Concordia University, Nebraska
Educator Preparation Program (EPP)

Display of Annual Reporting Measures
In compliance with
CAEP Annual Report
and Title II Annual Report

2017-2018 Academic Year Reported

April 2019

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(Title II & CAEP)
and
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(CAEP)

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Education Program Completers 2017-2018 (Title II & CAEP) Graduation Rates 2017-2018 (CAEP)

Number of completers for programs leading to <u>initial</u> teacher certification or licensure: **87**

Initial Program Graduation Rate: **94.57%**

(5 admitted candidates did not complete)

Number of completers for <u>advanced</u> programs: 206

Advanced Program data will be available in 2021.

Part 2
Initial Program Completer
Grade Point Average
2017-2018
(Title II)

Initial Program Grade Point Average (Title II)

Median GPA of individuals accepted into the program in academic year 2017-18:

3.63 (on 4.0 scale)

Median GPA of individuals completing the program in academic year 2017-18:

3.64 (on 4.0 scale)

Part 3
Praxis Content Test Pass Rates (Title II)
and
Ability of Completers to Meet Certification Requirements (CAEP)

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Praxis Content Test Pass Rates (Title II)

Initial program completers:

Number Taking Tests	Number Passing Tests	Pass Rate
87	86	99%

Advanced program data will available in 2021.

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Part 4
Program Completers'
Impact on P-12 Learning and Development (CAEP 4.1)

# Impact on P-12 Learning and Development (CAEP 4.1)

Overview

In Spring 2019, student assessment data from six program completers were collected from a convenience sample of recent program completers. Each of these completers provided us with a direct measure of student outcomes. All six of them collected and submitted their individually chosen pre/post student assessment data during the month of February 2019, with the exception of Case 1, in which the pre-assessment took place in August.

The program completers were initially contacted via email, following consent from their building administrator, and asked to participate in this process. Each of the six agreed to collect and record current student pre/post assessment data, and sent it to Concordia University via email. Each completer chose their own method of reporting the raw data collected, some sending it in a table and others sending the actual student assessments. The Education Department at Concordia University has recorded each set of the data in a similar table format for comparability purposes.

Data: Impact on P-12 Learning and Development (CAEP 4.1)
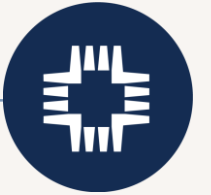
Case	% of Students Improved
1: Pre-School – Name Writing	19/21 = 90%
2: Transitional Kindergarten – Sight Word Reading	17/18 = 94%
3: 1st/2nd Grade combined classroom – Spelling Tests (2 weeks)	12/12 = 100%
4: 6th Grade – Earth Science Earthquake Quizzes	6/6 = 100%
5: 6th-8th Grade – Math Inequalities	7/9 = 78%
6: 7th Grade – Math Probability	13/13 = 100%
Expected level of student learning growth for these cases: 90% of students demonstrating improvement in learning outcomes	Overall % of Students Improved 94%

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Data Analysis: Impact on P-12 Learning and Development
(CAEP 4.1)

The P-12 student assessment data reported here indicates that overall 94% of students improved their learning outcomes when measured by a pre and post-test, and provides a direct measure of P-12 student learning. This evidence demonstrates that overall the program completers contribute to the EPP's expected level of student learning growth. It is noted that student assessment data from five of the six program completers showed 90% or more of students demonstrating learning growth. One of the program completer's data showed less than 90% of students improved learning.

This information represents one cycle of data utilized to meet current requirements under CAEP Standard 4.1. **Due to low number of participants, these data are not used for identifying trends or making decisions regarding program improvement.** Moving into the 2019-2020 school year, The EPP will utilize a different, more permanent plan for demonstration of completer impact on P-12 student learning growth and development.

Part 5
Indicators of Teaching Effectiveness (CAEP 4.2)

Indicators of Teaching Effectiveness (CAEP 4.2)

Data collection for CAEP 4.2 Indicators of Teaching Effectiveness was piloted in Spring 2018 and Fall 2019. A convenience sample of Elementary Education and Secondary Education program completers in their first, second or third year of teaching was used for data collection.

