AY 2020-2021

PURDUE UNIVERSITY® NORTHWEST.

Introduction

The School of Education and Counseling (SoEC) annual report will be completed by the Quality Assurance Committee (QAC) during the months of May-September with a final report deadline being the middle of week of October. The data will be reported to the SoEC faculty/staff at the biannual EPP Data Dialogue Days and with external stakeholders at the biannual EPP Forum.

SOEC'S CONCEPTUAL FRAMEWORK

Goals

The 2020-2021 academic year was a year of **LEARNING**. While writing the CAEP Self Study, SoEC goals were created based on data review and in relation to the CAEP standards. The Revolutionizing the Educator Preparation Program at PNW (REP3) was created. The goals are…

1. Increase number of candidates successfully passing on first attempt of license exam (CAEP 1.3)
2. Provide training to clinical educators (training to reliability) (CAEP 2.1, 2.3)
3. Create and implement clinical placement tracking and monitoring system to ensure candidates have a diverse experience (CAEP 2.1, 2.3)
4. Develop and expand relationships with community partners (CAEP 3.1)

5. Increase diversity of candidates entering and completing EPP degree/license programs to align with the demographics of the region. (CAEP 3.1)
6. Create unique and diverse opportunities for candidates to engage in their profession (CAEP 3.1)
7. Create infrastructure within the EPP for ongoing study of the impact of candidates (CAEP 4.2, 4.2, 4.3, 4.4)
8. Establish and monitor progress toward meeting goals and establishing new ones for CAEP. (CAEP 5)

Goals that were focused on during 2020-2021 (REP3)

1. CORE pass on first attempt (content knowledge, developmental, personal)

2. Training clinical educators (online instruction, developmental, role of faculty)

7. Infrastructure (ongoing impact of candidates case study, social)

Goals that will be focused on during 2021-2022 (REP3)

The SoEC Leadership selected the following goals to focus on during the academic year 2021-2022…

2. Provide training to clinical educators

3. Create and implement a clinical placement tracking and monitoring system to ensure candidates have diverse experiences.

7. Create infrastructure within the EPP for ongoing study of the impact of candidates

CORE Pass on First Attempt

Data was presented at the Fall EPP Data Dialogue Day and it was decided that a core group of faculty and staff take a closer look at the data to compare edTPA, CORE/Praxis, ACT/SAT; compare/correlate/study these scores based on where they are in the program (when they should vs. right before student teaching); look at areas of weakness for each of the categories of each of the tests; deep dive into the subtests to identify areas of improvement, look at program levels; look at elementary reading and social studies, secondary social studies, early childhood reading (to compare to elementary scores) and math; analysis complete and meet again by September 24th; make data consumable to share; data to know how many people pass everything on first attempt, if they are retaking, is it across all tests; data showing average attempt of first time test takers, average attempt of second time test takers, third time, etc.

The subcommittee met over the course of the fall semester and took a deeper dive into the data focusing mainly on social studies as it was the most problematic content area.

It was decided that since new licensure exams were being required by the IDOE effective September 1, 2021, test preparation materials would be shared with faculty so that they would be able to incorporate learning outcomes based on these exams into their courses.

ACTION: EPP's action plan for CORE Pass on First Attempt:

- **Share new Praxis licensure exam preparation materials with faculty**
- **This will continue to be monitored after the implementation of the new exams**

Training Clinical Educators

The following trainings took place during the 2020-2021 academic year for clinical educators. Also, each Tuesday the Office of Partners and Outreach held office hours for drop-in questions/discussion.

August 3	GoReact Training 1
August 31	University Supervisor training
September 10	GoReact Training 2
September 21	Go React Smart Lunch
October 13	Field Supervisor Check In
November 12	Field Experience Roundtable
February 8	New Supervisor Orientation
February 15	Supervisor Training/Smart Lunch

✔️ **ACTION: EPP's action plan for training clinical educators**

- **This will continue to be a goal during AY21-22**
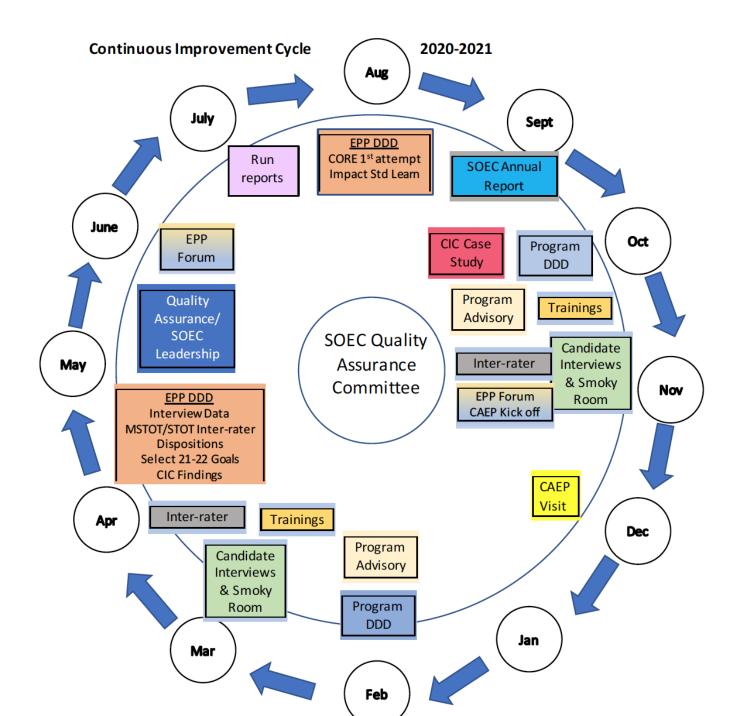
Impact of Candidates Case Study

The Candidate Impact Committee met during the spring semester and decided to focus on student work interviews based on 2019-2020 completers who are employed as teachers. $10,000 allocation will be earmarked toward paying participants. The committee will revise the invitation letter and finalize the list of possible participants for the case study.

ACTION: EPP's action plan for impact of candidates case study:

- This will continue to be a goal for AY21-22

The Completer Impact Committee has modified our plan. After reviewing a pilot interview and establishing inter-rater reliability using the NSIPI rubric, we have committed to expanding a pilot study this academic year. We have identified completers who we will invite to participate in the Work Study Sample. In October, we will invite two completers per program (Elementary Education, Special Education, and Secondary Education) to participate in a Student Work Sample Interview. Completers will be eligible to participate if they are a recent graduate of our program and are teaching in an area in which they are licensed. In addition to completing a Student Work Sample Interview, we are requesting that participants administer a Student Engagement Survey with their students and share the results with us. We are also requesting that completers share with us their principal evaluation. Individual faculty members will interview one to two completers via ZOOM and score the interviews via rubric in the Spring semester.

