Illinois Public Colleges Teacher Graduate Assessments

State Aggregate and Eastern Illinois University
Project Overview

• Provide a standardized assessment of new teacher graduates of public colleges in Illinois assessing teacher preparation programs.

• Provide a specific examination of teacher skills related to Illinois Professional Teaching Standards, NCATE standards and Illinois Learning Standards for the purpose of identifying areas of improvement for teacher preparation programs and on-going new teacher professional development needs.

• Develop a collaborative advisory board comprised of teacher preparation program Deans and state agency leaders to provide project guidance.

• Provide institutions with institution specific data on student learning in teacher education programs that can inform unique program improvement efforts.

• Proactively respond to call for accountability related to teacher preparation by gathering information that can inform policy makers and the public about both teacher preparation programs in Illinois and new teacher practice in the first year of instruction.
Survey Inquiries and Design

- Standard
  - Illinois Professional Teaching
  - Illinois Core Teaching Standards in Technology and the Language Arts
  - Illinois Learning Standards
- Questions related to teaching credential program experiences
- Fieldwork experiences
- Program choice or route
- Open ended questions
- Background and demographic information on teachers and supervisors
Survey Administration

• Identify initial program completers who are teaching in Illinois Public Schools
• During Spring of First Year of Full-Time Teaching
• Survey of Teachers and Their Immediate Supervisors
• Paper invitations
  – Pre-notification postcard
  – Survey invitation packet (with paper survey)
  – Reminder post-card
• Optional phone follow-up
  – Real-time web tracking of responses
Data Analysis

• Teacher Graduates
  – Aggregate responses for state
  – Institution specific responses reported to institutions

• Supervisor
  – Aggregate responses for state
  – Institution specific responses reported to institutions

• Teacher and Supervisor Match Analysis
  – Institution Specific
Survey Return: 2003-04 Graduates

Teacher Graduate Assessment Return
Percentage By Day

Final Response Rate 58%
Survey Return: 2003-04 Graduates

Teacher Graduate Assessment Survey Return: Running Totals by Day
Graduates, Sample Size and Survey Return: 2003-04 Graduates

Graduates, Sample Size and Survey Return: 2005

- Supervisor Surveys Sent
  - 2221
  - State Aggregate: 2221
  - EIU: 287
  - Percentage: 73.2%

- Teacher Surveys Sent
  - 2221
  - State Aggregate: 2221
  - EIU: 287
  - Percentage: 73.2%

- Supervisor Surveys Returned
  - 1430
  - State Aggregate: 1430
  - EIU: 210
  - Percentage: 63.4%

- Teacher Surveys Returned
  - 1140
  - State Aggregate: 1140
  - EIU: 179
  - Percentage: 62.4%

- Teacher - Supervisor Match
  - 772
  - State Aggregate: 772
  - EIU: 133
  - Percentage: 51.3%

- Teacher Surveys Sent
  - 2221
  - State Aggregate: 2221
  - EIU: 2221
  - Percentage: 46.3%

- Teacher Surveys Returned
  - 287
  - State Aggregate: 287
  - EIU: 287
  - Percentage: 32.4%
Race/ Ethnicity of New Teacher Survey Responses (Percentage)

- White/ Non-Hispanic: 97.2%
- Hispanic: 4.9%
- Asian American: 1.7%
- African American: 4.5%
- Native American: 0.3%
- Other: 0%

The bar chart compares the distribution of race/ethnicity among new teachers at the university (EIU) and the state levels.
Eastern Illinois University Education Graduates Teaching In Public Schools By County/Zip Code

Legend
- County Boundary
- EIU Teachers by Zip Code

Count
- Light Gray: 0
- Blue: 1
- Light Blue: 2 - 3
- Green: 4 - 8
- Yellow: 9 - 11
- Red: 12 - 13
## Where Do EIU Grads Teach?

