

Concordia University, Nebraska

Educator Preparation Program (EPP)



Display of Annual Reporting Measures

In compliance with
CAEP Annual Report
and Title II Annual Report

2019-2020 Academic Year Reported

April 2021

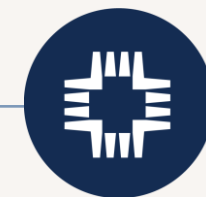
Table of Contents



- Part 1 (p. 3): Education Program Completers 2019-2020 (Title II & CAEP) and Graduation Rates 2019-2020 (CAEP)
- Part 2 (p. 5): Praxis Content Test Pass Rates (Title II) and Ability of Completers to Meet Certification Requirements (CAEP)
- Part 3 (p. 7): Program Completers' Impact on [P-12](#) Learning and Development (CAEP 4.1)
- Part 4 (p. 10): Indicators of Teaching Effectiveness (CAEP 4.2)
- Part 5 (p. 20): Satisfaction of Employers, Employment Milestones and Satisfaction of Completers (CAEP)
- Part 6 (p. 36): Data-Informed Decision-Making for Program Improvement
- Part 7 (p. 38): Initial Program Completer Employment Status (Title II) and 2019-2020 Graduates Hired in Education Positions Aligned with Their Preparation (CAEP)
- Part 8 (p. 40): Student Loan Default Rates (CAEP)

Part 1
Education Program Completers 2019-2020
(Title II & CAEP)
and
Graduation Rates 2019-2020
(CAEP)

Education Program Completers 2019-2020 (Title II & CAEP)



Graduation Rates 2019-2020 (CAEP)

Number of completers for programs leading to initial teacher certification or licensure: **62**

Initial Program Graduation Rate: **62/69** **89.9%**

(7 admitted candidates did not complete)

Number of completers for advanced programs: **181**

Additional Advanced Program data will be available after the CAEP accreditation visit in 2022.

Part 2
Praxis Content Test Pass Rates (Title II)
and
Ability of Completers to Meet Certification
Requirements (CAEP)

Praxis Content Test Pass Rates (Title II)



Praxis Content Test is required for the Teaching Certificate in Nebraska.

2019-2020 Initial Program Completers Praxis Content Test Pass Rate

Number Taking Tests	Number Passing Tests	Pass Rate
62	59	95%

Advanced program data will available after CAEP advanced accreditation visit in spring 2022.

Part 3

Program Completers'

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

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



- The EPP planned to collect Fall and Spring MAP (NWEA) assessment data from the students of second year teachers from Nebraska Lutheran schools from the EPP.
- Due to the effects of COVID19, participating schools did not administer MAP assessments in Spring 2020.
- The data that the EPP provides here serves as an example of what would have been reported if Spring MAP assessments were administered. These data are from two completers' class MAP scores in 2018-2019.

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



Second Year Teacher (Graduates') Classroom MAP Scores (2018-2019)

- Scores represent the Class Mean RIT from the MAP (NWEA).
- *Teacher 2 leads instruction in multiple grade levels in Science and Reading / Language Arts
- Benchmarks and trends are not yet determined.

		Math		Science		Reading		Language Use	
Teacher	Grade Level Taught	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019	Fall 2018	Spring 2019
Teacher 1	6 th Grade	228.2	236.9	217.1	219.3	222.4	226.5	224.0	227.9
*Teacher 2	High School – 9 th			210.8	219.7	214.2	221.5	218.5	219.1
*Teacher 2	High School – 10 th			220.1	224.7	224.0	226.8	233.3	234.8
*Teacher 2	High School – 11 th			223.8	227.5	224.6	227.6	227.5	227.0

Part 4

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 collected in Spring 2020 and Fall 2019 from program completers in their second year of teaching.

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.

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

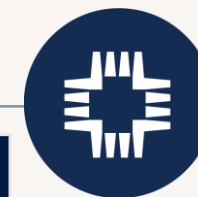
2. Program completers in their second year of teaching **self-evaluated their teaching performance** using the *Nebraska Department of Education Clinical Practice Evaluation* (2017).

