

**Educator Preparation Annual Reporting Measures  
Council for the Accreditation of Educator Preparation (CAEP)  
2018 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 with the exception that the “Impact on P-12 Student Learning Assessment (Impact on P-12)” is completed by Special Education majors in their penultimate licensure area methods’ block. 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.

Data across 3 applications of the “Impact on P-12 Assessment” reflect that indicator means of means, across the 18 indicators focused on candidate demonstration of knowledge and skills requisite to assessing impact on student learning, range from 4.244, Indicator 18, “Use of technology to analyze data” to 4.500, Indicator 12, “Demonstrate 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). The EPP program completers first attempt pass rate across 4 applications of the edTPA was 96.83%. 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 range of means of means across the 2 applications of this assessment for the 8 indicators assessing skills consequential to measurement of impact on student learning was narrow, 4.142-4.332 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, 4.166); candidate assessment and analysis of the learning environment and student behavior data to engage all students (Q4c, 4.185); candidate use of student data to adapt the curriculum and implement strategies according to the characteristics of each student (Q5d, 4.142); collection and use of appropriate assessment data (Q6a, 4.144); use of variety of assessment strategies (Q7a, 4.243); maintenance of useful and accurate records of student work and performance (Q7b, 4.332); accurate interpretation and use of assessment results to enhance learning outcomes for all students (Q7c, 4.158); and communication of student performance data (Q7d, 4.152) (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%. While the State of Illinois has been piloting a value added growth model the analysis is by district not at the teacher level; the student growth data to be used as part of the teacher and principal evaluation is defined by the nature of the type of assessment. 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. The State has not at this juncture released any data collected by districts in the first full year of implementation of PERA (P-12 Impact Measures and Plan).

As a pilot, recent Eastern Illinois University EPP program completers who were teaching in Illinois public schools during the 2016-17 school year were asked to send the University a copy of their formal written summative teacher evaluations based on their districts "Performance Evaluation Plans," pursuant to the PERA teacher evaluation requirements. Forty-four in-service teachers who were graduates of Eastern Illinois University and were Eastern Illinois University educator preparation program completers provided their annual district performance evaluation. The evaluation domains as per PERA are: "professional practice," "classroom environment," "instruction," and "professional responsibilities." "Student Growth Outcomes" are rated and a "Summative" rating is given. Data reflect that the 44 candidates who shared their written in-service 2016-17 teaching evaluations earned either a "proficient," 54.5%, or "excellent/distinguished," 45.5%, "overall summative" rating. Relative to "Student Growth Outcomes" 72.2% earned a rating of "excellent/distinguished" and the remaining 27.3% earned a "proficient" rating. In the other 4 categories mean ratings were: "professional practice," 3.42; "classroom environment," 3.52; "instruction," 3.41; and "professional responsibilities," 3.44 (P-12 Impact Measures and Plan). There were 223 EPP program completers in 2015-16; the response rate of 44 in-service recent EPP program completers sharing their 2016- 2017 in-service evaluations equates to a 19.73% response rate (P-12 Impact Measures and Plan).

### **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.

Evidence that completers effectively apply the professional knowledge, skills, and dispositions that the preparation program experiences have been designed to achieve is provided by the in-service evaluations of EPP program completers (P-12 Impact Measures and Plan) and supervisor responses to the "Teacher Graduate Assessment (TGA)." The "Teacher Graduate Assessment" survey is designed to ascertain the supervisors' perception of the level of preparedness of the in-service teacher relative to the Illinois Professional Teaching Standards (IPTS).

The forty-four in-service teachers who provided their most recent annual district performance evaluation were each evaluated formally by an administrator in the district in which they were employed. The administrator completing the evaluation was a State of Illinois Board of Education (ISBE) trained evaluator. Consistent with the Illinois Performance Evaluation Reform Act (PERA) and consistent with the "Danielson's Framework" for evaluation of teacher performance four explicit areas of performance had to be assessed: "professional practice," "classroom environment," "instruction," and "professional responsibilities." PERA requires that each district must have a "Performance Evaluation Plan" and that the plan must include use of a structured process and use of procedures and instruments that are validated and evidence based (P-12 Impact Measures and Plan).

The ratings of the 44 in-service teachers provide evidence that completers effectively apply the professional knowledge, skills, and dispositions. Relative to "professional practice" 54.5% were rated as "proficient" and 45.5% were rated as "excellent/distinguished." Specific to "classroom environment" 45.5% were rated as "proficient" and 54.5% were rated as "excellent/distinguished." In the area of "instruction" 59.1% were rated as "proficient" and 40.9% were rated as "excellent/distinguished." In the fourth area of "professional responsibilities" 50% were rated as "proficient" and 50% were rated as "excellent/distinguished." Means for the four areas ranged from 3.41, "instruction" to 3.52, "classroom environment" (P-12 Impact Measures and Plan).