<table>
<thead>
<tr>
<th>EIU Education Graduates by County</th>
<th>2004 Graduates Teaching in an Illinois Public School 2005-06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cook 53</td>
<td>Bureau 2</td>
</tr>
<tr>
<td>Will 35</td>
<td>Clay 2</td>
</tr>
<tr>
<td>Champaign 22</td>
<td>Dekalb 2</td>
</tr>
<tr>
<td>DuPage 14</td>
<td>Douglas 2</td>
</tr>
<tr>
<td>Vermilion 14</td>
<td>Iroquois 2</td>
</tr>
<tr>
<td>Shelby 12</td>
<td>Jackson 2</td>
</tr>
<tr>
<td>Sangamon 11</td>
<td>Jersey 2</td>
</tr>
<tr>
<td>Coles 7</td>
<td>Lawrence 2</td>
</tr>
<tr>
<td>Kane 7</td>
<td>Monroe 2</td>
</tr>
<tr>
<td>McHenry 7</td>
<td>Montgomery 2</td>
</tr>
<tr>
<td>Kendall 6</td>
<td>Ogle 2</td>
</tr>
<tr>
<td>Lake 6</td>
<td>Winnebago 2</td>
</tr>
<tr>
<td>Moultrie 6</td>
<td>Clark 1</td>
</tr>
<tr>
<td>Fayette 5</td>
<td>Clinton 1</td>
</tr>
<tr>
<td>Macon 5</td>
<td>Ford 1</td>
</tr>
<tr>
<td>Pike 5</td>
<td>Grundy 1</td>
</tr>
<tr>
<td>Cumberland 4</td>
<td>Hamilton 1</td>
</tr>
<tr>
<td>Edgar 4</td>
<td>Hancock 1</td>
</tr>
<tr>
<td>Jasper 4</td>
<td>Henry 1</td>
</tr>
<tr>
<td>Marion 4</td>
<td>Knox 1</td>
</tr>
<tr>
<td>Christian 3</td>
<td>McLean 1</td>
</tr>
<tr>
<td>Crawford 3</td>
<td>Menard 1</td>
</tr>
<tr>
<td>Logan 3</td>
<td>Piatt 1</td>
</tr>
<tr>
<td>Macoupin 3</td>
<td>Randolph 1</td>
</tr>
<tr>
<td>Saint Clair 3</td>
<td>Richland 1</td>
</tr>
<tr>
<td>Tazewell 3</td>
<td>Woodford 1</td>
</tr>
</tbody>
</table>

| total | 249 |
Preparatory Coursework Completed at Community Colleges (Percentage)

- 30 or more credit hours
  - EIU: 27
  - State: 31.3
- 16-29 credit hours
  - EIU: 7.9
  - State: 10.2
- 1-15 credit hours
  - EIU: 15.6
  - State: 22.4
- None
  - EIU: 42.7
  - State: 42.6

Legend:
- EIU
- State
Teacher Satisfaction with Teaching as a Profession

- Overall quality of teacher education program: 91.7 / 96.6
- Teacher education program advising: 81.8 / 89.2
- Interaction with teacher preparation faculty: 92.7 / 95.4
- Choice of subject area for certification: 98.2 / 93.4
- Choice of grade level for certification: 98.3 / 98.4
- Your decision to become a teacher: 98.3 / 98.3

EU vs State
# Teacher Responses to Standards Items

<table>
<thead>
<tr>
<th><strong>Survey Item</strong></th>
<th><strong>Reporting Description of Item</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The central concepts, methods of inquiry and structures of the discipline(s) that are necessary to create learning experiences that make the content meaningful to all students.</td>
<td>Standard 1</td>
</tr>
<tr>
<td>How individuals grow, develop, and learn in order to provide learning opportunities to support the intellectual, social, and personal development of all students.</td>
<td>Standard 2</td>
</tr>
<tr>
<td>How students differ in their approach to learning in order to create instructional opportunities adapted to diverse learners.</td>
<td>Standard 3</td>
</tr>
<tr>
<td>Instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.</td>
<td>Standard 4</td>
</tr>
<tr>
<td>Individual and group motivation and behavior in order to encourage positive social interaction, active engagement in learning and self-motivation.</td>
<td>Standard 5</td>
</tr>
<tr>
<td>A variety of instructional strategies to encourage student’s development of critical thinking, problem solving, and performance skills.</td>
<td>Standard 6</td>
</tr>
<tr>
<td>Effective written, verbal, nonverbal, and visual communication techniques in order to foster active engagement in learning and self-motivation.</td>
<td>Standard 7</td>
</tr>
<tr>
<td>Various formal and informal assessment strategies necessary to support the continuous development of all students.</td>
<td>Standard 8</td>
</tr>
<tr>
<td>The role of the community in education in order to develop and maintain collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being.</td>
<td>Standard 9</td>
</tr>
<tr>
<td>The role of the teacher as a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community.</td>
<td>Standard 10</td>
</tr>
<tr>
<td>Education as a profession and the standards of professional conduct.</td>
<td>Standard 11</td>
</tr>
<tr>
<td>The hardware and software necessary to integrate technology into your classes in an appropriate and responsible manner.</td>
<td>Technology 1</td>
</tr>
<tr>
<td>Ways to integrate technology into your classes to support learning by all students.</td>
<td>Technology 2</td>
</tr>
<tr>
<td>Literacy strategies to develop each student’s ability to read, write, speak, and listen.</td>
<td>Literacy</td>
</tr>
<tr>
<td>The Illinois Learning Standards for students in your content area.</td>
<td>Overall</td>
</tr>
</tbody>
</table>
Teacher Reporting Use or Practice of Standards Number 1-8: Percent Responses Most or All of the Time