Three points of data were collected:

1. Principals **evaluated program completers' teaching performance** using the *Nebraska Department of Education Clinical Practice Evaluation* (2017).

    4 = Advanced; 3 = Proficient; 2 = Developing; 1 = Below Standard.

2. Program completers **self-evaluated their teaching performance** using the *Nebraska Department of Education Clinical Practice Evaluation* (2017).

    4 = Advanced; 3 = Proficient; 2 = Developing; 1 = Below Standard.

3. P-12 students of program completers **evaluated teaching performance** of their teacher (program completer) using the *Panorama Student Survey*.

These data provide measures of indicators of teaching effectiveness using valid instruments.

Benchmark scores on the evaluations, set by the EPP: Scores of 3 = Proficient.

Data: Indicators of Teaching Effectiveness (CAEP 4.2)

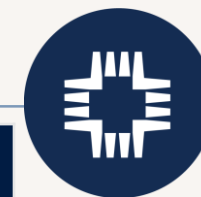|	Teacher and Principal Means for NE Clinical Practice Evaluation Items								
		Spring 2018 Sample N = 4		Fall 2018A Sample N = 11		Fall 2018B Sample N = 12		Total Sample = Trends N = 27	
InTASC Standard	NE CPE Item	Tchr Data n = 3	Prncpl Data n = 4	Tchr Data n = 9	Prncpl Data n = 8	Tchr Data n = 9	Prncpl Data n = 12	Tchr Data n=21	Prncpl Data n=24
1	Used data about students and their development to adjust teaching and build on student strengths resulting in student learning.	3.333	3.250	3.238	3.036	3.000	3.000	3.143	3.042
2	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.	3.333	3.000	3.048	3.000	3.111	3.000	3.095	3.000
3	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	3.000	3.250	3.286	3.571	3.222	3.000	3.238	3.250

Data: Indicators of Teaching Effectiveness (CAEP 4.2)

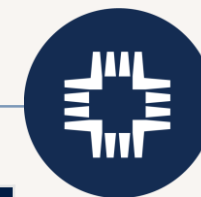|		Spring 2018 Sample N = 4		Fall 2018A Sample N = 11		Fall 2018B Sample N = 12		Total Sample = Trends N = 27	
InTASC Standard	NE CPE Item	Tchr Data n = 3	Prncpl Data n = 4	Tchr Data n = 9	Prncpl Data n = 8	Tchr Data n = 9	Prncpl Data n = 12	Tchr Data n=21	Prncpl Data n=24
4	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	3.333	3.500	3.429	3.714	3.222	3.167	3.333	3.417
5_1	Links concepts to help students make connections and engages students in applying methods of inquiry in the disciple to engage learners in critical thinking.	3.667	3.000	3.286	3.429	2.889	2.917	3.143	3.125
5_2	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	3.333	2.750	3.238	3.179	3.222	2.917	3.250	3.000

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Data: Indicators of Teaching Effectiveness (CAEP 4.2)

InTASC Standard	NE CPE Item	Spring 2018 Sample N = 4		Fall 2018A Sample N = 11		Fall 2018B Sample N = 12		Total Sample = Trends N = 27	
		Tchr Data n = 3	Prncpl Data n = 4	Tchr Data n = 9	Prncpl Data n = 8	Tchr Data n = 9	Prncpl Data n = 12	Tchr Data n=21	Prncpl Data n=24
6_1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	2.667	2.750	3.143	3.179	3.000	3.083	3.048	3.083
6_2	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	3.000	3.000	2.905	2.786	2.778	2.833	2.857	2.833
7	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for student to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	3.000	2.750	3.000	3.393	2.889	3.083	2.952	3.167

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Data: Indicators of Teaching Effectiveness (CAEP 4.2)

InTASC Standard	NE CPE Item	Spring 2018 Sample N = 4		Fall 2018A Sample N = 11		Fall 2018B Sample N = 12		Total Sample = Trends N = 27	
		Tchr Data n = 3	Prncpl Data n = 4	Tchr Data n = 9	Prncpl Data n = 8	Tchr Data n = 9	Prncpl Data n = 12	Tchr Data n=21	Prncpl Data n=24
8_1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	3.000	3.000	3.190	3.536	3.000	3.000	3.095	3.208
8_2	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information concepts to build critical thinking skills.	4.000	3.250	3.333	3.143	3.111	2.833	3.286	3.000
8_3	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	3.667	3.500	3.476	3.500	3.333	3.083	3.429	3.292

