

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



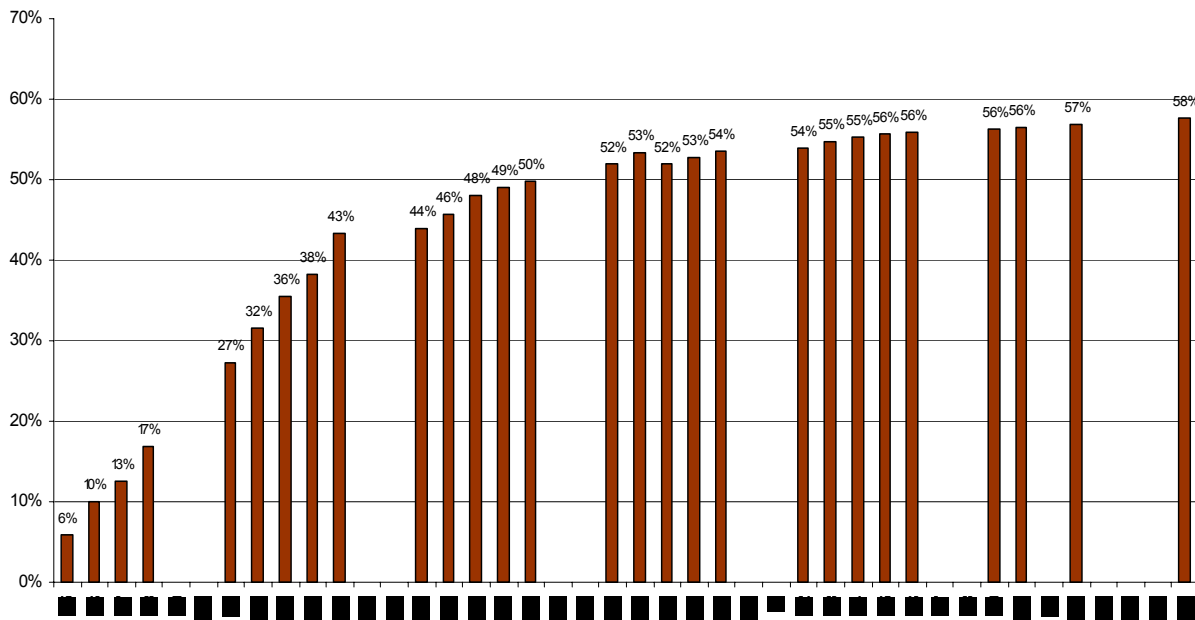
Data Analysis

- 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

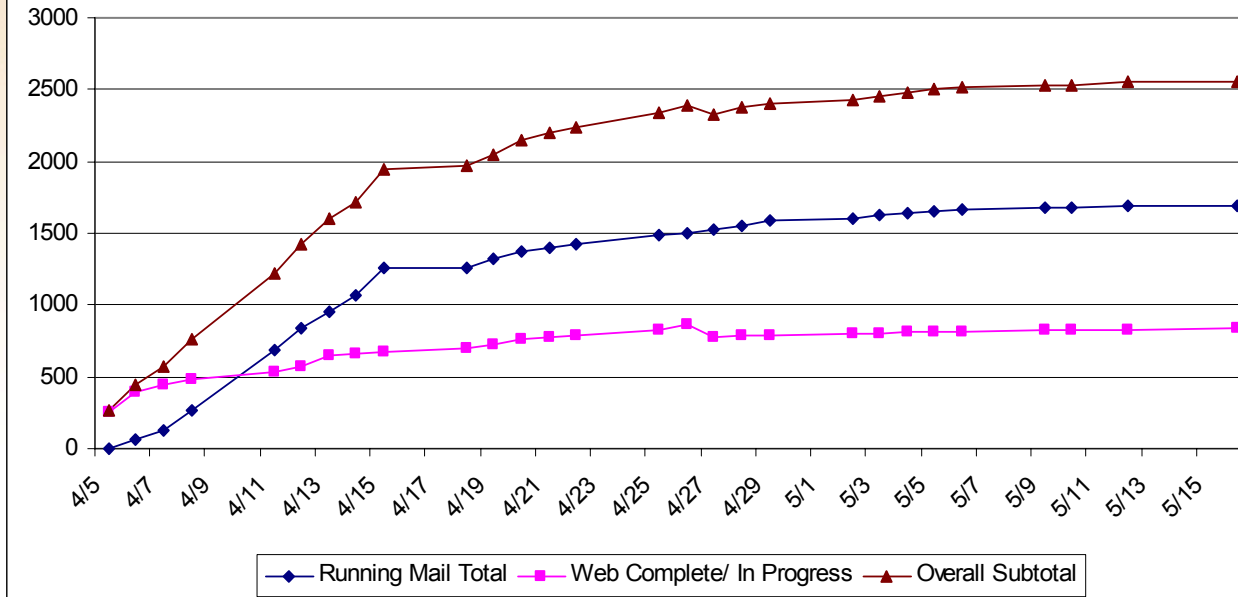


Final Response Rate 58%



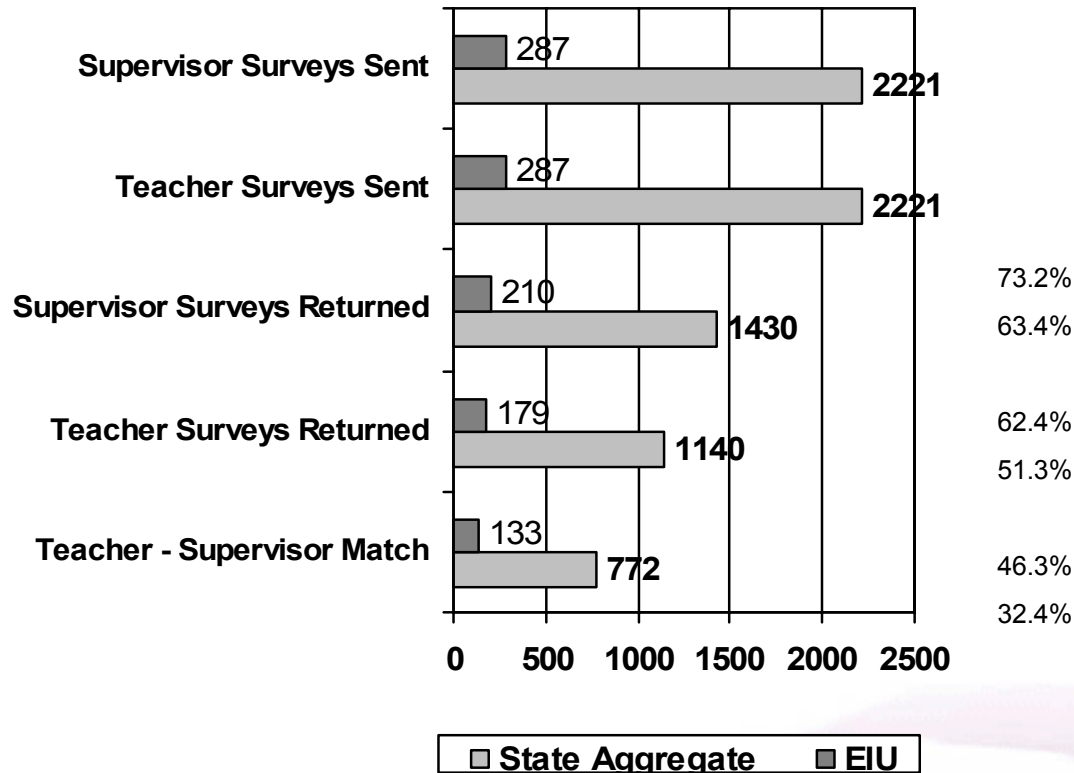
Survey Return: 2003-04 Graduates

Teacher Graduate Assessment Survey Return: Running Totals by Day

