Educator Preparation Annual Reporting Measures
Council for the Accreditation of Educator Preparation (CAEP)
2021 Report

Initial Licensure Programs
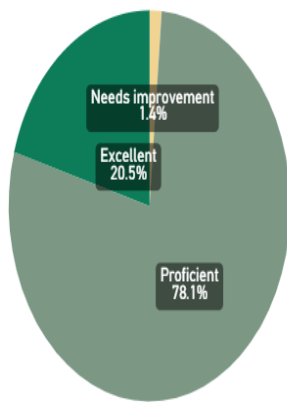
Impact on P-12 Learning and Development (CAEP 4.1)

The State of Illinois enacted legislation effective September 2014 requiring that student learning be partof teacher and principal evaluations: Performance Evaluation Reform Act (PERA). As of academic year 2016-2017, Illinois Public Schools were required to include impact on student learning as a component oftheir district teacher and principal evaluation process. Districts had the option of determining the percent of the teacher evaluation that would be based on student learning growth within a range of 25% to 50%. Type 1 assessments are proprietary assessments; Type II are assessments used districtwide by all teachers in each grade, course, or subject area. These may be developed, adopted, or approved by the school district. Type III assessments align to curriculum and the students assigned to the teacher andare chosen and agreed to by the evaluator and the teacher. Combinations of these three types of student performance assessments, with a minimum of 2 types, must be used in each District's Performance Evaluation Plans. The evaluation must also include a professional practice component. A 4.00 scale is required, and the summative ratings used must be "unsatisfactory," "needs improvement,""proficient," and "excellent/distinguished." Given the latitude provided to Districts, unless a district chose to use a State designed "default" model with 30% of a teacher's evaluation based on student growth, Performance Evaluation Plans vary significantly from district to district.

Currently, Illinois has developed a state-wide data base providing data-based information about public schools and Illinois institutions of higher education. Although Illinois plans to link P-12 learners performance back to program completers of the respective universities, that data are not available. Since CAEP is seeking completer data instead of candidate data, discussions with administration and university committee structures are being planned as to how to acquire the data. The only data that is available relates to the professional practice component of the teacher evaluation. Data made available through the Illinois State Board of Education (ISBE) for 2019-2020 indicate that 96.5% - 98.6% of Eastern Illinois University (EIU) graduates employed as teachers in Illinois public schools are rated by their administrators as being at a proficient or excellent level. A small decrease in the average rating is evident which could be due to COVID variables. The data are provided below.
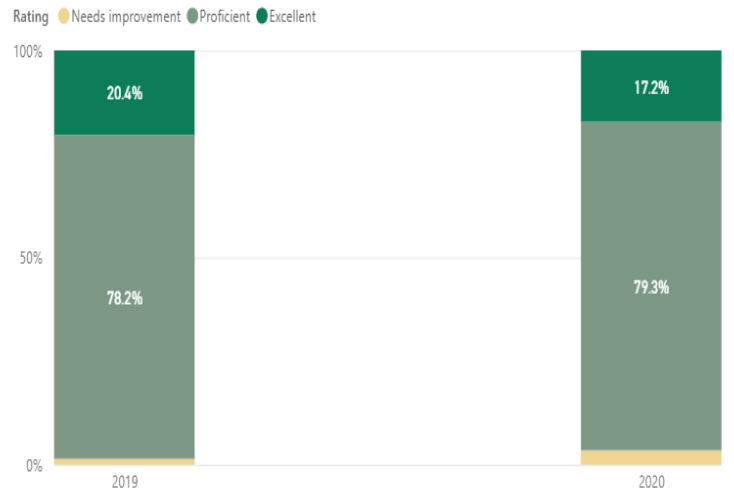
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Program Year	Institution	Program Level	Program Category
Multiple selections ∧	Eastern Illinois University ∨	Graduate **Undergraduate**	Teaching ∨

Program Year selections:
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018
- ■ 2019
- ■ 2020

Most Recent Evaluation Rating Mix

Needs improvement 1.4%
Excellent 20.5%
Proficient 78.1%

Most Recent Evaluation Rating Mix by Completer Year

Rating ● Needs improvement ● Proficient ● Excellent

Year	Excellent	Proficient
2019	20.4%	78.2%
2020	17.2%	79.3%

Average Rating of Most Recent Evaluation by Completer Year

2019: 3.19
2020: 3.14

Top 5 Programs by Most Recent Evaluation Count

Rating ● Needs improvement ● Proficient ● Excellent

Program	Needs improvement	Proficient	Excellent
SCGE	1	31	8
LBSI		25	4
SCG3	1	10	6
SSHI		7	3
MUS		6	3
PE		8	1

Summary | Program Detail
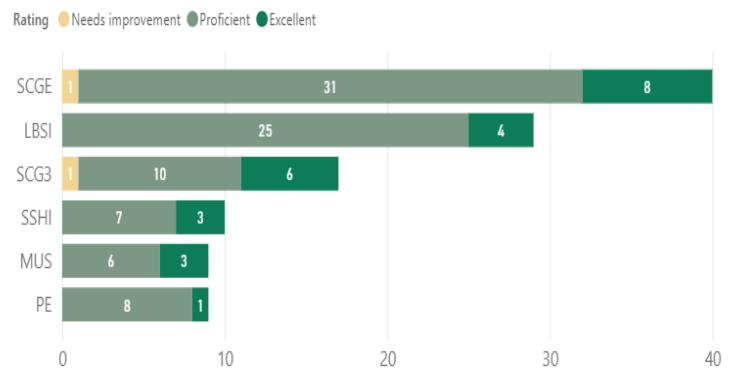
Indicators of Teaching Effectiveness (CAEP 4.2)

The primary source of data on teaching effectiveness comes from 1st year teacher evaluations conducted by trained principals using a state approved teacher evaluation system. The evaluation, which includes a professional practice component is scored on a 4.00 scale from "unsatisfactory (1)," "needs improvement (2)," "proficient (3)," and "excellent/distinguished. (4)" Data made available through the Illinois State Board of Education for 2019-2020 indicate that 17% - 20% of EIU 1st year teachers were rated by their principals as Excellent (highest rating) with an additional 78-79% rated as Proficient.

In addition, expectations that program completers as in-service teachers apply professional knowledge, skills, and dispositions can only be realized if the completers exit the educator preparation program with the requisite professional knowledge, skills, and dispositions. Candidates' development of professional knowledge, skills, and dispositions is assessed across their licensure preparation program (EPP Key Assessment Chart). Data generated from the key EPP assessments reflect that program completers have demonstrated professional knowledge, skills, and dispositions and meet the standards of the profession and their content area professional standards. The evidence that program completers have demonstrated the knowledge and skills to effectively apply professional knowledge, skills, and dispositions is provided in Standard 1 (1.1-1.5). Evidence of candidate demonstration of consequential attributes and the level of sufficiency at which each has been demonstrated by candidates across preparation experiences is the result of clinical faculty and cooperating professionals' judgments. Measurements of application of professional knowledge, skills, and dispositions are dependent on judgments of in-service performance of completers.

Satisfaction of Employers and Employment Milestones (CAEP 4.3)

Employers' perceptions that Eastern Illinois University educator preparation program completers are prepared for job responsibilities can be inferred from the "Employment Data for Program Completers." Another indicator is the number of districts that participated in our Fall and Spring Educator Career fairs. We had over 72 districts recruit our graduates career fair and almost 100 districts representing 13 states recruit at our at our Fall and Spring Educator Career fairs.

The placement rate of educator preparation program graduates is another indication of employers' perceptions of the preparedness of Eastern Illinois University teacher education program completers. The placement rate of our 2019-2020 graduates was 97% within 6 months of graduation.

