ed Technology	NC	8% R 25% P 33% A 33% NA	33% R 50% P 17% A	40% R 60% A	17% P 17% A 50% F 17% NA
ED 311 Diverse Learners	NC	50% R 25% P 8% A 8% F	83% R 17% P	80% R 20% P	50% R 50% P

		8% NA			
ED 330 Instructional Design	NC	75% R 25% P	50% R 33% P 17% A	80% R 20% P	50% R 33% P 17% F
ED 331 Instructional Adaptations	NC	92% R 8% P	100% R	80% R 20% P	100% R
PSY 351 Ed Psych	NC	50% R 17% P  33% NA	67% R 17% P 17% A	80% R 20% P	83% R 17% P
ED 470 Management & Assessment	NC	8% R 58% P 25% A 8% F	83% R 17% P	20% P 60% A 20% F	50% R 33% P 17% A
ED 499(all sections) ST Seminar	NC	42% R 42% P 17% A	50% R  17% A 17% F	60% R 20% P 20% A	67% R 33% P
ED 435 K-8 SS Methods	NC	73% R 27% P	25% R 75% P	100% R	100% R
ED 485 K-6 Diagnostic Reading	NC	73% R 9% P 18% A	75% R 25% P	100% R	100% R
ED 420 5-12 Content Area Literacy	NC	100% R	100% R	100% R	75% R 25% P
ED 440 7-12 SS Methods	NC	100% R	100% R	100% R	100% R

\*NC- Data not collected on former version of focus group assessment instrument.

Source: TED Focus Group Results

Based on the program's learning outcomes and core curriculum assessment data displayed above, the following curricular and instructional actions were taken and changes were made:

- 1) The senior unit rubric, which is used as a performance assessment of the standards in the instructional practice cluster, was revised to better explain requirements for this performance assessment process and better guide development of the senior unit.
- 2) Course instructors for CS 240, ED 231, ED 470, and ED 499 were asked to use assessment data along with student feedback from course evaluations to improve instruction. The instructors were asked to set and share goals/plan with Academic Dean and TED Chair at annual performance evaluation meetings.
- 3) Continual low performance ratings (i.e. trends) led to staffing reassignments for CS 240, ED 470, and ED 499.
- 4) The new instructor for CS 240, an in-service teacher who recently completed graduate level work in educational technology, decided to implement "hands-on" instruction with classroom hardware and devices in addition to using the approach of an on-line presence and experiences with digital resources.

- 5) Department faculty approved a team-teaching approach for ED 470 in order to provide instructor expertise at both elementary and secondary levels. The new team approach was implemented in fall 2016.
- 6) Beginning AY 2017-2018, offer secondary education majors their own course on lesson and unit design to meet the unique requirements of secondary level content knowledge and instructional strategies appropriate for adolescents. Secondary education majors will take ED 332 Teaching in Secondary Schools instead of ED 330.
- 7) Department faculty approved adding a credit hour to the ED 330 Instructional Design course beginning spring 2016 in order to reflect the importance, rigor, and amount of coursework required and to provide a solid foundation in lesson and unit design.
- 8) Clinical practice assessment data from cooperating teachers alerted us to concerns about lesson design and delivery readiness for some of our secondary education majors. Department faculty participated in a curricular mapping exercise and found a lesson planning gap for secondary education majors between ED 106 and ED 420. While adding a general methods course in the sophomore year to close the gap was suggested, the greater concern about increasing the total numbers of credits posed some significant challenges for students in most of the secondary education programs of study.
- 9) The part-time clinical practice position was expanded to a full time position.
- 10) The new Director of Clinical Practice redesigned field study reflections in order to target and scaffold more intentional learning. She also added week-long placements in quality schools for secondary education majors to provide teaching experiences equitable to what our elementary education majors were receiving. She wants to ensure that candidates receive experiences in both public and private schooling contexts.
- 11) Department faculty decided to meet with one of our cooperating teachers for ESL placements so that she could reviewed our ESL program of study and provide consultation about improving the curriculum and field experiences. We agreed to implement her recommendation to add ED 301 Curriculum, Instruction, and Assessment in K-6 Reading to the ESL program of study to better prepare ESL candidates for K-6 teaching contexts.
- 12) ED 311 Teaching Diverse Learners was changed to ED 312 Human Relations and Communications in order to better meet both the human relations course requirement for teacher licensure and the three additional credits of humanities for all degree majors at the institution.
- 13) The Department chair presented a curricular map that identified where candidates gain familiarity with and use the Iowa Core throughout the program. To ensure that candidates become familiar with the standards, they are required to design and teach standards-based lessons based on the Iowa Core in methods coursework and at local clinical placements. A link to the Iowa Core was added to the Teacher Education Department page on the Emmaus Navigator website for greater accessibility and some curricular materials designed around the common core were purchased for education courses (e.g. *Grades 3-5 Common Core Math in Action: Making the Standards Manageable, Meaningful & Fun* by Catherine J. Kuhns and Marrie Lasater, Crystal Books, 2015). Candidates are regularly required to compare and contrast Iowa Core with Common Core in methods courses and in elementary school content courses taught by teacher education faculty.

### **Benchmarking:**

Our educator preparation program received initial program approval in 1997 by the Iowa Department of Education and we currently are on a seven-year program review cycle. The Iowa BoE granted our TEP continuing approval for offering and sustaining a quality educator preparation program in 1999, 2006, and 2012.

<https://www.educateiowa.gov/sites/files/ed/documents/Directory%20Ed%20Prep%20Jan%202017.pdf>

The programs of study that lead to a state teaching license with grade band endorsements in curricular areas have been vetted and approved by the Iowa Board of Educational Examiners.

<https://www.iowaonline.state.ia.us/ece/default.aspx?cmd=publicSearchByCollege&collegeID=14641>.

The BoEE reviews the curriculum exhibits as part of Iowa's 7-year continuing approval cycle for educator preparation programs.

When developing additional program offerings (licensure and non-licensure tracks), we routinely do a comparative analysis by sampling curriculum exhibits from other educator preparation programs both regionally and nationally to benchmark our curricular offerings and requirements. We also elicit feedback from the content experts and program chairs (i.e curriculum committee) at our institution for essential content knowledge and requisite coursework for the program of study & eight-semester planner.

Syllabi designed by faculty and lesson plans designed by candidates for Emmaus coursework and clinical practice are based on curricular standards (e.g. Iowa Core, Common Core or other state standards, Next Generation Science Standards, etc.) so that candidates are provided with models of and expectations for the teaching profession in the 21<sup>st</sup> century.

One additional level of program benchmarking and currency (i.e. the need to stay current) involves our external advisory committee that is comprised of in-service professional educators who engage with us in program data-driven dialogue and provide invaluable consultative feedback on curricular and clinical practice currency and continuing program improvement.

### Program Enrollment and Graduate History:

	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Total Enrollment & # of Advisees	43	43	45	46	53	58	55
Returning Students	26	23	33	27	33	42	41
Declared Major	17	20	12	19	20	16	14
Graduates (Include May, September and December Conferrals)	4	5	2	11	8	5	6

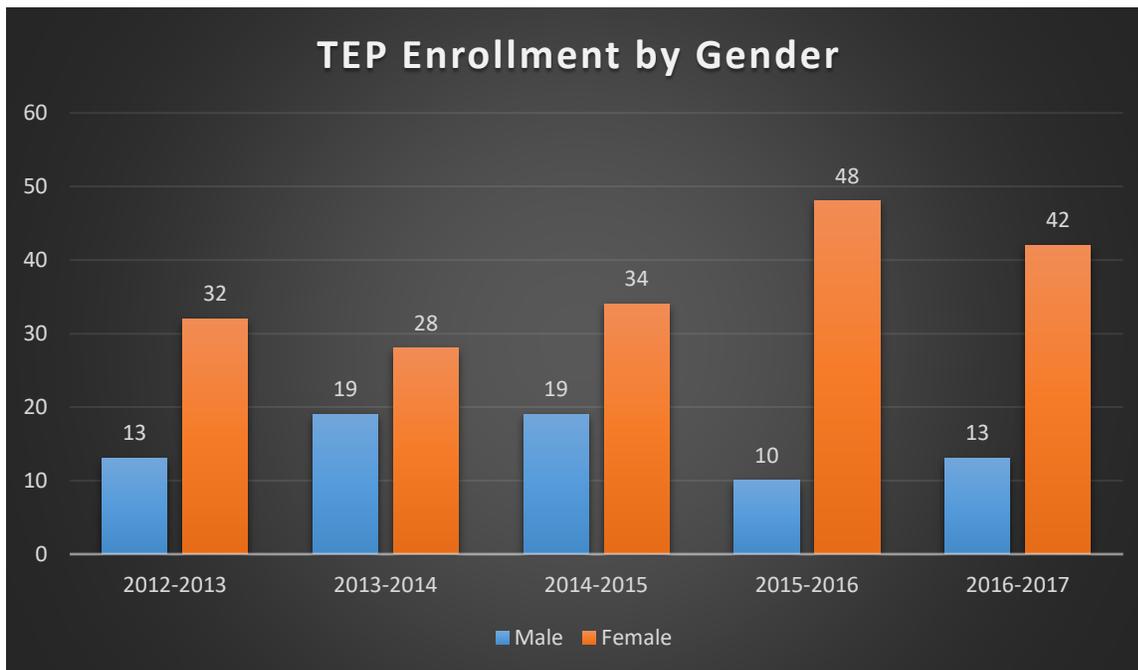
Sources: Registrar's Office, TED Rosters, and Annual Reports to Iowa DoE

### Candidate Demographics

	AY 2012-2013		AY 2013-2014		AY 2014-2015		AY 2015-2016		AY 2016-2017	
Total Enrollment	N=45		N=46		N=53		N=58		N=55	
Gender	M	F	M	F	M	F	M	F	M	F
Gender Total	13	32	18	28	19	34	10	48	13	42

Total % (+ or - from previous year)	29%	71%	39% (+10%)	61% (-10%)	36% (-3%)	64% (+3%)	17% (-19%)	83% (+19%)	24% (+3%)	76% (-7%)
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
Asian	0	1	0	1	0	1	0	2	1	2
Black or African American	3	0	3	0	2	1	0	0	1	0
Latino or Hispanic	0	3	2	3	2	1	2	2	2	0
Native Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	0	0
White	10	28	13	22	15	30	8	43	9	39
Two or more races	0	0	0	1	0	1	0	1	0	1
Not Reported	0	0	0	1	0	0	0	0	0	0

Sources: Registrar’s Office, TED Rosters, and Annual Reports to Iowa DoE



**Cohort Attrition:**

(PPA-Prior to Program Admission; PSTA-Prior to Student Teaching Admission; PPC-Prior to Program Completion)

Class Of	2011	2012	2013	2014	2015	2016	2017	7-Year Total
<b><i>Declared Major</i></b>	<b>+17</b>	<b>+20</b>	<b>+12</b>	<b>+19</b>	<b>+20</b>	<b>+16</b>	<b>+14</b>	<b>+118</b>
Self-exit PPA (changed major at EBC/non- returning)	-9 (4/5)	-13 (9/4)	-8 (3/5)	-6 (1/5)	-8 (3/5)	-7 (3/4)	-6 (2/4)	-57 (25/32)
Competency based-exit PPA	0	-1	-1	0	-1	-1	0	-4
<b><i>Program Admission</i></b>	<b>8</b>	<b>6</b>	<b>3</b>	<b>13</b>	<b>11</b>	<b>8</b>	<b>8</b>	<b>57</b>
Self-exit PSTA	-2	-1	0	-1	-1	-2	0	-7
Competency- based exit PSTA	-2	0	-1	-1	-1	-1	-1	-7
<b><i>Student Teaching Admission</i></b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>11</b>	<b>9</b>	<b>5</b>	<b>7</b>	<b>43</b>
Self-exit PPC	0	0	0	0	0	0	0	0
Performance- based exit PPC	0	0	0	0	-1	0	-1	-2
<b><i>Graduates (Include May, September and December Conferrals)</i></b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>41</b>
Praxis Exams not taken/met or (not required)	Not required	Not required	0	2	1 (1)	0	0	3 (1)
<b><i>Recommended for Teaching License</i></b>	<b>4</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>37</b>

Sources: Registrar's Office, TED Rosters, and Annual Reports to Iowa DoE

**Graduate Placement Data:**

(Departments may determine how best to report this data, including details on career and ministry placement and/or graduate school placement. Information should be provided by alumni survey.)