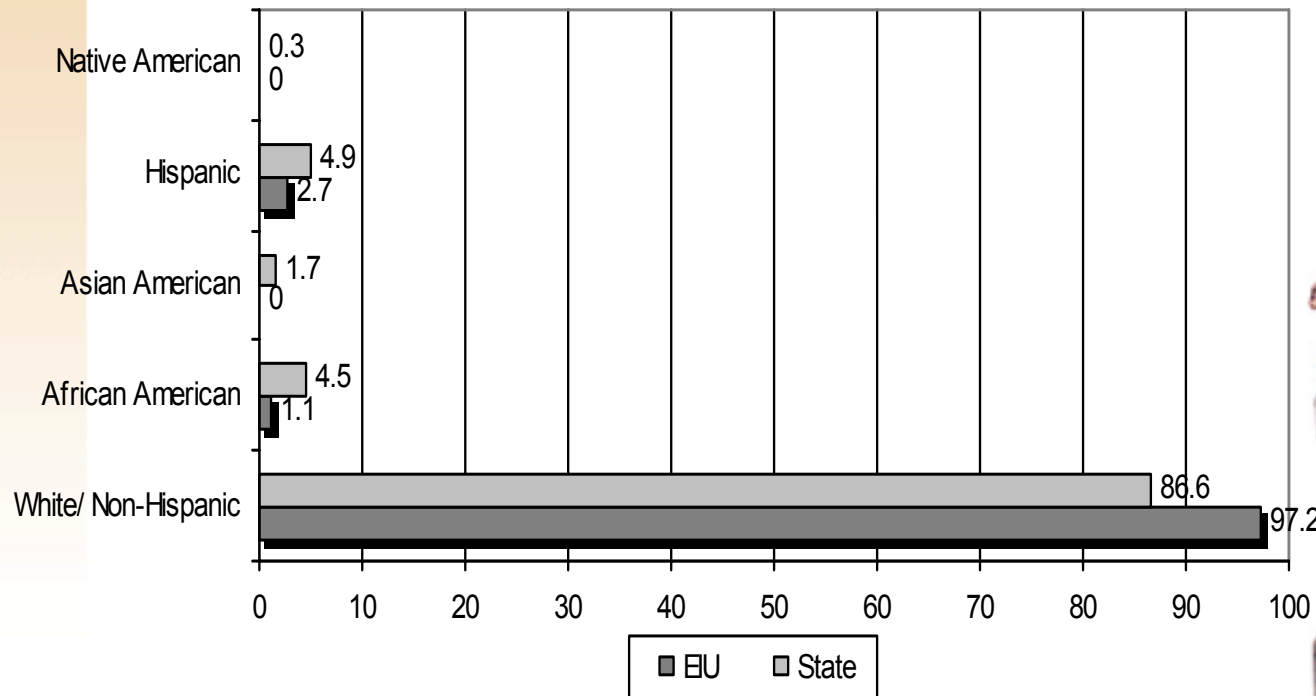


Graduates, Sample Size and Survey Return: 2003-04 Graduates

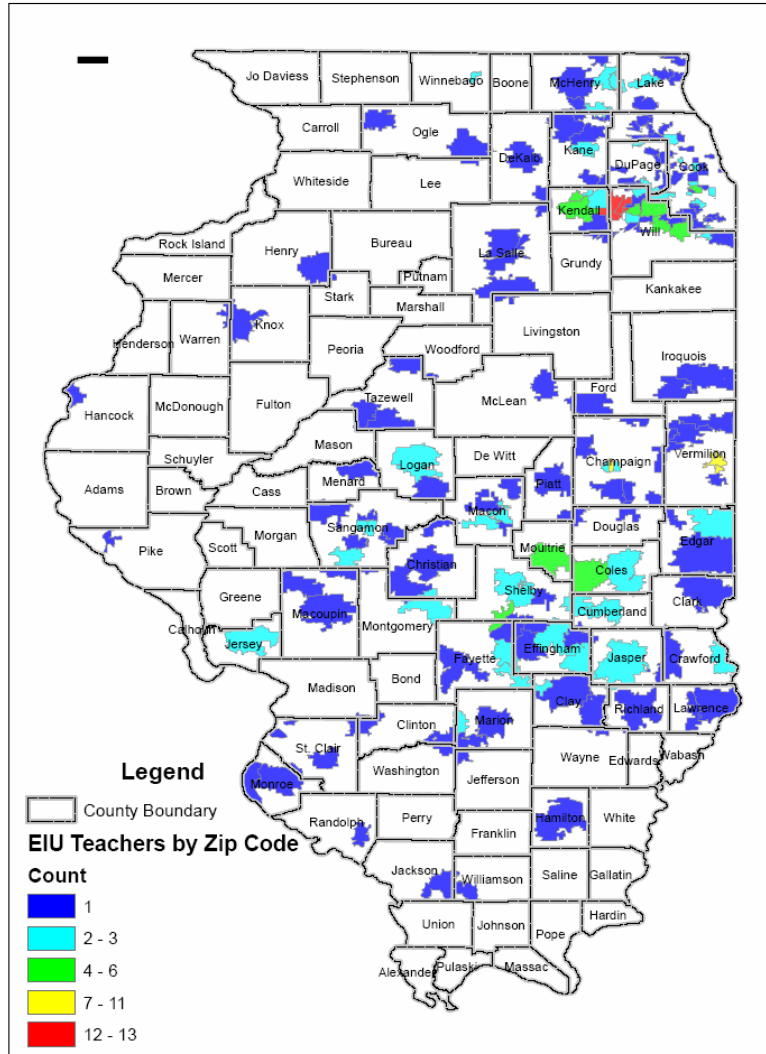
Graduates, Sample Size and Survey Return: 2005



Race/ Ethnicity of New Teacher Survey Responses (Percentage)



Eastern Illinois University Education Graduates Teaching In Public Schools By County/ Zip Code

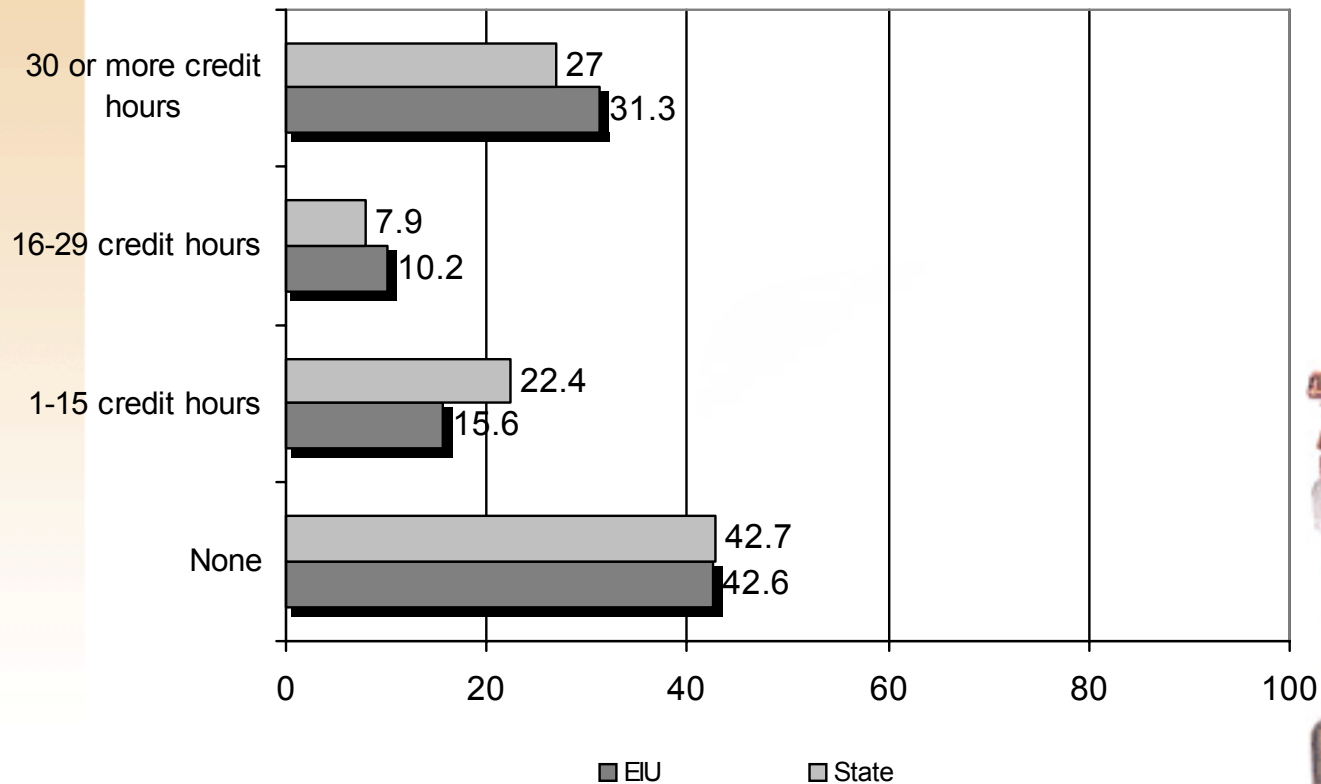


Where Do EIU Grads Teach?

