

**Educator Preparation Annual Reporting Measures
Council for the Accreditation of Educator Preparation (CAEP)
2019 Report
2017 - 2018 School Year**

Initial Licensure Programs

Impact on P-12 Learning and Development

Prior to program completion, our candidates have multiple opportunities to display their knowledge and skills contributing to student learning growth. Successful completion of the edTPA (submitted to Pearson during student teaching) and student teaching experience (assessed by rubric) assures that candidates leave their educator preparation programs with the knowledge and skills necessary for the assessment of their impact on student learning as an in-service instructor.

In September 2014, the State of Illinois started requiring that student learning be a part of principal and teacher evaluations (Performance Evaluation Reform Act - PERA). The requirement became effective in the 2016 - 2017 school year for Illinois public school teachers and principals. Student learning growth had to account for 25% - 50% (to be determined by each district) of a teacher's evaluation. There are three possible types of assessments that can be used:

Type I - Proprietary Assessments

Type II - District wide assessments used by all teachers across a given grade level, subject or course

Type III - Assessments aligned to curriculum that are agreed upon by evaluator and teacher.

A minimum two of the three types are to be used in a teacher's evaluation plan. Based on the variability of evaluation plans across the state, it is difficult to make comparisons of teacher effects on student learning growth. The state of Illinois has not released any data collected by districts in this recent reform movement.

As we move forward, the evaluation of our program completers' impact on student growth continues to be an issue and thus we have identified a transition gap in obtaining this data.

Indicators of Teaching Effectiveness

All program completers demonstrate the knowledge, skills and dispositions required of a successful in-service teacher. Candidates demonstrate necessary knowledge in the successful completion of the state required proprietary content test, and basic skills test (100% pass rate on both tests for 2017 - 2018 completers). All candidates are required to submit a successful edTPA portfolio for licensure. The data collected in 2017 - 2018 show that 100% of our 56 candidates successfully completed their edTPA demonstrating the initial ability to plan, teach and assess in a P-12 classroom. Lastly, we added a component to our department wide disposition assessment

system in the 2017 - 2018 school year. This added component requires instructors in designated teacher education courses to assess the professional dispositions of all candidates in every program. The data reviewed from the department wide disposition assessments show that our candidates' performance, relative to these professional dispositions, meets or exceeds expectations throughout their time in the program.

Satisfaction of Employers and Employment Milestones

Each academic year, schools in the surrounding areas are invited to complete an *Employer Survey*. Utilizing a Likert scale, employers answer 42 questions pertaining to their perception of the preparedness of our teacher education program completers. In answering these questions, employers can select the following responses: *Excellent*; *More than Adequate*; *Adequate*; *Poor*; and *Not Applicable*.

2015 - 2016

During the 2015-2016 academic year, the *Employer Survey* was sent electronically to 171 schools. The completion rate was 25% with 43 employers responding. Most all questions pertaining to the preparedness of our graduates were answered by employers as *Excellent* or *More than Adequate*. Employers indicated a number of strengths of their Bradley University graduates, including the following: fostering classroom collaboration; effectively developing a lesson plan; writing effectively; actively engaging students in the learning process; working effectively with administrators, colleagues, and educational professionals in the schools; creating a positive learning environment; having a commitment towards lifelong learning; displaying empathy and care towards others; exhibiting leadership in the classroom and the profession; and showing professional and ethical behavior; reflecting upon the practice of teaching. One employer commented, "One of the best hires we have! She student taught with us and we hired her!" Another employer wrote, "The Bradley teachers I have employed are excellent." A third employer noted, "I was so impressed with my student teacher that I recommended she be hired to fill a mid-year position at graduation. My principal hired her. She is now at a different school, but she is a huge asset to [local school district]. Thank you, Bradley for turning out such excellent teacher candidates."

2016 - 2017

During the 2016 - 2017 academic year, the *Employer Survey* was sent electronically to 180 schools. The completion rate was 10% with 18 employers responding. Most all questions pertaining to the preparedness of our graduates were answered by employers as *Excellent* or *More than Adequate*. There were several areas of preparation in which the majority of survey respondents rated Bradley graduates at the *Excellent* level: fostering classroom collaboration; fostering intellectual development of students; fostering social development of students; fostering students' personal development; effectively developing curricula; writing effectively; using multimedia in the classroom; encouraging positive social interactions among students; actively engaging students in the learning process; working effectively with parents; creating a

positive learning environment; modifying instruction to help all students learn; and appreciating and having respect for diversity and equity. In the survey, one employer commented, “Bradley has produced several teachers for us and everyone has been a huge asset in our students’ development and success of our school.” A different employer wrote, “Our Bradley graduate has been a fine addition to our staff. His flexibility and willingness to work and engage our students so they may reach their goals has been an asset.”