	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Placement rate in education field	100%	80%	100%	82%	81%	100%	100%
# of graduates	4	5	2	11	8	5	6
# employed full time in education field	4	4	2	9	6	5	6
# employed part time in education field					1		
# enrolled in graduate program of study							
# not employed in education field		1		2			
# employment status not known					1		

Source: TED Files & Annual Reports to the Iowa DoE

**Faculty Demographics \***

\* According to Iowa Department of Education, professional education faculty are “Full-time” if they are full-time employees of the college with the majority of assignments in the professional education unit, “Part-time” are full-time employees with a portion of their assignments in the professional education unit, and “Adjunct” are part-time employees or another faculty member performing a duty in an auxiliary capacity. FTE is calculated by total number of assigned faculty credit hours divided by 24.

	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Full-time	3	2	2	2	3	3	3
Part-time	2	2	1	1	1	1	1
Adjunct	3	5	6	6	5	5	4
Faculty FTE	4.33	3.96	4	4	4.5	4.5	4.375

Source: Annual TED Faculty Load/Course Assignments & Annual Reports to the Iowa DoE

Race/Ethnicity	AY 2011-2012			AY 2012-2013			AY 2013-2014		
	Full-	Part-	Adj.	Full	Part-	Adj.	Full-	Part-	Adj.
American Indian or Native Alaskan									
Asian									
Black or African American									
Latino or Hispanic									1M
Native Hawaiian or Pacific Islander									
White	1M 1F	2F	5F	1M 1F	1F	6F	1M 1F	1F	1M 4F
Two or more races									
Unknown									

Race/Ethnicity	AY 2014-2015			AY 2015-2016			AY 2016-2017		
	Full-	Part-	Adj.	Full	Part-	Adj.	Full-	Part-	Adj.
American Indian or Native Alaskan									
Asian									
Black or African American									
Latino or Hispanic			1 M			1M			1M
Native Hawaiian or Pacific Islander									
White	1M 2F	1F	4F	1M 2F	1F	4F	1M 2F	1F	3F
Two or more races									
Unknown									

Source: Annual TED Faculty Load/Course Assignments & Annual Reports to the Iowa DoE

**Student/faculty Ratio:**

	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	AY 2015-16	AY 2016-17
Student FTE/ Faculty FTE	9.9	10.9	11.25	11.5	11.8	12.9	12.6

## Student Satisfaction with Program:

### 2016-2017 Student Satisfaction Inventory (Instructional & Academic Advising Effectiveness)

The following data provides a look at the percentage of responses that indicated an answer of 6 or 7 to the items in the survey: 6 is considered "important" or "satisfied" and 7 is considered "very important" or "very satisfied."

Item (out of 62 items) ★ indicates strength ☞ indicates challenge	EBC Students Importance Ranking	TED	EBC	ABHE
★ 4 – Course content in my major is valuable	1	90%	80%	73%
10 – Academic advisor helps me set goals	41	67%	64%	57%
☞ 14 – Faculty are fair and unbiased in their treatment of individual students	5	60%	55%	67%
★ 16 – Academic advisor available	29	83%	78%	67%
17 – Sufficient courses in my program of study	13	58%	63%	60%
★ 21 – Academic advisor knowledgeable	12	88%	80%	74%
★ 23 – Able to register for classes with few conflicts	16	60%	68%	62%
29 – Classroom technology and media use	59	53%	57%	62%
☞ 32- Timely feedback about academic progress	22	55%	50%	54%
★ 36 – Quality of instruction is excellent	3	67%	76%	74%
38 – Ongoing feedback about academic goals progress	39	40%	39%	46%
★ 40 – Faculty available outside of class	9	77%	81%	76%
☞ 41 – Tuition paid is worthwhile investment	4	70%	71%	68%
☞ 42 – Students are free to express ideas	17	51%	47%	60%

Source: 05/2017 Ruffalo Noel-Levitz SSI Form B Results. Retrieved from [file:///C:/Users/JJimo\\_2/Downloads/Emmaus%20Bible%20College%20-%20SSI%20Comparison%20%20\(Teacher%20Education\)%2005-2017.html](file:///C:/Users/JJimo_2/Downloads/Emmaus%20Bible%20College%20-%20SSI%20Comparison%20%20(Teacher%20Education)%2005-2017.html)

Annual teacher performance surveys are sent to program alumni and their employers. They use the following scale, **V-Very well, W-well, S-Somewhat well, N-Not well**, to rate how well our preparation program prepared the graduates to demonstrate professional competencies according to the Iowa teaching standards. **NA-Data not available**

Program Graduate Responses						
Iowa Teaching Standard	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	4-Year Totals
% Return	100%	64%	50%	25%	Not sent yet	
1- Enhancing academics	50% V 50% W	29% V 71% W	75% V 25% W	100% V		63.5% V 36.5 W
2 - Content knowledge	100% V	43% V 43% W 14% S	50% V 50% W	100% W		73.25% V 23.25% W
3 – Planning / preparing	100% V	71% V 29% W	100% V	100% V		92.75% V 7.25% W
4 – Instruction for multiple needs	100% V	14% V 71% W 14% S	100% V	100% V		78.5% V 18% W 3.5% S
5 - Assessment	100% V	29% V 71% W	75% V 25% W	100% V		76% V 24% W
6 – Classroom management	100% W	14% V 57% W 29% S	50% V 25% W 25% S	100% W		66% V 20.5% W 13.5% S
7 – Professional growth	100% V	43% V 57% W	75% V 25% W	100% V		79.5% V 20.5% W
8 – School district responsibilities	50% V 50% W	71% V 29% W	75% V 25% W	100% V		74% V 26% W

Employer Responses						
Iowa Teaching Standard	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	4-Year Totals
% Return	50%	45%	0%	25%	Not sent yet	
1- Enhancing academics	100% W	60% V 40% W	NA	100% W		87% V 13% W
2 - Content knowledge	100% W	80% V 20% W	NA	100% W		93% V 7% W
3 – Planning / preparing	100% V	60% V 40% W	NA	100% W		87% V 13% W
4 – Instruction for multiple needs	100% W	20% V 80% W	NA	100% W		73% V 27% W
5 - Assessment	100% W	60% V 40% W	NA	100% W		87% V 13% W
6 – Classroom management	100% S	100% V	NA	100% S		33% V 0% W 66% S
7 – Professional growth	100% V	80% V 20% W	NA	100% W		93% V 7% W
8 – School district responsibilities	100% W	60% V 40% W	NA	100% V		87% V 13% W

Source: Annual Graduate and Employer Surveys and Annual Reports to Iowa DoE

Graduate and employer perceptions both indicate that our students are well prepared and consistently demonstrate the competencies and professional responsibilities needed for classroom teaching. However,

4-year percentage totals for standard 6 (classroom management) on employer responses indicate that the program should consider ways to better develop our candidate's classroom management skills.

**Overall Student Satisfaction (Program as compared with Institution):**

Item (7-point scale)	TED	EBC
My college experiences met my expectations. Rated 4 (What I expected ) to 7 (better)	94%	80%
Overall satisfaction. Rated 6 (Satisfied) to 7 (Very satisfied)	79%	70%
Would you enroll at the college again? Rated 5 (Yes) to 7 (Definitely yes)	84%	83%

**Noteworthy Accomplishments and Celebrations:**

- 1) We were approved to offer three new endorsement programs in order to help prepare teachers for high need/teacher shortage areas
  - #104 – K-12 ESL Teacher
  - #120 - 5-12 English/Language Arts
  - #143 – 5-12 Mathematics
- 2) We celebrated our first ever graduates from the secondary education program in World History followed by our first two graduates in Mathematics two years later.
- 3) We initiated a week-long overseas internship to Black Forrest Academy in Germany for secondary education majors. The trip was part of their ED 395 Practicum and it was led by our Clinical Practice Director who had taught secondary level mathematics there.
- 4) Emmaus Teacher Education was approved to offer ED 489 College Teaching for 1, 2, or 3 renewal credits (depending on practicum hours) for in-service teachers who also serve as college adjunct faculty members.

**Concerns & Recommendations:**

1. Our department faculty wonder if the SSI data, especially item #17, indicates that Teacher Education students would like to have greater flexibility and choice in course selection and options. Given that current professional core and general education courses are extremely prescriptive as required for licensure, we wonder if greater choice in Bible/Theology coursework should be made available to our candidates since BT department requirements do not impact licensure requirements.

The March 2017 core studies curricular revisions helped our majors by reducing BT requirements by 6 credit hours but that decision also reduced BT elective course options by 6 credit hours. John Jimo wonders if students in our programs of study should only be required to take 36 total credit hours of BT courses in order to give our students room for one more elective. Are Teacher Education and Nursing the only programs of study at the college that have room for one BT elective and no room for open electives?

He also wonders if the total credit hours needed to complete our programs of study are overwhelming and unrealistic for this generation of college students. Could our heavy credit hour requirement be a contributing factor to our high and detrimental attrition rate when considered with the academic rigors and clinical practice requirements of our program?

2. Perhaps we should identify program attrition benchmarks or acceptable margins of loss according to the following categories
  - Self-exit prior to program admission
  - Competency-based exit prior to program admission (2.5 GPA, CBase cut scores, Professionalism)
  - Self-exit prior to student teaching admission
  - Competency-based exit prior to student teaching admission (2.5 GPA, 3.0 GP, Professionalism)
  - Self-exit prior to program completion
  - Competency-based exit prior to program completion (3.0 GP, Praxis 2 cut scores, Licensure recommendation)

Program data indicates that while we are able to attract a substantial number of students to declare the major, we only retain 48% on average. Although this attrition rate seems high, it is understandable given that 56% of those who self-exit the program prior to admission do not return to the college and the remaining 44% decide to change to another major at EBC. And of those admitted to the program, we then lose 25% prior to student teaching admission, half choose to self-exit and the other half do not meet program competencies.

The external advisory committee recommended that the program should survey those who choose to self-exit after being admitted to discover reasons why so that we identify causes for the attrition and might be able to make program improvements to reduce candidate attrition.

3. We will need to add a qualified faculty member with ESL teaching experience who can bring expertise and leadership to the ESL program.

# Emmaus Bible College

## Detailed Assessment Report 2017-2018 BS Education

As of: 6/09/2018 06:11 AM CDT

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**)

### Mission / Purpose

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The mission of the Teacher Education Department at Emmaus Bible College is to produce reflective teachers with a Christian worldview, who glorify God and impact the world through their innovative yet sound professional practice and lifestyle of exceptional service to others. The Teacher Education Department at Emmaus has designed a system of assessment metrics and processes to measure and evaluate teacher candidate proficiency of licensure and certification standards, student achievement of program learning outcomes, and overall effectiveness of the teacher education program. The two-fold purpose of the TEP assessment system is to (1) facilitate data-driven decisions for licensure and certification recommendations and (2) to help the teacher education department reach considered judgments about its program effectiveness in achieving learning outcomes and accomplishing the department mission and related educational goals of the college. The department uses candidate and program summative data from signature assessments that have been aligned to professional standards and program learning outcomes. The assessment system's data collection and evaluation processes intend to provide stakeholders (department faculty, teacher candidates, program completers, college administration, accreditation agencies, and K-12 school partners) with the following evidence: (1) candidate proficiency of the professional and state standards for a teaching credential recommendation; (2) program effectiveness and continuing program improvement; and (3) validity and reliability of assessment measures.

Our assessment system intends to provide evidential answers to three main questions: (1) Has each teacher candidate demonstrated the requisite competencies to be recommended for a professional teaching credential? (2) Is there evidence for student achievement of program learning outcomes? (3) How effective is the teacher education department at accomplishing its mission and in what ways are program improvements confirmed?