The "Teacher Graduate Assessment" assesses program completers who are in-service teachers at the culminating point of their first year of teaching following graduation from a State of Illinois public college of education. The "Teacher Graduate Assessment" is a "Statewide Assessment of Professional Teacher Education Programs in Illinois." It is a proprietary assessment of the "Illinois Association of Deans of Public Colleges of Education." First year in-service teachers and their supervisors are surveyed in the late Spring/early summer at the concluding point of the first year of in-service teaching.

The "Teacher Graduate Assessment" survey has been sent out annually since 2011. It was revised prior to use in 2014. While survey results are available for 3 years analysis of results due to the changes in the survey questions, is viable across only the 2 most recent years, 2014 and 2015. Nine of the survey questions ask supervisors to "Indicate the extent to which the beginning teacher was prepared by his/her teacher education program to be a successful new teacher." Each of these 9 questions (TGA, Q 9a-9i) relates to a given Illinois Professional Teaching Standard (IPTS). Each question asks the supervisor to rate preparedness relative to the degree that supervisors perceive the in-service teachers' were

prepared to address the Illinois Professional Teaching Standard and the Illinois Learning Standards. Given the alignment of the Illinois Professional Teaching Standards (IPTS) to the INTASC Standards the survey data also reflects perceptions of preparation relative to the INTASC Standards. The rating scale supervisors are asked to use is a 4 point scale: "Completely Prepared," "Satisfactorily Prepared," "Minimally Prepared," and "Not at all Prepared." Data is reported by percent of supervisors indicating a given rating. The total number of supervisors of Eastern Illinois University teacher education program first year in-service teachers responding 2014 and 2015 was 73.

Relative to the preparedness of in-service teachers and the 9 Illinois Professional Teaching Standards (IPTS) the range of percent's across the two years for the 9 questions aligned to the IPTS was 90.5-98.5% indicating Eastern's in-service teachers were prepared "satisfactorily" or "completely prepared." The highest percent, 98.5, "satisfactorily" or "completely" reflected in-service teachers' preparedness related to "Assessment (IPTS, Standard 7, INTASC Standard 6)" (TGA,Q.9g). The lowest, 90.5, was specific to preparedness as it relates to "Professionalism, Leadership, and Advocacy (IPTS, Standard 9, INTASC Standard 9)" (TGA, Q.9i). The second highest percent was supervisors' perception of in-service teachers' preparedness to engage in "Collaborative Relationships (IPTS Standard 8, INTASC Standard 10)" (TGA, Q.9h), 95.5%, "Completely/Satisfactorily." IPTS Standard 1 (INTASC 1 and 2), "Teaching Diverse Students (TGA, Q.9a)" reflects supervisors' perception of preparedness "Completely/Satisfactorily" of 94%; "Planning for Differentiated Instruction (TGA, Q 9c) (IPTS Standard 3, INTASC Standard 7)" preparedness was perceived to be "Completely/Satisfactorily" met by 91.5%. "Content Area Knowledge (TGA, Q9b) (IPTS, Standard 2, INTASC Standard 4)" perceived percent of preparedness "Completely/Satisfactorily" was 92% (Teacher Graduate Assessment).

Completers perception of effectiveness specific to the Illinois Professional Teaching Standard (IPTS) and INTASC Standards range from average percentages across the 2 years of 87% to 97.5% (TGA, Q8a-8i) "Completely" or Satisfactorily." The 2 year average percentage reflecting completers' perception of "professionalism (IPTS Standard 9/ INTASC Standard 9)" was the highest, 97.5% (TGA, Q8i). The lowest average percentage relative to perceived "effectiveness" was specific to "Planning for Differentiated Instruction," 87%, "Completely" or "Satisfactorily" (TGA, Q8c).

### **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." Evidence of "satisfaction with the completers' preparation" is provided by supervisor/employer responses to the "Teacher Graduate Assessment (TGA)" questions designed to measure how well supervisors perceive candidates were prepared. Supervisor responses to the TGA reflect satisfaction relative to in-service teacher performance at the culminating point of their first year of teaching following graduation from a State of Illinois public college of education.

The placement rate of educator preparation program graduates is an indication of employers' perceptions of the preparedness of Eastern Illinois University teacher education program completers. Across licensure areas, December 2015, May 2016, and August 2016, 145 program completers reported they were employed full-time. Four were enrolled in some form of "continuing education;" 7 were employed part-time; 1 was "volunteering or in a service program;" and only 6 were "seeking employment." The placement rate for 163 program completers for which employment information was

available was 96% with only three licensure areas below 100%: Early Childhood Education (87%); Elementary Education (94%); and Special Education, Learning Behavior Specialist 1 (96%) (Employment Data for Program Completers).