**Satisfaction of Completers (CAEP 4.4)**

Program completers perceive their preparation as relevant to the responsibilities of their teaching roles and that their preparation was effective as evidenced by data provided by in-service teachers who graduated from Eastern Illinois University and responded to the Illinois State Board of Education Completer Survey. The ISBE Completer survey reflects our program completers' perceptions of their preparation specific to 25 teaching/learning components aligned to the Illinois Professional Teaching Standards. Over 95% of Eastern Illinois University candidates perceived themselves to be either prepared or well prepared (5 point scale from Not Addressed to Well Prepared) to perform their teaching roles and responsibilities.

Eastern Illinois University 2019-2020 Completer Survey Results (Initial)
Survey by Illinois State Board of Education

I feel prepared to:	% Well Prepared/ Very Well Prepared
Collaborate with colleagues to improve student learning	96%
Set challenging and appropriate goals for student learning and performance	98%
Empower students to become self-directed and productive learners	98%
Maintain discipline and an orderly, purposeful learning environment	90%
Work with parents and families to better understand students and to support their learning	84%
Develop positive and supportive relationships with students	99%
Create an environment of high expectations for all students	99%
Teach in ways that support English Language Learners	76%
Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	84%
Teach in ways that support students with special needs	92%
Teach in ways that support academically gifted students	79%
Develop a classroom environment that promotes respect and group responsibility	99%
Demonstrate knowledge of the subject matter you teach	98%
Teach the concepts, knowledge, and skills of your discipline	100%
Align instruction with state standards	97%
Relate classroom teaching to the real world	97%
Use knowledge of student learning and curriculum to plan instruction	97%
Develop lessons that build on students' experiences, interests, and abilities	98%
Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	95%
Provide purposeful feedback to students to guide their learning	97%

Differentiate instruction based on student needs	94%
Use technology in the classroom to improve learning outcomes	91%
Help students think critically and solve problems	98%
Develop students' questioning and discussion skills	96%
Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	92%
Adapt practice based on research and student performance data	96%

Another source of satisfaction on the survey was where graduates indicated their perceptions of the value of the coursework, the faculty, the field experiences, and student teaching. Overall, EIU graduates expressed that they viewed each of these components as valuable or very valuable relative to their success (Coursework-90%, Faculty-86%, Field Experiences-98%, Student Teaching-96%).
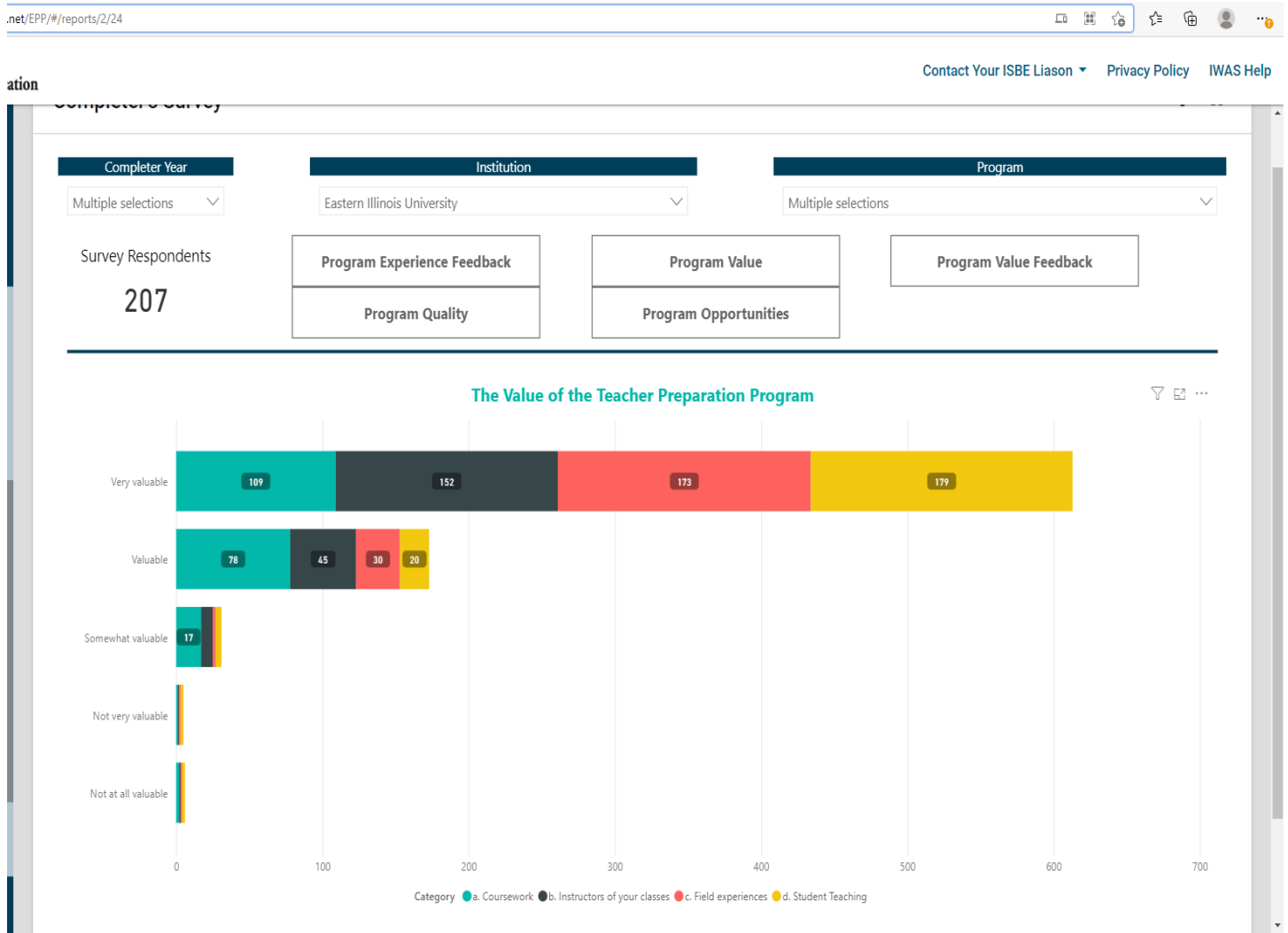
Graduation Rates

Using the teacher education cohort admitted during the academic year 2013-2014, 87% of those admitted to teacher education programs at EIU completed the program and were eligible for licensure.

## Ability of Completers to Meet Licensing Requirements

All teacher licensure completers have passed the required coursework, clinical experiences, and assessments in order to meet licensing requirements in the state of Illinois. Below is a comparison of state scores and pass percentages with the performance of EIU candidates on the Illinois Content Test. It should be noted the pass rate for EIU candidates is 100% because all teacher education candidates are required to document a passing score on all licensure exams prior to student teaching.

Initial Illinois Test for 2019-	Program	State Average Score	Average Institutional Score	State Average Pass Rate	EIU Candidate Pass Rate	Programs Content Results 2020
	BMC	229	246	37%	100%	
	ELA	247	264	71%	100%	
	FACS	260	265	95%	100%	
	GESC	240	253	59%	100%	
	LA	247	255	72%	100%	
	LBS1	256	263	85%	100%	
	PE	244	249	67%	100%	
	Early Childhood	242	256	56%	100%	
	Elementary Education	247	257	72%	100%	
	Math	243	268	54%	100%	
	Science-BIO	251	267	69%	100%	
	Science-Chemistry	248	262	75%	100%	
	SOSC	262	286	95%	100%	
	SPAN	253	269	95%	100%	
	SS-Geography	238	249	56%	100%	
	SS-History	234	260	46%	100%	
	SS-Sociology/Anthropology	244	258	69%	100%	