Continuous Improvement Cycle 2020-2021

SOEC Quality Assurance Committee

July → Aug → Sept → Oct → Nov → Dec → Jan → Feb → Mar → Apr → May → June → July

Run reports

EPP DDD
CORE 1st attempt Impact Std Learn

SOEC Annual Report

CIC Case Study

Program DDD

EPP Forum

Quality Assurance/ SOEC Leadership

Program Advisory

Trainings

Inter-rater

Candidate Interviews & Smoky Room

EPP Forum CAEP Kick off

CAEP Visit

EPP DDD
Interview Data
MSTOT/STOT Inter-rater
Dispositions
Select 21-22 Goals
CIC Findings

Inter-rater

Trainings

Candidate Interviews & Smoky Room

Program Advisory

Program DDD

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EPP Assessment Data Book

The Educator Preparation Program (EPP) has six (6) overarching signature assessments that include…

1. Interview
2. Dispositions
3. Student Teaching Observation Tool (STOT)
4. edTPA
5. Program Exit Survey (NExT)
6. Impact on P-12 Learning

1. Interview: New Candidate Admission Process

Revised Candidate AdmissionProcess

Fall, 2020

Based on data analysis, the School of Education and Counseling revised the new candidate admission criteria and interview process. During the summer of 2020, an inter-rater reliability assessment was conducted on the new candidate interview rubric.

Spring 2021

Since the Pearson CASA and CORE exams are not nationally recognized as meeting CAEP 50 percentile requirements, the IDOE has eliminated the admission requirements and has changed the licensure exams to Praxis fully effective September, 2021. Some exams may be taken effective July, 2021. The SoEC Leadership committee proposed that the new CORE Praxis basic skills exam be used as an entrance admission criteria if a student does not meet the SAT (1000 combined) or ACT (18) requirements.

NOTE: *Revised CAEP Standard 3 (2022) no longer requires evidence of a "group average performance on nationally normed assessments." According to the State "...we will see fewer programs using basic skills assessments going forward. We were happy to see this change as it removes a potential barrier and expense for teacher candidates."*

Admission GPA Average

This data is based on the Indiana Department of Education (IDOE) 1388 report. Data contains a combination of Traditional and Alternative enrolled candidates. The number of enrolled candidates excludes completers.

Content Area	AY 17-18	AY18-19	AY19-20
Early Childhood	n=8 3.25	n=5 3.16	n=10 3.26
Elementary Reading	n=42 3.27	n=18 3.28	n=56 3.13
Elementary/SpEd	n=45 3.38	n=36 3.47	n=44 3.53
Secondary English	n=10 3.29	n=9 3.37	n=11 3.44
Secondary Math	n=4 3.52	n=3 3.20	n=8 3.42
Secondary Science	n=0	n=3 3.68	n=1
Secondary Social Studies	n=2 3.79	n=5 3.11	n=14 3.36
Secondary World Language	n=0	n=0	n=1
Graduate Special Ed Mild	n=8 3.34	n=15 3.36	n=17 3.30

Graduate Special Ed Intense	n=4 3.64	n=1	n=3 2.92

2. Dispositions

The **Niagara Disposition Assessment** tool was introduced during Fall 2019. This instrument was selected because of its proven validity and reliability. The EPP has determined that if candidates are rated on three or more dispositions as *Somewhat Disagree (2)* or one or more dispositions are evaluated as *Disagree (1)* the candidate will be referred to a Student Affairs hearing to develop a Dispositions Intervention Plan.

Fall 2020 disposition data was presented at the Spring 2021 EPP DDD on March 26. The areas of concerns were mainly in Themes II: Professional Relationships with eleven (11) two's and four (4) one's and Theme III: Critical Thinking and Reflective Practice with twenty-five (25) two's and two (2) one's. The majority of the areas of concerns took place during the method courses.

Fall 2020	Strand 1 Pre-Admission					Strand 2 Admission					Strand 3 Methods					Strand 4 Student Teaching				
THEMES...	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Niagara I Professional Commitment & Responsibility *confidentiality, laws/regulations, appearance, prepared for class, punctual, honesty/integrity (IDOE Exhibiting Ethical Practice)*											0	1	407	1	1	0	1	101	1	31
Number of candidates	No final evaluation					Not offered in Fall					72					20				

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Number who met/exceeded expectations											71 (99%)			19 (95%)				
Niagara II Professional Relationships *high expectations for others, respect beliefs for others, collaboration, cultural differences, patience for those experiencing difficulty learning, flexibility (IDOE Working effectively w/other professionals; parents/guardians; school leaders; school culture)*								4	11	464	118	123	0	0	81	4	29	
Number of candidates	No final evaluation										71			20				
Number who met/exceeded expectations											63 (89%)			20 (100%)				

Niagara III Critical Thinking & Reflective Practice *critical thinking, addresses issues professionally, constructive criticism, responsibility for learning, professional development, reflective practice (IDOE Openly accepting suggestions/ constructive feedback)*												2	25	528	80	85	0	0	90	0	30
Number of candidates	No final evaluation									71						20					
Number who met/exceeded expectations										63 (89%)						20 (100%)					

ACTION at Spring 2021 EPP DDD the following information will be shared…

- **provide report/evidence on what triggered not a 3 (either high or low) and summarize by standard**
- **look at triggering events for a DIP (1s and 2s)**
- **provide a report with frequency count of each standard and see the range of scores for each standard**

3. Student Teaching Observation Tool (STOT)

The STOT is now being evaluated within Brightspace since TaskStream is no longer being utilized. Also, during the 2020-2021 academic year, the SoEC implemented GoReact as an observation tool within the field.

An inter-rater reliability was conducted based on spring 2021 mid-term STOT data and presented at the Spring 2021 EPP DDD.

STOT scores can now be entered into Banner along with edTPA scores. This will allow Institutional Research to run reports beginning with Fall 2020 completers.

4. edTPA

Candidates in the Elementary, Elementary/Special Education, and Early Childhood programs were assessed on the Elementary Literacy edTPA. Secondary candidates were assessed in their content area. Graduate Special Education candidates were assessed.

edTPA scores can now be entered into Banner along with STOT scores. This will allow Institutional Research to run reports beginning with Fall 2020 completers.