Standard 1: 84.5
Standard 2: 85.5
Standard 3: 88.5
Standard 4: 84.9
Standard 5: 87.8
Standard 6: 85.1
Standard 7: 88
Standard 8: 86

Standard 1: 84.9
Standard 2: 85.2
Standard 3: 88.2
Standard 4: 87.4
Standard 5: 87.8
Standard 6: 85.9
Standard 7: 88.4
Standard 8: 86.1

Standard 1: 86
Standard 2: 85.5
Standard 3: 86.1
Standard 4: 84.5
Standard 5: 88
Standard 6: 87.2
Standard 7: 86.1
Standard 8: 85.1

EIU State Aggregate
Teacher Reporting Use or Practice of Standards Number 9 through 11, Along With Technology, Literacy Standards and Overall Standards: Percent Most or All of the Time

- Overall
- Literacy
- Technology 1
- Technology 2
- Standard 10
- Standard 11
- Standard 9

Percentages for each category:
- Standard 9: 74.5%
- Standard 10: 63.2%
- Standard 11: 62.1%
- Technology 1: 57.4%
- Technology 2: 55.5%
- Literacy: 74.5%
- Overall: 94.5%

Graph shows the comparison between EIU and State percentages.
Extent to which Teacher Education Programs Prepared New Graduates to be Successful New Teachers: Percentage Reporting Moderately or Extremely Prepared

- Student Assessment: EU 85.3, State 90.3
- Addressing issues of socioeconomic diversity: EU 65.6, State 72.7
- Implementing developmentally appropriate instruction: EU 85, State 84.1
- Using technology for classroom instruction: EU 62.8, State 76.7
- Accommodating instruction for students with exceptionalities: EU 68.3, State 57
- Strategies used in multicultural education: EU 30.6, State 67.6
- Teaching English language learners: EU 24, State 27
- The workplace environment: EU 70.7, State 71
Extent to which Teacher Education Programs Prepared New Graduates to be Successful New Teachers: Percentage Reporting Moderately or Extremely Prepared

- Working in a high accountability environment: 59.7% (EU), 85.9% (State)
- Working with parents/guardians: 46.1% (EU), 51.7% (State)
- Working with school administration: 41.5% (EU), 43.8% (State)
- Teaching of reading skills in my subject area: 63.4% (EU), 60.6% (State)
- Teaching of my primary subject/content area(s): 38.7% (EU), 88.6% (State)
- Establishing equity in the classroom: 72.1% (EU), 75.4% (State)
- Managing student behavior: 62.6% (EU), 66.5% (State)
- Managing the learning environment: 72.1% (EU), 76.4% (State)
Value of Pre-Student Teaching Experiences

- **State - Pre-student teaching field experiences**
  - Not at all Valuable: 12%
  - Somewhat Valuable: 24.6%
  - Moderately Valuable: 31.8%
  - Extremely Valuable: 60.7%

- **Pre-student teaching field experiences**
  - Not at all Valuable: 12.5%
  - Somewhat Valuable: 19.3%
  - Moderately Valuable: 30.1%
  - Extremely Valuable: 59.7%

- **State - Class instruction**
  - Not at all Valuable: 11.2%
  - Somewhat Valuable: 32.3%
  - Moderately Valuable: 43.2%
  - Extremely Valuable: 55%

- **Class instruction**
  - Not at all Valuable: 9.7%
  - Somewhat Valuable: 31.8%
  - Moderately Valuable: 43.2%
  - Extremely Valuable: 59.7%

- **State - Lesson planning**
  - Not at all Valuable: 20.4%
  - Somewhat Valuable: 33.5%
  - Moderately Valuable: 42.6%
  - Extremely Valuable: 55%

- **Lesson planning**
  - Not at all Valuable: 21.6%
  - Somewhat Valuable: 31.8%
  - Moderately Valuable: 43.2%
  - Extremely Valuable: 55%
Value of Student Teaching Experiences

- University supervisor meeting with me to discuss my teaching performance:
  - Institution: 85.2
  - State: 87.0
- University supervisor meeting with me to discuss my lesson plans:
  - Institution: 79.6
  - State: 82.7
- University supervisor observing my teaching:
  - Institution: 81.8
  - State: 85.8
- Cooperating teacher meeting with me to discuss my teaching performance:
  - Institution: 85.2
  - State: 87.0
- Cooperating teacher meeting with me to discuss my lesson plans:
  - Institution: 79.6
  - State: 82.7
- Cooperating teacher observing my teaching:
  - Institution: 81.8
  - State: 85.8
New Teachers Who Report Being Supported By a Formally Assigned Coach, Mentor or Master Teacher