In addition to the Illinois Content Test, all teacher education candidates must successfully pass the edTPA for licensure. Below is a line graph which represents the performance of candidates by program on the edTPA for 2019-2020. The "red" line represents the minimum pass score; the "green" line represents the performance of EIU candidates; and the "black" line represents the state average. EIU candidates generally performed at or above the state average. If EIU candidates performed below the state average, the difference in scores earned is minimal.
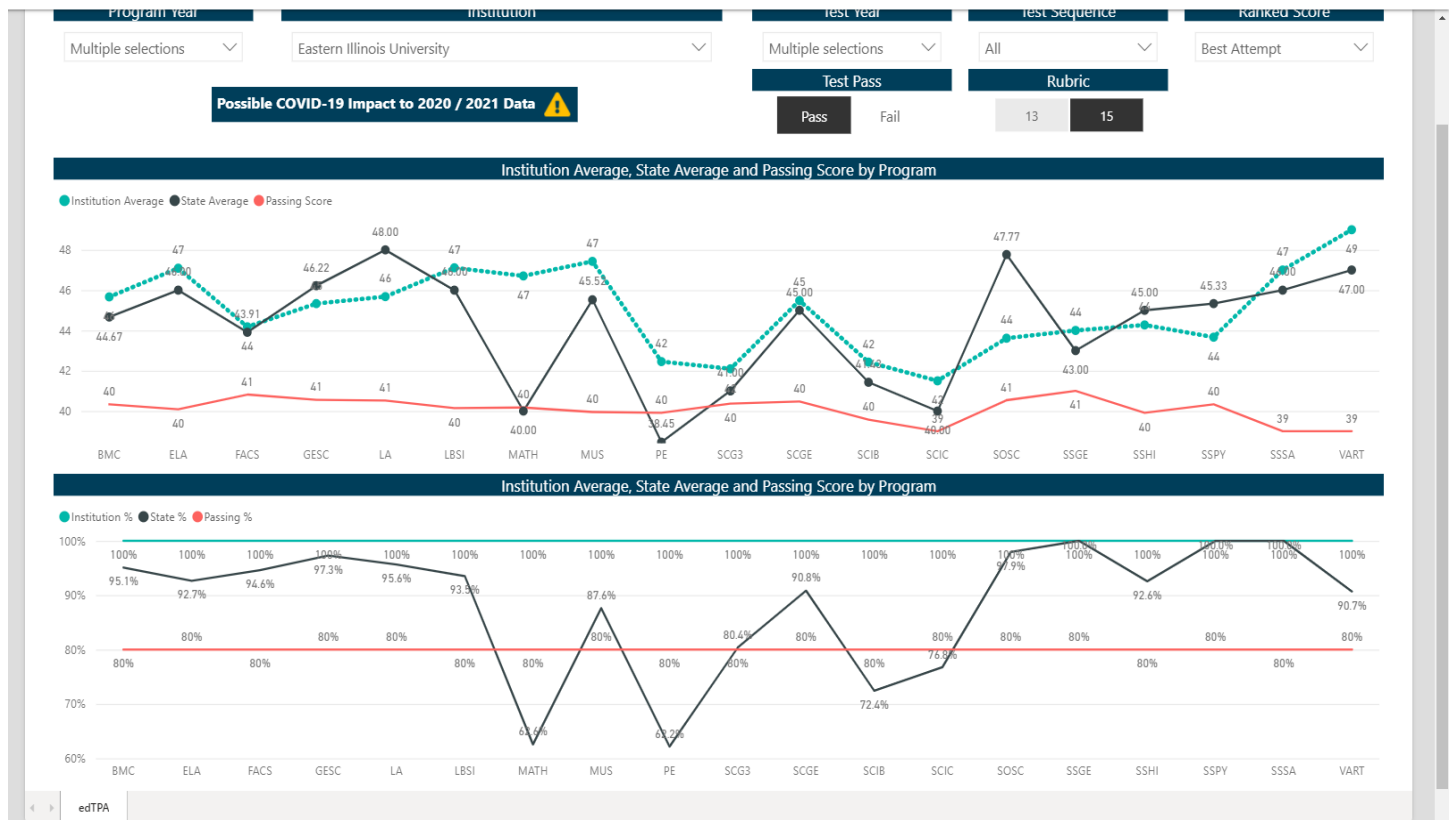
Ability of Completers to be Hired in Education Positions Prepared
According to the Eastern Illinois University Office of Career Services, the placement rate for initial teacher education completers (percentage of graduates employed in teaching or enrolled in graduateschool within 6 months of graduation) was 97%.

Student Loan Default Rate
University Rate 7.2% (3 year official)

Satisfaction of Employers and Employment Milestones (CAEP A4.1)

Employers' perceptions regarding advanced educator preparation program completers is evidenced by their performance evaluations conducted by a building or district level administrator. In 2019-2020, the data provided by the Illinois State Board of Education (ISBE) indicate that 57% -59% of candidates enrolled in administrative, school support, or advanced teaching programs were rated by their employers as "excellent" (highest rating) with an additional 41% - 43% rated as "proficient". The data are provided in the table below.
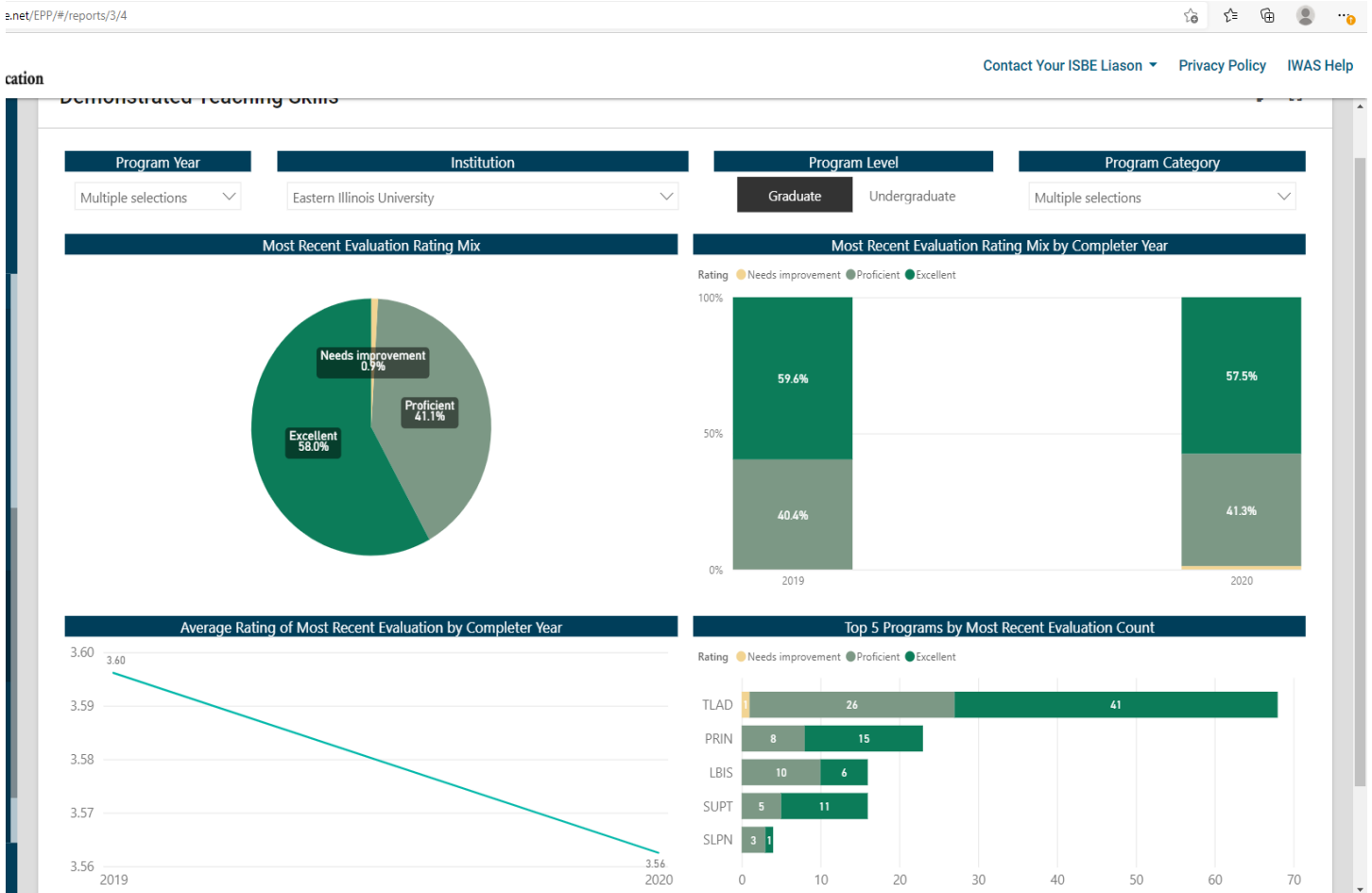
Additional information is collected by departments and provide more detailed information about employer perceptions and satisfaction.