### Goals

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#### **G 1: Licensure Standards Proficiency and Learning Outcomes Achievement**

This first component of the TEP assessment system facilitates measurement and evaluation of candidate proficiency of the essential knowledge and requisite performances specified in each teaching standard for state licensure. It intends to provide evidence that each teacher candidate has demonstrated the requisite competencies to complete her/his program of study and to be recommended for a professional teaching credential. The TEP at Emmaus uses both the traditional credit-hour attainment and competency-based approaches to award undergraduate degrees in the field of education. While all students at EBC earn their degrees by accumulating a set number of credit hours in required courses, teacher candidates must also demonstrate their professional knowledge, skills, and dispositions through a series of carefully defined assessments to complete the teacher education program and be eligible for Iowa licensure. Progression through any of the licensure programs offered by the Teacher Education Department at Emmaus is governed by both satisfactory academic achievement in coursework and successful completion of the required program assessments used to demonstrate mastery of the licensure competencies. Each candidate is required to demonstrate professional knowledge, skills, and dispositions through objective and performance assessments to obtain a bachelor's degree and recommendation for an initial teaching license. The State of Iowa Legislature, the Iowa Department of Education, and the Iowa Board of Educational Examiners have adopted the Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards developed by the Council of Chief State School Officers ([www.ccsso.org/intasc](http://www.ccsso.org/intasc)) as the state standards for initial teacher licensure. The Teacher Education Department at Emmaus has adopted these principles and standards as the learning outcomes for our TEP.

#### **G 3: Program Effectiveness Evidence**

The final component of the TEP's assessment system facilitates measurement and evaluation of overall program effectiveness. The teacher education department conducts a comprehensive evaluation of the TEP in the fifth year of the reporting cycle using program assessments (metrics) that provide quantitative and qualitative data for analysis and key findings of the department's ability to: (1) Accomplish its mission by preparing highly-qualified and highly-effective educators for the 21st century; (2) Leverage contextual features and resources of the program and college; (3) Achieve the learning outcomes of the TEP; and (4) Provide a rigorous and relevant student teaching internship.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### **SLO 1: Learner Development**

The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#### **Related Measures**

##### **M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

##### **Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education

candidates took the exam.

**Finding (2016-2017) - Target: Met**

Summary Finding for SCED History and SCED Math candidates - This year's cohort performed better than their counterparts both in Iowa and nationally with 76% answers correct in the Students as Learners category Both candidates scored in the 3rd quartile

**Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 84.94 State 73.05 All 71.80 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1 788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Students as Learners - % of Correct Answers EBC 71.43 State 73.55 All 71.08

**Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Students as Learners - Raw Score out of 21 Median = 15, Mean = 15, High =16, Low = 14

**Finding (2013-2014) - Target: Met**

90% Pass Rate Average range 168-182 Median 176 Scores - 162, 170, 175, 175, 177, 178,180, 184, 188, 190 Candidate who did not achieve overall passing score scored 13 raw points - within the average range performance of 12-16

**Finding (2012-2013) - Target: Met**

100% Pass Rate, Scores - 186, 187

**M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

An overall performance rating of "3" on a 4-point scale.

**Finding (2016-2017) - Target: Met**

N=6 Mean-3.75, Median-3.75, Bimodal-3.5 and 4 . . . 50% were rated at level 4 - advanced, 50% were rated at level 3.5- above proficiency. . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency. Cohort data indicates a strength among the professional competencies measured.

**Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2014-2015) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2013-2014) - Target: Partially Met**

Mean-3.17 Median-3 Mode-3 . . . 17% were rated at level 4 - advanced, 67% were rated at level 3 to 3.9 - proficient, 17% were rated at level 2 to 2.9- limited/emerging

**Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "3" demonstrating proficiency in the standard.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**College supervisor formative assessment feedback**

*Established in Cycle:* 2014-2015

84% of the student teachers were rated proficient (the target level) or advanced in this competency and 17% of the cohort were r...

**M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Learner and Learning" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of

Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 100% rated at level 4 SCED HIS N=1 - 100% rated at level 3.5 SCED MATH N=2 - 100% rated at level 3 K-12 MUSIC N=1 - 100% at level 4

**Finding (2015-2016) - Target: Met**

100% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 100% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

25% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 75% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

29% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 71% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 4 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

40% self-reported at level 5 (characterizes my professional practice) 60% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

36% self-reported at level 5 (characterizes my professional practice) 36% self-reported at level 4 (implement or value this belief in my professional practice) 27% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

100% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle:* 2016-2017

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

**Related Measures**

**M 1: Praxis II PLT Exam**

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assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

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Summary finding for SCED History and SCED Math candidates - This year's cohort did better than their counterparts both in Iowa and nationally with 76% answers correct in the Students as Learners category Both candidates scored in the 3rd quartile

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**Finding (2012-2013) - Target: Met**

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Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

An overall performance rating of "3" on a 4-point scale.

**Finding (2016-2017) - Target: Met**

N=6 Mean-3.41, Median-3.25, Mode-3 . . . 33% were rated at level 4 - advanced, 17% at 3.5 - above proficiency, and 50% were rated at level 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2014-2015) - Target: Met**

Mean-3, Median-3, Mode-3 . . . 100% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2013-2014) - Target: Partially Met**

Mean-3.07 Median-3 Mode-3 . . . 8% were rated at level 4 - advanced, 67% were rated at level 3 to 3.9 - proficient, 25% were rated at level 2 to 2.9- limited/emerging

**Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "3" demonstrating proficiency in the standard.

**M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge,

requisite performances, and critical dispositions in the "Learner and Learning" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 100% rated at level 4 SCED HIS N=1 - 100% rated at level 3.5 SCED MATH N=2 - 100% rated at level 3 K-12 MUSIC N=1 - 100% at level 4

**Finding (2015-2016) - Target: Met**

100% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 100% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

25% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 75% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

29% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 71% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 4 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

40% self-reported at level 5 (characterizes my professional practice) 60% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

45% self-reported at level 5 (characterizes my professional practice) 36% self-reported at level 4 (implement or value this belief in my professional practice) 18% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

100% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle: 2016-2017*

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 3: Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

**Related Measures**

#### **M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

##### **Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education candidates took the exam.

##### **Finding (2016-2017) - Target: Met**

Summary finding for SCED History and SCED Math candidates - This year's cohort did better than their counterparts both in Iowa and nationally with 76% answers correct in the Students as Learners category Both candidates scored in the 3rd quartile

##### **Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 84.94 State 73.05 All 71.80 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1 788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Students as Learners - % of Correct Answers EBC 71.43 State 73.55 All 71.08

##### **Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Students as Learners - Raw Score out of 21 Median = 15, Mean = 15, High =16, Low = 14

##### **Finding (2013-2014) - Target: Met**

90% Pass Rate Average range 168-182 Median 176 Scores - 162, 170, 175, 175, 177, 178,180, 184, 188, 190 Candidate who did not achieve overall passing score scored 13 raw points - within the average range performance of 12-16

##### **Finding (2012-2013) - Target: Met**

100% Pass Rate, Scores - 186, 187

#### **M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

##### **Target:**

An overall performance rating of "3" on a 4-point scale.

##### **Finding (2016-2017) - Target: Met**

N=6 Mean-3.5, Median-3.5, Trimodal-3, 3.5, and 4 . . . 33% were rated 4 - advanced, 33% were rated 3.5 - above proficiency, and 33% were rated at level 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

##### **Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

##### **Finding (2014-2015) - Target: Met**

Mean-3.6, Median-3, Mode-4 . . . 60% were rated at level 4 - advanced, 40% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

##### **Finding (2013-2014) - Target: Partially Met**

Mean-3.17 Median-3.05 Mode-3 . . . 8% were rated at level 4 - advanced 75% were rated at level 3 to 3.9 - proficient 17% were rated at level 2 to 2.9- limited/emerging

##### **Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "3" demonstrating proficiency in the standard.

#### **M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Learner and Learning" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 100% rated at level 4 SCED HIS N=1 - 100% rated at level 3.5 SCED MATH N=2 - 100% rated at level 3 K-12 MUSIC N=1 - 100% at level 4

**Finding (2015-2016) - Target: Met**

100% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 100% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

25% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 75% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

29% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 71% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 4 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

50% self-reported at level 5 (characterizes my professional practice) 50% self-reported at level 4 (implement or value this belief in my professional practice) and nearing level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

40% self-reported at level 5 (characterizes my professional practice) 60% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

55% self-reported at level 5 (characterizes my professional practice) 36% self-reported at level 4 (implement or value this belief in my professional practice) 9% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

50% self-reported at level 5 (these values/beliefs characterize my professional practice); 50% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle:* 2016-2017

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and

creates learning experiences that make the discipline accessible and meaningful for learners.

## Related Measures

### **M 2: Praxis II Content Area Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of content area for licensure sought and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a content knowledge test appropriate for their grade level and subject matter certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

#### **Target:**

#102 endorsement candidates take Elementary Ed: Content Knowledge (Test Code #5018) [Scale 100-200 by 1] No secondary education candidates took the following exams: #143 endorsement candidates take Math: Content Knowledge (Test Code #5161) #144 and #145 endorsement candidates take Music: Content Knowledge (Test Code #5113) #166 endorsement candidates take World & US History Content Knowledge (Test Code #5941) [Scale 100-200 by 1]

#### **Finding (2016-2017) - Target: Met**

Content Knowledge Pass Rate Endorsement # Major Pass Rate 102 K-6 Elementary Education 100% 143 5-12 Mathematics 100% 144 & 145 K 12 Music Education 100% 166 5-12 World History 100% ELED Content Knowledge (Test Code #5018) Iowa Cut Score = 156 EBC State of Iowa All Examinees Quartile N= 2 872 5999 Average Performance Range (Middle 50%) 187-189 160-178 158-177 Median Score 188 168 167 Mean Score 188 168.13 165.5 Pass Rate 100% 81.81% 78.51% % Correct Answers – Reading & Literacy 90.36 74.27 72.15 4th / 4th % Correct Answers – Science 88.10 69.32 68.52 4th / 4th % Correct Answers – Social Studies 78.57 58.83 57.81 4th / 4th % Correct Answers – Math 87.50 75.92 71.95 3rd / 4th Share math content assessment results with math department since all math education candidates scored significantly lower than counterparts in Iowa and nationally Math Content Knowledge (Test Code #5161) Iowa Cut Score = 134 EBC State of Iowa All Examinees Quartile N= 2 872 5165 Average Performance Range (Middle 50%) 134-154 160-178 137-167 Median Score 144 168 155 Mean Score 144 168.13 153.17 Pass Rate 100% 92.41% 80.7% % Correct Answers - Number Quantity; Algebra; Functions; Calculus 47.06 63.59 61.20 1st 2nd % Correct Answers – Geometry, Prob. & Stat; Discrete Mathematics 56.25 67.2 62.89 2nd 3rd Music Content Knowledge (Test Code #5113) Iowa Cut Score = 159 EBC State of Iowa All Examinees Quartile N= 1 100 1788 Average Performance Range (Middle 50%) 173 163-180 159-175 Median Score 173 170 167 Mean Score 173 169.82 166.65 Pass Rate 100% 92.41% 80.7% % Correct Answers – Music History and Literature 69.23 72.19 67.83 3rd % Correct Answers – Theory and Composition 70.59 71.88 70.94 3rd % Correct Answers - Performance 78.26 73.68 70.25 4th % Correct Answers – Pedagogy, Professional Issues, Technology 74.47 71.22 69.27 3rd % Correct Answers - Listening 68 73.03 71.30 2nd World & U.S. History Content Knowledge (Test Code #5941) Iowa Cut Score = 148 EBC State of Iowa All Examinees Quartile N= 1 76 820 Average Performance Range (Middle 50%) 148 148-170 148-171 Median Score 148 158 161 Mean Score 148 159.62 159.55 Pass Rate 100% 81.58% 76.83% % Correct Answers – World History to 1450 C.E. 65.99 67.35 68.46 2nd % Correct Answers – World History 1450 C.E. to the Present 64.29 63.93 62.84 3rd % Correct Answers – U.S. History to 1877 34.48 71.61 69.88 1st % Correct Answers – U.S. History 1877 to the Present 62.96 65.70 64.14 2nd % Correct Answers – Historical Thinking Skills 80 69.07 68.97 3rd