- **EIU**: 74% Yes, 26% No
- **State**: 79% Yes, 21% No
New Teachers With An Assigned Coach, Mentor or Master Teacher from Same Subject Area

- 73% Yes
- 27% No

EIU State

- Yes 73%
- No 27%

- Yes 73%
- No 27%
Helpfulness of Assigned Coach, Mentor or Master Teacher

EIU State

- Not at all
- To some extent
- To a moderate extent
- To a great extent

- EIU: 46.5% to some extent, 27.1% to a moderate extent, 24% not at all, 2.3% to a great extent
- State: 43.8% to some extent, 24.3% to a moderate extent, 26.1% not at all, 5.9% to a great extent
Frequency of Interactions between Mentor and Teacher (Percentage)

<table>
<thead>
<tr>
<th>EIU</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>54.6</td>
<td>9.9</td>
</tr>
<tr>
<td>12.3</td>
<td>15.9</td>
</tr>
<tr>
<td>27.7</td>
<td>24.5</td>
</tr>
<tr>
<td>5.4</td>
<td>49.7</td>
</tr>
</tbody>
</table>

- Several times a week
- Once a week
- Once a month
- Once every couple of months
Support Received During the First Year of Teaching

1. Access to workshops on teacher methods, lesson planning or discipline
2. Participation in network of teachers
3. Regularly scheduled collaboration with teacher on instruction
4. Common planning time
5. Supportive communication with your supervisor
6. Reduced teaching schedule
7. Reduced or no committee work
8. Extra classroom assistance
9. Release time to see other teachers teach
10. Observation and feedback from experienced teachers
11. Formal support from your teacher education program in form of workshop, professors, reduced tuition

Institution: 89.7%
State: 80.3%
Length of Time First Year Teacher Plans to Remain in Teaching

- **As long as possible**: 58.5% (Institution) 52.3% (State)
- **Plan to leave as soon as possible**: 0.4% (Institution) 0% (State)
- **Plan to remain in education, but will seek a role other than teaching**: 10.2% (Institution) 14.6% (State)
- **For a few years**: 3.9% (Institution) 3.4% (State)
- **Plan to remain in teaching, but intend to seek employment in different school or district**: 17.6% (Institution) 14.6% (State)
- **Plan to remain in teaching, but intend to take a break to care for family**: 13.3% (Institution) 16.5% (State)

*Teachers who plan to remain in education as a career; EIU 96.6%; State 95.7%*
Grad Open Ended Responses
Least Valuable Aspect

• Numerous Comments as exampled by:
  – I was well prepared for the challenge I would face in my career.
  – My experience at EIU was a positive one, I highly recommend it to future teachers.
  – None, I was very well prepared, much more so than other first year teachers.
  – More focus on classroom management.
  – More experience with differentiated learning.
  – More practical, hands on experiences with children of a variety of levels.
  – More realities of the classroom, dealing with parents, high stakes testing, school law, ESL, ELL.
  – Lengthy lesson plans (Hunter Model) are not realistic for my teaching assignment. Schools do not require or encourage that extent of lesson planning.
Grad Open Ended Responses
Most Valuable Aspect

• Numerous Comments as exampled by:
  – My Student Teaching experience was extremely valuable. Seeing how my teacher juggled being teacher, coach, student and father was eye opening. I had amazing cooperating and supervising teachers.
  – My teachers were the best element. They helped give advice, were knowledgeable, supportive, and informative. Faculty took a personal interest in me, were there to help.
  – The opportunity to work with some of the best professors in education today.
  – The large number of practicum and observation experiences in several classes was a great help. We were able to observe good as well as bad techniques and to practice what was being taught in the classes. Actually getting into classes early and often.
  – The most valuable aspect to me was the focus on lesson planning and being prepared. I was extremely prepared to align my lessons to the Illinois Standards.
  – Classroom management- I’m proud of my classroom management and the expectations I hold for the students.
Supervisor Open Ended Responses

• Numerous Comments as exampled by:
  – Need more instruction/experiences with classroom management practices and procedures. Need additional focus on integrating technology into instruction.
  – Need more reality of dealing with parents, high stakes testing, diverse students and administration.
  – Teacher can effectively plan and implement lessons. Demonstrates competency in all required areas. Ex extremely organized and a well prepared teacher, has a great understanding of content.
  – Teach them how to dress appropriately, professional behaviors.
  – Teachers from EIU are always well prepared. Eastern does a great job preparing new teachers, we actively recruit EIU grads first.
  – This is the MOST PREPARED teacher that I have every had the pleasure to work with.
Summary

• Strong Validation of a High Quality Teacher Preparation Program!

• Areas for Consideration
  – Differentiated Instruction
  – Classroom Management
  – English Language Learners