	Program Area	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	Average Total Score
AY 18-19	ECH n=10	3.00	3.10	2.90	2.80	2.90	3.00	3.00	3.00	3.30	2.80	3.00	3.20	2.90	2.80	3.10	45
	ELED n=75	2.91	2.81	3.08	2.77	2.77	3.07	2.85	2.73	2.81	2.67	2.95	3.23	2.75	2.66	3.09	45
	Secondary n=20	2.90	2.45	2.95	2.66	2.60	3.05	2.75	2.68	2.50	2.43	2.65	3.43	2.65	2.74	2.85	57
	Special Ed n=6	2.17	2.67	2.17	3.17	2.17	3.00	2.83	3.00	2.83	2.17	1.00	2.33	2.40	3.00	2.20	38
	EPP n=111	2.75	2.76	2.78	2.85	2.61	3.03	2.86	2.85	2.86	2.52	2.40	3.05	2.68	2.80	2.81	46
AY 19-20	ECH n=6	3.17	2.50	3.17	3.25	2.83	3.00	3.00	3.00	3.17	2.83	3.33	3.58	2.92	2.75	2.83	45
	ELED n=64	2.83	2.69	2.83	2.73	2.73	2.98	2.70	2.61	2.76	2.51	2.73	3.30	2.64	2.43	2.84	41
	Secondary n=17	2.94	2.47	2.94	2.71	2.59	2.94	2.65	2.47	2.47	2.35	2.65	2.94	2.53	2.47	2.47	40
	Special Ed n=16	2.88	3.00	2.63	3.13	2.94	3.13	3.00	2.94	3.06	2.69	2.44	2.94	2.63	3.20	2.44	43
	EPP n=103	2.96	2.67	2.89	2.96	2.77	3.01	2.84	2.76	2.87	2.60	2.79	3.19	2.68	2.71	2.65	42

AY 20-21																	
	ECH n=7	2.71	2.71	2.93	2.57	2.71	3.07	2.86	2.64	2.79	2.64	2.57	2.86	1.86	2.57	3.00	41
	ELED n=50	2.80	2.89	3.02	2.76	2.80	3.00	2.80	2.82	2.71	2.52	2.66	3.23	2.58	2.58	2.78	42
	Secondary n=16	2.88	2.44	2.63	2.63	2.63	3.00	2.50	2.50	2.50	2.38	2.72	2.91	2.34	2.44	2.44	39
	Special Ed n=8	2.38	3.00	2.63	2.88	2.38	3.13	3.00	2.88	3.13	2.50	1.63	3.00	2.00	2.63	2.50	40
	EPP n=81	2.77	2.80	2.90	2.72	2.72	3.02	2.75	2.75	2.70	2.49	2.56	3.11	2.41	2.56	2.72	41

1. Candidates who earn 39 or higher on the edTPA have met this requirement for graduation.

2. Candidates who score below 39 are contacted by the edTPA coordinator for a meeting to review materials, rubric progressions, and the Making Good Choices guide. In this meeting, the task(s) that need to be resubmitted are determined, and a timeline is established for resubmission.

3. Candidates who earn a 35-38 on the edTPA AND earn a 3.0 or higher on their final STOT do not have to resubmit edTPA. Since the State of Indiana does not require edTPA for licensure the university has identified a benchmark for students which aligns with requirements for nearby states.

ACTION: Followed-up at Program-Level meetings Fall 2020 Faculty

- Review Special Education edTPA rubric 11 analyzing the focus learner's performance (1.63). Also, rubric 13 (2.00) learner understanding and use of feedback for both Special Education and Early Childhood (1.86).

5. Program Exit Survey (NExT)

Survey Administration: The Exit Survey was sent to all candidates who completed an initial teacher licensure program during the fall 2020-spring 2021 academic year. The survey was sent to candidates toward the end of the candidates' final semester in their teacher licensure programs.

Response Rate: The institution's response rate was 85% (77 out of 91) rate is calculated by dividing the number of respondents who completed the survey through at least Section A by the population of student teachers who could have completed the survey.

Findings: The qualitative data was presented to the SoEC Leadership Team. One of the main weakness areas was poor communication regarding changes. The SoEC leadership team decided to develop a communication plan to promote the changes to the new Elementary and T2T programs.

The complete 2020-2021 NExT Program Exit Survey results can be found by clicking on the link below.

2020-2021 NExT Program Exit Results

 Action Items: Share at SoEC Leadership meeting
- **Develop a communication plan to promote the new Elementary and T2T programs.**

6. Impact on P-12 Learning

This data and analysis can be found in the CAEP 8 Annual Measure section

Field Data

Student Teaching Candidates

Program	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Graduate SpEd	8	6	13	14	3
Secondary (incl T2T)	20	8	11	5	13
Elementary Dual	26	15	24	12	15
Elementary Reading	16	19	23	5	21
Early Childhood	10	1	5	0	7

Student Teaching Summary

	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Student Placement Sites	65	29	64	29	29
Districts	19	14	27	17	15
Student Teaching Candidates	80	43	76	36	59

Field Placement Graduate

	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021

Clinical Mental Health Sites	14	14	19		
Clinical Mental Health Candidates	19	24	21		
School Counseling Sites	20	10	17		
School Counseling Candidates	21	12	19		
Counseling Field Candidates	40	36	40		

Field Placement Undergraduate

	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Field Experiences	11	15	13	9	11
Field Sites	16	14	25	25	21
Field Districts	7	8	10	11	12
Field Candidates	168	220	195	249	179

Student Teaching Sites

County	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Lake	9	6	13	9	6
Porter	4	3	4	1	2
LaPorte	3	4	4	2	4
Starke	0	1	0	0	0

Newton	1	0	1	0	0
Jasper	1	0	0	0	1
Other	1	0	5	5	2

Field Placement Sites

County	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Setting	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Lake	5	6	6	6	7	Urban	4	3	7	1	1
Porter	0	1	1	4	4	Rural	2	0	3	5	1
LaPorte	2	1	3	3	2	Suburban	10	11	15	19	22
Starke	0	0	0	0	0						
Newton	0	0	0	0	0						
Jasper	0	0	0	1	0						

CAEP Accountability Measures

*Measure 1: Completer Impact and Effectiveness: Data on completer effectiveness and impact, which directly align with CAEP Component R4.1, may come from various sources, including those outlined below. The EPP should be sure to provide data related to BOTH completer effectiveness and impact. Data examples: contribute to P-12 student-learning growth (state-level data of student performance (e.g. student growth measures, value-added measures); performance portfolios, case study. Apply professional knowledge, skills, and dispositions in the P-12 classroom (**state-level data of teacher performance (e.g., teacher evaluations)**; focus groups/interviews (completers, P-12 students, observers); observations of completers; surveys.*

Measure 1: Completer Impact and Effectiveness

Completer Impact: During the academic year 2020-2021 a new approach to investigating the impact of the program, Next Steps for Investigating Program Impact (NSIPI) study, was initiated. The NSIPI utilizes a stratified random sampling technique followed with a minimum of 20% of completers across all program areas within the EPP recruited for participation [Component 4.2]. Attention is given to completers from varied types of schools (e.g., urban, suburban, rural, private, public, charter) and multiple grade levels.

