

# Quincy University - School of Education

## Elementary Teacher Licensure Program Report

### July 2018

#### Quincy University Mission Statement

---

Quincy University stands as a Catholic, independent, liberal arts institution of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and the integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

#### School of Education Mission Statement

---

Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of servant-leaders. These inspiring and collaborative professionals will be responsive and reflective decision makers throughout their careers, committed to the academic and personal success of all, particularly the marginalized.

#### Teacher Licensure Program Mission Statement

---

The teacher licensure program prepares teachers to use reflective decision-making to improve their instruction. As servant leaders, these aspiring teachers will use both content knowledge and pedagogical skills to give all students, particularly those most at-risk, the skills and knowledge to be successful learners. They will model the ethical and professional norms of education and be true examples of life-long learners.

#### Teacher Education Program Outcomes

---

The following outcomes are directly connected to Illinois State Board of Education requirements for programs that prepare teachers to work in Illinois public schools.

- A. Content Knowledge (CK)
  - Teacher education graduates will demonstrate competence in the content they teach by meeting minimum required grade point averages (GPAs) and passing state-mandated content exams.
- B. Clinical Experiences (CE)
  - Teacher education graduates will perform at a level expected of beginning teachers in classrooms clinical and student teaching experiences based on rubrics administered during clinical experiences.
- C. Instructional Planning and Delivery (IPD)
  - Teacher education graduates will develop instructional plans that meet the needs of all learners including instructional strategies that recognize the differences among children.
- D. Assessment of Impact on Student Learning (ASL)
  - Teacher education graduates will demonstrate competence in development, application, and analysis of appropriate assessments that gauge the impact of instruction on student learning.
- E. Dispositions (D)
  - Teacher education graduates will exhibit appropriate dispositions in all interactions with all persons they encounter as part of their professional education courses, field work, clinical experiences, and student teaching.

## Description of the Methods of Program Assessment

The following chart indicates key assessments in the teacher licensure program. A variety of assessment formats is included: portfolios, disposition rubrics, professional teaching standard rubrics, and state licensure tests.

Name of Assessment	Type or Form of Assessment	When the Assessment is Administered	Program Outcomes Assessed*
<b>1. Content Test</b>	State test	Prior to student teaching	CK
<b>2. Professional Teaching Standards Rubric</b>	Checklist of 33 professional teaching elements with 4-point scale	Final evaluation of student teaching experience	CK, CE, IPD, ASL, D
<b>3. Disposition Rubric</b>	Checklist of 25 disposition elements with 3-point scale	During each pre-professional course, and conclusion of student teaching experience	D
<b>4. Lesson Plans</b>	Two Universal Design lesson plans	Once during each student teaching placement	CK, IPD, ASL
<b>5. edTPA - teaching performance assessment</b>	State-mandated digital portfolio assessed by trained national scorers	During 1 <sup>st</sup> 8-week student teaching placement	IPD, ASL

\*CK: Content Knowledge; CE: Clinical Experiences; IPD: Instructional Planning and Delivery; ASL: Assessment of Student Learning; D: Dispositions

## Results of Assessments #1

### Illinois Licensure Testing System Content Test Results June 1, 2017-May 31, 2018 Elementary Education

Content tests administered by the Illinois Licensure Testing System are standardized, multiple choice exams that assess candidates knowledge of the content that is taught in elementary school classrooms. There is no specific, prescribed point in a candidate's preparation where the unit expects candidates to sit for the content exam. Candidates register and sit for the exam at a point where they perceive they are sufficiently prepared to pass the exam. Thus, the number of test takers may not equal the number of program completers in a given academic year.

Name of Test	Test Number	Total Number of Test-takers	Total Number Passing Test	Passing Percentage
Elementary/Middle School	110	7	7	100%

Elementary Education - Score Breakdown	
Total Average (range 100-300; minimum 240 to pass)	265
Subtest 1 - Language Arts and Literacy	270
Subtest 2 - Mathematics	265
Subtest 3 - Science	273
Subtest 4 - Social Sciences	244
Subtest 5 - The Arts, Health, & Physical Education	274

### Analysis of Assessment Results

Illinois State Board of Education requires that teacher preparation programs reach a minimum pass rate of 80% on all state-mandated tests. Failure to meet the minimum pass rate of 80% automatically requires programs to implement a plan for improvement for the program and test that is below expectation. The pass rate for Elementary Education majors on the content exam meets the state mandated minimum, so no plan for improvement is needed.

It should also be noted that the exam covers content expected of elementary classroom teachers. Candidates who cannot pass the exam would likely struggle with the content they would be expected to teach to children. Such a scenario does not instill confidence in candidates' capabilities.