Educational Leadership

The Department of Educational Leadership is working on establishing a more detailed instrument to obtain employer perceptions and satisfaction. This effort is documented in the Phase-In-Plan.

School Psychology

Employer Ratings					
Employers rate whether the **graduate has adequate content and performance knowledge** relative to the NASP Domains (as it pertains to their job responsibilities as a school psychologist) using the following scale:					
Strongly Agree (SA)	Agree (A)	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Opportunity to Observe (N)
NASP Domain				2016-2019 Cohort (N = 9)	
				SA or A (%)	N (%)
1. Data-Based Decision Making and Accountability				100	---
2. Consultation and Collaboration				89	11
3. Interventions and Instructional Support to Develop Academic Skills				100	---
4. Interventions and Mental Health Services to Develop Social and Life Skills				89	11
5. School-Wide Practices to Promote Learning				100	---
6. Preventative and Responsive Services				89	11
7. Family-School Collaboration Services				89	11
8. Diversity in Development and Learning				67	11
9. Research and Program Evaluation				44	33
10. Legal, Ethical, and Professional Practice				100	---
Total Mean				87	---
*Professional Speaking and Writing Skills				100	---

Note. *Not a NASP Domain, but an important skill relative to practicing school psychology.

Special Education (2019-2020 data -n=10; Fall 2020-Spring 2021 data have not been evaluated at this time)

	5 Very Strong	4	3	2	1 Very Weak
Knowledge and skills in working with individuals who have exceptional learning and behavioral needs	Sp19　2 (100%) Su19　1 (50%) F19　2 (100%) Sp20　2 (100%) Su 20　1 (100%)	Sp19　0 (0%) Su19　1 (50%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Ability to apply research findings to practice	Sp19　1 (50%) Su19　1 (50%) F19　1 (50%) Sp20　2 (100%) Su20　1 (100%)	Sp19　1 (50%) Su 19　1 (50%) F19　1 (50%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Ability to effectively collaborate with others (professionals, families, related service providers, etc)	Sp19　2 (100%) Su19　1 (50%) F19　1 (50%) Sp20　1 (50%) Su20　1 (100%)	Sp19　0 (0%) Su19　1 (50%) F19　1 (50%) Sp20　1 (50%) Su20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Ability to use data effectively	Sp19　1 (50%) Su19　1 (50%) F19　2 (100%) Sp20　2 (100%) Su20　1 (100%)	Sp19　1 (50%) Su19　1 (50%) F19　0 (0%) Sp20　0 (0%) Su20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Knowledge of content taught	Sp19　1 (100%) Su19　1 (50%) F19　1 (50%) Sp20　2 (100%) Su20　1 (100%)	Sp19　1 (50%) Su19　1 (50%) F19　1 (50%) Sp20　0 (0%) Su20　0 (0%)	Sp19　0(0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Ability to create positive learning environments	Sp19　2 (100%) Su19　1 (50%) F19　1 (50%) Sp20　1 (50%) Su20　1 (100%)	Sp19　0 (0%) Su19　1 (50%) F19　1 (50%) Sp20　1 (50%) Su20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Ability to manage behavior	Sp19　2 (100%) Su19　2 (67%) F19　2 (100%) Sp20　2 (100%) Su 20　1 (100%)	Sp19　0 (0%) Su19　1 (33%) F19　0 (0%) Sp20　0 (0%) Su20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su20　0 (0%)
Ability to increase the academic skills of students	Sp19　1 (100%) Su19　1 (50%) F19　1 (50%) Sp20　2 (100%) Su20　1 (100%)	Sp19　1 (50%) Su19　1 (50%) F19　1 (50%) Sp20　0 (0%) Su20　0 (0%)	Sp19　0(0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%) Su 20　0 (0%)
Ability to improve the social emotional skills of students	Sp19　2 (100%) Su19　1 (50%) F19　2 (100%) Sp20　1 (50%)	Sp19　0 (0%) Su19　1 (50%) F19　0 (0%) Sp20　1 (50%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%)	Sp19　0 (0%) Su19　0 (0%) F19　0 (0%) Sp20　0 (0%)