The NSIPI study collects and analyzes the following data sources:

- State Data: Effectiveness Survey [Components 4.1,4.2, 4.3], Teacher Survey [Component 4.4], Principal Survey [Component 4.3];

- State-developed content exams (e.g., CORE licensure data) [Components 1.3, 1.4, 4.1, 4.2];

- Classroom observation (e.g., school assessment system aligned with state requirements) [Component 4.2];

- Measures of teaching practice (i.e., edTPA, STOT –completed in their capstone experience will be used as a baseline measure) [Component 4.2], reports from school-based supervisors (e.g., principals or mentors) [Components 4.2, 4.3]; and

- Measures of P-12 student impact (i.e., Student Work Sample Interviews, Focus Groups on Student Impact, and Student engagement surveys) [Components 4.1, 4.4].

Data results from this study will be available in September, 2022 and will be updated on this website at that time.

Effectiveness: During the academic year 2019-2020 the final percentage of teachers rating highly effective/effective was 100% based on 153 teachers evaluated. Data based on the academic year 2020-2021 will be available from the Indiana Department of Education (IDOE) in September, 2022 and will be updated on this website at that time.

Percent of Teachers Achieving Effective or Highly Effective Rating											
	Teachers with One (1) Year Experience			Teachers with Two (2) Years Experience			Teachers with Three (3) Years Experience				
PNW	Effective	Highly Effective	Total Teachers Evaluated	Effective	Highly Effective	Total Teachers Evaluated	Effective	Highly Effective	Total Teachers Evaluated		
17-18	<10	<10	<10	<10	<10	<10	<10	<10	<10		
18-19	35	18	53	19	25	45	34	30	64	18-19	19-20
19-20	34	7	41	40	15	55	27	30	57		
Total Effective										88	101
Total Highly Effective										73	52
Total Effective /Highly Effective										161	153
Total Evaluate										162	153
%										99%	100%
**Year defined as September 1-August 31											
Visit http://www.doe.in.gov/evalations for additional information											

Source: IDOE 2021 Annual Report

Measure 2: Satisfaction of Employers and Stakeholder Involvement: *Data may come from various sources including: employer satisfaction surveys, employer satisfaction case studies, employer focus groups or interviews with detailed methodology, involvement of internal and external stakeholders in program design, evaluation, and continuous improvement processes such as (MOUs/partnerships, advisory board feedback/input, co-construction or assessment/surveys, documentation of meetings and decisions)*

Measure 2: Satisfaction of Employers and Stakeholders Involvement

Analysis of satisfaction of employers and employment milestones for PNW Completers indicate that building administrators perceive completers to be applying the knowledge, skills, and dispositions they learned in their preparation program. It also indicates that principals see completers exhibit these understandings ethically and in adherence with the legal requirements of teaching; that completers analyze student assessment data to improve classroom instruction; that they integrate technological tools to advance student learning; and that they are open and accepting of suggestions/constructive feedback. While no area in the data indicates perceived levels of performance that are concerning, it does appear that consideration for how candidates might be afforded more opportunities to develop and practice effective strategies for understanding how students learn and develop at the grade level they are teaching as well as how they may work effectively with parents/guardians. Please note that the mean score is not available for 2019 since IDOE did not provide raw data on questions that year.

Principal Survey Results for Purdue University Northwest 2021														
Principals are responding to statements divided into three domains (knowledge, disposition, and performance) and reflect elements of both national professional standards (NCATE/CAEP) and the Model Core Teaching Standards, Interstate Teacher Assessment and Support Consortium (InTASC). EPPs are expected to meet these standards in order to prepare educators for licensure (511 IAC 13-1-1).														
Knowledge Preparation of Teacher														
For each of the following, please provide your assessment of how well the EPP prepared this teacher in the following categories. The range is from 1 (strongly disagree) to 4 (strongly agree).	**Means**		Disagree Strongly (1)			Disagree (2)			Agree (3)			Strongly Agree (4)		
The EPP did an outstanding job of preparing this teacher to…	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21

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	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21
1. ...understand how students learn and develop at the grade level they are teaching.	3.32	3.37	n=0 0%	n=1 2%	n=0 0%	n=2 4%	n=2 5%	n=2 5%	n=36 68%	n=23 52%	n=19 50%	n=15 28%	n=18 41%	n=17 45%
2. ...meet expectations of a beginning teacher for content preparation and knowledge.	3.36	3.42	n=0 0%	n=1 2%	n=0 0%	n=2 4%	n=1 2%	n=1 3%	n=32 60%	n=23 52%	n=20 53%	n=19 36%	n=19 43%	n=17 45%
3. ...adhere to the ethical requirements of the teaching profession.	3.50	3.62	n=0 0%	n=1 2%	n=0 0%	n=0 0%	n=1 2%	n=0 0%	n=23 43%	n=17 39%	n=14 37%	n=29 55%	n=25 57%	n=23 61%
4. ...adhere to the legal requirements of the teaching profession.	3.41	3.61	n=0 0%	n=1 2%	n=0 0%	n=0 0%	n=1 2%	n=0 0%	n=27 51%	n=21 48%	n=15 39%	n=26 49%	n=21 48%	n=23 61%
Pedagogical Preparation of Teacher														
The EPP did an outstanding job of preparing this teacher to…	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21
5. ...provide an appropriate and challenging learning experience.	3.39	3.37	n=0 0%	n=1 2%	n=1 3%	n=2 4%	n=0 0%	n=0 0%	n=36 68%	n=24 55%	n=21 55%	n=15 28%	n=19 43%	n=16 42%
6. ...provide an inclusive learning environment.	3.34	3.50	n=0 0%	n=1 2%	n=0 0%	n=1 2%	n=0 0%	n=0 0%	n=41 77%	n=26 59%	n=19 50%	n=11 21%	n=17 39%	n=19 50%
7. ...provide a rigorous learning environment.	3.34	3.39	n=0 0%	n=1 2%	n=1 3%	n=3 6%	n=0 0%	n=0 0%	n=38 72%	n=26 59%	n=20 53%	n=12 23%	n=17 39%	n=17 45%
8. ...use a variety of assessment methods to guide, adjust, and improve instruction.	3.36	3.32	n=0 0%	n=1 2%	n=1 3%	n=2 4%	n=1 2%	n=0 0%	n=39 74%	n=23 52%	n=23 61%	n=11 21%	n=19 43%	n=14 37%
9. ...develop content specific assessments to test for student understanding of the lesson objectives.	3.27	3.37	n=0 0%	n=1 2%	n=0 0%	n=3 6%	n=2 5%	n=1 3%	n=40 75%	n=25 57%	n=22 58%	n=10 19%	n=16 36%	n=15 39%
10. ..differentiate instruction to meet all students' learning needs.	3.36	3.39	n=0 0%	n=1 2%	n=0 0%	n=3 6%	n=1 2%	n=1 3%	n=41 77%	n=23 52%	n=21 55%	n=9 17%	n=19 43%	n=16 42%
11. ..work effectively with students with all exceptionalities.	3.41	3.43	n=0 0%	n=1 2%	n=0 0%	n=1 2%	n=2 5%	n=0 0%	n=40 75%	n=19 43%	n=21 55%	n=12 23%	n=22 50%	n=16 42%