#### **Finding (2015-2016) - Target: Met**

Pass Rate Summary by Cohort: ELED 100% SCED 100% K-12 Not Reported ELED Content Knowledge (Test Code #5018) Cut Score = 157 EBC State of Iowa All Examinees N= 4 1275 9919 Average Performance Range (Middle 50%) 173-174 160-178 160-179 Median Score 173.5 169 169 Mean 173 168.22 167.2 Pass Rate 100% 90.46% 78.63% Reading - % Correct Answers EBC 75.6 State 74.6 All 73.86 Science - % Correct Answers EBC 73.81 State 69.64 All 70.72 Social Studies - % Correct Answers EBC 58.33 State 61.26 All 62.57 Math - % Correct Answers EBC 79.86 State 77.29 All 74.54 World & US History (Test Code #5941) Cut Score = 148 EBC State of Iowa All Examinees N= 1 112 1145 Average Performance Range (Middle 50%) 167 154-171 149-172 Median Score 167 161 166 Mean 167 162.2 166 Pass Rate 100% 91.07% 78.17% World History to 1450 C.E. - % Correct Answers EBC 74.07 State 68.19 All 68.83 World History 1450 C. E. to Present - % Correct Answers EBC 68.97 State 65.31 All 63.83 US History to 1877 - % Correct Answers EBC 55.17 State 66.59 All 64.86 US History 1877 to Present - % Correct Answers EBC 85.19 State 72.83 All 69.26 Historical Thinking Skills - % Correct Answers EBC 88.89 State 71.06 All 69.58

#### **Finding (2014-2015) - Target: Met**

ELED Content Knowledge (Test Code 5014) Cut Score = 152 EBC State of Iowa All Examinees N= 4 1277 6916 Average Performance Range (Middle 50%) 154-177 158-177 153-175 Median Score 154 166 163 Mean 166.6 167.02 163.38 Pass Rate 100% 91% 78.4% ELED Content Knowledge (Test Code 5014) Test Category Raw Score Median Raw Score Mean High Score Low Score Raw Points Available Average Range Reading/Language Arts 23.5 24.25 28 22 30 21-26 Mathematics 20 20.75 28 17 29 17-25 Social Studies 20.5 20.75 25 17 30 16-23 Science 23 23.25 30 17 30 17-23

#### **Finding (2013-2014) - Target: Partially Met**

National pass rate 78.10 . . . Iowa pass rate 88.51 . . . 100% pass rate for EBC program completers (n=9) . . . 90% pass rate for EBC student teachers who took the test (n=10) [1 not complete as of June 2016] . . . Candidate who did not pass test scored within the average performance range for math (17-24) and science (17-25) and just below the range for reading/language arts (22-26) and social studies (14-20) EBC - 163-183 range of middle 50% / 175 median / 172 mean / 194 highest / 142 lowest . . . Average % Correct by Subject Area . . . Reading EBC-84.01, Iowa-78.44, National-77.43 . . . Math EBC-76.67, Iowa-75.48, National-72.34 . . . Social Studies EBC-68.84, Iowa-64.00, National-64.80 . . . Science EBC 74.82, Iowa-71.44, National-70.71

#### **Finding (2012-2013) - Target: Met**

100% Pass Rate, Scores - 178, 183(E), E = Qualifies for ETS Recognition of Excellence

### **M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators

external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

An overall performance rating of "3" on a 4-point scale.

**Finding (2016-2017) - Target: Met**

N=6 Mean-3.79, Median-4, Mode-4 . . . 67% were rated 4 - advanced, 17% were rated 3.5 - above proficiency, and 17% were rated 3.25 - slightly above proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency. Cohort data indicates a strength among the professional competencies measured.

**Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2014-2015) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2013-2014) - Target: Partially Met**

Mean-3.38 Median-3.4 Mode-3.8 . . . 8% were rated at level 4 - advanced, 83% were rated at level 3 to 3.9 - proficient, 8% were rated at level 2 to 2.9- limited/emerging

**Finding (2012-2013) - Target: Met**

50% received an overall performance rating of "3" demonstrating proficiency in the standard. 50% received an overall performance rating of "4" demonstrating advanced proficiency in the standard.

**M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Subject Matter" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 33% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 67% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 100% rated at level 3 K-12 MUSIC N=1 - 100% at level 3

**Finding (2015-2016) - Target: Met**

100% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 3.5, 75% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Partially Met**

29% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . 14% at proficiency level 2 - a limited understanding of the standard and some misunderstanding of key ideas, some concerns with quality of artifact, and the explanation of how artifact connects to standard is not clear and strands within standard is not demonstrated. Shows a basic acceptance of the responsibilities outlined in the standard. Candidate may know how but not why he/she

must meet the characteristics outlined in the standard. Little value is placed on the skills described . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

50% self-reported at level 5 (characterizes my professional practice) 50% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2014-2015) - Target: Met**

20% self-reported at level 5 (characterizes my professional practice) 80% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

9% self-reported at level 5 (characterizes my professional practice) 45% self-reported at level 4 (implement or value this belief in my professional practice) 45% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

50% self-reported at level 5 (these values/beliefs characterize my professional practice); 50% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle: 2016-2017*

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 5: Innovative Applications of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

**Related Measures**

**M 2: Praxis II Content Area Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of content area for licensure sought and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a content knowledge test appropriate for their grade level and subject matter certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

#102 endorsement candidates take Elementary Ed: Content Knowledge (Test Code #5018) [Scale 100-200 by 1] No secondary education candidates took the following exams: #143 endorsement candidates take Math: Content Knowledge (Test Code #5161) #144 and #145 endorsement candidates take Music: Content Knowledge (Test Code #5113) #166 endorsement candidates take World & US History Content Knowledge (Test Code #5941) [Scale 100-200 by 1]

**Finding (2016-2017) - Target: Met**

Content Knowledge Pass Rate Endorsement # Major Pass Rate 102 K-6 Elementary Education 100% 143 5-12 Mathematics 100% 144 & 145 K 12 Music Education 100% 166 5-12 World History 100% ELED Content Knowledge (Test Code #5018) Iowa Cut Score = 156 EBC State of Iowa All Examinees Quartile N= 2 872 5999 Average Performance Range (Middle 50%) 187-189 160-178 158-177 Median Score 188 168 167 Mean Score 188 168.13 165.5 Pass Rate 100% 81.81% 78.51% % Correct Answers – Reading & Literacy 90.36 74.27 72.15 4th / 4th % Correct Answers – Science 88.10 69.32 68.52 4th / 4th % Correct Answers – Social Studies 78.57 58.83 57.81 4th / 4th % Correct Answers – Math 87.50 75.92 71.95 3rd / 4th Share math content assessment results with math department since all math education candidates scored significantly lower than counterparts in Iowa and nationally Math Content Knowledge (Test Code #5161) Iowa Cut Score = 134 EBC State of Iowa All Examinees Quartile N= 2 872 5165 Average Performance Range (Middle 50%) 134-154 160-178 137-167 Median Score 144 168 155 Mean Score 144 168.13 153.17 Pass Rate 100% 92.41% 80.7% % Correct Answers - Number Quantity; Algebra; Functions; Calculus 41.18 63.59 61.20 1st / 2nd % Correct Answers – Geometry, Prob. & Stat; Discrete Mathematics 56.25 67.71 62.89 2nd / 3rd Music Content Knowledge (Test Code #5113) Iowa Cut Score = 159 EBC State of Iowa All Examinees Quartile N= 1 100 1788 Average Performance Range (Middle 50%) 173 163-180 159-175 Median Score 173 170 167 Mean Score 173 169.82 166.65 Pass Rate 100% 92.41% 80.7% % Correct Answers – Music History and Literature 69.23 72.19 67.83 3rd % Correct Answers – Theory and Composition 70.59 71.88 70.94 3rd % Correct Answers - Performance 78.26 73.68 70.25 4th % Correct Answers – Pedagogy, Professional Issues, Technology 74.47 71.22 69.27 3rd % Correct Answers - Listening 68 73.03 71.30 2nd World & U.S. History Content Knowledge (Test Code #5941) Iowa Cut Score = 148 EBC State of Iowa All Examinees Quartile N= 1 76 820 Average Performance Range (Middle 50%) 148 148-170 148-171 Median Score 148 158 161 Mean Score 148 159.62

159.55 Pass Rate 100% 81.58% 76.83% % Correct Answers – World History to 1450 C.E. 65.99 67.35 68.46  
2nd % Correct Answers – World History 1450 C.E. to the Present 64.29 63.93 62.84 3rd % Correct Answers –  
U.S. History to 1877 34.48 71.61 69.88 1st % Correct Answers – U.S. History 1877 to the Present 62.96 65.70  
64.14 2nd % Correct Answers – Historical Thinking Skills 80 69.07 68.97 3rd

**Finding (2015-2016) - Target: Met**

Pass Rate Summary by Cohort: ELED 100% SCED 100% K-12 Not Reported ELED Content Knowledge (Test Code #5018) Cut Score = 157 EBC State of Iowa All Examinees N= 4 1275 9919 Average Performance Range (Middle 50%) 173-174 160-178 160-179 Median Score 173.5 169 169 Mean 173 168.22 167.2 Pass Rate 100% 90.46% 78.63% Reading - % Correct Answers EBC 75.6 State 74.6 All 73.86 Science - % Correct Answers EBC 73.81 State 69.64 All 70.72 Social Studies - % Correct Answers EBC 58.33 State 61.26 All 62.57 Math - % Correct Answers EBC 79.86 State 77.29 All 74.54 World & US History (Test Code #5941) Cut Score = 148 EBC State of Iowa All Examinees N= 1 112 1145 Average Performance Range (Middle 50%) 167 154-171 149-172 Median Score 167 161 166 Mean 167 162.2 166 Pass Rate 100% 91.07% 78.17% World History to 1450 C.E. - % Correct Answers EBC 74.07 State 68.19 All 68.83 World History 1450 C. E. to Present - % Correct Answers EBC 68.97 State 65.31 All 63.83 US History to 1877 - % Correct Answers EBC 55.17 State 66.59 All 64.86 US History 1877 to Present - % Correct Answers EBC 85.19 State 72.83 All 69.26 Historical Thinking Skills - % Correct Answers EBC 88.89 State 71.06 All 69.58

**Finding (2014-2015) - Target: Met**

ELED Content Knowledge (Test Code 5014) Cut Score = 152 EBC State of Iowa All Examinees N= 4 1277 6916 Average Performance Range (Middle 50%) 154-177 158-177 153-175 Median Score 154 166 163 Mean 166.6 167.02 163.38 Pass Rate 100% 91% 78.4% ELED Content Knowledge (Test Code 5014) Test Category Raw Score Median Raw Score Mean High Score Low Score Raw Points Available Average Range Reading/Language Arts 23.5 24.25 28 22 30 21-26 Mathematics 20 20.75 28 17 29 17-25 Social Studies 20.5 20.75 25 17 30 16-23 Science 23 23.25 30 17 30 17-23

**Finding (2013-2014) - Target: Partially Met**

National pass rate 78.10 . . . Iowa pass rate 88.51 . . . 100% pass rate for EBC program completers (n=9) . . . 90% pass rate for EBC student teachers who took the test (n=10) [1 not complete as of June 2016] . . . Candidate who did not pass test scored within the average performance range for math (17-24) and science (17-25) and just below the range for reading/language arts (22-26) and social studies (14-20) EBC - 163-183 range of middle 50% / 175 median / 172 mean / 194 highest / 142 lowest . . . Average % Correct by Subject Area . . . Reading EBC-84.01, Iowa-78.44, National-77.43 . . . Math EBC-76.67, Iowa-75.48, National-72.34 . . . Social Studies EBC-68.84, Iowa-64.00, National-64.80 . . . Science EBC 74.82, Iowa-71.44, National-70.71

**Finding (2012-2013) - Target: Met**

100% Pass Rate, Scores - 178, 183(E), E = Qualifies for ETS Recognition of Excellence

**M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

An overall performance rating of "3" on a 4-point scale.

