

**Educator Preparation Annual Reporting Measures  
Council for the Accreditation of Educator Preparation (CAEP)  
Report submitted April 2020  
2018 - 2019 School Year**

**Initial and Advanced Licensure Programs – Past 3 Years**

**1) 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.

Based on the recommendations set forth by the PEP committee in Fall 2016, ISBE is currently exploring the availability of the data required and investigating its representativeness, variability, validity, and reliability for use in the Annual Program Report (APR) and use in program effectiveness.

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.

**2) 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. All candidates are

required to submit a successful edTPA portfolio for licensure for the state. 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.

|  | 2016-2017<br><i>n</i> = 84 | 2017-2018<br><i>n</i> = 56 | 2018-2019<br><i>n</i> = 54 |
|--|----------------------------|----------------------------|----------------------------|
| State Proprietary Content Test               | 100%                       | 100%                       | 100%                       |
| State Proprietary Basic Skills Test          | 100%                       | 100%                       | 100%                       |
| Proprietary edTPA Performance Portfolio      | 100%                       | 100%                       | 100%                       |
| Department Disposition Assessment Compliance |                            | 100%                       | 100%                       |

\*As of Summer 2019, candidates are no longer required to pass the Basic Skills Test

### 3) Satisfaction of Employers and Employment Milestones

#### Initial Programs

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*.

|                                     | 2016 – 2017 | 2017 – 2018 | 2018 – 2019 |
|-------------------------------------|-------------|-------------|-------------|
| Surveys Sent                        | 180         | 222         | 164         |
| Surveys Completed                   | 18          | 18          | 18          |
| Completion Rate                     | 10%         | 8%          | 12%         |
| Percent answered Excellent          | 46%         | 40%         | 51%         |
| Percent answered More than Adequate | 36%         | 34%         | 34%         |
| Percent answered Adequate           | 15%         | 20%         | 13%         |
| Percent answered Poor               | 1%          | 4%          | 0%          |
| Percent answered Not Applicable     | 1%          | 3%          | 2%          |

#### Advanced Programs

It has recently come to the new department’s leadership team that an *Employer Survey* for the Educational Administration program has not been completed. Plans are in place to administer this survey starting in the 2020 – 2021 academic school year.

### 4) Satisfaction of Completers

#### Initial Programs

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. 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 2016 through spring 2019.

|                            | Fall 2016 | Spring 2017 | Fall 2017 | Spring 2018 | Fall 2018 | Spring 2019 |
|----------------------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Surveys Sent               | 32        | 52          | 24        | 35          | 19        | 41          |
| Surveys Completed          | 28        | 32          | 22        | 23          | 17        | 39          |
| Completion Rate            | 88%       | 62%         | 92%       | 66%         | 89%       | 95%         |
| Average Score<br>4.00 max. | 3.54      | 3.77        | 3.30      | 3.35        | 3.50      | 3.27        |

### Advanced Programs

It has recently come to the new department’s leadership team that an *Exit Survey* for the Educational Administration program has not been completed. Plans are in place to administer this survey starting in the 2020 – 2021 academic school year.

### 5) Graduation Rates

#### Initial Programs

Data is gathered from the IPEDs report.

| 13.xxxx CIP Program      | Fall 2011 Start<br><i>n</i> = 74 | Fall 2012 Start<br><i>n</i> = 59 | Fall 2013 Start<br><i>n</i> = 65 |
|--------------------------|----------------------------------|----------------------------------|----------------------------------|
| Graduated within 4 years | 35 (47.30%)                      | 30 (50.85%)                      | 35 (53.85%)                      |
| Graduated within 5 years | 52 (70.27%)                      | 48 (81.36%)                      | 45 (69.23%)                      |
| Graduated within 6 years | 58 (78.38%)                      | 48 (81.36%)                      | 47 (72.31%)                      |

## Advanced Programs

Data is gathered from the IPED's report

| 13.04xx CIP Program      | Fall 2011 Start<br><i>n</i> = 18 | Fall 2012 Start<br><i>n</i> = 6 | Fall 2013 Start<br><i>n</i> = 7 |
|--------------------------|----------------------------------|---------------------------------|---------------------------------|
| Graduated within 4 years | 18 (100.00%)                     | 5 (83.33%)                      | 6 (85.71%)                      |
| Graduated within 5 years | 18 (100.00%)                     | 5 (83.33%)                      | 6 (85.71%)                      |
| Graduated within 6 years | 18 (100.00%)                     | 5 (83.33%)                      | 6 (85.71%)                      |

## 6) Ability of Completers to Meet Licensing and Any Additional State Requirements Initial Programs

|                    | Completers to meet Licensing Requirements in the state of Illinois |                            |                            |
|--------------------|--|----------------------------|----------------------------|
|                    | 2016-2017<br><i>n</i> = 84   | 2017-2018<br><i>n</i> = 56 | 2018-2019<br><i>n</i> = 54 |
| Program Completers | 100%   | 100%                       | 100%                       |

## Advanced Programs

|                    | Completers to meet Licensing Requirements in the state of Illinois |                           |                           |
|--------------------|--|---------------------------|---------------------------|
|                    | 2016-2017<br><i>n</i> = 12   | 2017-2018<br><i>n</i> = * | 2018-2019<br><i>n</i> = * |
| Program Completers | 100%   | 100%                      | 100%                      |

\*Denotes a value of 10 or less

## 7) Ability of Completers to be Hired in Education Positions for Which They Have Prepared Initial Programs

| Program         | 2016 - 2017 |                |                                | 2017 - 2018 |                |                                | 2018 - 2019 |                |                                |
|-----------------|-------------|----------------|--------------------------------|-------------|----------------|--------------------------------|-------------|----------------|--------------------------------|
|                 | Completers  | Knowledge Rate | Employed (Employed & Cont. Ed) | Completers  | Knowledge Rate | Employed (Employed & Cont. Ed) | Completers  | Knowledge Rate | Employed (Employed & Cont. Ed) |
| Total Graduates | 53          | 100%           | 94%                            | 55          | 98%            | 93%                            | 53          | 100%           | 87%                            |

2016 – 2017 and 2017 – 2018 numbers have been revised

### Advanced Programs

| Program                | 2016 - 2017 |                |                                | 2017 - 2018 |                |                                | 2018-2019  |                |                                |
|------------------------|-------------|----------------|--------------------------------|-------------|----------------|--------------------------------|------------|----------------|--------------------------------|
|                        | Completers  | Knowledge Rate | Employed (Employed & Cont. Ed) | Completers  | Knowledge Rate | Employed (Employed & Cont. Ed) | Completers | Knowledge Rate | Employed (Employed & Cont. Ed) |
| Leadership in Ed. Adm. | *           | 100%           | 100%                           | *           | 100%           | 100%                           | *          | 100%           | 100%                           |

\*Denotes a value of 10 or less

### 8) Student Loan Default Rates and Other Consumer Information

#### Initial and Advanced Programs

Bradley University computes Student Loan Default Rates once a year.

|                 | 2016 – 2017<br>(2014, 3 year official) | 2017 – 2018<br>(2015, 3 year official) | 2018-2019<br>(2016, 3 year official) |
|-----------------|--|--|--------------------------------------|
| University Rate | 2.4%                                   | 2.4%                                   | 2.7%                                 |