2017 - 2018

During the 2017 - 2018 academic year, the *Employer Survey* was sent electronically to 222 schools. The completion rate was 8% with 18 employers responding. The responses to a significant majority of the 42 questions were *Excellent* or *More than Adequate*. More than 50% of the employers responding to these questions indicated that Bradley graduates employed at their schools were *Excellent* in the following areas: classroom collaboration; lesson planning; intellectual development of students; social development of students; students’ personal development; writing effectively; establishing equity; encouraging positive social interaction among students; actively engaging students in the learning process; working with colleagues; and working with school administrators.

Satisfaction of Completers

Each semester teacher candidates completing their student teaching clinical experience are invited to participate in the *Exit Survey*. This survey, consisting of 77 questions, provides teacher candidates, who are soon to be program completers, the opportunity to share their perceptions of the extent the Department of Teacher Education prepared them to be professional teachers.

In answering the questions on the *Exit Survey*, teacher candidates utilize a Likert Scale rating their experiences in the following categories: (a) *Education Experience*, (b) *Education Course Work*, (c) *Student Teaching*, (d) *General Education Course Work*, (e) *Professional Dispositions*, and (f) *Administration and Support Services*. The numerical score teacher candidates use to answer each question is the following: Poor = 1; Adequate = 2; More than Adequate = 3; Excellent = 4; 5 = N/A. In addition, they have the opportunity to use the Likert Scale to answer a final question: “To what extent did your education program experience prepare you to be a professional educator?” Finally, teacher candidates are provided the opportunity to write comments on the *Exit Survey*.

The following is a summary of the results of the *Exit Survey*, which were administered at the conclusion of each respective semester from fall 2015 through spring 2018.

Fall 2015

In fall 2015 there was an 88% return rate with 23 out of 26 teacher candidates completing the survey. The overall score received was a 3.33 out of a 4.00 scale when asked, “To what extent did your education program experience prepare you to be a professional educator?” Teacher

candidates indicated the following areas as particular strengths of their preparation to become professional educators: creating a positive learning environment (3.57); managing behaviors of students (3.43); assessing P-12 students' learning, both formally and informally (3.43); and demonstrating leadership (3.30). Teacher candidates also rated the academic advising provided by faculty as a strength (3.46). One teacher candidate provided the following comment on the *Exit Survey*, "Honestly, Bradley's education program has totally transformed me from what I once was, I believe not only have I absorbed the necessary skills to teach, but also learned skills to use and incorporate throughout life!" Another teacher candidate wrote, "The teachers at Bradley provided a unique experience / input in each class I took. I feel that Bradley not only prepared me for teaching, but gave me an advantage in the teaching field."

Spring 2016

In spring 2016 there was an 78% return rate with 42 out of 54 teacher candidates completing the survey. The overall score received was a 3.59 out of a 4.00 scale when asked, "To what extent did your education program experience prepare you to be a professional educator?" Teacher candidates provided ratings of 3.02 or higher for most all of the questions on the *Exit Survey*. The highest score received was a 3.83 for the question, "To what degree did your education course work enhance your ability to effectively write a lesson plan?" One teacher candidate wrote, "Bradley's Teacher Education Department has done a significant amount to prepare me to be a professional educator, and I will be forever grateful." Another student commented, "I loved the program and its ability to help me grow over the years."

Fall 2016

In fall 2016 there was an 88% return rate with 28 out of 32 teacher candidates completing the *Exit Survey*. The overall score received was a 3.54 out of a 4.00 scale when asked, "To what extent did your education program experience prepare you to be a professional educator?" The results of the survey indicated numerous strengths, including: creating a positive learning environment (3.75); effectively developing a lesson plan (3.66); reflecting upon the practice of teaching (3.64); and advocating for students (3.61). In the concluding section of the *Exit Survey*, one teacher candidate wrote, "I'm so grateful for my experiences at BU's education department. I truly feel prepared as a first year teacher. Thanks to the faculty, the thought-out courses, and the many field experiences." A second student wrote, "I feel very confident to begin my career as a teacher. I know I will always be learning, but I believe Bradley prepared me well and taught us how to be lifelong learners."