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

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

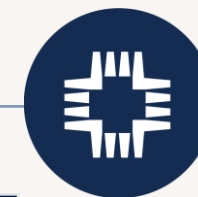
3. P-12 students of program completers in their second year of teaching **evaluated teaching performance** of their teacher (program completer) using the *Panorama Student Survey, validity report* at https://go.panoramaed.com/hubfs/Panorama_January2019%20/Docs/validity-brief.pdf

Data: Indicators of Teaching Effectiveness (CAEP 4.2)



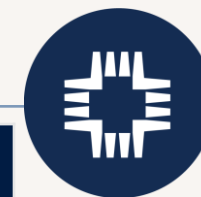
Teacher and Principal Means for NE Clinical Practice Evaluation (CPE) Items									
		2018-2019 Samples		2019-2020 (2017-2018 completers)					
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30				
1	Used data about students and their development to adjust teaching and build on student strengths resulting in student learning.	3.143	3.042	3.14	3.23				
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.	3.095	3.000	2.93	2.93				
3	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	3.238	3.250	3.29	3.13				

Data: Indicators of Teaching Effectiveness (CAEP 4.2)



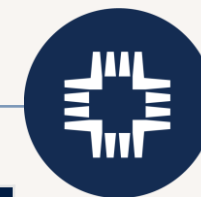
		2018-2019 Samples		2019-2020 (2017-2018 completers)					
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30				
4	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	3.333	3.417	3.71	3.40				
5_1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.	3.143	3.125	3.5	3.17				
5_2	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	3.250	3.000	3.00	3.07				

Data: Indicators of Teaching Effectiveness (CAEP 4.2)



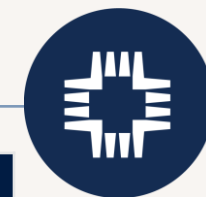
		2018-2019 Samples		2019-2020 (2017-2018 completers)					
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30				
6_1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	3.048	3.083	2.86	2.83				
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.	2.857	2.833	2.86	2.80				
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.	2.952	3.167	2.92	3.07				

Data: Indicators of Teaching Effectiveness (CAEP 4.2)



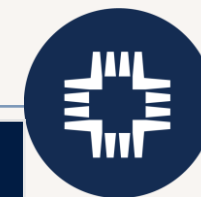
		2018-2019 Samples		2019-2020 (2017-2018 completers)					
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30				
8_1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	3.095	3.208	2.86	3.03				
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.	3.286	3.000	3.00	2.97				
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.	3.429	3.292	3.29	2.97				

Data: Indicators of Teaching Effectiveness (CAEP 4.2)



		2018-2019 Samples		2019-2020 (2017-2018 completers)					
InTASC Standard	NE CPE Item	Tchr Data n=21	Prncpl Data n=24	Tchr Data n=14	Prncpl Data n=30				
9	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	3.619	3.167	3.86	3.33				
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.	3.476	3.208	3.50	3.00				
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.)	3.238	3.000	3.29	3.10				

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 and Fall 2018 Samples N = 523		2019-2020 Data (2017-2018 completers) N=118				
Panorama Category	Elementary Mean N = 73	Secondary Mean N = 450	Elementary Mean N = 59	Secondary Mean N = 59			
Pedagogical Effectiveness	4.29	3.95	4.28	3.76			
Classroom Climate	3.70	4.14	5.44	5.13			
Classroom Rigorous Expectations	4.33	4.02	3.88	3.96			
Classroom Engagement	4.05	3.34	4.30	3.06			
Classroom Teacher-Student Relationships	4.47	3.79	4.15	3.99			
Classroom Belonging	4.03	3.53	3.78	3.54			

CAEP 4.2 Benchmarks



- Benchmarks for the Nebraska Department of Education Clinical Practice Evaluation (2017 version) from Principals and Teachers as set by the EPP = Scores of 3.0 Proficient.
- Benchmarks for the Panorama Student Survey as set by the EPP = Scores of 3.5.
 - Note that N is low due to the effects of COVID19 on schools where graduates teach. Schools closed or moved to online only in Spring 2019. Those who did participate were able to do so prior to school closing or moving to online only.

CAEP 4.2 Trends in Data



- Data show that 14 of the 15 survey items for *Nebraska Department of Education Clinical Practice Evaluation (2017 version)* are at or above benchmark from both Principals and Teachers.
 - Items 2, 6.1, and 6.2 are below the benchmark score of 3.0 from both Principals and Teachers.
 - Item 7 and 8.1 are below benchmark from Teachers only.
 - Item 8.2 and 8.3 are below the benchmark from Principals only.
- Data show that all six survey categories for *Panorama Student Survey* are at or above benchmark from both Elementary and Secondary students.

Part 5
**Satisfaction of Employers,
Employment Milestones (CAEP 4.3)
and
Satisfaction of Completers (CAEP 4.4)**

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



2020 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 2020. Surveys were distributed to the principals of first year teachers, and to the first year teachers themselves, who completed their preparation programs all EPPs 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.

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Impact on Student Learning Reported by Principals of 2018-19 Program Completers



	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses with Mean
Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?	9 45.0%	8 40.0%	3 15.0%	0 0%	20 3.3

Benchmark set by EPP: 85% of principals report first year teachers to have highly effective or moderately effective impact on student learning.

