

**Educator Preparation Annual Reporting Measures  
Council for the Accreditation of Educator Preparation (CAEP)  
2020 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 2018-19 “Impact on P-12 Assessment” mean data (on a 5 point scale with 1=Does Not Meet Standard and 5=Exceeds Standard) across the 18 indicators focused on candidate demonstration of knowledge and skills requisite to assessing impact on student learning, range from 4.18, Indicator 15, “Candidate uses information about families, cultures, and communities to connect instruction to students experiences” to 4.37, Indicator 4, “Candidate objectives reflect important learning including assessment criteria. Goals and objectives are suitable for the whole group and assessments are non-discriminatory” with an overall mean of 4.25. (Impact on P-12 Assessment).

The edTPA, a proprietary assessment, requires planning (Task 1), instruction (Task 2), and assessment (Task 3). In 2018-19 the state of Illinois increased the minimum passing score by 2 points to a 39. The EPP program completers first attempt pass rate for 2018-19 student teachers was 80% with an overall pass rate of 96%. 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, 4.11-4.35 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, 4.11); candidate assessment and analysis of the learning environment and student behavior data to engage all students (Q4c, 4.27); candidate use of student data to adapt the curriculum and implement strategies according to the characteristics of each student (Q5d, 4.14); collection and use of appropriate assessment data (Q6a, 4.30); use of variety of assessment strategies (Q7a, 4.12); maintenance of useful and accurate records of student work and performance (Q7b, 4.35); accurate interpretation and use of assessment results to enhance learning outcomes for all students (Q7c, 4.12); and communication of student performance data (Q7d, 4.19) (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 I 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. Data made available through the Illinois State Board of Education in 2018-19 (2017-18 evaluation data) on EIU graduates is evidence that EIU teacher education graduates demonstrate excellent teaching skills for first year teachers. The data shows that 40% of EIU 1<sup>st</sup> year teachers were rated by their principals as Excellent/Distinguished (highest rating) with an additional 58% rated Proficient.

### **Indicators of Teaching Effectiveness**

The primary source of data on teaching effectiveness comes from 1<sup>st</sup> 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 in 2018-19 (2017-18 evaluation data) on EIU graduates is evidence that EIU teacher education graduates demonstrate excellent teaching skills for first year teachers. The data shows that 40% of EIU 1<sup>st</sup> year teachers were rated by their principals as Excellent/Distinguished (highest rating) with an additional 58% rated 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**

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 2018-19 graduates was 96% 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.

One source of satisfaction on the ISBE survey is our graduates responses to the questions where they indicate the confidence they have in their ability to address fourteen key teaching/learning components aligned to Illinois Standards. Over 95% 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 95-100% with a mean of 98%) across all items. The results of the completer survey can be found at the end of this report.

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-89%, Faculty-94%, Field Experiences-98%, Student Teaching-99%).

### **Graduation Rates**

Using the teacher education cohort admitted during the academic year 2012-2013, 86% 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 96%.

### **Student Loan Default Rate**

University Rate 7.2% (3 year official)

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**Advanced Licensure Programs**

**Satisfaction of Employers and Employment Milestones**

This data should be available for the next annual report using data available from the Illinois State Board of Education. 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.

**Satisfaction of Completers**

Data not yet available. This data should also be available for the next annual report using data from the Illinois State Board of Education.

**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 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)

**Eastern Illinois University 2018-19 Completer Survey Results (Initial)**  
**Survey by Illinois State Board of Education**

<b>I feel confident in my ability to:</b>	<b>% Agree/Strongly Agree</b>
Ability: Set challenging and appropriate goals for student learning and performance	100%
Ability: Plan instruction aligned with state standards	100%
Ability: Develop lessons that build on student experiences, interests, and abilities	100%
Ability: Develop positive and supportive relationships with students	100%
Ability: Develop a classroom environment that promotes respect and group responsibility	100%
Ability: Differentiate instruction based on student needs	99%
Ability: Provide purposeful feedback to students to guide their learning	99%
Ability: Help students think critically and solve problems	99%
Ability: Use a variety of assessments	100%
Ability: Analyze student performance data to improve effectiveness	96%
Ability: Work with parents and families to better understand and support learning	96%
Ability: Maintain discipline and an orderly purposeful learning environment	98%
Ability: Use technology in the classroom to improve learning outcomes	96%
Ability: Help students assess their own learning	95%