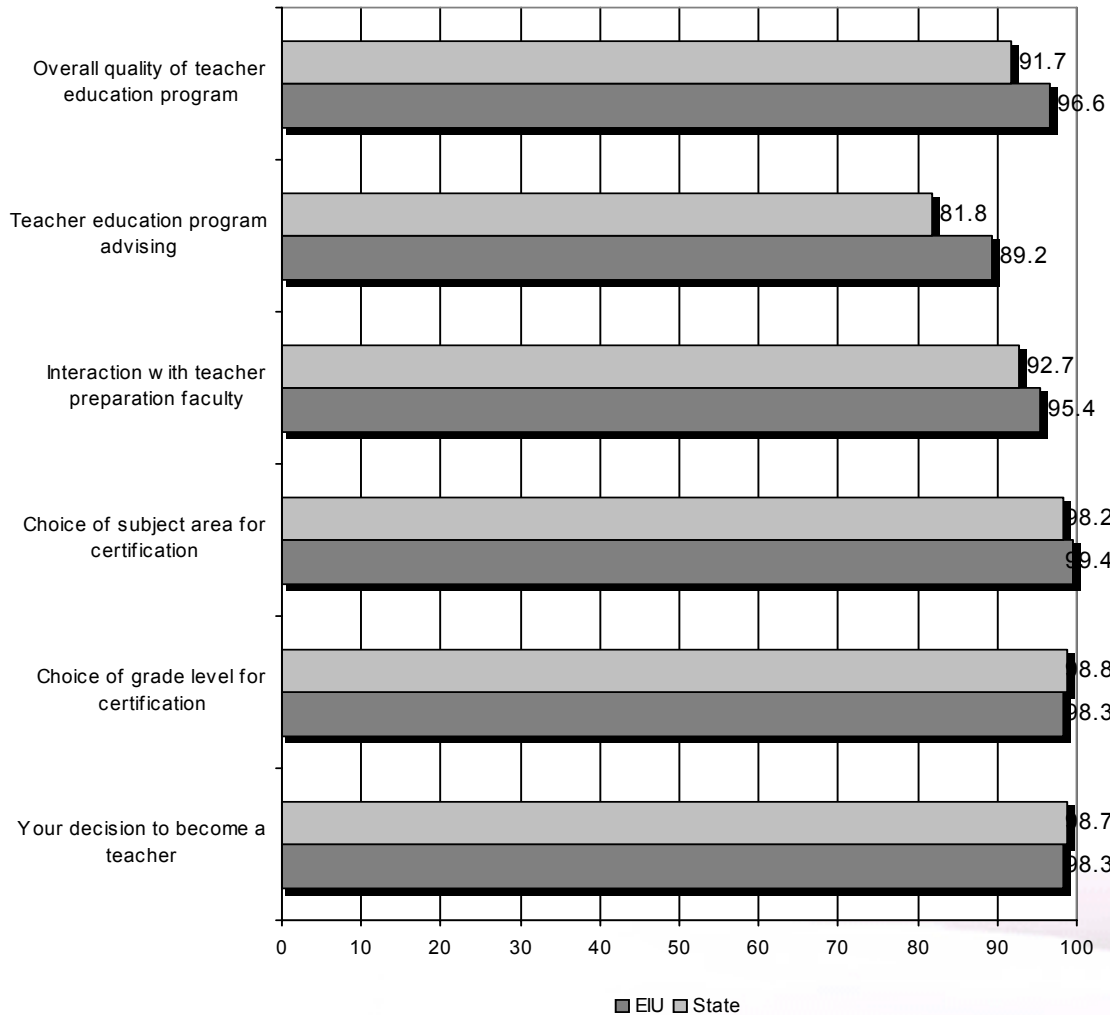
EIU Education Graduates by County			
2004 Graduates Teaching in an Illinois Public School 2005-06			
Cook	53	Bureau	2
Will	35	Clay	2
Champaign	22	Dekalb	2
DuPage	14	Douglas	2
Vermilion	14	Iroquois	2
Shelby	12	Jackson	2
Sangamon	11	Jersey	2
Coles	7	Lawrence	2
Kane	7	Monroe	2
McHenry	7	Montgomery	2
Kendall	6	Ogle	2
Lake	6	Winnebago	2
Moultrie	6	Clark	1
Fayette	5	Clinton	1
Macon	5	Ford	1
Pike	5	Grundy	1
Cumberland	4	Hamilton	1
Edgar	4	Hancock	1
Jasper	4	Henry	1
Marion	4	Knox	1
Christian	3	McLean	1
Crawford	3	Menard	1
Logan	3	Piatt	1
Macoupin	3	Randolph	1
Saint Clair	3	Richland	1
Tazewell	3	Woodford	1
			249



Preparatory Coursework Completed at Community Colleges (Percentage)



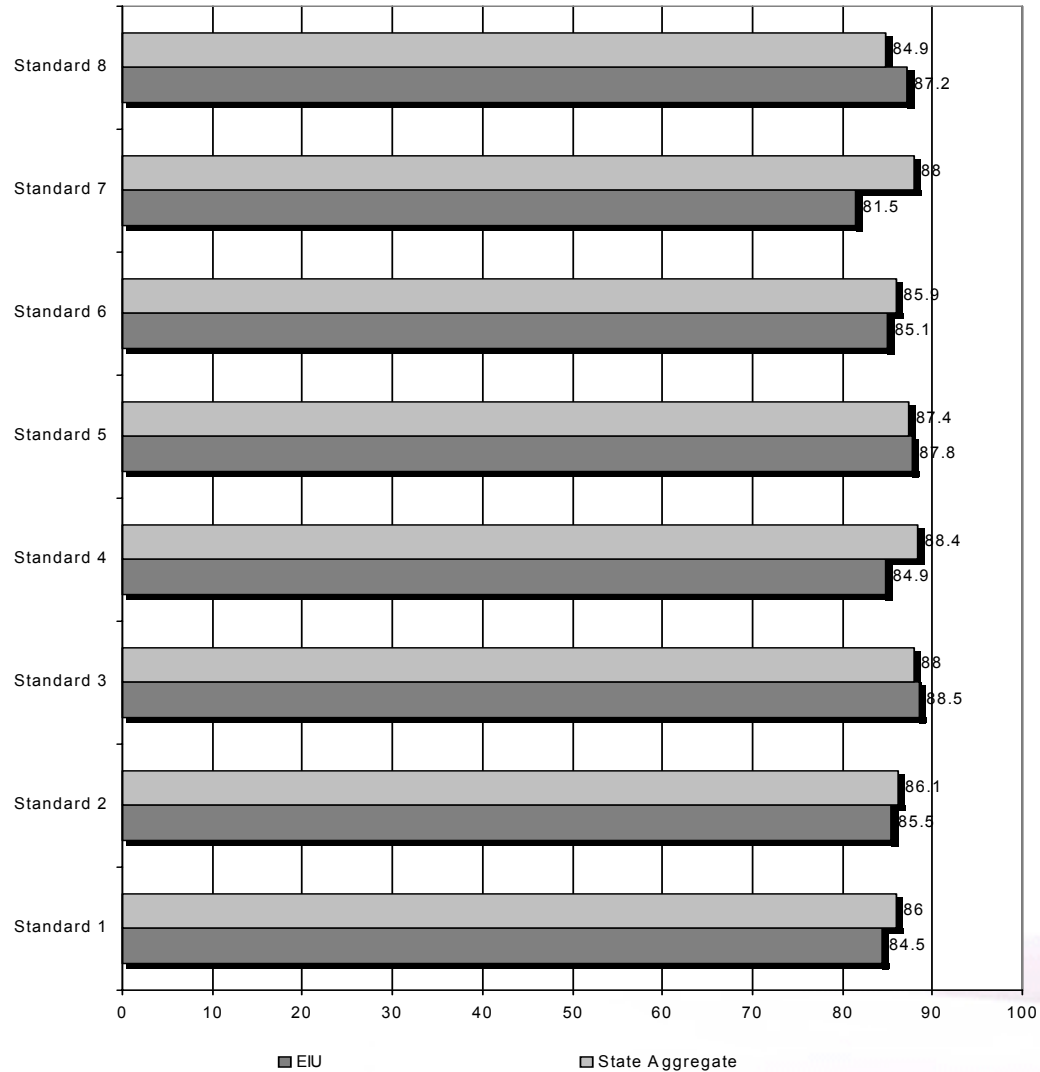
Teacher Satisfaction with Teaching as a Profession