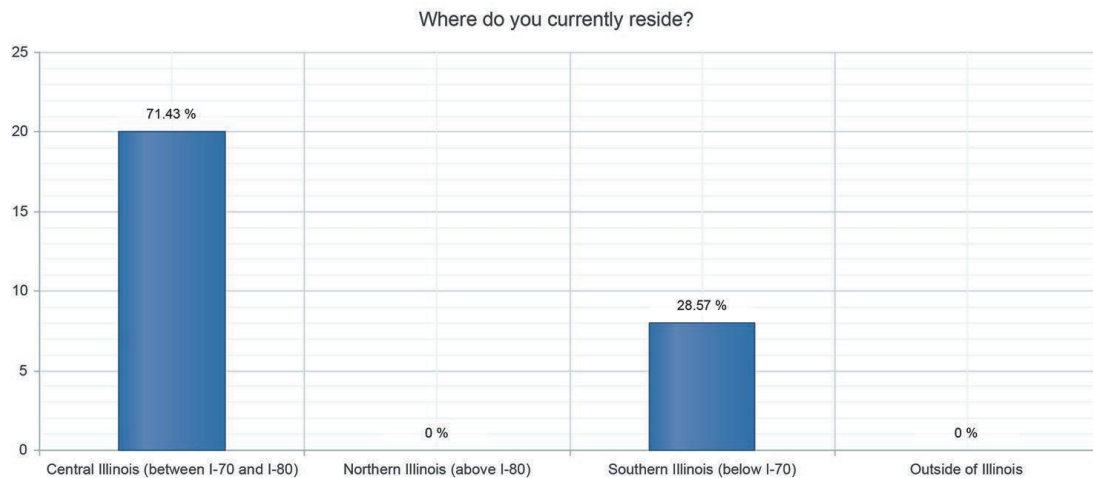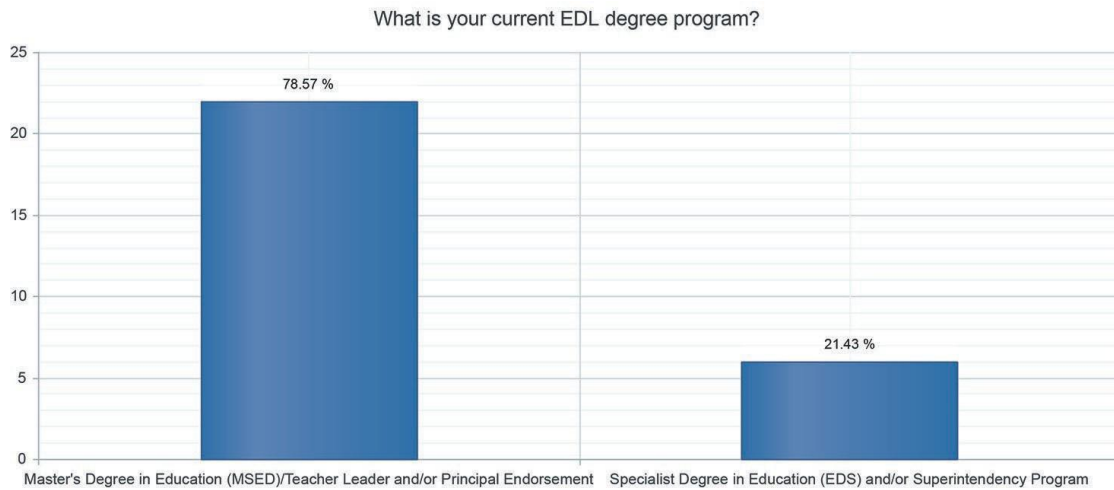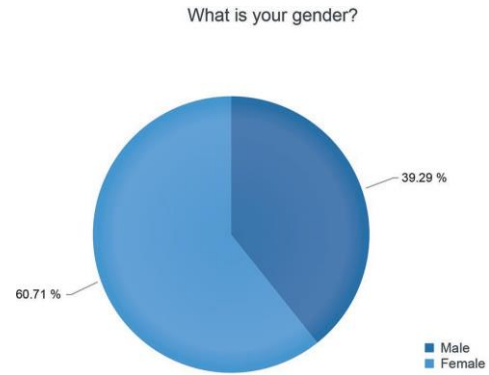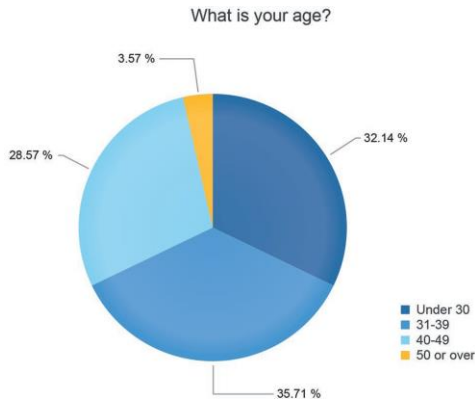|					
	Su20 1 (100%)	Su20 0 (0%)	Su 20 0 (0%)	Su 20 0 (0%)	Su 20 0 (0%)
Ability to effectively use technology for planning, instruction, and data management	Sp19 1 (50%) Su19 2 (100%) F19 2 (100%) Sp20 2 (100%) Su20 1 (100%)	Sp19 1 (50%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)
After completing your Master's degree in Special Education, rate your overall level of preparedness to fulfill your current role	Sp19 1 (50%) Su19 1 (50%) F19 2 (100%) Sp20 2 (100%) Su20 1 (100%)	Sp19 1 (50%) Su19 1 (50%) F19 0 (0%) Sp20 0 (0%) Su20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)
Overall, rate your level of satisfaction with YOUR Graduate Program at EIU	Sp19 1 (50%) Su19 1 (50%) F19 2 (100%) Sp20 2 (100%) Su20 1 (100%)	Sp19 1 (50%) Su19 1 (50%) F19 0 (0%) Sp20 0 (0%) Su20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su 20 0 (0%)
Overall, rate how you perceive others view the Special Education Master's Program at Eastern Illinois University (EIU)	Sp19 0 (0%) Su19 1 (50%) F19 1 (50%) Sp20 2 (100%) Su20 1 (100%)	Sp19 2 (100%) Su19 1 (50%) F19 1 (50%) Sp20 0 (0%) Su20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%) Su20 0 (0%)

Satisfaction of Completers (CAEP A4.2)

The Illinois State Board of Education does not conduct a survey of advanced program completers' satisfaction with their preparation as is done with initial program completers. Therefore, data regarding program completion is collected and analyzed by the specific departments of Educational Leadership, School Psychology and Special Education. Similarly, departments have their own survey items and structure for acquiring completer perceptions. Across the advanced programs, 2019-2020 data from completers support that completers have positive perceptions regarding their preparation and feel comfortable in performing their advanced teaching, administrative, and support roles. The existing data are provided below, but efforts documented within the CAEP A4.2 Phase-In Plan are being targeted at standardizing the survey to allow for improved analysis and data use in monitoring the effectiveness of the EPP.
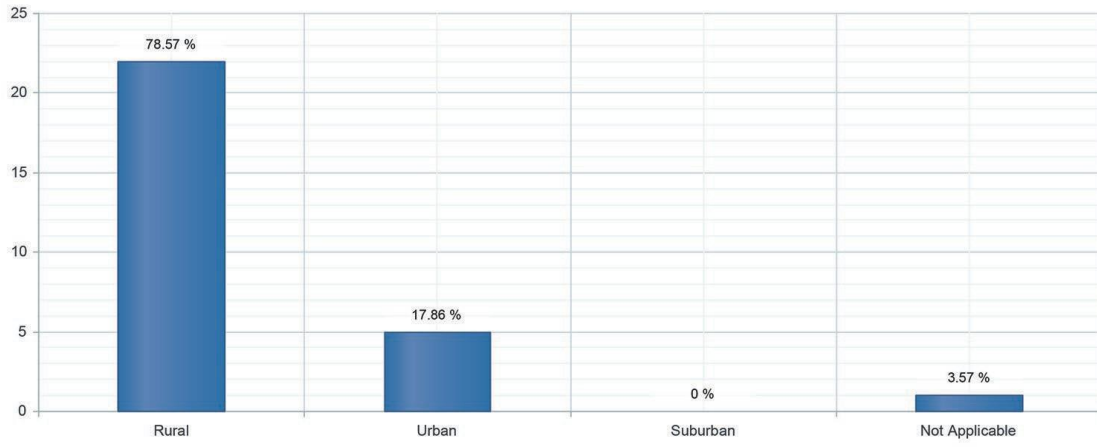
Educational Leadership

The Educational Leadership Department collects quantitative and qualitative data from completers. Statements that violate confidentiality has been removed.

2019-2020 Graduate Survey

What is your age?

- Under 30 — 32.14 %
- 31-39 — 35.71 %
- 40-49 — 28.57 %
- 50 or over — 3.57 %

What is your gender?

- Male — 39.29 %
- Female — 60.71 %

What is your current EDL degree program?

- Master's Degree in Education (MSED)/Teacher Leader and/or Principal Endorsement — 78.57 %
- Specialist Degree in Education (EDS) and/or Superintendency Program — 21.43 %

Where do you currently reside?

- Central Illinois (between I-70 and I-80) — 71.43 %
- Northern Illinois (above I-80) — 0 %
- Southern Illinois (below I-70) — 28.57 %
- Outside of Illinois — 0 %

What is your district's location?

Rural	78.57 %
Urban	17.86 %
Suburban	0 %
Not Applicable	3.57 %

Where are a majority of your classes held?

On-Campus	14.29 %
Off-Campus (cohort)	78.57 %
Evenly split between On & Off-Campus	3.57 %
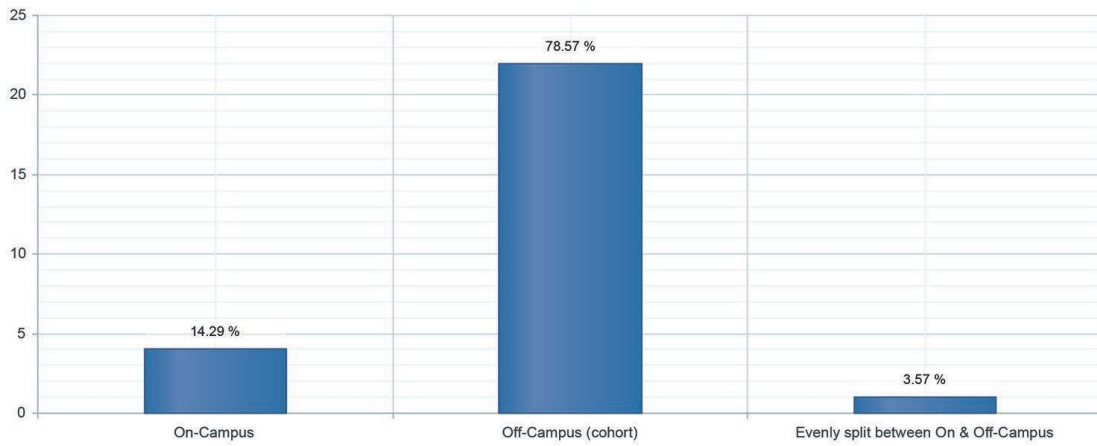
If off-campus, would you have taken on-campus classes?