In future reports, a change will occur in the testing scenario. Rather than a single exam with 5 sub-scores, the Elementary Education content test will transition to 4 individual exams each with its own set of sub-scores. This will yield much richer data as to where candidates struggle in content preparation. As it currently exists, the single mathematics sub-score, for example, does not give any indication where Elementary Education candidates struggle in their mathematics content knowledge.

### Planned Changes Based Upon Analysis

The School of Education submitted a revised Elementary Education program protocol to demonstrate compliance with a variety of rule changes that had become effective over the past few years. That revised program was approved on November 6, 2015, with implementation of the curriculum set to begin so that those completing their programs after September 1, 2018. SOE has implemented the changes and moving forward all candidates will meet the new state criteria.

## Results of Assessment #2

### Student Teaching Candidate Professional Teaching Standards Assessment

Rating Scale: 1-Unsatisfactory; 2-Developing; 3-Meets; 4-Exceeds

Illinois Professional Teaching Standards	Average Scores	
	All QU n=12	Elem. Ed. n=8
<b>1. Teaching Diverse Students</b>		
A. Selects resources and strategies to meet a range of individual needs	3.17	3.00
B. Teaches to individual learning abilities	3.04	3.44
C. Holds high expectations for learning and achievement	3.54	3.19
<b>2. Content/Pedagogical Knowledge</b>		
A. Possesses content knowledge	3.46	3.19
B. Integrates knowledge into instructional objectives	3.42	3.38
C. Engages students in meaningful learning	3.33	3.19
D. Identifies resources that support student learning	2.96	2.81
<b>3. Planning for Differentiated Instruction</b>		
A. Plans for long and short term instruction	2.92	2.75
B. Prepares learning activities based on essential skills, state standards, and district curriculum	3.17	3.00
C. Differentiates instruction	2.96	3.00
<b>4. Learning Environment</b>		
A. Establishes intrinsic motivation and positive climate	3.29	3.25
B. Establishes expectations for behavior	3.42	3.50
C. Monitors and responds to student behavior	3.17	3.19
D. Manages materials and technology, time, pace, and transitions	2.83	2.69
<b>5. Instructional Delivery</b>		
A. Demonstrates multiple teaching strategies	3.17	3.19
B. Adjusts for individual needs	3.00	3.00
C. Uses appropriate role of the teacher for each instructional activity	3.33	3.44
<b>6. Reading/Writing/Oral Communication</b>		
A. Assesses and implements strategies to meets students' literacy needs	2.82	2.88
B. Uses a variety of materials/strategies to teach vocabulary, comprehension, and fluency	3.00	3.00
C. Teaches appropriate content area writing	2.91	3.00
D. Plans for effective oral communication	2.79	2.69
<b>7. Assessment</b>		
A. Uses a variety of formal and informal assessment strategies	3.23	3.19
B. Uses assessment in lesson planning	3.23	3.25
C. Evaluates criteria and provides feedback	3.36	3.31
D. Records and monitors assessment data	3.05	3.00
<b>8. Collaborative Relationships</b>		
A. Promotes a positive school climate	3.54	3.44
B. Collaborates with school personnel to benefit student learning and behavior	3.38	3.19
C. Communicates with families	3.06	2.75
D. Knows and accesses community resources	2.85	2.75
<b>9. Professionalism/Leadership/Advocacy</b>		
A. Models professional behavior	3.67	3.75
B. Reflects on teaching to identify paths for professional growth	3.33	3.25
C. Communicates effectively	3.29	3.31
D. Participates in professional development opportunities	3.50	3.50

## **Analysis of Assessment Results**

The Illinois Professional Teaching Standards Rubric is one of the major assessments for students enrolled in the teaching licensure program. Overall performance on all standards is good. Analysis reveals some slightly lower areas that will receive attention by the University Supervisors as they observe the candidates' teaching.

Comparing the Elementary candidates' scores to all QU teacher candidates reveals 3 instances where Elementary candidates scored significantly differently than did their peers ("significant" is considered .15 points or more above or below the comparison score).

### *1C - Holds high expectations for learning and achievement -.35*

All QU candidates averaged 3.54 whereas Elementary Ed candidates averaged 3.19, a difference of -.35. While there is no ready explanation for the difference in the scores between the all candidates and Elementary candidates, it may be attributable to a rise in the emphasis in accountability and high stakes testing where student test scores may be used in evaluation procedures for classroom teachers. Teacher candidates may have a glorified view of student achievement and may desire deeply to have all students under their care succeed. Thus, they may struggle with setting high expectations for achievement.

### *2A – Possesses content knowledge -.27*

All QU candidates averaged 3.46 whereas Elementary Ed candidates averaged 3.19, a difference of -.27. Again, there is no ready explanation for the difference. One plausible explanation is that these scores are lower for elementary education candidates who must manage multiple content areas.