**Finding (2016-2017) - Target: Met**

N=6 Mean-3.67, Median-3.75, Mode-4 . . . 50% were rated 4 - advanced, 17% were rated 3.5 - above proficiency, 17% were rated at level 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2014-2015) - Target: Met**

Mean-3, Median-3, Mode-3 . . . 100% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2013-2014) - Target: Partially Met**

Mean-3.14 Median-3.1 Mode-3 . . . 0% were rated at level 4 - advanced, 83% were rated at level 3 to 3.9 - proficient, 17% were rated at level 2 to 2.9- limited/emerging

**Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "3" demonstrating proficiency in the standard.

**M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Subject Matter" category. Proficiency is demonstrated

when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 33% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 67% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 100% rated at level 3 K-12 MUSIC N=1 - 100% at level 3

**Finding (2015-2016) - Target: Met**

100% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 3.5, 75% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Partially Met**

29% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . 14% at proficiency level 2 - a limited understanding of the standard and some misunderstanding of key ideas, some concerns with quality of artifact, and the explanation of how artifact connects to standard is not clear and strands within standard is not demonstrated. Shows a basic acceptance of the responsibilities outlined in the standard. Candidate may know how but not why he/she must meet the characteristics outlined in the standard. Little value is placed on the skills described . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

50% self-reported at level 5 (characterizes my professional practice) 50% self-reported nearing level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

20% self-reported at level 5 (characterizes my professional practice) 80% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

27% self-reported at level 5 (characterizes my professional practice) 64% self-reported at level 4 (implement or value this belief in my professional practice) 9% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

100% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle:* 2016-2017

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document

learner progress, and to inform the teacher's ongoing planning and instruction.

## Related Measures

### **M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

#### **Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education candidates took the exam.

#### **Finding (2016-2017) - Target: Met**

Summary finding for SCED History and SCED Math candidates - This year's cohort far outperformed their counterparts both in Iowa and nationally with 93% answers correct in the Assessment category Both candidates scored in the 4th quartile Both K-6 and 7-12 test results clearly indicate student assessment was an area of strength in pedagogy for our 2016-2017 student teachers.

#### **Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 81.04 State 74.09 All 71.96 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1 788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Assessment - % of Correct Answers EBC 78.57 State 78.82 All 75.84

#### **Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Assessment - Raw Score out of 14 Median = 11, Mean = 10.7, High =13, Low = 8

### **M 3: Capstone Unit of Instruction**

Each teacher candidate is required to design and present two instructional units. The first is used for formative assessment (assessment for learning). The second or capstone unit is used for summative assessment (assessment of learning) to inform continuation of year-long student teaching placement and to inform program effectiveness. The content area methods instructor (i.e. methods course during senior year ) will use an assignment specific rubric (see document management to explore this rubric) to evaluate the candidate's proficiency of designing a series of 5 to 7 lessons in a cohesive unit of instruction.

Source of Evidence: Capstone course assignments measuring mastery

#### **Target:**

5 sub-standards have been targeted from the teaching standard on Assessment (InTASC #6). Candidate performance data based on these targeted substandards are aggregated first by major and then by cohort, and these data are evaluated against the following benchmark to determine if the learning outcome target was met, partially met, or not met: (1) no Unacceptable/Absent ratings; (2) a maximum of 25% of the total ratings in the Limited/Emerging category (3) a minimum of 75% of the total ratings in the Proficient or Advanced categories.

#### **Finding (2016-2017) - Target: Met**

Aggregated data for standard by major ELED N=4 - MET no unacceptable/absent ratings 16 out of 20 or 80% of ratings proficient or advanced SCED HISTORY N=1 - MET no unacceptable/absent ratings 5 out of 5 or 100% of ratings proficient or advanced SCED MATH N=2 - PARTIALLY MET no unacceptable/absent ratings 5 out of 10 or 50% of ratings proficient or advanced Aggregated data for cohort N=7 - MET no unacceptable/absent ratings 7 out of 35 or 20% at limited/emerging 28 out of 35 or 80%

#### **Finding (2015-2016) - Target: Partially Met**

Overall - 80% were rated proficient and 20% were rated just below proficiency ELED - Average performance rating of 3.05 indicates cohort achieved proficiency 75% were rated proficient and 25% were rated just below proficiency SCED - Average performance rating of 3.2 indicates cohort achieved proficiency 100% were rated proficient

#### **Finding (2014-2015) - Target: Partially Met**

60% nearing proficiency, 40% proficient 1 candidates scored at level 2 - nearing proficiency 2 candidates scored at level 2.5 - nearing proficiency 2 candidates scored at level 3 - proficiency 0 candidates scored at 3.5 - proficiency 0 candidates scored at level 4 - above proficiency In the case of two of the students scoring in the 2.5-3 range--while they demonstrated understanding and ability at a higher level (3.5-4), their attention to detail/revision in final unit resulted in missing details/assessment information or required number of checks for understanding/Bloom's levels, so it is the opinion of the assessor that this reflects care/attention to detail rather than proficiency in these areas. One student, scoring in the 2-2.5 range for standards 6-8, struggled with time management and did not make revisions to prior drafts, resulting in inconsistent performance (some lessons exceptionally strong in, while others very low).

#### **Finding (2013-2014) - Target: Partially Met**

3 candidates scored at level 2 - nearing proficiency 2 candidates scored at level 2.5 - nearing proficiency 3 candidates scored at level 3 - proficiency 0 candidates scored at 3.5 - proficiency 3 candidates scored at level 4 - above proficiency Several of the students scored higher on their junior unit, than on the senior unit. Anecdotally, this performance seems to be related to student responses to life circumstances or lack of interest in the topic assigned (i.e. several students commented that they did not enjoy their topic this year as much) 45% of cohort achieved at a level of nearing proficiency, 27% at a level of proficiency, and 27% at a level of above proficiency

#### **Finding (2012-2013) - Target: Met**

100% of the cohort scored at level 4 - above proficiency

#### **Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

#### **Standardized Rubric & Tutor**

*Established in Cycle:* 2014-2015

A trend is emerging based on 2013-14 and 2014-15 data for these outcomes. A variance between 45% to 60% of the candidates sco...

#### **Revise Rubric & Benchmark**

*Established in Cycle:* 2015-2016

Data from the previous 5 years indicate that a realistic expectation for candidates at this stage in their learning is that th...

### **M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

An overall performance rating of "3" on a 4-point scale.

#### **Finding (2016-2017) - Target: Met**

N=6 Mean-3.5, Median-3.5, Triodal-3, 3.5, and . . . 33% were rated 4 - advanced, 33% were rated 3.5 - above proficiency, and 33% were rated 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2014-2015) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2013-2014) - Target: Partially Met**

Mean-3.07 Median-3.1 Mode-3.1 . . . 8% were rated at level 4 - advanced, 67% were rated at level 3 to 3.9 - proficient, 25% were rated at level 2 to 2.9- limited/emerging

#### **Finding (2012-2013) - Target: Met**

50% received an overall performance rating of "3" demonstrating proficiency in the standard. 50% received an overall performance rating of "4" demonstrating advanced proficiency in the standard.

### **M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

#### **Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Instructional Practice" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

#### **Finding (2016-2017) - Target: Met**

Aggregated Results 50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 50% rated at level 3.5; 50% rated at level 3 K-12 MUSIC N=1 - 100% at level 4

#### **Finding (2015-2016) - Target: Met**

40% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 60% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 4; 75% rated at level 3 SCED -

100% rated at level 4

**Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

43% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

40% self-reported at level 5 (characterizes my professional practice) 60% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

36% self-reported at level 5 (characterizes my professional practice) 9% self-reported at level 4 (implement or value this belief in my professional practice) 55% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

50% self-reported at level 5 (these values/beliefs characterize my professional practice); 50% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle:* 2016-2017

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 7: Planning for Instruction**

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

**Related Measures**

**M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education candidates took the exam.

**Finding (2016-2017) - Target: Met**

Summary finding for SCED History and SCED Math candidates - This year's cohort outperformed their counterparts both in Iowa and nationally with 87.5% answers correct in the Instructional Process category 1 scored in the 4th quartile and 1 scored in the 2nd quartile

**Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 79.58 State 77.84 All 75.72 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1 788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Instructional Process - % of Correct Answers EBC 71.43 State 78.54 All 76.61

**Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Instructional Process - Raw Score out of 21 Median = 16, Mean = 16, High =16, Low = 16

**M 3: Capstone Unit of Instruction**

Each teacher candidate is required to design and present two instructional units. The first is used for formative assessment (assessment for learning). The second or capstone unit is used for summative assessment (assessment of learning) to inform continuation of year-long student teaching placement and to inform program effectiveness. The content area methods instructor (i.e. methods course during senior year ) will use an assignment specific rubric (see document management to explore this rubric) to evaluate the candidate's proficiency of designing a series of 5 to 7 lessons in a cohesive unit of instruction.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

10 sub-standards have been targeted from the teaching standard on Planning for Instruction (InTASC #7). Candidate performance data based on these targeted sub-standards are aggregated first by major and then by cohort, and these data are evaluated against the following benchmark to determine if the learning outcome target was met, partially met, or not met: (1) no Unacceptable/Absent ratings; (2) a maximum of 25% of the total ratings in the Limited/Emerging category (3) a minimum of 75% of the total ratings in the Proficient or Advanced categories.

**Finding (2016-2017) - Target: Not Met**

Aggregated data for standard by major ELED N=4 - NOT MET 1 out of 40 or 2.5% unacceptable/absent ratings 29 out of 40 or 73% of ratings proficient or advanced SCED HISTORY N=1 - PARTIALLY MET no unacceptable/absent ratings 7 out of 10 or 70% of ratings proficient or advanced SCED MATH N=2 - PARTIALLY MET no unacceptable/absent ratings 12 out of 20 or 60% of ratings proficient or advanced Aggregated data for standard by cohort N=7 - NOT MET 1 out of 70 or 1.4% unacceptable/absent ratings 21 out of 70 or 30% at limited/emerging 48 out of 70 or 69% proficient or advanced Strengths of cohort sub-standard h) understands learning theory, human development, cultural diversity and individual differences and how these impact ongoing planning. Weaknesses of cohort sub-standard b) plans how to achieve each student's learning goals. choosing appropriate strategies and accommodations, resources, and materials, to differentiate instruction for individuals and groups of learners. Aggregated data by cohort for holistic benchmark - NOT MET 4 out of 204 or 2% unacceptable/absent ratings (3 not rated) 50 out of 204 or 24.5% at limited/emerging 150 out of 204 or 73.5% proficient or advanced

**Finding (2015-2016) - Target: Partially Met**

Overall, 60% were rated proficient and 40% were rated nearing proficiency ELED - Average performance rating of 2.95 indicates cohort achieved just below proficiency 75% were rated proficient and 25% were rated nearing proficiency SCED - Average performance rating of 2.9 indicates cohort achieved just below proficiency 100% were rated just below proficiency Elements of instructional planning standard that were rated limited/emerging: a) individually and collaboratively selects and creates learning experiences appropriate to goals and content standards and are relevant for learners b) plans how to achieve student's learning goals, choosing appropriate strategies, accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. j) understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge n) respects learners diverse strengths and needs and is committed to using this information to plan effective instruction

**Finding (2014-2015) - Target: Partially Met**

40% nearing proficiency, 40% proficient, 20% above proficiency 1 candidate scored at level 2 - nearing proficiency 1 candidate scored at level 2.5 - nearing proficiency 2 candidates scored at level 3 - proficiency 0 candidates scored at 3.5 - proficiency 1 candidate scored at level 4 - above proficiency . . . Instructor's Notes: In the case of two of the students scoring in the 2.5-3 range--while they demonstrated understanding and ability at a higher level (3.5-4), their attention to detail/revision in final unit resulted in missing details/assessment information or required number of checks for understanding/Bloom's levels, so it is the opinion of the assessor that this reflects care/attention to detail rather than proficiency in these areas. One student, scoring in the 2-2.5 range for standards 6-8, struggled with time management and did not make revisions to prior drafts, resulting in inconsistent performance (some lessons exceptionally strong in, while others very low).

**Finding (2013-2014) - Target: Partially Met**

4 candidates scored at level 2 - nearing proficiency 2 candidates scored at level 2.5 - nearing proficiency 1 candidate scored at level 3 - proficiency 0 candidates scored at 3.5 - proficiency 4 candidates scored at level 4 - above proficiency Several of the students scored higher on their junior unit, than on the senior unit. Anecdotally, this performance seems to be related to student responses to life circumstances or interest in the topic assigned (i.e. several students commented that they did not enjoy their topic this year as much) 55% of cohort achieved at a level of nearing proficiency, 9% at a level of proficiency, and 36% at a level of above proficiency

**Finding (2012-2013) - Target: Met**

100% of the cohort scored at level 4 - above proficiency

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Standardied Rubric & Tutor**

*Established in Cycle: 2014-2015*

A trend is emerging based on 2013-14 and 2014-15 data for these outcomes. A variance between 40% to 55% of the candidates sco...