Yes	42.86 %
No	50 %
Not applicable	3.57 %

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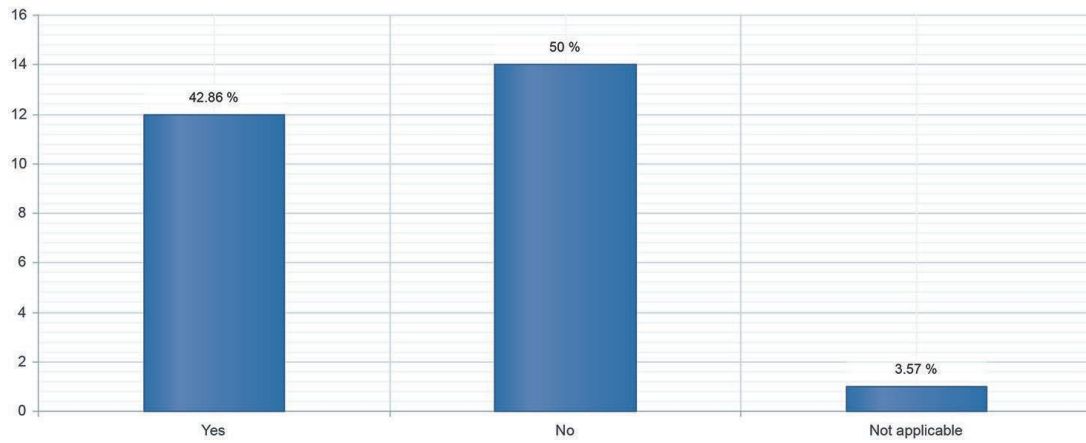
Overall evaluation of EDL's benefit for administrator or teacher

Extremely valuable	50 % (14)
Valuable	39.29 % (11)
Somewhat valuable	10.71 % (3)
Not so valuable	0 %
Not at all valuable	0 %
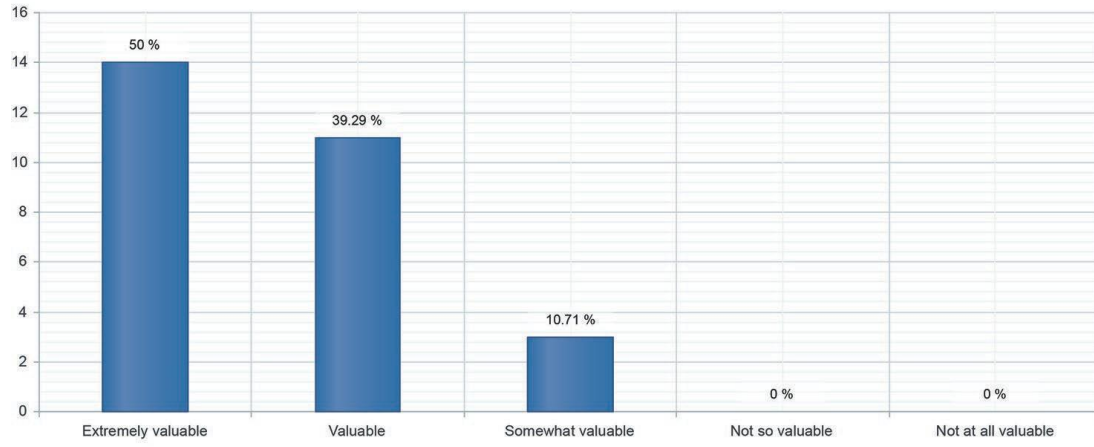
Overall evaluation of EDL's info & services

Excellent	64.29 % (18)
Good	35.71 % (10)
Fair	0 %
Poor	0 %
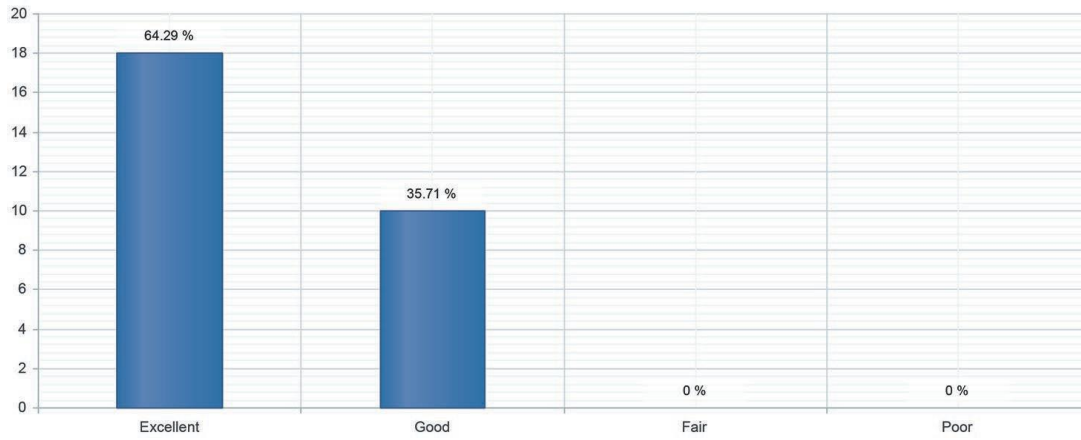
Overall evaluation of EDL's office staff

Excellent	89.29 % (25)
Good	10.71 % (3)
Fair	0 %
Poor	0 %

Overall evaluation of your EDL adviser
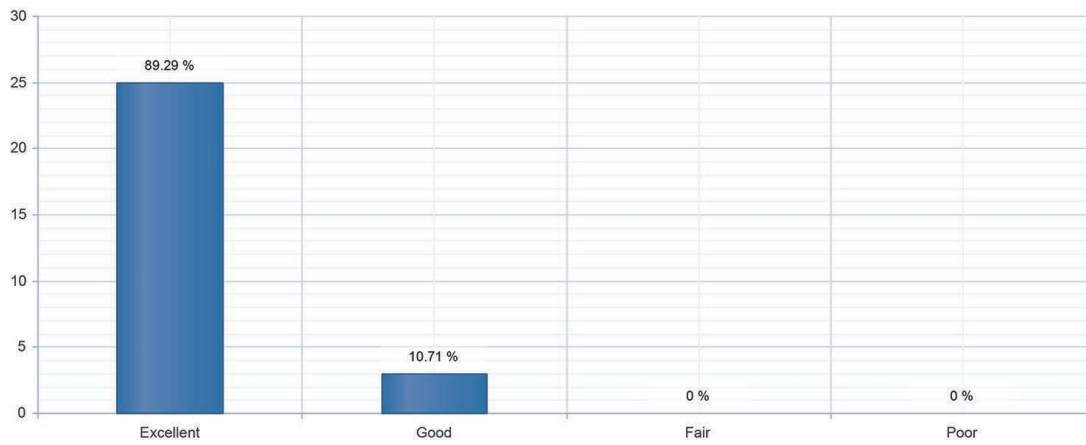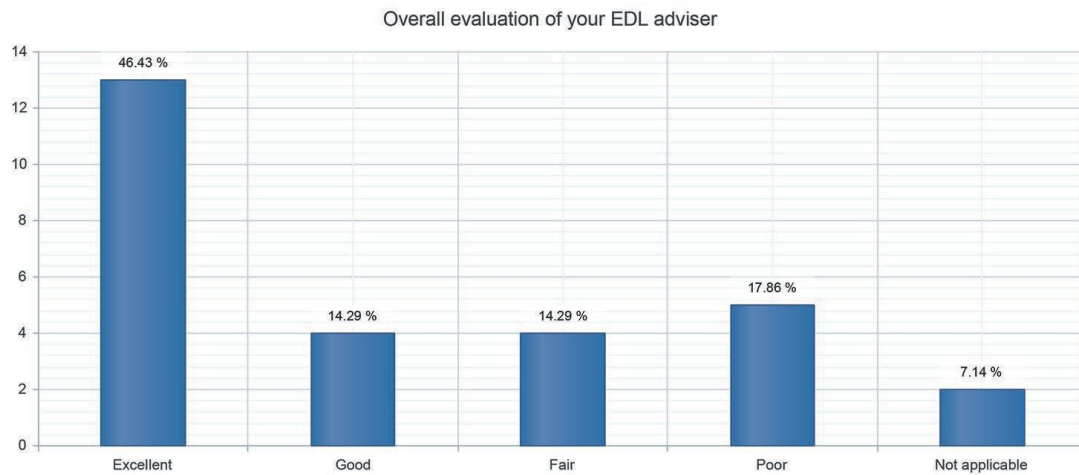
What features of the EIU Educational Leadership program have you found the MOST USEFUL in your course of study or career?