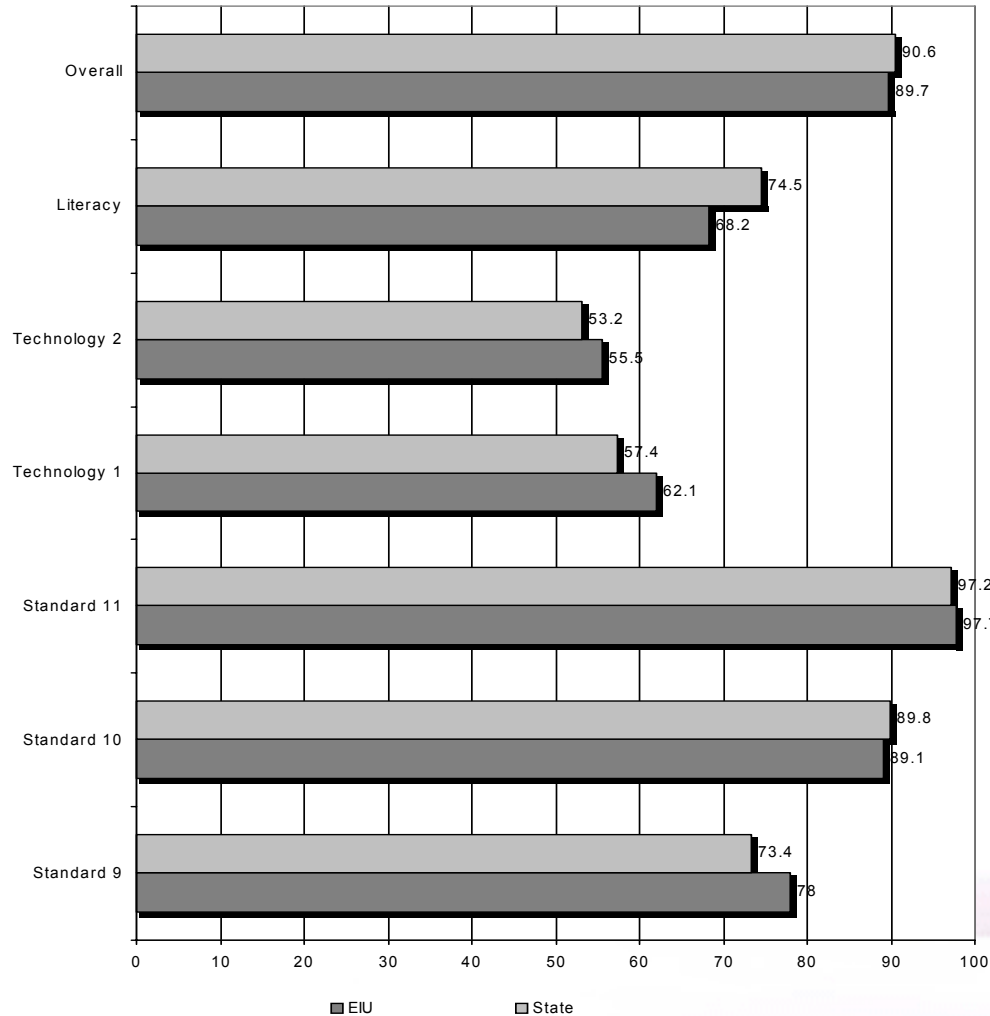
Teacher Responses to Standards Items

Survey Item	Reporting Description of Item
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.	Standard 1
How individuals grow, develop, and learn in order to provide learning opportunities to support the intellectual, social, and personal development of all students.	Standard 2
How students differ in their approach to learning in order to create instructional opportunities adapted to diverse learners.	Standard 3
Instructional planning in order to design instruction based upon knowledge of the discipline, students, the community, and curriculum goals.	Standard 4
Individual and group motivation and behavior in order to encourage positive social interaction, active engagement in learning and self-motivation.	Standard 5
A variety of instructional strategies to encourage student's development of critical thinking, problem solving, and performance skills.	Standard 6
Effective written, verbal, nonverbal, and visual communication techniques in order to foster active engagement in learning and self-motivation.	Standard 7
Various formal and informal assessment strategies necessary to support the continuous development of all students.	Standard 8
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.	Standard 9
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.	Standard 10
Education as a profession and the standards of professional conduct.	Standard 11
The hardware and software necessary to integrate technology into your classes in an appropriate and responsible manner.	Technology 1
Ways to integrate technology into your classes to support learning by all students.	Technology 2
Literacy strategies to develop each student's ability to read, write, speak, and listen.	Literacy
The Illinois Learning Standards for students in your content area.	Overall

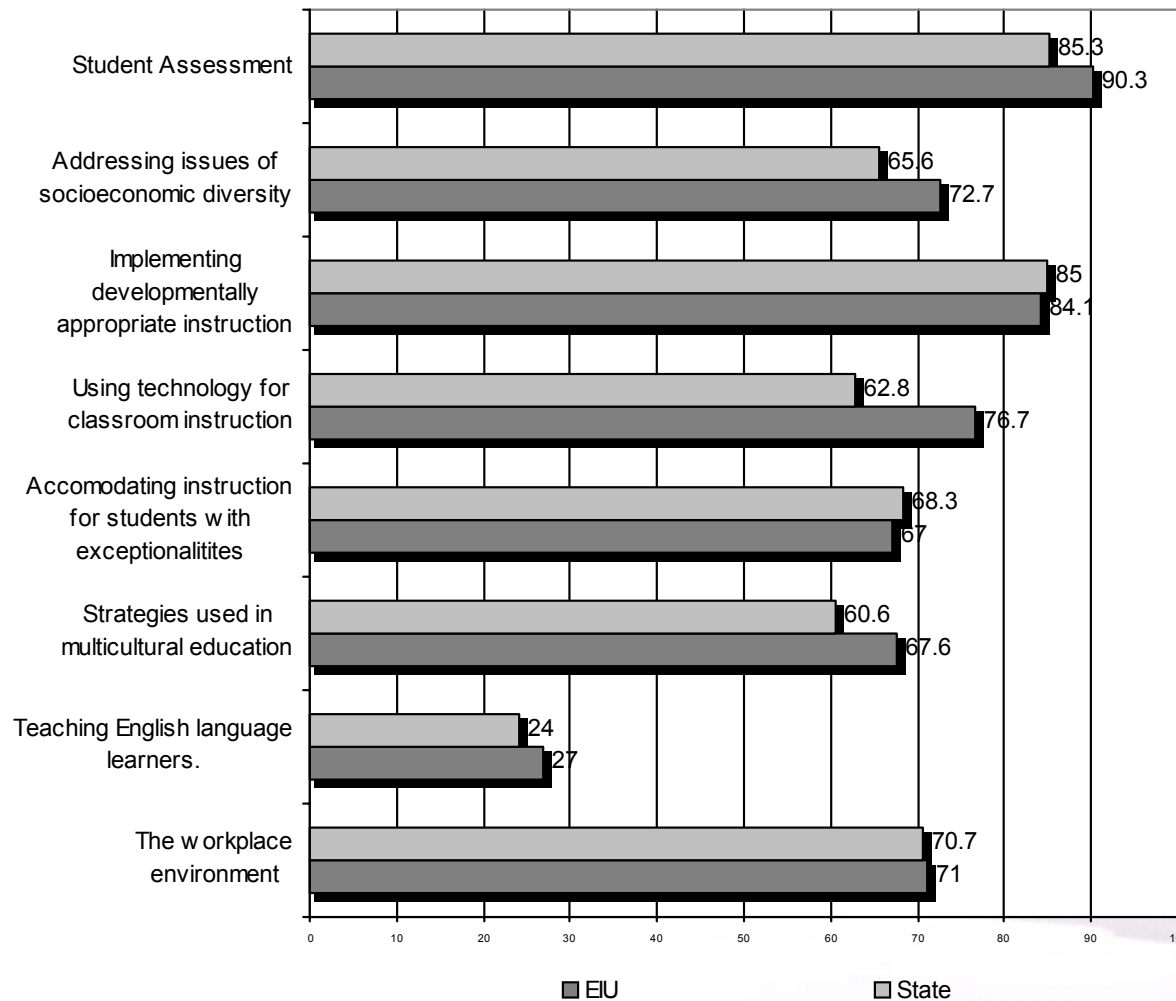
Teacher Reporting Use or Practice of Standards Number 1-8: Percent Responses Most or All of the Time