The EPP did an outstanding job of preparing this teacher to…	Means '20	Means '21	'19	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21
12. ..analyze student assessment data to improve classroom instruction.	3.27	3.35	n=0 0%	n=1 2%	n=1 3%	n=0 0%	n=1 2%	n=0 0%	n=44 83%	n=27 61%	n=21 55%	n=9 17%	n=15 34%	n=15 39%
13. ..use effective strategies to manage the learning environment.	3.27	3.32	n=2 4%	n=1 2%	n=1 3%	n=2 4%	n=3 7%	n=0 0%	n=39 74%	n=23 52%	n=23 61%	n=10 19%	n=17 39%	n=14 37%
14. ..integrate technological tools as appropriate to advance student learning.	3.36	3.49	n=0 0%	n=1 2%	n=0 0%	n=0 0%	n=0 0%	n=0 0%	n=36 68%	n=25 57%	n=19 50%	n=17 32%	n=18 41%	n=18 47%

Professional Disposition of Teacher														
The EPP did an outstanding job of preparing this teacher to…	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21
15. …openly accept suggestions/constructive feedback.	3.45	3.58	n=0 0%	n=2 5%	n=0 0%	n=0 0%	n=1 2%	n=0 0%	n=21 40%	n=16 36%	n=16 42%	n=32 60%	n=25 57%	n=22 58%
16. …exhibit ethical practice expected of educators.	3.43	3.62	n=0 0%	n=2 5%	n=0 0%	n=0 0%	n=0 0%	n=0 0%	n=18 34%	n=19 43%	n=14 37%	n=35 66%	n=23 52%	n=23 61%
17. …work effectively with other professionals.	3.41	3.61	n=0 0%	n=2 5%	n=0 0%	n=2 4%	n=0 0%	n=0 0%	n=22 42%	n=20 45%	n=15 39%	n=29 55%	n=22 50%	n=23 61%
18. …work effectively with parents/guardians.	3.34	3.49	n=1 2%	n=2 5%	n=0 0%	n=2 4%	n=2 5%	n=2 5%	n=28 53%	n=19 43%	n=15 39%	n=22 42%	n=21 48%	n=20 53%
19. …work effectively with school leaders.	3.45	3.61	n=0 0%	n=2 5%	n=0 0%	n=1 2%	n=0 0%	n=1 3%	n=18 34%	n=18 41%	n=13 34%	n=34 64%	n=24 55%	n=24 63%
20. …work effectively within the school culture.	3.34	3.61	n=0 0%	n=2 5%	n=0 0%	n=1 2%	n=1 2%	n=0 0%	n=22 42%	n=21 48%	n=14 37%	n=26 49%	n=20 45%	n=22 58%

Overall Assessment	Means		Very Dissatisfied			Dissatisfied			Satisfied			Very Satisfied		
	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21	'19	'20	'21
21. Overall, how satisfied are you with the training this teacher received from this EPP?	3.34	3.53	n=0 0%	n=1 2%	n=0 0%	n=2 4%	n=1 2%	n=1 3%	n=29 55%	n=24 55%	n=16 42%	n=21 40%	n=18 41%	n=21 55%

*CAEP Measure 3: Candidate competency at completion. Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure. (E.g.: Progression level threshold/criteria for success at completion; EPP-created measures; proprietary measures (e.g., **edTPA rubrics**, PPAT rubrics, Praxis Content Exams); **state required licensure measures**; student-teaching evaluation instruments; **dispositions**/non-academic factor instruments) (Initial and advanced)*

Measure 3: Candidate Competency at Program Completion:

Multiple points of data regarding candidate competency upon completion is used to determine the EPP's efficacy in this area. A large portion of this data is captured in our annual Title II report below. The Title II single assessment pass rates on all certification exam results for convenience and maximum transparency. Sample sizes with fewer than 10 examinees are not reported based on privacy reasons.

Title II Pass Rates

Data is based on the total number of completers from all program areas.

Traditional

Academic Year	PNW Number taking test	PNW Number passing	PNW Pass Rate	State Pass Rate
2020-2021	72	51	71%	81%
2019-2020	94	68	72%	86%

2018-2019	94	71	76%	90%

Alternative

Academic Year	Number taking test	Number passing	Pass Rate	State Pass Rate
2020-2021	6*	n/a	n/a	
2019-2020	9*	n/a	n/a	
2018-2019	4*	n/a	n/a	

*below 10 does not get reported.

