

**Educator Preparation Annual Reporting Measures
Council for the Accreditation of Educator Preparation (CAEP)
2019 Report**

Initial Licensure Programs

Impact on P-12 Learning and Development

To assure program completers prior to licensure have demonstrated the knowledge and skills to contribute to student learning growth and have demonstrated the skills to assess the impact of their teaching the EPP Key Assessments include measures of candidate impact on student learning: “Impact on Student Learning” and the “edTPA.” Both of these assessments are completed during the student teaching semester. To be recommended for licensure candidates must successfully complete these two assessments. Successful completion of these two assessments assures that candidates exit their educator preparation programs with the requisite in-service essential knowledge and skills to assess the impact of their teaching on student learning.

The 2017-18 “Impact on P-12 Assessment” mean data across the 18 indicators focused on candidate demonstration of knowledge and skills requisite to assessing impact on student learning, range from 4.04, Indicator 9, “Candidate maintains useful and accurate records of learners academic and behavioral performance on short and long range instructional goals” to 4.45, Indicator 12, “Candidate demonstrates a positive impact on the academic performance and behavior of learners” (Impact on P-12 Assessment).

The edTPA, a proprietary assessment, requires planning (Task 1), instruction (Task 2), and assessment (Task 3). In 2017-18 the state of Illinois increased the minimum passing score by 2 points to a 37 (increase to a 39 in 2018-19 and 41 in 2019-20). The EPP program completers first attempt pass rate for 2017-18 student teachers was 84% with an overall pass rate of 97%. Successful completion of the edTPA requires program completers demonstrate the knowledge and skills to use student learning data to plan (Task 1) and assess positive impact on student learning (Task 3).

Eight indicators on the “Student Teaching” rubric also provide evidence of candidate demonstration of skills to impact student learning. The means of this assessment for the 8 indicators assessing skills consequential to measurement of impact on student learning was narrow, 4.25-4.50 on a 5.0 scale. The 8 indicators assess candidates’ use of data to plan, develop or select instructional content, materials, resources, and strategies to differentiate instruction(Q3b, 4.30); candidate assessment and analysis of the learning environment and student behavior data to engage all students (Q4c, 4.43); candidate use of student data to adapt the curriculum and implement strategies according to the characteristics of each student (Q5d, 4.25); collection and use of appropriate assessment data (Q6a, 4.35); use of variety of assessment strategies (Q7a, 4.33); maintenance of useful and accurate records of student work and performance (Q7b, 4.50); accurate interpretation and use of assessment results to enhance learning outcomes for all students (Q7c, 4.26); and communication of student performance data (Q7d, 4.36) (Student Teaching Evaluation).

The State of Illinois enacted legislation effective September 2014 requiring that student learning be part of 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 of

their 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 a given 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 and are 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. While we had hoped for inservice evaluation data on our graduates would be available in 2018-19, the State has not at this juncture released any data collected by districts to teacher education providers. This data should now be available in Fall 2019 or Spring 2020 for our graduates.

Indicators of Teaching Effectiveness

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.

While we had hoped for inservice evaluation data on our graduates would be available in 2018-19, the State has not at this juncture released any data collected by districts to teacher education providers. This data should now be available in Fall 2019 or Spring 2020 for our graduates.

The source of inservice teaching effectiveness for our 2017-18 graduates is however demonstrated by candidates responses to the ISBE completer survey where they indicate the confidence they have in their ability to address fourteen key teaching/learning components aligned to Illinois Standards. Over 93% of Eastern Illinois University candidates responded that they either agreed or strongly agreed (5 point scale from Strongly Disagree to Strongly Agree) that they were confident in their ability on each of these items (range was 93-98% with a mean of 96%) across all items. The results of the completer survey can be found at the end of this report.

Satisfaction of Employers and Employment Milestones

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 75 districts recruit our graduates at our Fall 2018 career fair and almost 150 districts representing 13 states recruit at our Spring 2019 career fair (over 20 districts were from out of state).

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 2017-18 graduates was 98.5% within 6 months of graduation.

Satisfaction of Completers

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 survey consists of 26 questions that ask completers how well their program prepared them for various aspects of their role as teacher (aligned to state standards). Over 90% of Eastern Illinois University candidates responded that they were either well prepared or very well prepared (5 point scale from Very Well Prepared to Not at All Prepared) by Eastern Illinois University on 22 out of the 26 items (range was 77-98% with a mean of 93% across all items). The results of the completer survey can be found at the end of this report.