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Data: Indicators of Teaching Effectiveness (CAEP 4.2)

InTASC Standard	NE CPE Item	Spring 2018 Sample N = 4		Fall 2018A Sample N = 11		Fall 2018B Sample N = 12		Total Sample = Trends N = 27	
		Tchr Data n = 3	Prncpl Data n = 4	Tchr Data n = 9	Prncpl Data n = 8	Tchr Data n = 9	Prncpl Data n = 12	Tchr Data n=21	Prncpl Data n=24
9	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	4.000	3.250	3.524	3.036	3.667	3.250	3.619	3.167
10_1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking our leadership opportunities in the school and/or community.	4.000	3.250	3.429	3.036	3.444	3.333	3.476	3.208
10_2	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicated with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings, etc.)	3.333	3.250	3.333	2.821	3.111	3.083	3.238	3.000

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Data: Indicators of Teaching Effectiveness (CAEP 4.2)

| Panorama Student Survey https://www.panoramaed.com/panorama-student-survey Elementary and Secondary Student Means by Panorama Categories Scale of 1-5 with 5 the highest positive score Benchmark set by EPP: 3.50								
	Spring 2018 Sample N = 156		Fall 2018A Sample N = 219		Fall 2018B Sample N = 146		Total Sample = Trends N = 523	
Panorama Category	Elementary N = 30	Secondary N = 126	Elementary N = 0	Secondary N = 219	Elementary N = 43	Secondary N = 105	Elementary N= 73	Secondary N = 450
Pedagogical Effectiveness	4.444	3.586	NA	4.10	4.23	4.05	4.29	3.95
Classroom Climate	3.468	3.336	NA	4.43	3.90	4.50	3.70	4.14
Classroom Rigorous Expectations	4.594	3.768	NA	4.18	4.14	4.00	4.33	4.02
Classroom Engagement	4.200	3.520	NA	3.34	3.95	3.14	4.05	3.34
Classroom Teacher-Student Relationships	4.602	3.504	NA	3.95	4.37	3.79	4.47	3.79
Classroom Belonging	4.043	3.511	NA	3.59	4.03	3.43	4.03	3.53

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CAEP 4.2 Benchmarks

- Benchmarks for the Nebraska Department of Education Clinical Practice Evaluation (2017) from Principals and Teachers as set by the EPP = Total Scores of 3.0 Proficient for the three cycles.

- Benchmarks for the Panorama Student Survey as set by the EPP = Total Scores of 3.5 for the three cycles.

CAEP 4.2 Trends in Data
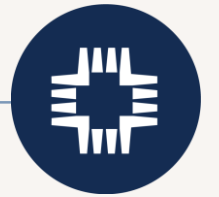
Data show that 14 of the 15 survey items for *Nebraska Department of Education Clinical Practice Evaluation (2017)* are at or above benchmark from both Principals and Teachers.

- Item 6.2 Differentiated Assessment Practices is below the benchmark score of 3.0 from both Principals and Teachers.
- Item 7 Instructional Planning is below benchmark from Teachers only.

Data show that 5 of the 6 survey categories for *Panorama Student Survey* are at or above benchmark from both Elementary and Secondary students.

- Classroom Engagement is below benchmark from Secondary students.

EPP Action based on CAEP 4.2 Data

The Education Advisory Committee and EPP faculty will analyze these data in September 2019. Strengths, areas for improvement and potential program improvements will be identified by the EPP.

Program improvement decisions based upon these data will be considered throughout 2019-2020. Program improvement decisions will be finalized in May 2020. Program improvements will begin in Fall 2020.