- I like that classes are offered off campus, much closer to where I live. I also like that these classes were held on Wednesday nights so I didn't have to give up any weekend time with my family!
- The program being offered as a cohort was extremely helpful in completing my masters. The courses that were most helpful were the ones that we discussed scenarios in class, not just complete assignments outside of class. Law class is beneficial as well.
- All of the research we did for different assignments and projects was very helpful.
- The courses being close to home.
- I most appreciate the schedule of the off-campus cohort - being able to attend fewer times.
- I love the practical application of the assignments that I can put in place with my current position. I like how most of the classes were not just "busy work."
- Danielson model - and legal information and practicum experiences.
- Law and internship.
- I found the practical applications and off-campus discussions in person with other teachers most helpful.
- To commute to EIU for classes is too far from where I live and work, so having a cohort made commuting to classes convenient. The majority of the instructors have been wonderful to work with. The work load is reasonable and is work that can truly be connected to our jobs today and the jobs we take on in our future.
- Individualized cohort sessions, where we can have discussions over administrative issues.
- The accessibility of the courses offered through cohort.
- The classes towards the end of the program I found to be the most helpful.
- Cohort Location and flexibility of the instructors.
- I think the observation hours during the practicum experience have been most helpful. I wish that we could do general reflections on the experiences rather than full papers answering prompts.
- The collaboration with other professionals.
  The knowledge of the professors was by far the best experience. Their real-world experience helped guide the curriculum and put things into perspective.
- Practical application.

- Working with peers - able to network; like practical projects that can be used in daily practice.
- I enjoyed the law course and I have found that my most useful course has been my curriculum course. It really has shown me to pay attention to it more and more useful ways to teach it.
- The options of a Cohort. That helps.
- Flexible class schedules.
- Personal experiences portrayed by the instructors.

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What features of the EIU Educational Leadership program have you found the LEAST USEFUL in your course of study or career?

- Writing papers. However, I do not think that writing papers was useless. I understand that because of participating in a cohort, at times the best way for us as students to display out knowledge was to write a paper. I just feel that at the Masters level, most of us have already written many papers while in undergrad. I feel like I gained much more from the projects that we had to complete.
- Some of the classes (*cough* Special Ed *cough*) seemed like they were checking boxes on a list of requirements instead of having us learn things that would actually help us be better administrators.
- I was an EIU alum prior to receiving this degree, so I am fond of my alma mater; however, I do not feel enough time and attention has been devoted to ensuring the EDS program is relevant and authentic for students. I understand that proficiency in writing is essential, but far too many syllabi include writing assignments that either promote individual instructors' own work or feel like busy work with no true learning and/or demonstration of the skills necessary to be a superintendent required.

  I do not feel there was one professor in my program that actually prepped for us beyond making copies of handouts. I know they are educated, experienced, and may not need to study their material, but just as we would tell classroom teachers - knowing your students and planning coherent and relevant instruction is essential. Our professors did not do that. We sat through hours of off-the-cuff lecture in every class - no exceptions.

  To further the idea of feeling like an afterthought, in the course of my program, I did not receive feedback beyond comments like "good job" or "sounds like you're learning a lot" on any of my work. My cohort and I quickly realized that every assignment was going to be given an A whether we put an hour or 10 hours of effort into it. We watched as our classes' hours-worth of work was graded in its entirety within 3-5 minutes by professors, and we quickly recognized that getting the assignment done was the goal not true learning. As a student who enrolled in the program for more than just obtaining a piece of paper, it was disheartening early on, and the more classes I took, I found myself taking the stance of my colleagues and simply just putting things on paper rather than truly investing in the work. I am embarrassed to say that, but the lack of attention to my learning on the part of my professors is the why not my motivation, not my commitment, and not my typical work ethic.
- The special education class needs to change. That class is very unrealistic as far as workload while most students are employed and have other time commitments.
- Random assignments and busy work. Felt like some classes were just to pay my money.
- My advisor.
- Some online classes were simply taking multiple choice tests or repeating information we read in textbooks or articles.
- Busy work. Some of the assignments in the courses, not affiliated with the Ed. Leadership department, are cumbersome and do not play a purpose in the leadership/administrative side of the program.
- Having to pay cash for the classes, however; with credit cards now being available to pay for courses it is much better. There always seem to be a little bit of confusion on how much to pay also, I would get a bill but it would not be the same amount as PAWS stated. So I always had to call the ROE and make sure before I paid. The online pay is so much better.
- There were some classes that just really didn't pertain to our degree and those seemed pointless at times.
- Papers. Papers are not helpful in any way to becoming an administrator. Rather than writing formal papers we should have to write memos to staff, plan PD, run meetings, letters to parents, evaluating potential resumes, etc. Papers are not beneficial in preparing for the actual job requirements.
- Social Foundations class.
- Long lecture classes.
- I found all of them to be really beneficial at some point in my career so far.
- There isn't enough offered at different times. It is very hard to fit some of these classes into a busy schedule. The Special Ed class that has to be taken for the program. This class requires WAY too much work for a person in the teaching profession. Luckily I took this class during the summer. We had one class that was supposed to be from 5 - 9 pm. I left the classroom at 11 pm one night. The class is way overboard and I think most would agree with this.
- Basic classes.

▪ The special education course was by far my least useful course in my program and career. Many of us looked forward to the course due to the complexity of special education, but we were disappointed with the course and professor. Much of the work was busy work and did not pertain to administration dealing with special education services. The grading was harsh and did not help us grow as leaders.

What changes would you suggest to improve the EIU Educational Leadership program?