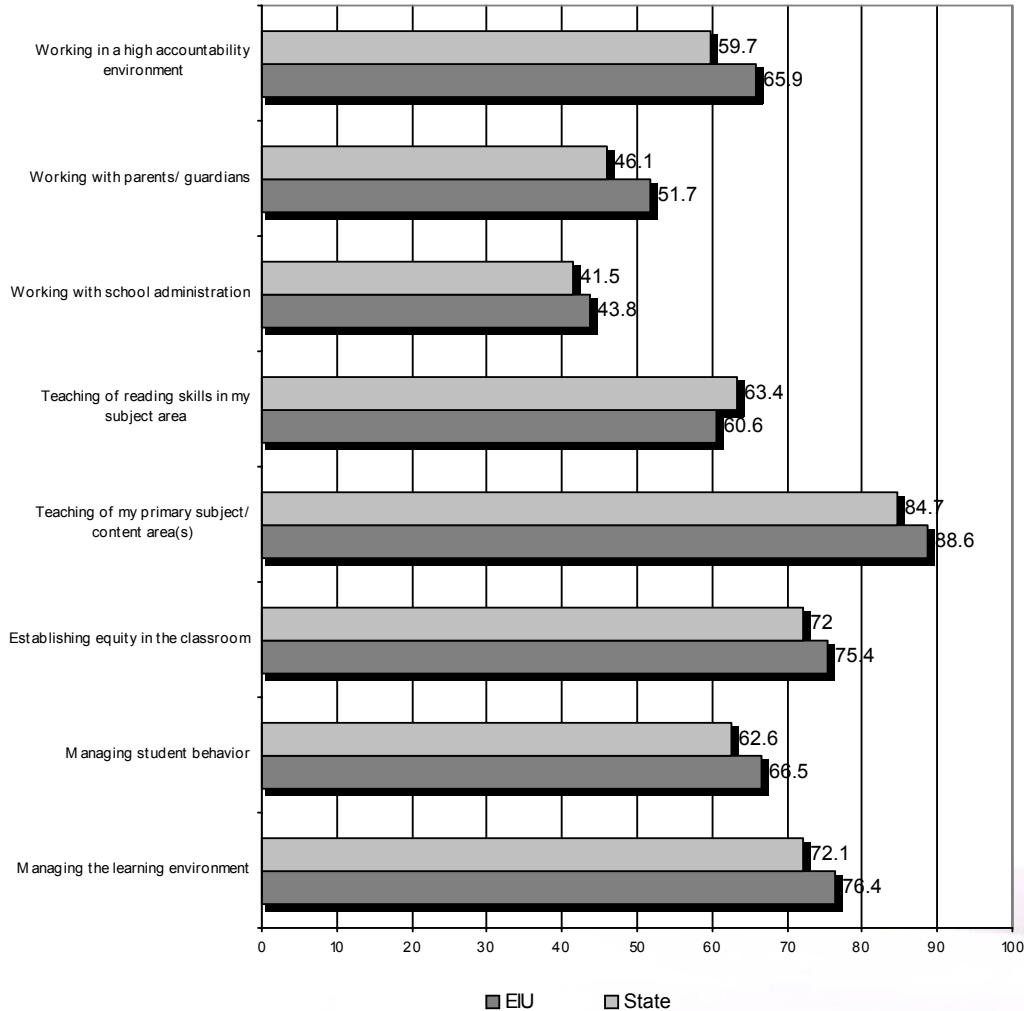
Teacher Reporting Use or Practice of Standards Number 9 through 11, Along With Technology, Literacy Standards and Overall Standards: Percent Most or All of the Time



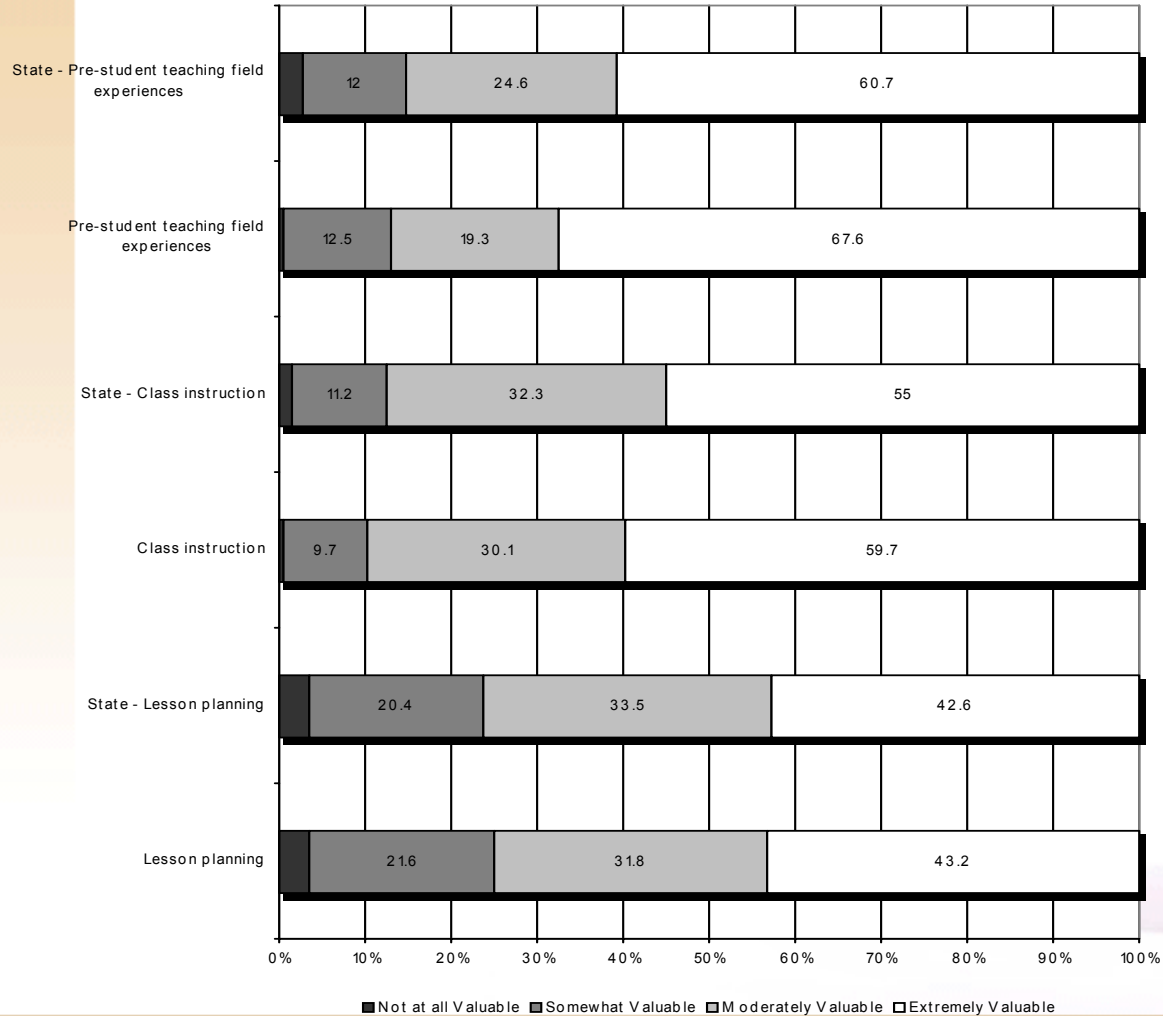
Extent to which Teacher Education Programs Prepared New Graduates to be Successful New Teachers: Percentage Reporting Moderately or Extremely Prepared