## **Planned Changes Based upon Analysis**

No curricular changes are planned. All Elementary Education candidates met the expectations program faculty have for success in the professional education sequence. Likewise, all candidates earning passing scores on the state teacher performance assessment (edTPA).

## Results of Assessment #3

### Student Teaching Candidate Disposition Assessment Elementary

Scored: 1=Unacceptable; 2=Needs Improvement; 3=Meets Expectations; 4=Exceeds Expectations

Disposition Elements	Average Score	
	All QU n= 12	All Elem. Ed. n=8
<b>Servant Leadership</b>		
1. Practices active listening	3.50	3.50
2. Accepts individual differences	3.71	3.69
3. Distinguishes between the behavior and the person	3.54	3.56
4. Uses methods other than coercion to lead	3.58	3.50
5. Maintains positive outlook	3.54	3.44
<b>Reflective Decision-making</b>		
6. Seeks constructive feedback from others	3.54	3.25
7. Makes changes based on feedback	3.58	3.38
8. Recognizes personal limitations	3.58	3.31
9. Seeks to enhance personal strengths	3.50	3.25
10. Seeks to compensate for or overcome personal limitations	3.17	3.00
<b>Commitment to Ethical Standards</b>		
11. Displays honesty in interactions with others	3.83	3.75
12. Models ethical behavior of a professional	3.92	3.88
13. Maintains confidentiality	4.00	4.00
14. Respects others	4.00	4.00
15. Is trustworthy	3.92	3.88
<b>Success for All</b>		
16. Provides constructive feedback	3.25	3.13
17. Implements strategies to meet the needs of all	3.29	3.19
18. Helps all achieve	3.54	3.44
19. Uses diversity as a strength when working with others	3.29	3.19
<b>Professionalism</b>		
20. Dresses appropriately	3.83	3.88
21. Follows through on commitments	3.71	3.56
22. Communicates without an intent to deceive	3.83	3.75
23. Attends all expected meetings	3.75	3.63
24. Works collaboratively with others	3.83	3.75
25. Is punctual	3.83	3.75

## Analysis of Assessment Results

The disposition rubric is the second major assessment of teaching competence. Dispositions are defined by the Council for the Accreditation of Educator Preparation as “Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. . . . Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions.” The School of Education has identified and defined its dispositions and regularly assess candidates’ dispositions both informally and formally.

Informally, candidates are expected to demonstrate suitable dispositions at all times in all they do and say as Quincy University students and representatives of the School of Education. At any time a faculty member or other supervisor identifies behavior contrary to the expected dispositions, a *Dispositions Alert* form may be submitted to the Dean of the School of Education. The Dean tracks and monitors incoming forms and takes

action if 2 or more alerts are filed on any given candidate. In 2017-2018, zero (0) disposition notices were filed in the Director's office.

Formally, candidate dispositions are assessed as part of the student teaching experience. It is in this high-stakes environment that a candidate's true personality can be best assessed by university supervisors and classroom supervising teachers who collaboratively complete the dispositions assessment.

Comparing the Elementary candidates' scores to all QU teacher candidates reveals 6 instances where Elementary candidates scored significantly differently than did their peers ("significant" is considered .15 points or more above or below the comparison score). In each of the 6 instances, Elementary candidates' scores were significantly *lower* than their peers.

<b>Reflective Decision-making:</b> 6. Seeks constructive feedback from others	-.29
<b>Reflective Decision-making:</b> 7. Makes changes based on feedback	-.20
<b>Reflective Decision-making:</b> 8. Recognizes personal limitations	-.27
<b>Reflective Decision-making:</b> 9. Seeks to enhance personal strengths	-.25
<b>Reflective Decision-making:</b> 10. Seeks to compensate for or overcome personal limitations.	-.17
<b>Professionalism:</b> 21. Follows through on commitments	-.16

It is noted that all the areas of reflective decision-making and one area of professionalism of following through on commitments, the elementary education candidates have scored significantly lower than all candidates. It is noted in our Education programs and attention is given to these areas in the curricula.

### **Planned Changes based Upon Analysis**

No specific changes are required. Elementary education candidates generally score well on the Dispositions Assessment. All averages are above the "Meets Expectations" rating. It speaks to the caliber of candidate enrolling in the Teacher Education Program at Quincy University and the overall quality of the QU's student body.

## Results of Assessment #4

### Universal Design Lesson Plans Elementary Education

The Understanding by Design Unit Plan is a common lesson plan template and rubric set used in a variety of courses across the Teacher Education Program. During student teaching, the rubric is applied to lesson plans and scores tabulated.