### **Revise Rubric & Benchmark**

*Established in Cycle: 2015-2016*

Data from the previous 5 years indicate that a realistic expectation for candidates at this stage in their learning is that they...

### **Appropriate Developmental Benchmark**

*Established in Cycle: 2016-2017*

Performance data from Student Teaching assessments and the Praxis 2 professional exam in pedagogy demonstrate that candidates wh...

## **M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

### **Target:**

An overall performance rating of "3" on a 4-point scale.

#### **Finding (2016-2017) - Target: Met**

N=6 Mean-3.79, Median-4, Mode-4 . . . 67% were rated 4 - advanced and 33% were rated 3.5 - above proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency. Cohort data indicates a strength among the professional competencies measured.

#### **Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2014-2015) - Target: Met**

Mean-3.6, Median-4, Mode-4 . . . 60% were rated at level 4 - advanced, 40% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2013-2014) - Target: Partially Met**

Mean-3.42 Median-3.5 Mode-4 . . . 33% were rated at level 4 - advanced, 59% were rated at level 3 to 3.9 - proficient, 8% were rated at level 2 to 2.9- limited/emerging

#### **Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "4" demonstrating advanced proficiency in the standard.

## **M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

### **Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Instructional Practice" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

#### **Finding (2016-2017) - Target: Met**

Aggregated Results 50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 50% rated at level 3.5; 50% rated at level 3 K-12 MUSIC N=1 - 100% at level 4

#### **Finding (2015-2016) - Target: Met**

40% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 60% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 4; 75% rated at level 3 SCED - 100% rated at level 4

#### **Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail

and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

43% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

60% self-reported at level 5 (characterizes my professional practice) 40% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

55% self-reported at level 5 (characterizes my professional practice) 18% self-reported at level 4 (implement or value this belief in my professional practice) 36% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

50% self-reported at level 5 (these values/beliefs characterize my professional practice); 50% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle:* 2016-2017

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

**Related Measures**

**M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education candidates took the exam.

**Finding (2016-2017) - Target: Met**

Summary finding for SCED History and SCED Math candidates - This year's cohort performed better than their counterparts both in Iowa and nationally with 75% answers correct in the Analysis of Instructional Scenarios category 1 scored in the 4th quartile and 1 scored in the 2nd quartile

**Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 76.79 State 80.7 All 79 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1

788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Analysis of Instructional Scenarios - % of Correct Answers EBC 76.92 State 76.01 All 74.67

**Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Instructional Process - Raw Score out of 21 Median = 16, Mean = 16, High =16, Low = 16

**M 3: Capstone Unit of Instruction**

Each teacher candidate is required to design and present two instructional units. The first is used for formative assessment (assessment for learning). The second or capstone unit is used for summative assessment (assessment of learning) to inform continuation of year-long student teaching placement and to inform program effectiveness. The content area methods instructor (i.e. methods course during senior year ) will use an assignment specific rubric (see document management to explore this rubric) to evaluate the candidate's proficiency of designing a series of 5 to 7 lessons in a cohesive unit of instruction.

Source of Evidence: Capstone course assignments measuring mastery

**Target:**

14 sub-standards have been targeted from the teaching standard on Instructional Strategies (InTASC #8). Candidate performance data based on these targeted sub-standards are aggregated first by major and then by cohort, and these data are evaluated against the following benchmark to determine if the learning outcome target was met, partially met, or not met: (1) no Unacceptable/Absent ratings; (2) a maximum of 25% of the total ratings in the Limited/Emerging category (3) a minimum of 75% of the total ratings in the Proficient or Advanced categories.

**Finding (2016-2017) - Target: Partially Met**

Aggregated data for standard by major ELED N=4 - PARTIALLY MET no unacceptable/absent ratings 41 out of 56 or 73% of ratings proficient or advanced SCED HISTORY N=1 - PARTIALLY MET no unacceptable/absent ratings 10 out of 14 or 71% of ratings proficient or advanced SCED MATH N=2 - MET no unacceptable/absent ratings 21 out of 28 or 75% of ratings proficient or advanced Aggregated data for standard by cohort N=7 - PARTIALLY MET no unacceptable/absent ratings (3 not rated) 23 out of 98 or 23% at limited/emerging 72 out of 98 or 73% proficient or advanced Strengths of cohort sub-standard i) asks questions to stimulate discussion that serves different purposes (e.g. probing for learner understanding, helping learners articulate, their ideas and thinking processes, stimulating curiosity and helping learners to question). Weaknesses of cohort sub-standard l) knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. Aggregated data by cohort for holistic benchmark – NOT MET 4 out of 204 or 2% unacceptable/absent ratings (3 not rated) 50 out of 204 or 24.5% at limited/emerging 150 out of 204 or 73.5% proficient or advanced

**Finding (2015-2016) - Target: Partially Met**

Overall - 60% were rated proficient and 40% were rated nearing proficiency ELED - Average performance rating of 2.9425 indicates cohort achieved just below proficiency 75% were rated proficient and 25% were rated nearing proficiency SCED - Average performance rating of 2.5 indicates cohort achieved nearing proficiency 100% were rated nearing proficiency Elements of instructional planning standard that were rated limited/emerging: a) uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. d) varies role in the instructional process in relation to the content and purposes of instruction and the needs of learners. e) provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. h) uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes k) knows how to apply a range of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning goals. l) knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks. m) understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression and build relationships. q) values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

**Finding (2014-2015) - Target: Partially Met**

60% nearing proficiency, 20% proficient, 20% above proficiency 1 candidates scored at level 2 - nearing proficiency 2 candidates scored at level 2.5 - nearing proficiency 1 candidates scored at level 3 - proficiency 0 candidates scored at 3.5 - proficiency 1 candidates scored at level 4 - above proficiency . . . Instructor's Notes: In the case of two of the students scoring in the 2.5-3 range--while they demonstrated understanding and ability at a higher level (3.5-4), their attention to detail/revision in final unit resulted in missing details/assessment information or required number of checks for understanding/Bloom's levels, so it is the opinion of the assessor that this reflects care/attention to detail rather than proficiency in these areas. One student, scoring in the 2-2.5 range for standards 6-8, struggled with time management and did not make revisions to prior drafts, resulting in inconsistent performance (some lessons exceptionally strong in, while others very low).

**Finding (2013-2014) - Target: Partially Met**

1 candidate scored at level 2 - nearing proficiency 2 candidates scored at level 2.5 - nearing proficiency 4 candidates scored at level 3 - proficiency 1 candidate scored at 3.5 - proficiency 3 candidates scored at level 4 - above proficiency Several of the students scored higher on their junior unit, than on the senior unit. Anecdotally, this performance seems to be related to student responses to life circumstances or lack of interest in the topic assigned (i.e. several students commented that they did not enjoy their topic this year as much) 27% of cohort achieved at a level of nearing proficiency, 45% at a level of proficiency, and 27% at a level of above proficiency

**Finding (2012-2013) - Target: Met**

100% of the cohort scored at level 4 - above proficiency

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Standardied Rubric & Tutor**

*Established in Cycle:* 2014-2015

A trend is emerging based on 2013-14 and 2014-15 data for these outcomes. A variance between 27% to 60% of the candidates sco...

### **Revise Benchmark**

*Established in Cycle: 2015-2016*

Data from the previous 5 years indicate that a realistic expectation for candidates at this stage in their learning is that they...

### **Appropriate Developmental Benchmark**

*Established in Cycle: 2016-2017*

Performance data from Student Teaching assessments and the Praxis 2 professional exam in pedagogy demonstrate that candidates...

## **M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

### **Target:**

An overall performance rating of "3" on a 4-point scale.

#### **Finding (2016-2017) - Target: Met**

N=6 Mean-3.67, Median-3.75, Mode-4 . . . 50% were rated 4 - advanced, 33% were rated 3.5 - above proficiency, and 17% were rated 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2015-2016) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2014-2015) - Target: Met**

Mean-3.2, Median-3, Mode-3 . . . 20% were rated at level 4 - advanced, 80% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2013-2014) - Target: Partially Met**

Mean-3.3 Median-3. Mode-3 . . . 8% were rated at level 4 - advanced, 75% were rated at level 3 to 3.9 - proficient, 17% were rated at level 2 to 2.9- limited/emerging

#### **Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "3" demonstrating proficiency in the standard.

## **M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

### **Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Instructional Practice" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

#### **Finding (2016-2017) - Target: Met**

Aggregated Results 50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 50% rated at level 3.5; 50% rated at level 3 K-12 MUSIC N=1 - 100% at level 4

#### **Finding (2015-2016) - Target: Met**

40% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 60% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 4; 75% rated at level 3 SCED - 100% rated at level 4

#### **Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail

and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

43% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 100% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

60% self-reported at level 5 (characterizes my professional practice) 40% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

27% self-reported at level 5 (characterizes my professional practice) 45% self-reported at level 4 (implement or value this belief in my professional practice) 27% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

100% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle: 2016-2017*

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

**SLO 9: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

**Related Measures**

**M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

**Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education candidates took the exam.

**Finding (2016-2017) - Target: Met**

Pedagogy Pass Rate Endorsement # Major Pass Rate 102 K-6 Elementary Education 100% 143 5-12 Mathematics 100%\* 144 & 145 K 12 Music Education 100% 166 5-12 World History 100% Principles of Teaching and Learning K-6 (Test Code #5622) Iowa Cut Score = 168 EBC State of Iowa All Examinees Quartile N= 3 892 10,095 Average Performance Range (Middle 50%) 188-189 172-183 169-183 Median Score 188.5 178 177 Mean Score 188.5 176.92 175.03 Pass Rate 100% 88.45% 78.46% % Correct Answers – Students as Learners 84.80 73.23 71.65 3rd / 4th / 4th % Correct Answers – Instructional Process 85.30 76.75 75.21 4th / 4th / 4th % Correct Answers – Assessment 85.30 75.31 72.35 4th / 4th / 4th % Correct Answers – Professional Development Leadership and Community 78.43 81.54 78.43 2nd / 3rd / 4th % Correct Answers –

Analysis of Instructional Scenarios 87.50 75.92 71.95 2nd / 4th / 4th Summary finding for ELED and Music ED candidates - This year's cohort did as well as their counterparts nationally but not as well with counterparts in Iowa with 78% answers correct in the Professional Development Leadership and Community category 1 scored in the 4th quartile, 1 scored in the 3rd quartile, and 1 scored in the 2nd quartile Principles of Teaching and Learning 7-12 (Test Code #5624) Iowa Cut Score = 166 EBC State of Iowa All Examinees Quartile N= 2 587 8761 Average Performance Range (Middle 50%) 170-190 171-183 168-183 Median Score 180 177 176 Mean Score 180 177.21 174.46 Pass Rate 100% 93.02% 80.52% % Correct Answers – Students as Learners 76.19 73.70 70.98 3rd / 3rd % Correct Answers – Instructional Process 87.50 77.88 76.06 2nd / 4th % Correct Answers – Assessment 92.86 77.83 75.67 4th / 4th % Correct Answers – Professional Development Leadership and Community 67.63 75.38 73.78 1st / 3rd % Correct Answers – Analysis of Instructional Scenarios 75 70.96 67.45 2nd / 4th Summary findings for SCED History and SCED Math candidates - While this year's cohort achieved the benchmark, they did not do as well their counterparts either in Iowa or nationally with only 67% answers correct in the Professional Development Leadership and Community category 1 scored in the 3rd quartile and 1 scored in the 1st quartile. Use trend data to determine if this standard should be targeted for needed development in the TEP.

**Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 81.04 State 74.09 All 71.96 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1 788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Professional Development Leadership and Community - % of Correct Answers EBC 78.57 State 78.82 All 75.84

**Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Analysis of Instructional Scenarios - Raw Score out of 16 Median = 12, Mean = 12.7, High =15, Low = 11

**M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

**Target:**

An overall performance rating of "3" on a 4-point scale.