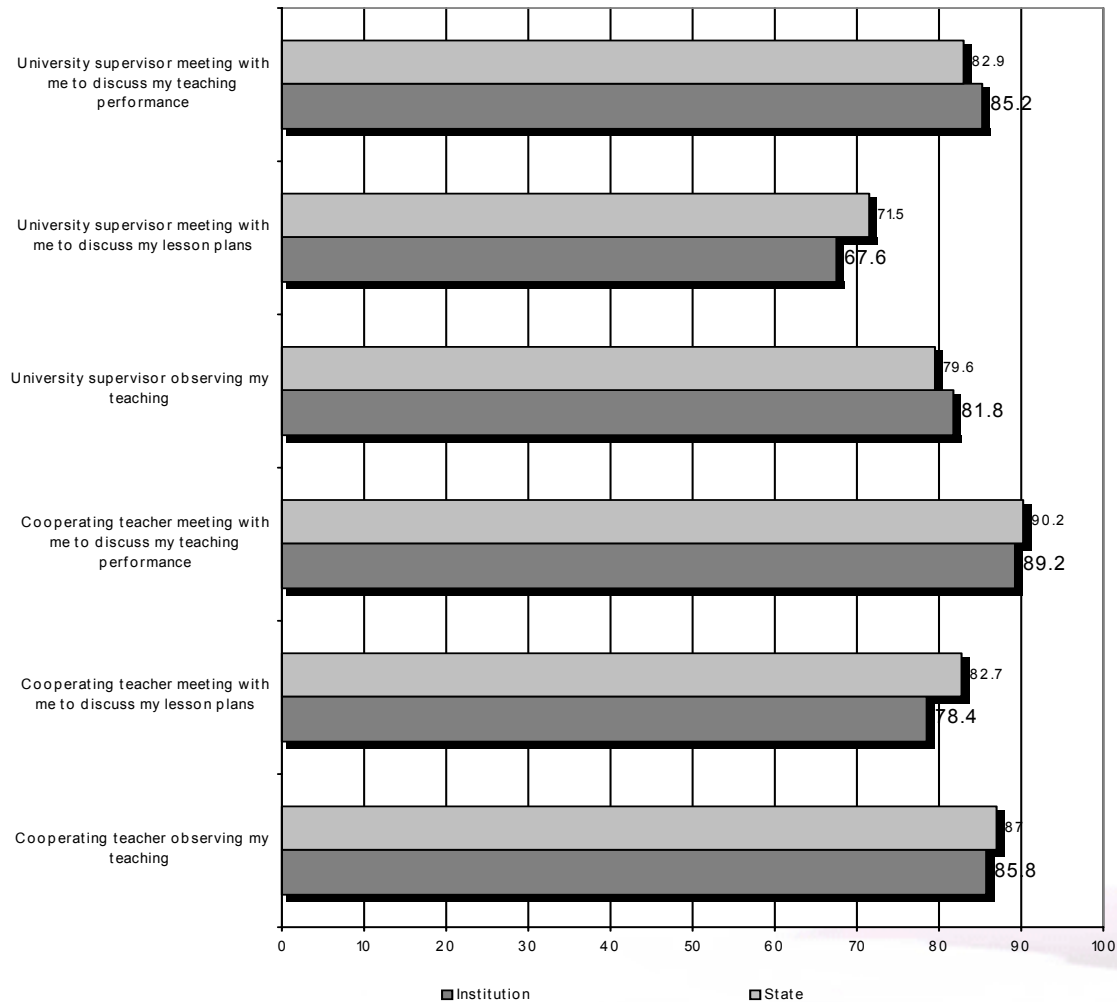
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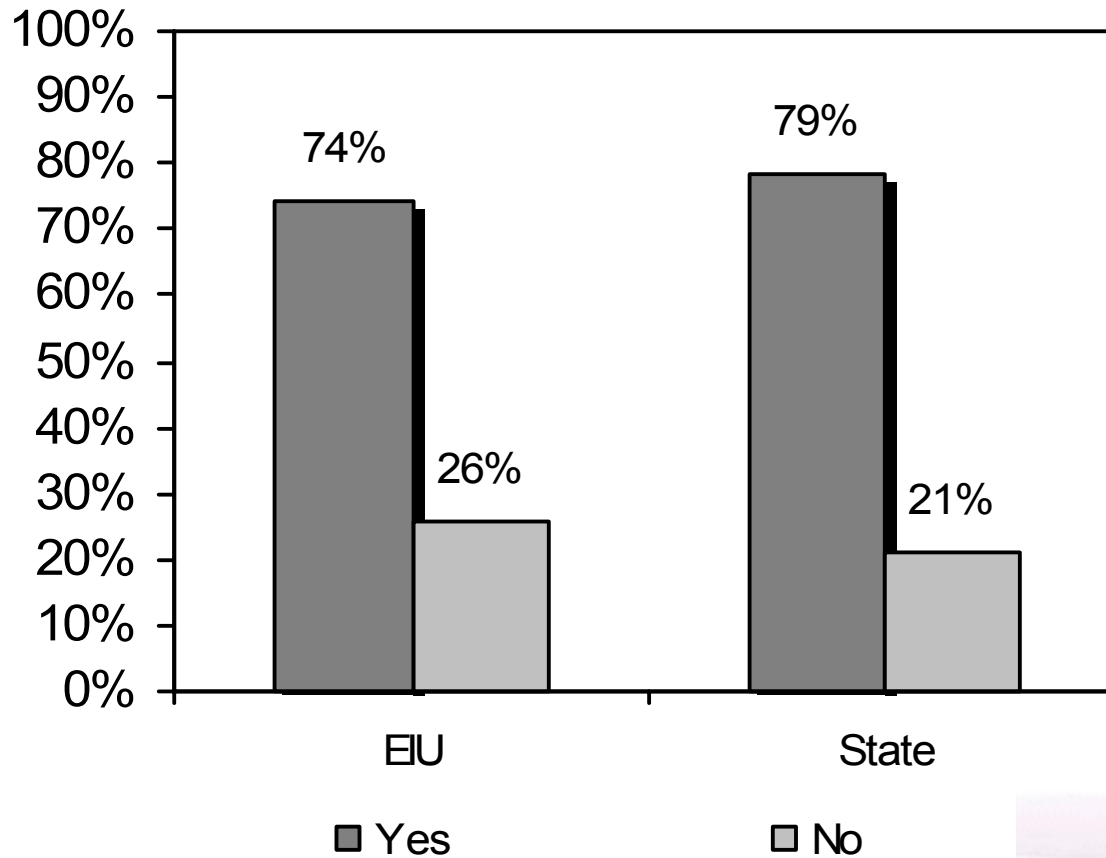
Value of Pre-Student Teaching Experiences