Part 6
Satisfaction of Employers, Employment Milestones (CAEP 4.3)
and
Satisfaction of Completers (CAEP 4.4)

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Satisfaction of Employers, Employment Milestones and Satisfaction of Completers (CAEP 4.3 and 4.4)

2018 Nebraska First Year Teacher Survey

Introduction

The Nebraska Department of Education (NDE) administered the Nebraska First Year Teacher Survey from mid-March to late April 2018. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs at 15 preparation institutions in the state. Concordia University was a participating preparation institution. Evaluation indicators are based on the InTASC Model Core Teaching Standards, 2011.

Results

The results of the questions concerning the impact on student learning (by principals and teachers), continued employment (by principals), and preparedness (by teachers) are displayed below. Also displayed below are the survey indicators, frequency of responses and means per indicator, for both principals and teachers.

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2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Impact on Student Learning Reported by Principals of 2016-17 Program Completers

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective	Total Responses
Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?	6 46.2%	5 38.5%	1 7.7%	1 7.7%	13

Benchmark set by EPP: 100% of principals report first year teachers to be highly effective or moderately effective impact on student learning.

Data findings: 84.6% of principals report that first year teachers have a highly effective or moderately effective impact on student learning.

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2018 Nebraska First Year Teacher Survey (CAEP 4.4)

Impact on Student Learning Reported by First Year Teachers/2016-17 Program Completers

	Highly Effective	Moderately Effective	Somewhat Effective	Ineffective	Total Responses
Based upon your performance as a first year teacher, how would you rate your impact on student learning?	4 40%	6 60%			10

Benchmark set by EPP: 100% of first year teachers report highly effective or moderately effective impact on student learning.

Data findings: 100% of first year teachers report that they have a highly effective or moderately effective impact on student learning.

2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Continuing Employment Responses by Principals of 2016-17 Program Completers

	Yes	No	Total Responses
Would you consider this teacher effectively prepared for continuing employment in your district?	11 84.6%	2 15.4%	13

Benchmark set by EPP: 100% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

Data findings: 84.6% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

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2018 Nebraska First Year Teacher Survey (CAEP 4.4)
Preparedness Responses by First Year Teachers/2016-17 Program Completers

	Yes	No	Total Responses
Do you believe you were prepared to be an effective first year teacher?	9 90%	1 10%	10

Benchmark set by EPP: 100% of first year teachers report that they believe they were prepared to be an effective first year teacher.

Data findings: 90% of first year teachers report that they believe they were prepared to be an effective first year teacher.

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Principals were asked:

Using the following rating scale, please indicate the extent to which you believe this 1st year teacher was prepared in each of the following areas:

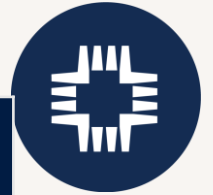   *Consistent   Frequent   Occasional   Rare*

Benchmarks

The mean responses in Nebraska for each indicator are listed in the far right column for each indicator. The EPP has identified two benchmarks for each indicator: The Nebraska means and a rating of 3.0 Frequent.

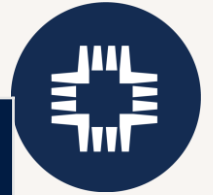# 2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2016-17 Program Completers

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 1.1 The teacher understands how students grow and develop.	5	38.5%	7	53.8%	1	7.7%			3.31	2.52
Indicator 1.2 The teacher recognizes that patterns of learning and development vary.	5	38.5%	7	53.8%	1	7.7%			3.31	2.49
Indicator 1.3 The teacher implements developmentally appropriate and challenging learning experiences.	4	30.8%	6	46.2%	2	15.4%	1	7.7%	3.00	2.48
Indicator 2.1 The teacher understands individual differences and diverse cultures and communities.	7	53.8%	3	23.1%	2	15.4%			3.15	2.49
Indicator 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.	4	30.8%	5	38.5%	2	15.4%			2.69	2.51
Indicator 3.1 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	6	46.2%	5	38.5%	2	15/4%			3.31	2.55

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2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2016-17 Program Completers