Data findings: 85.0% of principals report that first year teachers have a highly effective or moderately effective impact on student learning.

2020 Nebraska First Year Teacher Survey (CAEP 4.4)

Impact on Student Learning Reported by First Year Teachers/2018-19 Program Completers



	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses With Mean
Based upon your performance as a first year teacher, how would you rate your impact on student learning?	6 33%	12 67%	0 0%	0 0%	18 3.3

Benchmark set by EPP: 85% 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.

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Continuing Employment Responses by Principals of 2018-19 Program Completers



	Yes	No	Total Responses
Would you consider this teacher effectively prepared for continuing employment in your district?	20 100.0%	0 0%	20

Benchmark set by EPP: 85% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

Data findings: 100.0% of principals report that they consider the first year teacher effectively prepared for continuing employment in the district.

2020 Nebraska First Year Teacher Survey (CAEP 4.4)

Preparedness Responses by First Year Teachers/2018-19 Program Completers



	Yes	No	Total Responses
Do you believe you were prepared to be an effective first year teacher?	18 100.0%	0 0.0%	18

Benchmark set by EPP: 85% of first year teachers report that they believe they were prepared to be an effective first year teacher.

Data findings: 100% of first year teachers report that they believe they were prepared to be an effective first year teacher.

2020 Nebraska First Year Teacher Survey (CAEP)

Survey of Principals of 2018-19 Program Completers



Principals were asked to rate the extent to which the first year teacher was effectively prepared for their school assignment, using the following rating scale:

Advanced 4 Proficient 3 Developing 2 Below Standard 1

Benchmark

EPP benchmark for each indicator: Mean score of 2.90

(Nebraska means were not available.)

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2018-19 Program Completers



	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 1.1 Use knowledge of students to meet needs.	4	20.00%	13	65.00%	3	15.00%	0	0.00%	3.05
Standard 2.1 Differentiate instruction to meet student needs.	3	15.00%	10	50.00%	7	35.00%	0	0.00%	2.80
Standard 3.1 Promote a positive classroom environment through clear expectations.	6	30.00%	8	40.00%	6	30.00%	0	0.00%	3.00
Standard 4.1 Use accurate content and academic vocabulary.	5	25.00%	12	60.00%	3	15.00%	0	0.00%	3.10
Standard 5.1 Engages students in critical thinking and collaborative problem solving.	4	20.00%	7	35.00%	9	45.00%	0	0.00%	2.75

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2018-19 Program Completers (continued)



	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 5.2 Develop literacy and communication skills through content.	3	15.00%	12	60.00%	5	25.00%	0	0.00%	2.90
Standard 6.1 Use classroom assessment.	3	15.00%	13	65.00%	3	15.00%	1	5.00%	2.90
Standard 6.2 Assess for learning.	3	15.00%	10	50.00%	6	30.00%	1	5.00%	2.75
Standard 7.1 Plan for instruction.	7	35.00%	9	45.00%	3	15.00%	1	5.00%	3.10
Standard 8.1 Incorporate digital tools into instruction.	7	35.00%	8	40.00%	5	25.00%	0	0.00%	3.10

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by Principals of 2018-19 Program Completers (continued)



	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 8.2 Use research-based instructional strategies.	3	15.00%	9	45.00%	8	40.00%	0	0.00%	2.75
Standard 8.3 Use engagement to enhance learning.	4	20.00%	10	50.00%	6	30.00%	0	0.00%	2.90
Standard 9.1 Accept critique and input regarding performance.	11	55.00%	5	25.00%	4	20.00%	0	0.00%	3.35
Standard 10.1 Convey professional demeanor.	8	40.00%	9	45.00%	3	15.00%	0	0.00%	3.25
Standard 10.2 Use professional communication.	6	30.00%	12	60.00%	2	10.00%	0	0.00%	3.20

CAEP 4.3

Benchmarks and Trends from Principals



Benchmarks

EPP benchmark for each indicator: Mean rating of 2.90
(Nebraska means were not available.)

Trends

The data show that principals of Concordia first year teachers report the teacher's preparation:

- At or above the benchmark of 2.90 for eleven of the fifteen indicators.

2020 Nebraska First Year Teacher Survey (CAEP)

Survey of 2018-19 Program Completers in their first year of teaching



First year teachers were asked to rate the extent to which they were effectively prepared for their school assignment, using the following rating scale:

Advanced 4 Proficient 3 Developing 2 Below Standard 1

Benchmark

EPP benchmark for each indicator: Mean score of 2.90

(Nebraska means were not available.)