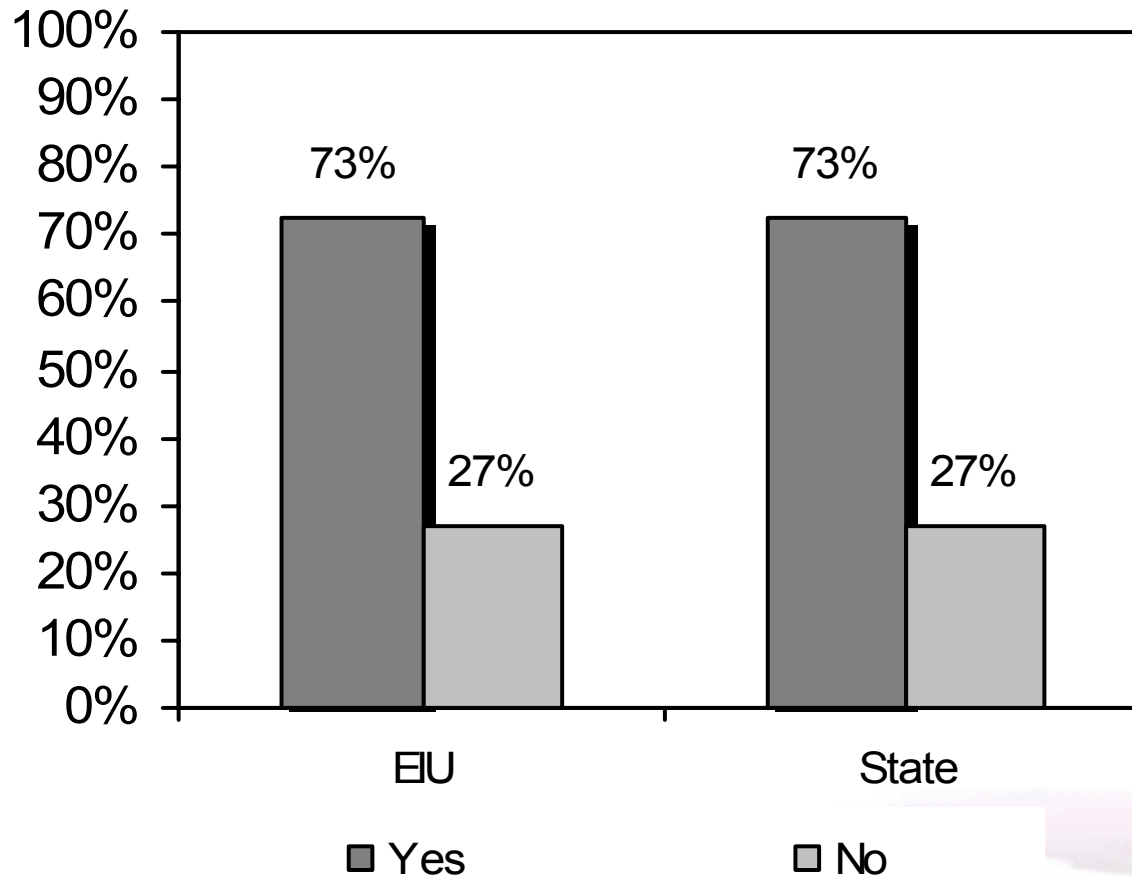
Value of Student Teaching Experiences



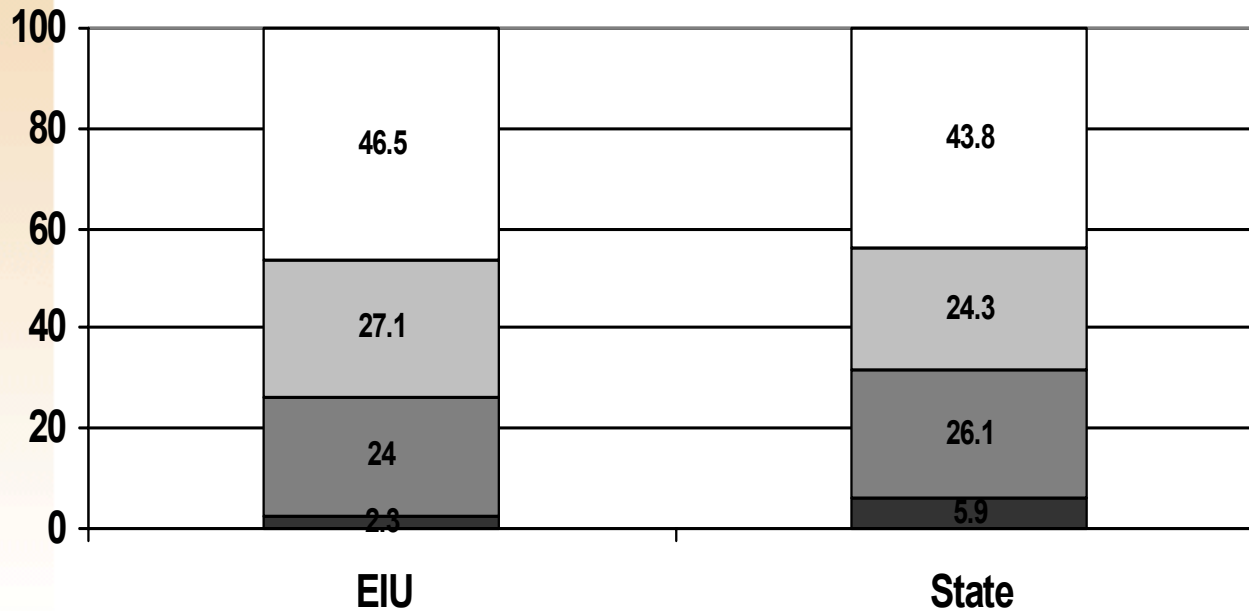
New Teachers Who Report Being Supported By a Formally Assigned Coach, Mentor or Master Teacher



New Teachers With An Assigned Coach, Mentor or Master Teacher from Same Subject Area



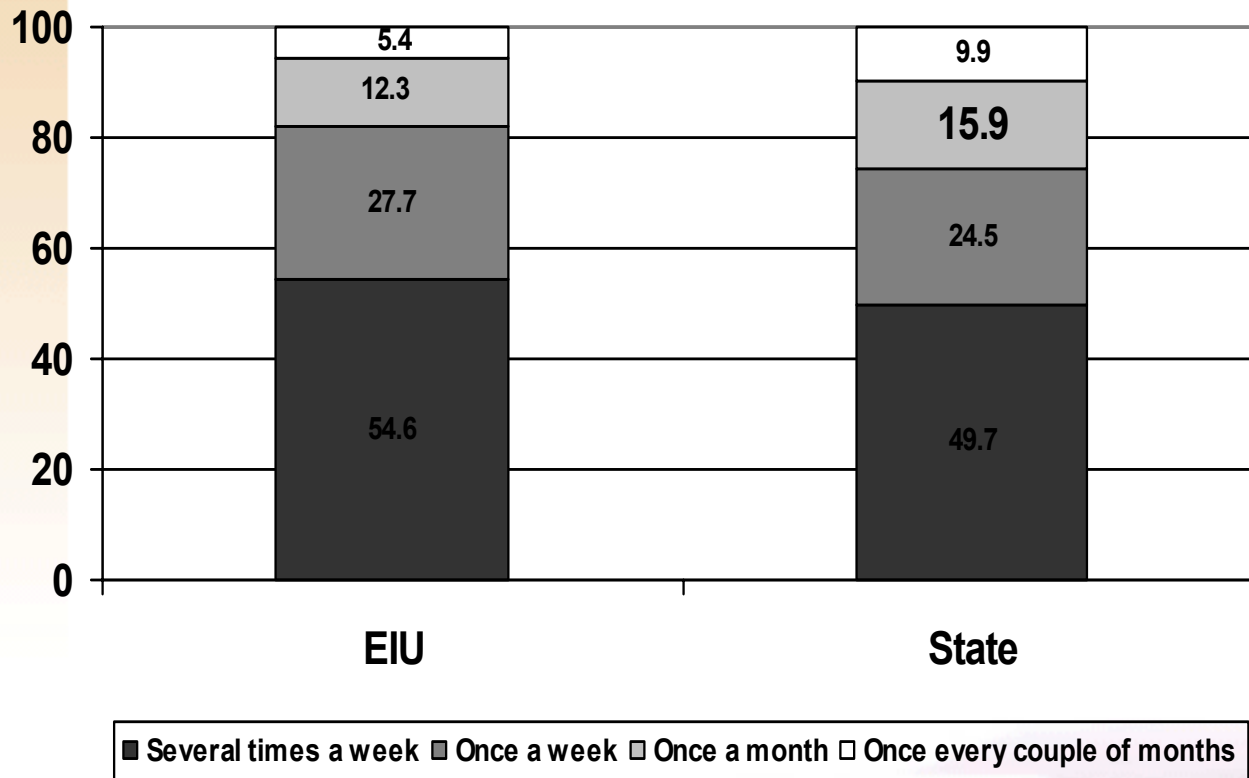
Helpfulness of Assigned Coach, Mentor or Master Teacher