Title II Single Assessment Pass Rate

<u>Traditional Programs</u>

Licensure Exam	PNW Pass Rate			PNW Scaled Score			State Pass Rate	State Scaled Score
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**	**20-21**	**20-21**
Early Childhood is not reported since the n=7 which is below 10. *Below 10 does not get reported.								
005 Elem Pedagogy	91% 59/65	89% 64/72	82% 40/49	243	239	233	93%	243
006 Secondary Pedagogy	100% 16/16	100% 12/12	100% 15/15	245	251	249	98%	251
060 Eled Reading	81% 56/69	84% 64/76	84% 41/49	233	230	230	87%	234
061 Eled Math	87%	88%	83%	240	238	237	90%	243

	59/68	64/73	40/48					
062 Eled Science	91% 62/68	92% 69/75	85% 40/47	238	236	233	92%	240
063 Eled SS	85% 57/67	86% 64/74	78% 35/45	231	230	227	84%	229
021 ELA	n/a 6*	n/a 5*	n/a 5*	n/a	n/a	n/a	83%	231
035 Mathematics	n/a 5*	n/a 1*	n/a 3*	n/a	n/a	n/a	84%	234
045 Life Science	n/a 2*	n/a 0*	n/a 1*	n/a	n/a	n/a	81%	227
051 SS HP	n/a 2*	n/a 3*	n/a 5*	n/a	n/a	n/a	70%	223
024 Exceptional Needs Intense	0*	0*	0*	n/a	n/a	n/a		
025 Exceptional Needs Mild	85% 33/39	82% 31/38	95% 21/22		237	237	93%	245

ACTION: Continue to monitor candidates' attempts based on new Praxis exam

CAEP Measure 4: Data examples state or EPP collected data related to completers' employment in teaching positions for which they were prepared. (initial and advanced)

Measure 4: Ability of completers to be hired in education positions for which they have been prepared:

To be hired in educational positions, candidates must graduate from the program and pass the licensure exams required by the State of Indiana Department of Education. Over the past three years, the ability of completers to meet licensing requirements has declined. Part of this decline may be attributable to the impact of CoVID-19 on completion of coursework, candidates' abilities to complete the licensure testing requirements (many testing centers have experienced various closures, and/or participation in classroom/learning spaces. For the academic year 2020-2021, out of 85 candidates, 57 met licensure requirements for a rate of 67%. The state of Indiana's School Personnel Job Bank (IDOE) indicates that across the state there are 1240 jobs available (as of 4.4.2021) in education with the following areas of teacher shortages identified: special education, business, math, science, world languages, and technology & engineering. An analysis of completers' ability to be hired indicates that while we are preparing candidates for these areas (all but business and technology & engineering), the number of candidates completing is low which dramatically impacts any ability to draw conclusions from it.

Program Area	Completers	Eligible for License	Completers	Eligible for License	Completers	Eligible for License
	18-19		19-20		20-21	
EPP Wide	**n=110**	**n=87 79%**	**n=108**	**n=81 75%**	**n=85**	**n=57 67%**
Early Childhood	n=10	n=9 90%	n=7	n=3 43%	n=7	n=3 43%
Elementary	n=34	n=25 74%	n=34	n=29 85%	n=25	n=15 60%
Elementary/Mild	n=42	n=32 76%	n=42	n=32 76%	n=27	n=22 81%

English	n=6	n=4 67%	n=6	n=5 83%	n=6	n=4 67%
Mathematics	n=7	100%	n=2	n=0 0%	n=3	n=2 67%
Science	n=2	100%	n=3	n=2 67%	n=1	n=1 100%
Social Studies	n=2	100%	n=3	100%	n=6	n=5 83%
World Language	n=1	100%	n=0	n/a	n=0	n/a
Special Education Mild (graduate)	n=3	n=2 67%	n=7	n=3 43%	n=8	n=3 38%
Special Education Intense (graduate)	n=1	100%	n=3	100%	n=2	n=2 100%

Minutes

Data Dialogue Days

FALL 2020

EPP August 27, 2020 (ZOOM)

In attendance: Anne Gregory, Director of SoEC, PNW; Mary Jane Eisenhauer, Associate Director, PNW; Julie Remschneider, Field Coordinator, PNW; Pam Ayala, Undergraduate Advisor, PNW; Maya Blackwell, Graduate/License Advisor, PNW; Sheila Stephenson, Assessment Coordinator, PNW; Shelly Kolopanis, Administrative Assistant, PNW; Hadassah Moore, Administrative Assistant, PNW; Amanda Timm, Administrative Assistant, PNW; Patrick Keegan, Assistant Professor, PNW; Dave Pratt, Associate Professor, PNW; Deb Pratt, Continuing Lecturer, PNW; Kelly Vaughn, Assistant Professor, PNW.

Continuous Improvement Cycle data plan was shared for AY20-21
Discussion
- EPP Forum-internal and external partners, find out needs; held meeting in June, another scheduled for October 6
- EPP DDD: review impact on student learning and CORE pass rates/first attempts
- Program Advisory Council: specific to each program areas with partners; occurs in Fall and Spring
- Program DDD-program specific data shared that happens in F&S
- QAC: oversight of Quality Assurance system; including CACREP accreditation in the Fall
- Completer Impact Committee-CIC-new committee as students complete program
- SoEC Leadership-program
- Standing Committees: Curriculum, Personnel, Student Affairs, Programs Committees, OPO
- Training for CAEP will occur throughout the semester

Impact on Student Learning
Discussion
- CAEP Standard 4 did a pilot study of our graduates
- Critique: Used pre-service standards on graduates
- Next Steps for Investigating Program Impact (NSIPI) is a new study that will focus on 20% of graduates from across program areas. This study is part of a proprietary assessment through Network for Excellence in Teaching (NExT) which is valid and reliable.

- Completers will be from the last three years
- Collect new data in comparison to edTPA and STOT
- Completer Impact Committee (CIC): Geoff Schultz, Dave Pratt, Anne Gregory are currently on this committee. Asking Kelly Vaughan or Patrick Keegan to join as well. Kelly will join the committee. Two-year commitment.
- Study will begin Spring 2021

CORE Pass Rates/First Attempts

Discussion

- Compare edTPA, CASA, CORE, ACT/SAT
- Compare/correlate/study these scores based on where they are in the program (when they should vs. right before student teaching)
- Look at areas of weakness for each of the categories of each of the tests
- Deep dive into the subtests to identify areas of improvement, look at program levels
- Look at elementary reading and social studies, secondary social studies, early childhood reading (to compare to elementary scores) and math
- Analysis complete and meet again by September 24th
- Make data consumable to share
- Data to know how many people pass everything on first attempt, if they are retaking, is it across all tests
- Data showing average attempt of first time test takers, average attempt of second time test takers, third time, etc.