**Finding (2016-2017) - Target: Met**

N=6 Mean-3.91, Median-4, Mode-5 . . . 50% were rated 4 - advanced, 17% were rated 3.5 - above proficiency, and 33% were rated 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency. Cohort data indicates a strength among the professional competencies measured.

**Finding (2015-2016) - Target: Met**

Mean-3.8, Median-4, Mode-4 . . . 80% were rated at level 4 - advanced, 20% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency. This competency was perceived by cooperating teachers as a strength of this cohort of student teachers.

**Finding (2014-2015) - Target: Met**

Mean-3.6, Median-4, Mode-4 . . . 60% were rated at level 4 - advanced, 40% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

**Finding (2013-2014) - Target: Met**

Mean-3.66 Median-3.65 Mode-4 . . . 25% were rated at level 4 - advanced, 75% were rated at level 3 to 3.9 - proficient, 0% were rated at level 2 to 2.9- limited/emerging

**Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "4" demonstrating advanced proficiency in the standard.

**M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Professional Responsibility" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 33% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the

strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 67% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 100% rated at level 3.25 K-12 MUSIC N=1 - 100% at level 3.5

**Finding (2015-2016) - Target: Met**

20% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 80% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 4; 75% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

43% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . .

**Finding (2012-2013) - Target: Partially Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 50% at Level 2 - Defense of Artifact - The product may relate to the standards but the explanation or connection is not clear. The artifact is not an obvious demonstration of the strands within the standards. 50% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**TED Discussion**

*Established in Cycle:* 2012-2013

Products that are a strong match to the standards are the evidence of professional development at workshops and the reflection n...

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

40% self-reported at level 5 (characterizes my professional practice) 60% self-reported at level 4 (implement or value this belief in my professional practice)

**Finding (2013-2014) - Target: Met**

27% self-reported at level 5 (characterizes my professional practice) 27% self-reported at level 4 (implement or value this belief in my professional practice) 45% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

50% self-reported at level 5 (these values/beliefs characterize my professional practice); 50% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle:* 2016-2017

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their

## **SLO 10: Collaboration**

The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

### Related Measures

#### **M 1: Praxis II PLT Exam**

Any teacher candidate seeking initial licensure in Iowa is legally required to achieve a passing score on an assessment that measures knowledge of pedagogy and is designed by a nationally recognized testing service. The Iowa Department of Education has adopted the Praxis II professional exams administered by Educational Testing Services (ETS) as the qualifying assessments. Initial licensure candidates must pass a pedagogy test appropriate for their grade level certification above the 25th percentile nationally to be eligible for both program completion and Iowa licensure.

Source of Evidence: Certification or licensure exam, national or state

#### **Target:**

ELED candidates take Principles of Teaching and Learning: K-6 (5622) [Scale 100-200 by 1] 2017-2018 Cut Score 167. SCED candidates take Principles of Teaching and Learning: 7-12 (5624). No secondary education candidates took the exam.

#### **Finding (2016-2017) - Target: Met**

Summary finding for SCED History and SCED Math candidates - While everyone in this year's cohort achieved the benchmark, they did not do as well their counterparts either in Iowa or nationally with only 67% answers correct in the Professional Development Leadership and Community category 1 scored in the 3rd quartile and 1 scored in the 1st quartile. Use trend data to determine if this standard should be targeted for needed development in the TEP.

#### **Finding (2015-2016) - Target: Met**

K-6 (Test Code #5622) Cut Score = 168 EBC State of Iowa All Examinees N= 4 1258 9919 Average Performance Range (Middle 50%) 184-185 172-183 169-183 Median Score 184.5 178 177 Mean 184.25 177.29 175.09 Pass Rate %100 %90.46 %78.63 Test Category - Students as Learners - % of Correct Answers EBC 81.04 State 74.09 All 71.96 7-12 (Test Code #5624) Cut Score = 166 EBC State of Iowa All Examinees N= 1 788 13696 Average Performance Range (Middle 50%) 173 172-184 168-183 Median Score 173 179 176 Mean 173 177.84 174.63 Pass Rate %100 %94.67 %80.52 Test Category - Professional Development Leadership and Community - % of Correct Answers EBC 78.57 State 78.82 All 75.84

#### **Finding (2014-2015) - Target: Met**

K-6 (Test Code 5622) Cut Score = 167 EBC State of Iowa All Examinees N= 4 1534 16049 Average Performance Range (Middle 50%) 171-176 169-183 168-183 Median Score 175 176 176 Mean 175.25 175.19 174.94 Pass Rate 100% 90% 78% Test Category - Professional Development Leadership and Community - Raw Score out of 14 Median = 9, Mean = 10, High =13, Low = 8

#### **M 4: Student Teaching Internship**

The TEP's Student Teaching Performance Assessment is organized around the essential knowledge and requisite classroom teaching performances of the ten state licensure standards and the program learning outcomes. A cooperating teacher uses the criteria provided for each standard/outcome to rate her/his student teacher on a four-point scale and then s/he provides a rating on a four-point scale for the student teacher's overall performance for each standard/outcome. The overall ratings for the ten standards/program outcomes serve as summative data and provide a holistic evaluation of the student teacher's internship performance. Performance ratings from evaluators external to the program also serve as data to inform rater reliability between in-service classroom practitioners and college internship supervisors. The TEP Advisory Council co-designed this assessment instrument for validity and cooperating teachers are asked for regular feedback on the metric and process to ensure valid and reliable measurements.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

An overall performance rating of "3" on a 4-point scale.

#### **Finding (2016-2017) - Target: Met**

N=6 Mean-3.58, Median-3.75, Mode-4 . . . 50% were rated 4 - advanced, 17% were rated 3.5 - above proficiency, and 33% were rated 3 - at proficiency . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2015-2016) - Target: Met**

Mean-3.4, Median-3, Mode-3 . . . 40% were rated at level 4 - advanced, 60% were rated at level 3 - proficient . . . All student teachers in this student teaching cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2014-2015) - Target: Met**

Mean-3.4, Median-3, Mode-3 . . . 40% were rated at level 4 - advanced, 60% were rated at level 3 - proficient . . . All student teachers in this elementary education cohort met the benchmark and demonstrated proficiency in the performance criteria for this teaching competency.

#### **Finding (2013-2014) - Target: Not Met**

Mean-3.37 Median-3.4 Mode-3 . . . 17% were rated at level 4 - advanced, 66% were rated at level 3 to 3.9 - proficient, 17% were rated at level 2 to 2.9- limited/emerging

#### **Finding (2012-2013) - Target: Met**

100% received an overall performance rating of "3" demonstrating proficiency in the standard.

#### **M 5: Professional Portfolio**

Each teacher candidate seeking program completion and licensure recommendation is required to self-select artifacts and compose rationale/defense statements that evidence proficiency in each of the ten licensure standards. An ED 499 instructor will use the professional portfolio scoring guide that contains an assignment-specific rubric to evaluate portfolio submissions. The candidate will use her/his selected evidence to create a teaching career entry-level digital portfolio in preparation for job interviews and as a template for ongoing professional development documentation as required for certification renewal by most schools, school districts, and state teacher licensure agencies across the nation

Source of Evidence: Portfolio, showing skill development or best work

**Target:**

The teacher candidate must demonstrate classroom-ready professional proficiency of essential knowledge, requisite performances, and critical dispositions in the "Professional Responsibility" category. Proficiency is demonstrated when the candidate receives a rating at level 3 or above in Knowledge of Standard, Quality of Artifact, Defense of Artifact, and Professional Dispositions criteria on the assignment-specific rubric.

**Finding (2016-2017) - Target: Met**

Aggregated Results 33% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 67% at proficiency levels from 3 to 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . Disaggregated by Major ELED N=2 - 50% rated at level 4; 50% rated at level 3.5 SCED HIS N=1 - 100% rated at level 4 SCED MATH N=2 - 100% rated at level 3.25 K-12 MUSIC N=1 - 100% at level 3.5

**Finding (2015-2016) - Target: Met**

20% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 80% at proficiency level 3 or 3.5 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . . ELED - 25% rated at level 4; 75% rated at level 3 SCED - 100% rated at level 3.5

**Finding (2014-2015) - Target: Met**

50% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 50% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2013-2014) - Target: Met**

29% at proficiency level 4 - a sophisticated understanding of the standard, artifact shows attention to detail and is clearly and effectively connected to the standard, and artifact demonstrates the strands of the standard thoroughly. Shows an advanced professional attitude towards the responsibilities outlined in the standard. Candidate not only knows how, but knows why he/she must fulfill the duties outlined in the standard. . . . 57% at proficiency level 3 - a solid understanding of the standard, artifact is acceptable and effective, and the artifact is an acceptable demonstration of the standard. Shows an emerging professional attitude towards the responsibilities outlined in the standard. Candidate may know how and why he/she must fulfill the duties or meet the characteristics outlined in the standard. . . .

**Finding (2012-2013) - Target: Partially Met**

100% at Level 3 - Knowledge of Standards - Shows a solid understanding of the standards. Response shows no misunderstanding of key ideas or overly simplistic approaches. 50% at Level 2 - Defense of Artifact - The product may relate to the standards but the explanation or connection is not clear. The artifact is not an obvious demonstration of the strands within the standards. 50% at Level 3 - Defense of Artifact - The performance or product is highly effective. The quality of the product shows attention to detail. 100% at Level 3 - Professional Dispositions - Response shows an emerging professional attitude toward the responsibilities outlined in the standards. Candidate may know how and why he/she must fulfill the duties or meet the characteristics in the standards.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**TED Discussion**

*Established in Cycle:* 2012-2013

Products that are a strong match to the standards are the evidence of professional development at workshops and the reflection n...

**M 6: Recommended Critical Professional Dispositions**

Self-Assessment of Critical Dispositions recommended in CCSSO's Core Teaching Standards with application for Student Teaching

Source of Evidence: Student course evaluations on learning gains made

**Target:**

Indicates level of 3 on affective scale - "valuing"

**Finding (2016-2017) - Target: Not Reported This Cycle**

Evaluation by department faculty about effectiveness of this metric/tool and its replacement

**Finding (2015-2016) - Target: Met**

100% self-reported at level 5 (characterizes my professional practice)

**Finding (2014-2015) - Target: Met**

20% self-reported at level 5 (characterizes my professional practice) 60% self-reported at level 4 (implement or value this belief in my professional practice) 20% self-reported at level 3 (personally value and have adopted/internalized these beliefs about the teaching profession)

**Finding (2013-2014) - Target: Met**

18% self-reported at level 5 (characterizes my professional practice) 36% self-reported at level 4 (implement or value this belief in my professional practice) 45% self-reported at level 3 (personally value and have

adopted/internalized these beliefs about the teaching profession)

**Finding (2012-2013) - Target: Met**

100% self-reported at level 4 (sometimes I implement this belief or value in my professional practice)

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**More helpful assessment tool**

*Established in Cycle: 2016-2017*

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental lev...