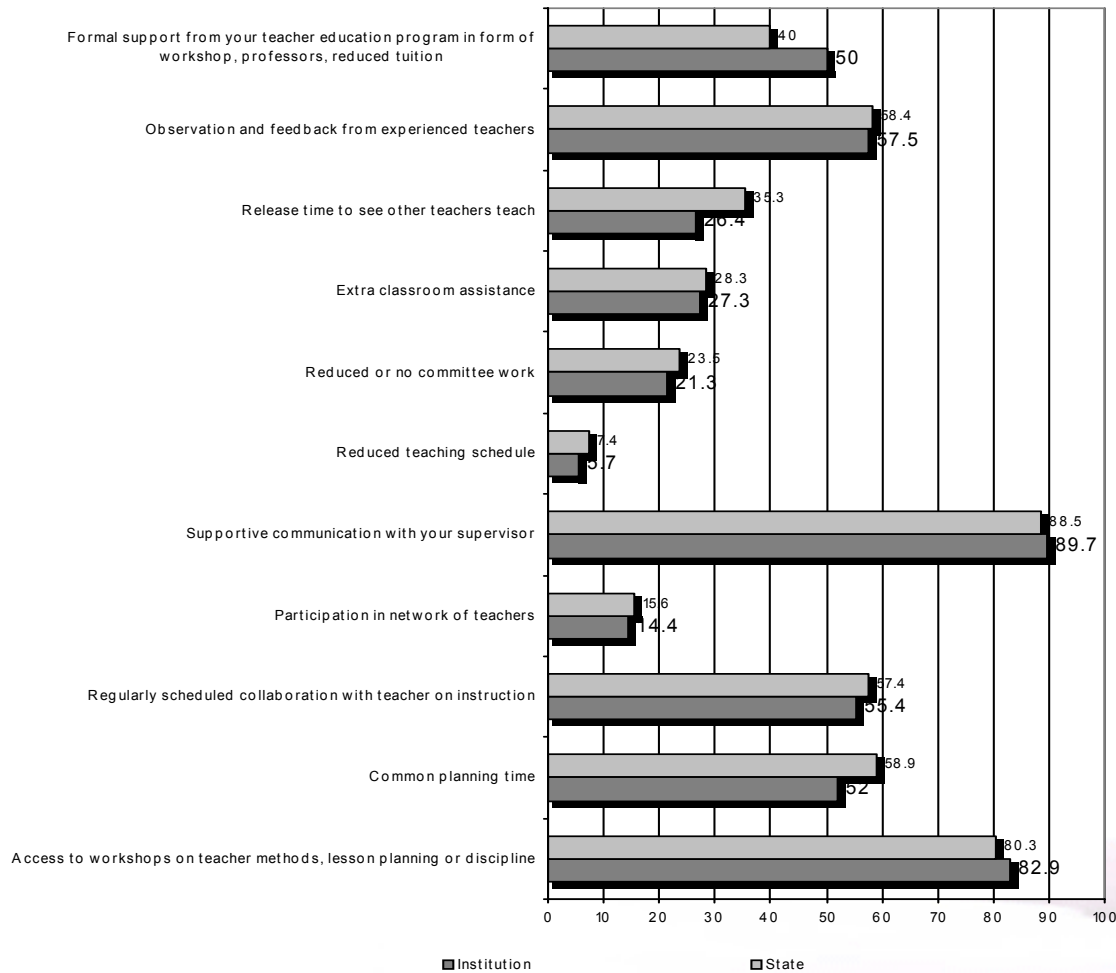
■ Not at all ■ To some extent □ To a moderate extent □ To a great extent



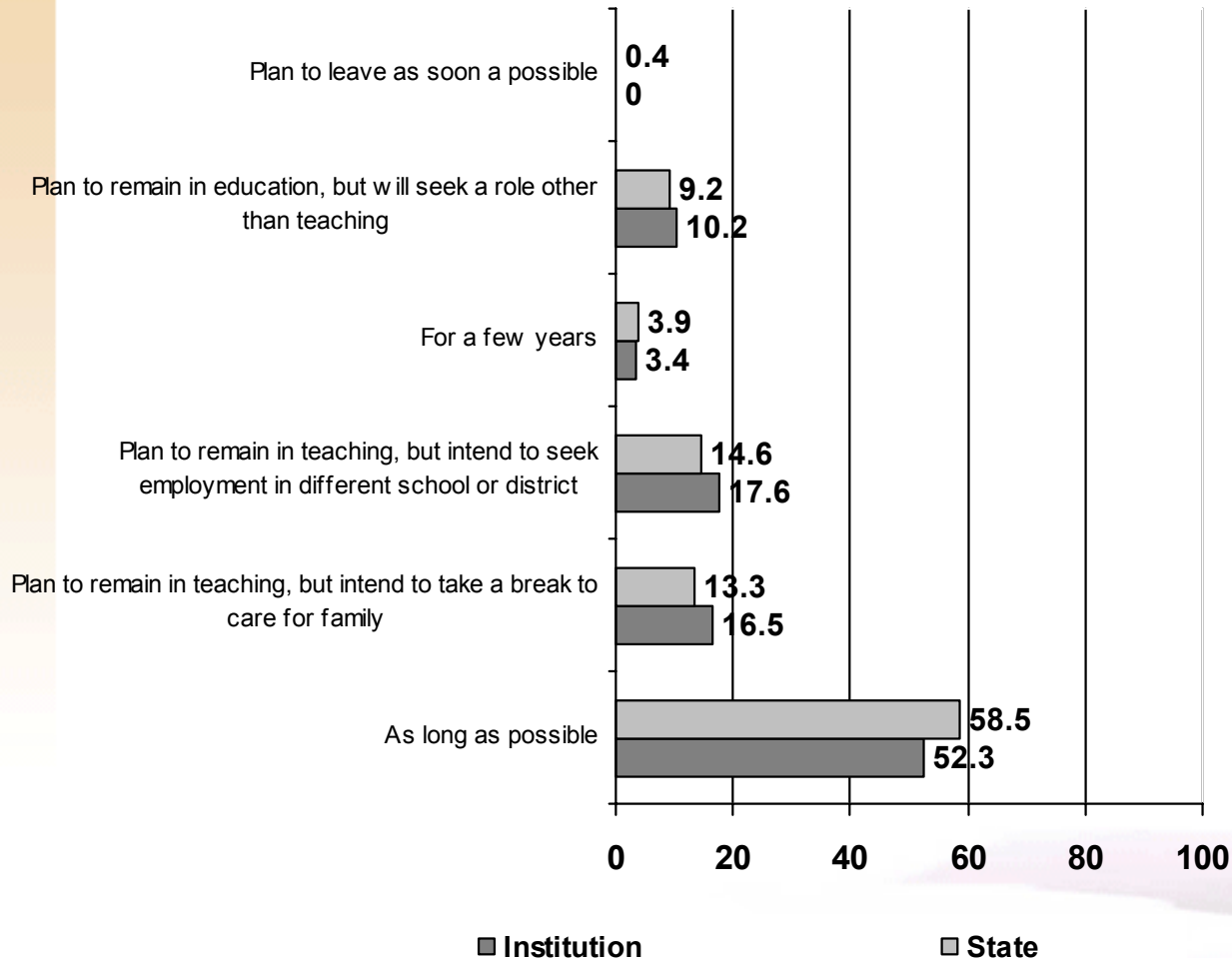
Frequency of Interactions between Mentor and Teacher (Percentage)



Support Received During the First Year of Teaching



Length of Time First Year Teacher Plans to Remain in Teaching



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 exemplified by:
 - I was well prepared for the challenge I would face in my career.
 - My experience at ELU 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 exemplified 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 exemplified 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