Twenty-four questions of the “Teacher Graduate Assessment (TGA)” are designed to ascertain how well prepared supervisors perceive first year in-service teachers to be (TGA, Q.10a-10x): “Completely prepared,” “Satisfactorily prepared,” “Minimally prepared,” or “Not at all prepared.” Analysis of the 73 supervisor responses across the 2 years for which data is compatible, 2014-2015, reflects percent means ranging from 76% to 96%, “Completely/Satisfactorily,” for the 24 items focused on supervisor perceived level of preparation of the first year in-service teachers who earned licensure through completion of Eastern Illinois University licensure programs. The highest percent mean average was relative to supervisors’ perceptions of the preparedness of graduates to “work with school administrators (TGA, Q10c),” 96% (57.5, “Completely;” and 38.5%, “Satisfactorily).” The next two highest average percentages with “Completely/Satisfactorily” combined, 93.5%, were: “Working with Other School Personnel (TGA, Q10d)” and “Using Technology in the Classroom (TGA, Q10u).” Evidence analyzed relative to Standard 1 specific to candidates in progress also reflected that a strength across candidates was their demonstration of professional behaviors; working with administrators and other school personnel are reflective of professional behaviors. The data reflects a carryover of this strength into first year teaching. The lowest mean of percentages, 76%, “Completely/Satisfactorily” combined, was generated by supervisor responses as to preparedness of in-service first year teachers to “teach English Language Learners (TGA, Q10u).” The second to lowest percent mean was 79.5%, 23.5% “Completely;” 56% “Satisfactorily;” 19.5%, “Minimally;” and 2% average for the 2 years, “Not at all” to the question asking how well prepared the first year teacher was to implement “Response to Intervention Strategies (TGA, Q10s).” Implementation of “Response to Intervention Strategies” requires skills relative to use of data. Evidence analyzed specific to Standard 1 reflected that candidates in progress demonstration of use of data was slightly less strong than other skills. Supervisor responses of perceived preparedness are very consistent with the evidence of candidate skills demonstrated across their preparation programs.

Supervisors’ perception of Eastern Illinois Universities’ first year in-service teachers “overall” preparedness to be a successful new teacher was strong; 45% responded “Completely” in 2015 and 36% responded “Completely” in 2014 with 49% in 2015 responding “Satisfactorily” and 55% in 2014. The combined average percentage for the 2 years relative to “overall” preparedness, “Completely/Satisfactorily,” was 92.5% (TGA, Q10a). Across the 24 “Teacher Graduate Assessment” questions designed to determine supervisors’ sense of preparedness 22 had average percentage means of 80% or higher reflecting “satisfaction” with the levels of preparedness of Easterns’ first year in-service teachers (TGA, Q.10a-10r, 10t, and 10u-x). Supervisors also perceive that these first year teachers are well prepared in their “primary content area (TGA, Q10n)” with an average percentage across the two years of 93%, “Completely/”Satisfactorily.”

### **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 Teacher Graduate Assessment (TGA), 2014-2015.

Eastern Illinois completers' satisfaction with "overall quality" of their preparation program is reflected in the response ratings; 59% responded "Very Satisfied" in 2015 and 47% responded "Very Satisfied" in 2014. In 2015 an additional 41% responded "Satisfied;" in 2014 an additional 47% responded "Satisfied." The combined average percentage for the 2 years relative to "overall" satisfaction, "Very Satisfied and Satisfied," was 97% (TGA, Q7g). The 32 program completers responding to the survey, 2014-2015, indicated by their survey responses that they perceive they were prepared to be a successful new teacher by their education program (TGA, Q9a): 100% responded "completely" or "satisfactorily," 2015; 84% responded "completely" or "satisfactorily" in 2014.

Thirty three questions focused on completers perceptions of their preparedness; 28 had average percentage means for the 2 years of 70% or higher reflecting completers perceived they were "Completely or Satisfactorily" prepared (TGA, Q8a-8i/9a-9x). Completers also perceive that they were "Completely or Satisfactorily" prepared in their "primary content area (TGA, Q9m)" with an average percentage across the two years of 89%.