Spring 2017

In spring 2017 there was an 62% return rate with 32 out of 52 teacher candidates completing the *Exit Survey*. The overall score received was a 3.77 out of a 4.00 scale when asked, "To what extent did your education program experience prepare you to be a professional educator?" There were numerous areas of preparation in which teacher candidates indicated were strengths,

including: creating a positive learning environment (3.94); working collaboratively with educational professionals (3.94); appreciating and having respect for diversity and equity (3.91); and exhibiting leadership in the classroom and the profession (3.91). A teacher candidate completing the *Exit Survey* wrote, “I wouldn’t trade my time here at Bradley for anything. I made the best choice in schools in pursuing teaching.” Another student commented, “Bradley has made me feel very prepared to be a professional educator through classes and experiences.”

Fall 2017

In fall 2017 there was an 92% return rate with 22 out of 24 teacher candidates completing the *Exit Survey*. The overall score received was a 3.30 out of a 4.00 scale when asked, “To what extent did your education program experience prepare you to be a professional educator?” Teacher candidates completing this survey were very pleased with many aspects of their preparation to become professional educators. They indicated some of the areas of strength in their preparation were enhancing their abilities to create a positive learning environment (3.55); formally and informally assess student learning (3.41); and modify instruction to help all students learn (3.36). In addition, teacher candidates indicated they were pleased with the academic advising of faculty (3.45). A teacher candidate provided this comment on the survey, “I think the teacher education program was excellent and very caring and supportive. Love it and I always brag about the teaching staff here at Bradley.”

Spring 2018

In spring 2018 there was an 66% return rate with 23 out of 35 teacher candidates completing the *Exit Survey*. The overall score received was a 3.35 out of a 4.00 scale when asked, “To what extent did your education program experience prepare you to be a professional educator?” Teacher candidates indicated the following areas as strengths, exhibiting leadership in the classroom and the profession (3.87); assessing student learning, formally and informally (3.74); creating a positive learning environment (3.74); advocating for students (3.65); effectively developing lesson plans (3.57); and fostering intellectual development of students (3.57). One teacher candidate commented, “It was a great experience that I wouldn’t trade for anything.” Another student wrote, “I always felt prepared for the next step.” Finally, a third teacher candidate explained, “I have had wonderful success with this program and will advocate for it anyway I can. Thank you.”

Graduation Rates

Data submitted on the most recent IPEDs report stated that of our 59 students who started in Fall 2012 in a 13.xxxx CIP program: 30 (50.85%) graduated within 4 years, 18 more (81.36%) graduated with 5 years, and no additional students graduate within 6 years.

Ability of Completers to Meet Licensing and Any Additional State Requirements

All teacher program 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 for Which They Have Prepared

Program	2015 - 2016 Graduates			2016 - 2017 Graduates			2017 - 2018 Graduates		
	Graduates	Knowledge Rate	Employed (Employed & Cont. Ed)	Graduates	Knowledge Rate	Employed (Employed & Cont. Ed)	Graduates	Knowledge Rate	Employed (Employed & Cont. Ed)
Art (K - 12)							2		
Chemistry (9 -12)				1					
Early Childhood	10	90%	100%	5			9		
Elementary Education	28	96%	92%	28	93%	82% (86%)	25	100%	96%
English (9 - 12)	6			8			4		
FCS (9 - 12)	1			2			1		
Hist/Social Studies (9 - 12)	8			3			4		
LBS 1	24	100%	92% (96%)	33	100%	94% (97%)	2		
Math (9 -12)	2						1		
MS Ed English/LA							1		
MS Ed Math							5		
MS Ed Science				1			2		
Music Ed	3			3			2		

Physics (9 - 12)	1								
Total Graduates	83	96%	91% (93%)	84	96%	93% (95%)	58	96%	93% (93%)
Total Completers	84	1 - Certification only		84	1 - Certification only 1 - Graduate not Completer		56	*See note below	

*2 teacher candidates double majored so they were counted twice as graduates but only once as program completers.

Student Loan Default Rates and Other Consumer Information

University Rate 2.4% (2015, 3 year official)

**Educator Preparation Annual Reporting Measures
Council for the Accreditation of Educator Preparation (CAEP)
2018 Report**

Advanced Licensure Programs

Ability of Completers to Meet Licensing and Any Additional State Requirements

All program 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 for Which They Have Prepared

Program	2015 - 2016 Graduates			2016 - 2017 Graduates			2017 - 2018 Graduates		
	Graduates	Knowledge Rate	Employed	Graduates	Knowledge Rate	Employed	Graduates	Knowledge Rate	Employed
C & I	3			2			7		
Counseling - Prof. School	7			4			3		
Leadership in Ed. Adm.	4			9			1		
PMA in STEM Ed	6			2					
TOTAL Graduates	20	100%	85%	17	88%	93%	11	91%	80%

Student Loan Default Rates and Other Consumer Information

University Rate 2.4% (2015, 3 year official)