<b>2017-2018 Universal Lesson Plan (16 points possible)*</b>	<b>All QU SoE n=12</b>	<b>All Elementary n=8</b>
1 <sup>st</sup> eight weeks	12.40	12.69
2 <sup>nd</sup> eight weeks	12.60	12.86

<b>Historical Data Elementary</b>	<b>First 8-Week Placement</b>	<b>Second 8-Week Placement</b>
<b>2016-2017</b>	12.5	13.5
<b>2015-2016</b>	12.83	13.22
<b>2014-2015</b>	10.47	10.58
<b>2013-2014</b>	11.00	10.84
<b>2012-2013</b>	10.30	10.30
<b>2011-2012</b>	10.30	10.94

#### Analysis of Assessment Results

Elementary education teacher candidates write literally hundreds of lesson plans in their preparation to becoming full-fledged teachers. They do so in the many methods courses and also do so in clinical experiences. Thus, it is not surprising that candidates score well on the rubric used to assess lesson plans during student teaching. They perform slightly better than their peers in other preparation programs in the unit.

#### Planned Changes Based Upon Analysis

The unit is pleased with candidate performance on the lesson planning rubric and no particular changes to curriculum are planned.

## Results of Assessment #5

### edTPA Teaching Portfolio Assessment Elementary Education

Student teaching is the capstone experience all teacher candidates. It is a sustained experience lasting 16 weeks divided into 2 8-week segments. Ideally, candidates are placed in two different classrooms each a different developmental level.

The edTPA (Teacher Performance Assessment) is digital teaching portfolio created as a result of the experience. The assessment is “edTPA is an authentic assessment tool that shows how teacher candidates develop and evaluate student learning. The centerpiece of the edTPA process is a portfolio that describes and documents authentic practices from the candidate’s teaching experience. The portfolio addresses planning, instruction, assessment, analyzing teaching, and academic language to reveal the impact of a candidate’s teaching performance on student learning.” The assessment is scored via nationally-trained, reliable and valid scorers using a 15-item rubric and a 75 total maximum score.

Rating Scale: 1-unacceptable; 2-emerging; 3-proficient; 4-accomplished; 5-exemplary. However, it is important to note that ISBE requires, at present, a 32 in order to pass.

edTPA Rubric Descriptor	All QU SoE n=12	All Elem. Ed. n=8
<b>Rubric 1 - Planning for &lt;Content Area&gt; Understandings</b>	2.96	2.88
<b>Rubric 2 - Planning to Support Varied Student Learning Needs</b>	2.92	3.00
<b>Rubric 3 - Using Knowledge of Students to Inform Teaching and Learning</b>	3.29	3.38
<b>Rubric 4 - Identifying and Supporting Language Demands</b>	3.17	3.25
<b>Rubric 5 - Planning Assessments to Monitor and Support Student Learning</b>	3.17	3.13
<b>Rubric 6 - Learning Environment</b>	3.00	3.13
<b>Rubric 7 - Engaging Students in Learning</b>	3.00	3.00
<b>Rubric 8 - Deepening Student Learning</b>	2.92	3.00
<b>Rubric 9 - Subject-Specific Pedagogy</b>	2.67	2.75
<b>Rubric 10 - Analyzing Teaching Effectiveness</b>	3.00	3.00
<b>Rubric 11 - Analysis of Student Learning</b>	2.67	2.50
<b>Rubric 12 - Providing Feedback to Guide Learning</b>	3.08	2.88
<b>Rubric 13 - Student Use of Feedback</b>	2.54	2.63
<b>Rubric 14 - Analyzing Students’ Language Use and &lt;Content Area&gt; Learning</b>	2.67	2.63
<b>Rubric 15 - Using Assessment to Inform Instruction</b>	3.17	3.25
<b>Overall Average</b>	44.25	44.38

**Pass Rate:** Illinois State Board of Education has set a minimum cut score of 37 for academic year of 2017-2018.

### Analysis of Assessment Results

100% of QU teacher candidates earned at or above the state mandated minimum score of 32.

One obvious area for improvement lies in “Analysis of Student Learning.” With the new Elementary Education curriculum including specific coursework in assessment and student learning, it is expected that improvements in scores on rubrics 11-15 will be seen. These 5 rubrics constitute “Task 3-Assessing Students’ Learning” of the edTPA work.

### Planned Changes Based Upon Analysis

Unit faculty already recognized that teacher candidates at both the Elementary and Secondary levels lacked knowledge and skills related to assessment of student learning. In response to that, a new course has been

added to the curriculum for both Elementary and Secondary candidates. The course, EDU 355 Assessments in Education is currently being offered. While we might not immediately see improvements in Assessment Task scores on edTPA, as more candidates who will have taken the course reach student teaching, confidence in candidates' ability to assess student learning should rise dramatically.