## Details of Action Plans for This Cycle (by Established cycle, then alpha)

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### TED Discussion

Products that are a strong match to the standards are the evidence of professional development at workshops and the reflection notebook with feedback from the cooperating teacher. Products that are not as strong are the 1. parent letter - it is good school to home communication, but doesn't really demonstrate collaboration with families - and 2. the conference forms which are outstanding, but only show a theoretical understanding. If you used them and have samples or can attest to how they provided you with information for actual conferences, that will strengthen the connection. Artifacts are the proof of the standards being implemented in your time in the classroom.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Professional Portfolio | **Outcome/Objective:** Reflection and Continuous Growth

### TED Discussion

Products that are a strong match to the standards are the evidence of professional development at workshops and the reflection notebook with feedback from the cooperating teacher. Products that are not as strong are the 1. parent letter - it is good school to home communication, but doesn't really demonstrate collaboration with families - and 2. the conference forms which are outstanding, but only show a theoretical understanding. If you used them and have samples or can attest to how they provided you with information for actual conferences, that will strengthen the connection. Artifacts are the proof of the standards being implemented in your time in the classroom.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Professional Portfolio | **Outcome/Objective:** Collaboration

**Implementation Description:** CS 240 and PSY 351- Provide examples of what does and doesn't constitute a good choice for an artifact when learning how to create digital portfolio

**Responsible Person/Group:** CS 240 - Poling PSY 351 - Popp

### Formative Assessment Feedback

75% of the student teachers were rated proficient (the benchmark) or advanced in this competency and 25% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise instructors for senior unit design and student teaching college supervisors to target the criteria for this standard when providing formative feedback on senior unit design and student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to seniors and student teachers

**Responsible Person/Group:** College supervisor and instructors of senior unit design

### Formative Assessment Feedback

83% of the student teachers were rated proficient (the benchmark) or advanced in this competency and 17% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise instructors for senior unit design and student teaching college supervisors to target the criteria for this standard when providing formative feedback on senior unit design and student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to seniors and student teachers

**Responsible Person/Group:** College supervisor and instructors for senior unit design

### Formative Assessment Feedback

83% of the student teachers were rated proficient (the benchmark) or advanced in this competency and 17% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback on senior unit design and student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to student teacher

**Responsible Person/Group:** College supervisor

### Formative Assessment Feedback

84% of the student teachers were rated proficient (the target level) or advanced in this competency and 17% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback to student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to student teacher

**Responsible Person/Group:** College supervisor

**Formative Assessment Feedback**

84% of the student teachers were rated proficient (the target level) or advanced in this competency and 17% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback to student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to student teachers

**Responsible Person/Group:** College supervisor

**Formative Assessment Feedback**

84% of the student teachers were rated proficient (the target level) or advanced in this competency and 17% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback to student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Medium

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to student teacher

**Responsible Person/Group:** College supervisor

**Formative Assessment Feedback**

91% of the student teachers were rated proficient (the benchmark) or advanced in this competency and 8% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback to student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Low

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to student teacher

**Responsible Person/Group:** College supervisor

**Formative Assessment Feedback**

91% of the student teachers were rated proficient (the target level) or advanced in this competency and 8% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback to student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Low

**Implementation Description:** Target performance criteria in this standard and provide formative assessment to student teacher

**Responsible Person/Group:** College supervisor

**Formative Assessment Feedback**

92% of the student teachers were rated proficient (the benchmark) or advanced in this competency and 8% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise instructors for senior unit design and student teaching college supervisors to target the criteria for this standard when providing formative feedback on senior unit design and student teaching performances.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Low

**Implementation Description:** Target performance criteria for this standard and provide formative assessment to seniors and student teachers

**Responsible Person/Group:** College supervisor and instructors for senior unit design

**Watch for trend**

Watch to see if a trend emerges from future data results

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Low

**Responsible Person/Group:** Methods teachers

**Watch for trend**

Watch to see if a trend emerges from future data results

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Low  
**Responsible Person/Group:** Methods instructors

**Watch for trend**

Watch to see if a trend emerges from future data results

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** Low

**Responsible Person/Group:** Methods teachers

**College supervisor formative assessment feedback**

84% of the student teachers were rated proficient (the target level) or advanced in this competency and 17% of the cohort were rated emerging. Compare data from past and future student teaching cohorts to determine if trend is evident. In the meantime, apprise student teaching college supervisors to target the criteria for this standard when providing formative feedback to student teaching performances.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Student Teaching Internship | **Outcome/Objective:** Learner Development

**Implementation Description:** Provide formative assessment to student teacher on this standard

**Responsible Person/Group:** College supervisor

**Standardied Rubric & Tutor**

A trend is emerging based on 2013-14 and 2014-15 data for these outcomes. A variance between 27% to 60% of the candidates scored in the nearing proficiency category for the instructional strategies outcome across the two year period. ELED and SCED program directors (the current methods teachers) used different criteria to evaluate levels of proficiency but now will draft a standardized rubric to consistently evaluate the Capstone units for each education major in order to gather reliable assessment data for program outcomes 6, 7, & 8. The program directors also recommended that we budget funds to hire a program graduate who is a highly effective in-service teacher to assist/tutor/consult pre-service teachers in designing effective lesson plans.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Instructional Strategies

**Implementation Description:** The tutor/consultant has been identified and will be hired to run a pilot program for the juniors in ED 330.

**Responsible Person/Group:** ELED & SCED Program Directors (current methods instructors)

**Additional Resources:** Tutor/lesson plan writing aide 10 students x 10 (1/2 hour sessions) x \$10 per 1/2 hour = \$1000

**Budget Amount Requested:** \$1,000.00 (recurring)

**Standardied Rubric & Tutor**

A trend is emerging based on 2013-14 and 2014-15 data for these outcomes. A variance between 40% to 55% of the candidates scored in the nearing proficiency category for the planning for instruction outcome across the two year period. ELED and SCED program directors (the current methods teachers) used different criteria to evaluate levels of proficiency but now will draft a standardized rubric to consistently evaluate the Capstone units for each education major in order to gather reliable assessment data for program outcomes 6, 7, & 8. The program directors also recommended that we budget funds to hire a program graduate who is a highly effective in-service teacher to assist/tutor/consult pre-service teachers in designing effective lesson plans.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Planning for Instruction

**Implementation Description:** The tutor/consultant has been identified and will be hired to run a pilot program for the juniors in ED 330.

**Responsible Person/Group:** ELED & SCED Program Directors (current methods instructors) TED Chair

**Additional Resources:** Tutor/lesson plan writing aide 10 students x 10 (1/2 hour sessions) x \$10 per 1/2 hour = \$1000

**Budget Amount Requested:** \$1,000.00 (recurring)

**Standardized Rubric & Tutor**

A trend is emerging based on 2013-14 and 2014-15 data for these outcomes. A variance between 45% to 60% of the candidates scored in the nearing proficiency category for the assessment outcome across the two year period. ELED and SCED program directors (the current methods teachers) used different criteria to evaluate levels of proficiency but now will draft a standardized rubric to consistently evaluate the Capstone units for each education major in order to gather reliable assessment data for program outcomes 6, 7, & 8. The program directors also recommended that we budget funds to hire a program graduate who is a highly effective in-service teacher to assist/tutor/consult pre-service teachers in designing effective lesson plans.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Assessment

**Implementation Description:** The tutor/consultant has been identified and will be hired to run a pilot program for the juniors in ED 330.

**Responsible Person/Group:** ELED & SCED Program Directors (current methods instructors) TED Chair

**Additional Resources:** Tutor/lesson plan writing aide 10 students x 10 (1/2 hour sessions) x \$10 per 1/2 hour =

\$1000

**Budget Amount Requested:** \$1,000.00 (recurring)

#### **Revise Benchmark**

Data from the previous 5 years indicate that a realistic expectation for candidates at this stage in their learning is that they should perform at the Proficient level on the rubric for 75% of the standards criteria for outcomes 6, 7, and 8 and nearing proficiency for 25% . . . with the understanding that further development in these areas will come with full-time Student Teaching experiences. New Benchmark: Overall proficiency for this performance assessment is defined as (1) no Unacceptable/Absent ratings; (2) a maximum of 8 Limited/Emerging ratings (25% at Limited/Emerging); and (3) a minimum of 21 Proficient or Advanced ratings (75% at or above Proficient)

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Instructional Strategies

**Implementation Description:** Instructors in senior methods courses will use the TEP's senior unit rubric to evaluate content specific capstone units of instruction and will begin to use the new benchmark to determine each candidate's level of overall proficiency for program standards/outcomes 6, 7, and 8

**Projected Completion Date:** 12/2016

**Responsible Person/Group:** Instructors in seniors methods courses

#### **Revise Rubric & Benchmark**

Data from the previous 5 years indicate that a realistic expectation for candidates at this stage in their learning is that they should perform at the Proficient level on the rubric for 75% of the standards criteria for outcomes 6, 7, and 8 and nearing proficiency for 25% . . . with the understanding that further development in these areas will come with full-time Student Teaching experiences. New Benchmark: Overall proficiency for this performance assessment is defined as (1) no Unacceptable/Absent ratings; (2) a maximum of 8 Limited/Emerging ratings (25% at Limited/Emerging); and (3) a minimum of 21 Proficient or Advanced ratings (75% at or above Proficient)

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Assessment

**Implementation Description:** Instructors in senior methods courses will use the TEP's senior unit rubric to evaluate content specific capstone units of instruction and will begin to use the new benchmark to determine each candidate's level of overall proficiency for program standards/outcomes 6, 7, and 8

**Projected Completion Date:** 12/2016

**Responsible Person/Group:** Instructors in senior methods coursework

#### **Revise Rubric & Benchmark**

Data from the previous 5 years indicate that a realistic expectation for candidates at this stage in their learning is that they should perform at the Proficient level on the rubric for 75% of the standards criteria for outcomes 6, 7, and 8 and nearing proficiency for 25% . . . with the understanding that further development in these areas will come with full-time Student Teaching experiences. New Benchmark: Overall proficiency for this performance assessment is defined as (1) no Unacceptable/Absent ratings; (2) a maximum of 8 Limited/Emerging ratings (25% at Limited/Emerging); and (3) a minimum of 21 Proficient or Advanced ratings (75% at or above Proficient)

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Planning for Instruction

**Implementation Description:** Instructors in senior methods courses will use the TEP's senior unit rubric to evaluate content specific capstone units of instruction and will begin to use the new benchmark to determine each candidate's level of overall proficiency for program standards/outcomes 6, 7, and 8

**Projected Completion Date:** 12/2016

**Responsible Person/Group:** Instructors in senior methods courses

#### **Appropriate Developmental Benchmark**

Performance data from Student Teaching assessments and the Praxis 2 professional exam in pedagogy demonstrate that candidates who weren't rated proficient in planning for instructional strategies on the senior unit are in fact prepared for and successful in using appropriate instructional strategies during student teaching. This suggests that the senior unit proficiency benchmark might not accurately reflect appropriate performance expectations at this stage of the candidate's typical professional development. The previous benchmark for the standardized rubric of 75% proficiency was set too high for candidates prior to their student teaching experience and therefore should be readjusted to better align with more appropriate expectations. The revised proficiency benchmark for each standard will be defined as (1) no unacceptable/absent ratings; (2) a maximum of 30% of the total ratings; and (3) a minimum of 70% of the total ratings. Calculate and report aggregated cohort data by standard and discontinue reporting the holistic/overall proficiency ratings

**Established in Cycle:** 2016-2017

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Instructional Strategies

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** John Jimo - revise the rubric and distribute to senior methods faculty members

#### **Appropriate Developmental Benchmark**

Performance data from Student Teaching assessments and the Praxis 2 professional exam in pedagogy demonstrate that candidates who weren't rated proficient in lesson planning on the senior unit are in fact prepared for and successful in planning for instruction during student teaching. This suggests that the senior unit proficiency benchmark

might not accurately reflect appropriate performance expectations at this stage of the candidate's typical professional development. The previous benchmark for the standardized rubric of 75% proficiency was set too high for candidates prior to their student teaching experience and therefore should be readjusted to better align with more appropriate expectations. The revised proficiency benchmark for each standard will be defined as (1) no unacceptable/absent ratings; (2) a maximum of 30% of the total ratings; and (3) a minimum of 70% of the total ratings. Calculate and report aggregated cohort data by standard and discontinue reporting the holistic/overall proficiency ratings.

**Established in Cycle:** 2016-2017

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Unit of Instruction | **Outcome/Objective:** Planning for Instruction

**Projected Completion Date:** 06/2017

**Responsible Person/Group:** John Jimo - revise the rubric and distribute to senior methods faculty members.

#### **More helpful assessment tool**

It is believed that most candidates didn't take the time needed to accurately reflect on and self-report their developmental level of professional dispositional qualities and therefore the assessment instrument was not reliable or helpful. Professional dispositional data is also assessed by ED 499 instructors and collected during the Professional Portfolio evaluation process. ED 499 instructors will revise the reporting document to highlight and report on the proficiency levels of professional dispositions evidenced by candidates in their portfolio performance assessments.

**Established in Cycle:** 2016-2017

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Recommended Critical Professional Dispositions | **Outcome/Objective:** Assessment  
| Collaboration | Content Knowledge | Innovative Applications of Content | Instructional Strategies | Learner  
Development | Learning Differences | Learning Environments | Planning for Instruction | Reflection and  
Continuous Growth

**Projected Completion Date:** 05/2019

**Responsible Person/Group:** ED 499 Instructors