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	7	53.8%	4	30.8%	2	15.4%			3.38	2.55
Indicator 3.3 The teacher manages student behavior to promote a positive learning environment.	2	15.4%	8	61.5%	3	23.1%	1	7.7%	2.92	2.40
Indicator 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	5	38.5%	7	53.8%			1	7.7%	3.23	2.55
Indicator 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content.	6	46.2%	6	46.2%	1	7.7%			3.38	2.52
Indicator 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.	5	38.5%	6	46.2%	1	7.7%	1	7.7%	3.15	2.60
Indicator 5.1 The teacher understands how to connect concepts across disciplines.	4	30.8%	4	30.8%	5	38.5%			2.92	2.30

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2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2016-17 Program Completers

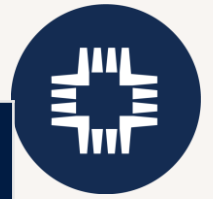|	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	2	15..4%	8	61.5%	2	15.4%	1	7.7%	2.85	2.33
Indicator 6.1 The teacher understands multiple methods of assessment.	5	38.5%	4	30.8%	4	30.8%			3.08	2.39
Indicator 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.	4	30.8%	5	38.5%	4	30.8%			3.00	2.32
Indicator 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.	5	38.5%	6	46.2%	1	7.7%	1	7.7%	3.15	2.45
Indicator 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.	4	30.8%	6	46.2%	2	15.4%	1	7.7%	3.00	2.39

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2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2016-17 Program Completers

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 7.3 The teacher draws upon knowledge of students and the community context.	3	23.1%	6	46.2%	4	30.8%			2.92	2.41
Indicator 8.1 The teacher understands a variety of instructional strategies.	3	23.1%	6	46.2%	4	30.8%			2.92	2.43
Indicator 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.	2	15.4%	7	53.8%	4	30.8%			2.85	2.36
Indicator 8.3 The teacher utilizes available technology for instruction and assessment.	6	46.2%	6	46.2%			1	7.7%	3.23	2.47
Indicator 9.1 The teacher engages in ongoing professional learning.	7	53.8%	5	38.5%	1	7.7%			3.46	2.53
Indicator 9.2 The teacher models ethical professional practice.	10	76.9%	2	15.4%	1	7.7%			3.69	2.70
Indicator 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each student.	6	46.2%	5	38.5%	2	15.4%			3.31	2.45

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2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2016-17 Program Completers

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 10.1 The teacher seeks opportunities to take responsibility for student learning.	6	46.2%	5	38.5%	2	15.4%			3.31	2.49
Indicator 10.2 The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.	4	30.8%	8	61.5%	1	7.7%			3.23	2.42
Indicator 11.1 The teacher positively impacts the learning and development for all students.	9	69.2%	3	23.1%	1	7.7%			3.62	2.63

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2018 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2016-17 Program Completers

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm.	6	46.2%	5	38.5%	2	15.4%			3.31	2.62
Indicator 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.	4	30.8%	7	53.8%	2	15.4%			3.15	2.53
Indicator 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization.	4	30.8%	7	53.8%	1	7.7%	1	7.7%	3.08	2.55
Indicator 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.	5	38.5%	7	53.8%	1	7.7%			3.31	2.68

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CAEP 4.3
Benchmarks and Trends from Principals

Benchmarks

The mean responses in Nebraska for each indicator are listed in the far right column for each indicator. The EPP has identified two benchmarks for each indicator:

- The Nebraska mean and
- Mean rating of 3.0 Frequent.

Trends

The data show that Concordia first year teachers report their preparation:

- Above the Nebraska mean benchmark, and

- At or above the mean rating of *3.0 Frequent* for 24 of the 31 indicators.

First-year teachers were asked:

Please indicate your rating on how prepared you feel by the teacher preparation program you completed on each standard, using the following descriptors:

Consistent: I consistently feel prepared in this area.

Frequent: I frequently feel prepared in this area.

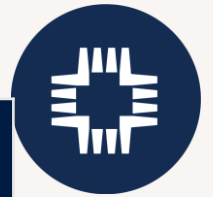*Occasional: I occasionally feel prepared in this area.*

Rare: I rarely feel prepared in this area.

Benchmarks

The mean responses in Nebraska for each indicator are listed in the far right column for each indicator. The EPP has identified two benchmarks for each indicator: The Nebraska means and a mean rating of 3.0 Frequent.