▪ All of the staff in the Department of Educational Leadership were so awesome to work with! They all understood that we are busy with work and families on top of working towards our master degree. I wish that each class that was part of the program could be taught by someone in the Department of Educational Leadership! There were a couple teachers I had outside of the EDL department that did not seem to recognize that we were all working a full-time job on top of trying to get this degree.
Communication has been a bit of an issue in the past, but Bart and Mr. Karnes were phenomenal with helping and providing information.
A capstone project or ongoing portfolio of some sort to connect all of the learning across different classes. Some direction on growing teacher leaders would also be helpful. It seems like we just have teachers and admins and there's no room for anything in between. Maybe a class on supporting teachers - including how to be a good leader and how to help your teachers avoid burnout.
The one experience I remember that I would ask the college to model the program after is the Bargaining Experience in Dr. Grace's class - that is the epitome of the program. It was authentic, relevant, hands-on, and the learning will endure. Another example of relevant and timely is the development of the 90-Day Plan. This is something concrete that superintendents will need to know and be able to do. Activities and experiences like these feel like time and money well spent.
I would also recommend that there be a common material and/or Power Point presentation format. Those that are being used were rarely up-to-date - more than once they included dates from former cohorts, and they do not reflect a professional image that I feel the college would want for itself.
A new special education elective needs to be implemented or other options.
Less courses of fluff. Fewer courses that contain substance. Do not ever want to take a foundations course ever again.
A clinical where the teacher gets a semester off to shadow and be in everyday activities of their administrator. Just doing certain hours and one to two days is not enough.
I liked the in-person classes and would like more classes held nearby in-person. Sometimes those classes were cancelled or cut short.
Although our cohort did not have many, the Friday/Saturday classes created conflicts with teachers who were coaches. Most EIU instructors were understanding and worked with us since coaching is part of our job. However, one teacher in particular (Sociology), was not accommodating and threatened grades if we did not attend due to our commitment to our paid jobs.
Make sure that instructors are grading with a purpose. Some give 100% to all as long as the assignments are done, and others provide excellent feedback with strengths and recommendations of improvement. This was very inconsistent.
Now that Principalship requires evaluation course maybe add that to the curriculum instead of students having to track that down as well. Taking even a cohort program requires a lot of stress for teachers who are working full time and most of them also have families. Being 100% qualified to be principal after completion of course work all in a package would be much better than having to find where evaluation class is being held having to make a different payment for that. Just slowing down the hoops that has to be jumped through. The program has made great strides to do this and I admire the cohort for making it as easy as they have with the package but maybe just add the evaluation course to it or incorporate it into another class.
I would just make sure that all classes pertained to the actual degree and not just use certain classes as fillers to gain more money from students.
Changing the requirements of the activities and projects to match the actual job outline of an administrator. The hours are great but I really wish there were more hours shadowing and preparing materials we will actually use later in our career and less time formally writing to a rubric.
Continue to have some of the classes be online.
More hands on projects that can be used in daily practice - discipline with dignity; data gathering/analysis/use.
More online options.
More information to prepare as help study for the state licensure test .
Make the special education course more relevant to leadership and administration. Example: IEP process from start to finish, change of placement for students, utilizing outside services, mental health services, possible interventions, etc.

School Psychology: Completer Survey Data

Graduate Ratings					
Graduates rate whether **the program prepared them to have adequate content and performance knowledge** relative to the NASP Domains using the following scale:					
Strongly Agree (SA)	Agree (A)	Neither Agree nor Disagree	Disagree	Strongly Disagree	
NASP Domain				**2016-2019 Cohort (N=10)**	**2017-2020 Cohort (N = 5)**
				SA or A (%)	SA or A (%)
1. Data-Based Decision Making and Accountability				100	100
2. Consultation and Collaboration				90	100
3. Interventions and Instructional Support to Develop Academic Skills				90	100
4. Interventions and Mental Health Services to Develop Social and Life Skills				90	100
5. School-Wide Practices to Promote Learning				100	100
6. Preventative and Responsive Services				80	80
7. Family-School Collaboration Services				80	100
8. Diversity in Development and Learning				100	100
9. Research and Program Evaluation				100	100
10. Legal, Ethical, and Professional Practice				98	95
Total Mean				93	98
*Professional Speaking and Writing Skills				80	100

Special Education: Completer Survey Data (2019-2020 – n = 10; Fall 2020-Spring 2021 data have not been analyzed at present)

	5 Very Strong	4	3	2	1 Very Weak
Knowledge and skills in working with individuals who have exceptional learning and behavioral needs	Sp19 1 (50%) Su19 2 (67%) F19 2 (100%) Sp20 2 (67%)	Sp19 1 (50%) Su19 1 (33%) F19 0 (0%) Sp20 1 (33%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to apply research findings to practice	Sp19 1 (50%) Su19 3 (100%) F19 2 (100%) Sp20 1 (33%)	Sp19 1 (50%) Su19 0 (0%) F19 0 (0%) Sp20 2 (67%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to effectively collaborate with others (professionals, families, related service providers, etc)	Sp19 1 (50%) Su19 2 (67%) F19 2 (100%) Sp20 2 (67%)	Sp19 1 (50%) Su19 1 (33%) F19 0 (0%) Sp20 1 (33%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to use data effectively	Sp19 1 (50%) Su19 3 (100%) F19 2 (100%) Sp20 2 (67%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 1 (33%)	Sp19 1 (50%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Knowledge of content taught	Sp19 1 (50%) Su19 3 (100%) F19 1 (50%) Sp20 2 (67%)	Sp19 0 (0%) Su19 0 (0%) F19 1 (50%) Sp20 1 (33%)	Sp19 1 (50%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to create positive learning environments	Sp19 2 (100%) Su19 3 (100%) F19 2 (100%) Sp20 3 (100%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to manage behavior	Sp19 1 (50%) Su19 2 (67%) F19 2 (100%) Sp20 2 (67%)	Sp19 1 (50%) Su19 1 (33%) F19 0 (0%) Sp20 1 (33%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to increase the academic skills of students	Sp19 1 (50%) Su19 3 (100%) F19 2 (100%) Sp20 2 (67%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 1 (33%)	Sp19 1 (50%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to improve the social emotional skills of students	Sp19 1 (50%) Su19 3 (100%) F19 1 (50%) Sp20 1 (33%)	Sp19 1 (50%) Su19 1 (33%) F19 1 (50%) Sp20 2 (67%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Ability to effectively use technology for planning, instruction, and data management	Sp19 2 (100%) Su19 2 (67%) F19 2 (100%) Sp20	Sp19 0 (0%) Su19 1 (33%) F19 0 (0%) Sp20	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)	Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)

After completing your Master's degree in Special Education, rate your overall level of preparedness to fulfill your current role	Sp19 1 (50%) Su19 3 (100%) F19 2 (100%) Sp20 2 (67%)		Sp19 1 (50%) Su19 0 (0%) F19 0 (0%) Sp20 1 (33%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Overall, rate your level of satisfaction with YOUR Graduate Program at EIU	Sp19 2 (100%) Su19 3 (100%) F19 2 (100%) Sp20 2 (67%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 1 (33%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)
Overall, rate how you perceive others view the Special Education Master's Program at Eastern Illinois University (EIU)	Sp19 2 (100%) Su19 3 (100%) F19 2 (100%) Sp20 3 (100%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)		Sp19 0 (0%) Su19 0 (0%) F19 0 (0%) Sp20 0 (0%)

Graduation Rates

The overall graduation rate for advanced candidates is 97%.

Ability of Completers to Meet Licensing Requirements

All advanced licensure completers have passed the required coursework, clinical experiences to meet licensing

Advanced Programs Illinois Content Test Results for 2019-2020				
Program	State Average Score	Average Institutional Score	State Average Pass Rate	EIU Candidate Pass Rate
LBIS	275	280	94%	100%
PRIN	253	258	81%	100%
PRIN	261	269	81%	85%
SPSY	279	279	100%	100%
SUPT	255	258	79%	100%

requirements in the state of Illinois. Candidates must then pass the content area in their discipline in order to be licensed. All advanced programs have pass rates above equal to or above state averages.

Ability of Completers to be Hired in Education Positions Prepared

According to the Eastern Illinois University Office of Career Services, the placement rate for individuals completing advanced educator preparation programs (percentage of graduates employed in the field of education or enrolled in further graduate study within 6 months of graduation) was 100%.

Student Loan Default Rate
University Rate 7.2% (3 year official)