Nine of the 33 questions relative to preparedness perceptions of completers were aligned to the Illinois Professional Teacher Standard (IPTS). Given the alignment of IPTS to the INTASC Standards results in the responses also providing evidence as to completers' preparedness specific to the INTASC Standards. The range of average percentages of completers' perception of preparedness ranged from 78% to 92.5% with "Completely" or "Satisfactorily" being the given response. The average percentage rating of 90.5% or higher reflects completers perceptions of "Completely" or "Satisfactorily" relative to their preparation to teach their "content area and pedagogical knowledge," 91% (TGA, Q 8b); "learning environment," 92.5% (TGA, Q8d); "instructional delivery," 92.5% (TGA, Q8e); "reading, writing, and oral communication," 90.5% (TGA, Q8f); and "professionalism, leadership, and advocacy," 90.5 (TGA, Q8i). The area more completers indicated, through their responses, they felt less prepared was "planning for differentiated instruction (TGA, Q8c)," with 21% feeling "minimally prepared," 2015, and 24% feeling "minimally prepared (22%)" or "not at all (2%)" 2014.

Completors were asked to respond to 24 probes focused on extent to which the teacher education program prepared them to be a successful new teacher. Average percentage means across two years of survey data for 18 of these 24 questions (TGA, Q9a-9x) reflect 70% or above responding "Completely" or "Satisfactorily" prepared. The highest average of means was relative to perceived preparation in their "content area," 89% (TGA, Q9m); next highest was "assessing student learning" (TGA, Q9w), 88.5%. The only level of preparedness that the majority of completers felt "minimally (average percentage, 40%)," or "not at all (average percentage, 21%)," was "teaching English Language Learners (TGA, Q9u)."

The evidence supports that the EPP demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools. Satisfaction of employers and program completers is also supported by the evidence. The evidence also reflects that the EPP delivers relevant and effective educator preparation programs. Ninety seven (97%) percent of completers at the conclusion of their first in-service year were "Satisfied" or "Very Satisfied" with the "overall quality" of their teacher education program (TGA, Q 7g); 92.5% of supervisors of the EPP first year in-service teachers indicated that "Overall" the completer was prepared to be a successful new teacher (TGA, Q10a). The ratings of the 44 in-service teachers who provided their most recent annual district performance evaluation to the EPP provides evidence that completers effectively apply professional

knowledge, skills, and dispositions. Ratings relative to “Professional practice” of completers in their first year reflects that 100% were rated as either “proficient (54.5%)” or “excellent/distinguished (45.5%)” (P-12 Impact Measures and Plan).

Areas of candidate performance the EPP and the discrete licensure programs based on the evidence across standards, including this Standard (4.3, 4.4), need to address to improve candidate performance are: “Response to Intervention strategies” and use of data in the “Response to Intervention” process and enhancement of knowledge and skills specific to working with “English Language Learners.” The evidence will be shared with the EPP Council on Teacher Education (COTE) and the licensure programs Fall 2017 with the expectation that consideration will be given to changes, course or programmatic, that would address these needed areas of improvement.

### **Graduation Rates**

Data not yet available. Data to calculate cohort graduation rates for teacher licensure candidates is in the process of being collected.

### **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**

Student Profile: Major	Total # Grad 2015-16	Employed in Area Prepared	Grad School	Seeking job	Volunteer or Services Program (e.g. Peace Corps)	Total Responses	Career Outcom es Rate
ART: Teacher Education	2	2				2	100%
CTE: Business Education	1	1				1	100%
CTE: FCS Education	1	1				1	100%
Early Childhood Education	17	12		2	1	15	87%
EC Dual	2	1				1	100%
ELE: General	81	46	2	3		51	94%
ELE: Middle School	4	4				4	100%
ENG: Language Arts Teacher Ed	3	1				1	100%

FLG: Spanish Teacher Education	2	2				2	100%
HIS: Teacher Education	5	5				5	100%
KSS: Teacher Education	15	11				11	100%
MAT: Teacher Education	14	10				10	100%
MUS: Teacher Education	12	9	1			10	100%
Science Teacher Ed Biology	5	3				3	100%
Science Teacher Ed Chemistry	1					0	
SOS: Political Science	1	1				1	100%
SPE: Early Childhood	12	8	1			9	100%
SPE: Elementary Ed Dual	17	12				12	100%
SPE: Standard Special	33	23		1		24	96%
Grand Total	228	145	4	6	1	163	<b>96%</b>

**Student Loan Default Rate**

University Rate 4.8% (3 year official)



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**Advanced Licensure Programs**

**Satisfaction of Employers and Employment Milestones**

Data not yet available

**Satisfaction of Completers**

Data not yet available.

**Graduation Rates**

Data not yet available. Data to calculate cohort graduation rates for advanced licensure candidates is in the process of being collected.

**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**

Data not yet available. Preliminary data shows that well over 90% of advanced licensure candidates are employed in education within 6 months of graduation.

**Student Loan Default Rate**

University Rate 4.8% (3 year official)