2018 Nebraska First Year Teacher Survey (CAEP)

Survey Responses by First-Year Teachers/2016-17 Program Completers

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 1.1 The teacher understands how students grow and develop.	6	60%	4	40%					3.60	2.52
Indicator 1.2 The teacher recognizes that patterns of learning and development vary.	7	70%	3	30%					3.70	2.56
Indicator 1.3 The teacher implements developmentally appropriate and challenging learning experiences.	8	80%	2	20%					3.80	2.38
Indicator 2.1 The teacher understands individual differences and diverse cultures and communities.	7	70%	3	30%					3.70	2.54
Indicator 2.2 The teacher ensures inclusive learning environments that enable each student to meet high standards.	7	70%	3	30%					3.70	2.47
Indicator 3.1 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	7	70%	3	30%					3.70	2.64

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2018 Nebraska First Year Teacher Survey (CAEP)

Survey Responses by First-Year Teachers/2016-17 Program Completers (cont.)

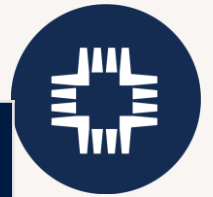|	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 3.2 The teacher creates environments that encourage positive social interaction, active engagement in learning, and self-motivation.	7	70%	3	30%					3.70	2.62
Indicator 3.3 The teacher manages student behavior to promote a positive learning environment.	6	60%	4	40%					3.60	2.30
Indicator 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.	7	70%	3	30%					3.70	2.48
Indicator 4.2 The teacher creates learning experiences that make these aspects of the discipline accessible and meaningful for students to assure mastery of content.	7	70%	3	30%					3.70	2.44
Indicator 4.3 The teacher integrates Nebraska Content Indicators and/or professional Indicators within instruction.	8	80%	2	20%					3.80	2.45
Indicator 5.1 The teacher understands how to connect concepts across disciplines.	7	70%	3	30%					3.70	2.36

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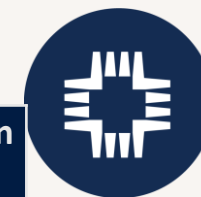# 2018 Nebraska First Year Teacher Survey (CAEP)

Survey Responses by First-Year Teachers/2016-17 Program Completers (cont.)

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 5.2 The teacher uses differing perspectives to engage students in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	7	70%	3	30%					3.70	2.34
Indicator 6.1 The teacher understands multiple methods of assessment.	6	60%	3	30%			1	10%	3.40	2.46
Indicator 6.2 The teacher uses multiple methods of assessment to engage students in their own growth, to monitor student progress, and to guide the teacher's and student's decision making.	7	70%	3	30%					3.70	2.35
Indicator 7.1 The teacher plans instruction that supports every student in meeting rigorous learning goals.	7	70%	2	20%	1	10%			3.60	2.35
Indicator 7.2 The teacher draws upon knowledge of content areas, curriculum, cross-disciplinary skills, technology, and pedagogy.	7	70%	3	30%					3.70	2.44

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2018 Nebraska First Year Teacher Survey (CAEP)

Survey Responses by First-Year Teachers/2016-17 Program Completers (cont.)

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 7.3 The teacher draws upon knowledge of students and the community context.	7	70%	3	30%					3.70	2.40
Indicator 8.1 The teacher understands a variety of instructional strategies.	7	70%	3	30%					3.70	2.58
Indicator 8.2 The teacher uses a variety of instructional strategies to encourage students to develop deep understanding of content areas and their connection and to build skills to apply knowledge in meaningful ways.	7	70%	2	20%	1	10%			3.60	2.42
Indicator 8.3 The teacher utilizes available technology for instruction and assessment.	6	60%	4	40%					3.60	2.34
Indicator 9.1 The teacher engages in ongoing professional learning.	7	70%	2	20%	1	10%			3.60	2.65
Indicator 9.2 The teacher models ethical professional practice.	8	80%	2	20%					3.80	2.81
Indicator 9.3 The teacher uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each student.	7	70%	3	30%					3.70	2.67

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2018 Nebraska First Year Teacher Survey (CAEP)

Survey Responses by First-Year Teachers/2016-17 Program Completers (cont.)