ACTION: Pam Ayala, Patrick Keegan, Dave Pratt, Anne Gregory, Sheila Stephenson, and Mary Jane Eisenhauer will meet to evaluate CORE data and report back to EPP in Spring, 2021

Secondary DDD October 14, 2020

In attendance: Anne Gregory, Hal Pinnick, LaVada Taylor, Sheila Stephenson, Hadassah Moore, Kelly Vaughan, Colette Morrow, Julie Remschneider, Russell Mayo, and Amanda Timm

Review Program Assessments AY 2019-2020

CORE

Pedagogy

- 93% pass rate on pedagogy test

- this data indicates best, highest attempt
- passing score is 220
- best, highest attempt
- these are just test takers, not necessarily completers for that year
- may be graduates coming back to take test

English
- 10 test takers, 6 that passed
- mean is 211
- 60% pass rate
- 64% state pass rate

Math
- 7 test takers, 2 pass
- mean: 204
- 29% pass rate
- state also has low pass rate of 50%

Physics
- 1 test taker
- 100% pass rate

Biology
- 3 test takers

Social Studies
- All content areas, not differentiated
- Low in economics
- 2 test takers
- since these are low numbers, look into subtests to evaluate better

- low numbers make it hard to generalize if examined deeply
- look at historical perspectives since everyone takes it
- deep dive into this
- mean is above state average
- way the test is taken changed from one test into all these different ones
- look at other areas and the areas of concerns, strengths, weaknesses, and evaluate what we need to change for the specialized exams
- program also went through overall
- CORE team is taking look at social studies at elementary and secondary level
- Add to their list to deep dive into
- Good to know strengths and weaknesses but recognize that the test is changing next fall
- Check into grace period of how long individuals can opt to take CORE or must switch to Praxis
- Look for Praxis example tests for us to review

French: 1 test taker

Spanish: no test takers in 2019-2020

Planning 34X Final Reflection
- Used for SPA planning
- 3.0 is considered proficient
- candidates are doing well
- feedback for assessments only one currently below the 3.0
- feedback on assessment for edTPA is also lower
- hard to address for students not directly work with dealing with actual student work
- hard to talk about hypothetically
- Julie-kept track of questions on edTPA

- Feedback to students
- Evaluation criteria
- Some of these are edTPA language and others are rubric
- Tell students they need a glow and a grow-what they're doing well and what they need to improve
- Use both qualitative and quantitative feedback to improve scores and be self-reflective

edTPA/STOT/GPA
- edTPA pass score is 39 or 35 with STOT score of 3
- not in student teaching handbook or field guide
- concerns about making secondary way of passing test widely known
- only offer to students who have worked diligently toward the 39
- LaVada: what is the relationship between STOT and edTPA to determine that a higher STOT score is sufficient for passing with a lower edTPA score?
- Made this decision in leadership meeting about a year and a half ago
- Using this as a way to establish cut scores to mirror Illinois
- Go back to leadership to revisit this issue
- Eventually want to reach a 41 STOT score

Decisions
- Only one person failed, very encouraging
- edTPA workshop on how to incorporate edTPA into your curriculum
- look at courses on how to include rubric into your courses and vocabulary
- use different edTPA rubrics at different points in the coursework
- re-evaluate rubrics to include edTPA
- look at small data and then make big changes
- evaluate core data more in depth

- Make sure it's not just an alignment project but that edTPA is incorporated
- There are things we evaluate that edTPA doesn't capture

ILES Program *October 21, 2020*

In attendance: PNW: Sheila Stephenson, Assessment Coordinator; Shelly Kolopanis, Administrative Assistant; Pam Ayala, Undergraduate Licensing Advisor; Danielle Starks, Patrick Keegan, Assistant Professor; Nicole Baker, Maya Blackwell, Graduate/Licensing Advisor; Ralph Mueller, Professor; Mary Jane Eisenhauer, Associate Director SoEC; Dave Pratt, Associate Professor; Deb Pratt, Continuing Lecturer; Anne Gregory, Director, SoEC; Geoff Schultz, Professor

Data Reports
- CORE #1
  - Early Childhood
  - Elementary
  - Special Education
- Early Childhood Assessments
  - #2 Lesson Plan Collection (Content)
  - #3 Lesson Plan Collection (Planning)
  - #4 STOT
  - #5 edTPA
  - #6 Family Engagement Plan
- Elementary Assessments
  - #2 Lesson Plan Collection (Content)
  - #3 Lesson Plan Collection (Planning)
  - #4 STOT
  - #5 edTPA
  - #6 Impact on Student Learning (EDCI 31500)
- Special Education Undergraduate
  - #2 Content Knowledge Special Ed Law
  - #3 Program Area Planning IEP
  - #4 Student Teaching Small Group
  - #5 Impact on Student Learning (EDPS 32800)
  - #6 Classroom Management Plan
  - #7 Assistive Technology

Mary Jane – how is this connected to CAEP visit

Anne: SPA data is primarily used

Sheila: is there a certain area of interest of any data you'd like shared and looked closer into?

Anne: future be helpful to have this information prior to the meeting

Sheila: This will be looked at every fall and spring and feedback is needed

Dave: impact on students – explain more about key assignments and how there is a connection between learning and the students.

Sheila: during the period of AY18-19 we had problems collecting data and not all students were assessed in EDCI 315. There were 2 different instructors for the course and there were many issues.

CAEP will be looking at the SPA's. They will be asking what we are doing moving to the CAEP standards. What are we doing to revise the rubrics?

Anne: 3rd – our students are doing very well. We need to state why the assessment was low, faculty turnover,

Anne: literacy group met and curricular changes. Qualtrics survey will be sent out by Kelly. All repa 3 were being met – media for children 311 , 36203 and 36204 were looked at. 311 is good but other 2 courses will be changed to a different number change in title, Elem Lit 1 and Elem Lit 2. The course descriptions will be revised along with the repa

Counseling DDD October 6, 2020

In attendance: PNW Staff: Sheila Stephenson, Assessment Coordinator; Lisa Hollingsworth, Mary Didelot, Injung Lee, Vincent Marasco, and Amanda Timm, Administrative Assistant.

CMHC Summary
- Revisit and revise rubric for EDPS 503 tracing trends;
- Look at dispositions across the board and revise rubric (add in other rubrics than attentive/inattentive, consistency across them);
- EDPS 500 Group; and EDPS 610
- Look at the number of standards in each of the rubrics so that it's not overwhelming.
- Have a day of mapping courses and then go back and edit rubrics
- Each standard must be assessed twice over course of program
- Make sure the programmatic objectives are being measured in TaskStream

School Counseling Summary
- Look at EDPS 609-program development project
- Also create a matrix for mapping and what needs to be adjusted

- Injung's expertise will be important for this mapping

Concerns:

Some students who are currently teachers and making the transition to school counselor had difficulty with transitioning roles. This was made clear during the counseling techniques course.

ACTION:

 The faculty noted the need to continue addressing this transition of professional roles and responsibilities throughout the School Counseling program, but especially in the following courses: Introduction to School Counseling, Counseling Techniques Lab, Practicum, and Internship.