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by 2018-2019 Program Completers in their first year of teaching



	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 1.1 Use knowledge of students to meet needs.	6	33.33%	10	55.56%	1	5.56%	1	5.56%	3.17
Standard 2.1 Differentiate instruction to meet student needs.	5	27.78%	8	44.44%	5	27.78%	0	0.00%	3.00
Standard 3.1 Promote a positive classroom environment through clear expectations.	10	55.56%	6	33.33%	2	11.11%	0	0.00%	3.44
Standard 4.1 Use accurate content and academic vocabulary.	6	33.33%	11	61.11%	1	5.56%	0	0.00%	3.28
Standard 5.1 Engages students in critical thinking and collaborative problem solving.	4	23.53%	10	58.82%	3	17.65%	0	0.00%	3.05

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by 2018-2019 Program Completers in their first year of teaching (cont.)



	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 5.2 Develop literacy and communication skills through content.	5	27.78%	12	66.67%	1	5.56%	0	0.00%	3.22
Standard 6.1 Use classroom assessment.	2	11.11%	14	77.78%	2	11.11%	0	0.00%	3.00
Standard 6.2 Assess for learning.	3	16.67%	13	72.22%	2	11.11%	0	0.00%	3.05
Standard 7.1 Plan for instruction.	8	44.44%	9	50.00%	0	0.00%	1	5.56%	3.33
Standard 8.1 Incorporate digital tools into instruction.	5	27.78%	8	44.44%	5	27.78%	0	0.00%	3.00

2020 Nebraska First Year Teacher Survey (CAEP 4.3)

Survey Responses by 2018-2019 Program Completers in their first year of teaching (cont.)



	Advanced 4		Proficient 3		Developing 2		Below Standard 1		Mean
	N	%	N	%	N	%	N	%	
Standard 8.2 Use research-based instructional strategies.	5	27.78%	11	61.11%	2	11.11%	0	0.00%	3.17
Standard 8.3 Use engagement to enhance learning.	10	55.56%	7	38.89%	1	5.56%	0	0.00%	3.50
Standard 9.1 Accept critique and input regarding performance.	11	61.11%	7	38.89%	0	0.00%	0	0.00%	3.61
Standard 10.1 Convey professional demeanor.	11	61.11%	7	38.89%	0	0.00%	0	0.00%	3.61
Standard 10.2 Use professional communication.	12	66.67%	6	33.33%	0	0.00%	0	0.00%	3.67

CAEP 4.4



Benchmarks and Trends from First Year Teachers

Benchmarks

EPP identified benchmark for each indicator: Mean rating of 2.90
(Nebraska means were not available.)

Trends

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

At or above the benchmark, mean rating of 2.90 for each indicator.

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

Part 6

Data-Informed Decision-Making for Program Improvement

Data-informed Program Improvement Process



- On December 3, 2020, the Education Advisory Committee, comprised of administrators from five schools and/or districts and EPP faculty, met to analyze and interpret program assessment data that was collected in 2019-2020. Strengths, weaknesses, opportunities, and threats were identified.
- The Committee met again on March 17, 2021 to develop data-informed recommendations for program improvement.
- These data-informed recommendations will be considered and final decisions about program improvement will be made by the EPP in May 2021. Program improvements based on these data will begin in Fall 2021.

Part 7

Initial Program Completer Employment Status (Title II)

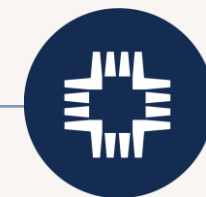
and

2019-20 Graduates Hired in Education Positions

Aligned with Their Preparation (CAEP)

Initial Program Completer Employment Status (Title II)

2019-20 Graduates Hired in Education Positions Aligned With Their Preparation (CAEP)



Number of completers:	62	
Number whose status 6 months after graduation is known:	62	
Knowledge rate:	62/62	100%
Employed full time:	60/62	96.8%
Employed part time:	0/62	
Participating in a volunteer or service program:	0	
Enrolled in continuing education:	1/62	1.6%
Seeking employment:	0	
Not seeking employment or continuing education at this time:	1/62	1.6%

Trend: 2019-2020 Initial Completer full time or part time employment status is 96.8% employment in Education positions aligned with their preparation. This continues the trend for high employment status for Initial Completers:

2018-2019 = 97.6%; 2017-2018 = 97.4%; 2016-2017 = 96.3%; 2015-2016 = 96.4%

Part 8

Student Loan Default Rates (CAEP)

Student Loan Default Rates (CAEP)



All programs at Concordia University, Nebraska

Undergraduate and Graduate:

2017: 5.1%

(Benchmark: 2017 National rate = 9.7%)

2016: 5.1%

2015: 2.4%

Trend: Concordia University, Nebraska 2017 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