Graduation Rates

Using the teacher education cohort admitted during the academic year 2011-2012, 83% of those admitted to teacher education 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.

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 graduate school within 6 months of graduation) was 98.5%.

Student Loan Default Rate

University Rate 5.4% (3 year official)

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Advanced Licensure Programs

Satisfaction of Employers and Employment Milestones

While specific data is not yet available, it is evident through our K-12 Partnership network that our employers are extremely satisfied with graduates of our advanced program. Furthermore, the placement rate of our graduates (98.4%) and the fact that districts who have previously hired EIU graduates actively seek out EIU graduates as new positions become available.

Satisfaction of Completers

Data not yet available.

Graduation Rates

The overall graduation rate for advanced candidates is 96%

Ability of Completers to Meet Licensing Requirements

All advanced licensure completers have passed the required coursework, clinical experiences to meet licensing 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 first time pass rates well above 80% with overall pass rates approaching 100%

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 the field of education or enrolled in further graduate study within 6 months of graduation) was 98.4%.

Student Loan Default Rate

University Rate 4.8% (3 year official)

Eastern Illinois University 2017-19 Completer Survey Results (Initial)
Survey by Illinois State Board of Education

| How well did your program prepare you: | % Well/Very Well |
|---|-------------------------|
| Preparation: Collaborate with colleagues to improve student learning | 98% |
| Preparation: Develop a classroom environment that promotes respect and group responsibility | 98% |
| Preparation: Align instruction with state standards | 98% |
| Preparation: Empower students to become self directed productive learners | 97% |
| Preparation: Develop and maintain supportive relationships with students | 97% |
| Preparation: Teach the concepts, knowledge, and skills of discipline | 97% |
| Preparation: Set challenging and appropriate goals for student learning and performance | 96% |
| Preparation: Create an environment of high expectations for all students | 96% |
| Preparation: Demonstrate knowledge of the subject matter you teach | 96% |
| Preparation: Relate classroom teaching to the real world | 96% |
| Preparation: Use knowledge of student learning and curriculum to plan instruction | 96% |
| Preparation: Develop lessons that build on students experiences, interests and abilities | 96% |
| Preparation: Help students think critically and solve problems | 96% |
| Preparation: Provide purposeful feedback to students to guide learning | 95% |
| Preparation: Differentiate instruction based on student needs | 95% |
| Preparation: Develop a variety of assessments | 94% |
| Preparation: Analyze student performance data | 93% |
| Preparation: Adapt practice based on research and student performance data | 93% |
| Preparation: Teach in ways that support students with divers ethnic, racial, cultural and socioeconomic backgrounds | 92% |
| Preparation: Develop student questioning and discussion skills | 92% |
| Preparation: Maintain discipline and an orderly, purposeful learning environment | 91% |
| Preparation: Teach in ways that support students with special needs | 91% |
| Preparation: Use technology in the classroom to improve learning outcomes | 88% |
| Preparation: Teach in ways that support academically gifted students | 82% |
| Preparation: Teach in ways that support English Language Learners | 80% |
| Preparation: Work with parents and families to better understand students and support learning | 77% |

| I feel confident in my ability to: | % Agree/Strongly Agree |
|---|---------------------------------------|
| Ability: Set challenging and appropriate goals for student learning and performance | 98% |
| Ability: Plan instruction aligned with state standards | 98% |
| Ability: Develop lessons that build on student experiences, interests, and abilities | 98% |
| Ability: Develop positive and supportive relationships with students | 98% |
| Ability: Develop a classroom environment that promotes respect and group responsibility | 98% |
| Ability: Differentiate instruction based on student needs | 97% |
| Ability: Provide purposeful feedback to students to guide their learning | 97% |
| Ability: Help students think critically and solve problems | 97% |
| Ability: Use a variety of assessments | 97% |
| Ability: Analyze student performance data to improve effectiveness | 95% |
| Ability: Work with parents and families to better understand and support learning | 95% |
| Ability: Maintain discipline and an orderly purposeful learning environment | 93% |
| Ability: Use technology in the classroom to improve learning outcomes | 93% |
| Ability: Help students assess their own learning | 93% |