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 10.1 The teacher seeks opportunities to take responsibility for student learning.	7	70%	2	20%	1	10%			3.60	2.66
Indicator 10.2 The teacher seeks opportunities, including appropriate technology, to collaborate with students, families, colleagues, and other school professionals, and community members to ensure student growth.	7	70%	2	20%	1	10%			3.60	2.50
Indicator 11.1 The teacher positively impacts the learning and development for all students.	7	70%	3	30%					3.70	2.77

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2018 Nebraska First Year Teacher Survey (CAEP)

Survey Responses by First-Year Teachers/2016-17 Program Completers (cont.)

	Consistent 4		Frequent 3		Occasional 2		Rare 1		Mean	NE Mean Score
	n	%	n	%	n	%	n	%		
Indicator 12.1 The teacher demonstrates passion, self-awareness, initiative and enthusiasm.	7	70%	3	30%					3.70	2.83
Indicator 12.2 The teacher demonstrates skill in interpersonal relationships, reflective response to feedback, and displays evidence of appropriate social awareness.	7	70%	3	30%					3.70	2.77
Indicator 12.3 The teacher practices good judgment, flexibility, problem-solving skills, professional communication, and organization.	7	70%	3	30%					3.70	2.81
Indicator 12.4 The teacher maintains a professional demeanor and appearance, and displays dependability, punctuality, and perseverance.	8	80%	2	20%					3.80	2.89

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Benchmarks and Trends from First Year Teachers

Benchmarks

The mean responses in Nebraska for each indicator are listed in the far right column for each indicator. The EPP has identified two benchmarks for each indicator:

- – The Nebraska mean and
- – Mean rating of 3.0 Frequent.

Trends

The data show that Concordia first year teachers report their preparation above the Nebraska mean benchmark and above the mean rating of 3.0 Frequent for each indicator.

Self-reported scores from teachers were higher than scores from principals.

EPP Action based on CAEP 4.3 and 4.4 Data

The Education Advisory Committee and EPP faculty analyzed and interpreted these data in October 2018. Strengths, areas for improvement, and potential program improvements were identified.

Program improvement decisions based upon these data were made in May 2019 and will begin in Fall 2019. Program improvements;

- Field Experience Improvements for 2018-2019:
  - Clearly define and communicate FE expectations to candidates, schools, and classroom teachers;
  - Share data and processes used in 2018-2019 (see notes from May 14 above) among all program directors and instructors --Continue to place EDUC 225 students in content/subject area;
  - Add FE information and expectations to adjunct professional development.

- Methods course improvement: Provide professional development for adjunct methods course instructors to include:
  - NE CPE for instructors and candidates in methods courses. Instructors will include it in methods classes;
  - Lesson Plan format/template;
  - Program information;
  - Expectations for methods classes;
  - Department policies, procedures, etc.
  - Education Intervention Board processes"

These improvements apply to all initial programs.

Part 7
Initial Program Completer Employment Status (Title II) and
2017-18 Graduates Hired in Education Positions Aligned with Their Preparation (CAEP)

Initial Program Completer Employment Status (Title II) 2017-18 Graduates Hired in Education Positions Aligned With Their Preparation (CAEP) (

Number of completers:	87	
Number whose status 6 months after graduation is known:	77	
Knowledge rate:	77/87	88.5%
Employed full time:	74/77	96.1%
Employed part time:	1/77	1.3%
Participating in a volunteer or service program:	0	
Enrolled in continuing education:	1/77	1.3%
Seeking employment:	0	
Not seeking employment or continuing education at this time:	1/77	1.3%

Trend: Initial Completer employment status is over 95% fulltime employment in Education positions aligned with their preparation, for those reporting.

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Part 8
Student Loan Default Rates
(CAEP)

Student Loan Default Rates (CAEP)

All programs at Concordia University, Nebraska

Undergraduate and Graduate

2014-2015:   2.4%

(2015 National rate = 10.8%; 2015 Nebraska rate = 7.9%)

2013-2014: 2.7%

2012-2013: 1.6%

2011-2012: 2.0%

Trend: Concordia University, Nebraska 2015 Student Loan Default Rate is below National and Nebraska rates.

https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=002541