PARTNERSHIP ADVISORY MEETINGS

EPP Forums October 6, 2020

In attendance: **Partners:** DeAnn Jennette, Parent Educator, Early Learning Center, Hobart; Deb Ciochina, Director, Teaching Learning Secondary, Duneland School Corporation; Jeremy Moore, Chris Gabriel, Principal, Wanatah Public Elementary. **PNW Staff:** Anne Gregory, Director, SoEC; Mary Jane Eisenhauer, Assistant Director SoEC; Sheila Stephenson, Assessment Coordinator SoEC; and Amanda Timm, Administrative Assistant SoEC

EXAMINING INTERVIEW DATA

Current interview process was explained

Data found that there is a very high rate of acceptance fully or conditionally. If conditionally admitted, a candidate has one semester to meet requirements. Conditionally admitted typically need more than one aspect to be fully admitted. Conducting test prep for CASA but individuals are not always successful.

Admission Requirements: Effective July 1, 2019, IDOE is no longer requiring test requirements for admission.

CAEP, however, is requiring a cohort average GPA of 3.0 or higher

How do we meet this GPA requirement and help candidates be fully admitted instead of conditionally.

ACTION: Partnership Feedback:

REFOCUS FIRST YEAR EXPERIENCE COURSE

How can we help students be successful ahead of the test/exam

- Develop an intense, focused class to help students be successful
- Prevention of failure
- Team process, mimic what it's like in the classroom/field

_____

CURRICULAR CHANGES

- New look for undergraduate bachelor's program
- Suspending Early Childhood degree
- Expanding Elementary Education: All students will take core elementary courses and then add on either special education or early childhood special education. New curriculum is anticipated to begin Fall, 2021

SMART LUNCHES began based on the need from both school partners and candidates on learning new technology techniques and options. Monthly 30-minute sessions.

SoEC SPOTLIGHTS highlights work of educators and their students

ACTION: **How do we prepare candidates for the future of virtual learning?**
- o Covid has changed the way we handle virtual teaching probably forever
- o Find ways to integrate these changes into curriculum
- o Talk about coursework and other pre-service candidates how to use technology
  - § It's also a disposition issue recognizing that they must be flexible and adaptive
- o Do the smart lunches address student engagement or solely technology?
  - § Find ways to incorporate student engagement
- o Recognizing that it's not all doom and gloom currently happening in education, lots of good stuff is happening

CAEP Visit Preparation: Our EPP partners took place in several informational "game night sessions" in preparation for the CAEP accreditation visit that took place December 13-15, 2020.

SPRING 2021

EPP 03.26.21

In attendance: S. Stephenson, H. Moore, Deb Pratt, D. Starks, MJ Eisenhauer, M. Blackwell, N. Baker, C. Torres, P. Ayala, R. Stankowski, J. Remschneider, K. Tobin, David. Pratt, H. Pinnick, C. Morrow, A. Gregory, K. Kincaid, K. Vaughan

UPDATES
- **HLC -** *Becky Stankowski*

Visit April 12-13, 2021 (virtual), 5 reviewers online, 1 on-the-ground (from IWU)

Schedule finalized this week. Open forums for faculty, staff, students will be offered

5 criteria explained on digital hand-out

        1. Mission 2. Integrity 3. Teaching & Learning (quality research & support)

        4. Teaching & Learning (assessment & evaluation) 5. Planning & Effectiveness

MJ Eisenhauer asks if there are any areas of challenge/sticking points to anticipate

R. Stankowski – anticipates challenges with assessment of non-accredited programs, we don't practice co-curricular assessment, general education structure could prove challenges. Recognizing our problems & showing active plans to improve is better than not recognizing challenges at all. Reviewers will want to speak with groups for which they have specific questions.

- **CORE 1st attempt – *Sheila***

Reviewed data at past EPP DDD, formed committee as suggested

Committee reviewed & found Social Studies to be problem area for candidates

IDOE switching from CORE to Praxis licensure exams

Wait until testing material is available for all areas, will be shared with faculty to see how to best incorporate those materials into their courses

- **NeXT exit survey – *Sheila***

Suggested at last EPP DDD that comments be reviewed by SoEC leadership team-comments were shared

Common theme of poor/lack of communication

Communication plan to be developed (emphasis on curricular changes & T2T)

- **FYE Course revisions – *Sheila***

EDST 200, EDST 270

HLC Requires this course & tracking of data

Reviewed: Context for Learning & Writing Center initiatives better integrated in these courses

- **Impact on Student Learning – *Anne***

Conducted pilot study & submitted with CAEP Std. 4

Feedback: measures being used were not appropriate, additional data to be gathered beyond what state provides

NSIPI study created, unable to roll-out during 2020 (Pandemic). Committee created new timeline – Conducted Fall 2021 (student work sample interviews as primary source)

Reporting back findings in fall, seek suggestions on how to move forward

- **SoEC Goals for AY21-22**
    - Based upon document submitted to CAEP & taken from CAEP standards
        - *ACTION: Determine responsibilities*
        - **Training clinical educators –** J. Remschneider / OPO
        - **Clinical placement tracking and monitoring system –** J. Remschneider / OPO
        - **Impact of candidates –** NSIPI committee

A. Gregory reminds that Clinical Educators include anyone who works with our candidates (faculty, cooperating teachers, supervisors). If any training is required, no one gets a "pass"

S. Stephenson asks to be included in these trainings

MJ Eisenhauer mentions the need to best understand the impact of current training resources (evaluation tools to measure)

DATA SHARE

Interview
- **Problem Solving Data Sp21 - *Anne, Mary Jane***

New component to interview process – Problem Solving

Piloted January 2021 with candidates interviewed in FA20 who did not meet Basic Skills requirement

Problem Solving integrates qualities future employers are looking for Collaboration – Leadership – Communication – Creativity

Feedback from candidates positive, fully implemented for SP21 interviews

Re-tooled/standardized interview questions to not duplicate presentation items

(Pre-recorded presentation – Writing Sample – Interview – Problem Solving)

MJ Eisenhauer notes it's interesting to review interviews from this perspective. Makes it clear which of our candidates really step up.

Encouraged by a number of candidates with clear leadership qualities. Says it's clear to see which candidates do & don't exhibit certain qualities

P. Ayala asks if there are cut scores/criteria for moving on

MJ Eisenhauer shares rubric, no benchmark/cut score currently determined. Began review at "proficient" marker

David Pratt asks if rubric was shared with candidates prior to segment

MJ Eisenhauer confirms it was not shared with candidates. Asked what types of information is appropriate to share. Candidates are told they cannot prepare beforehand, and notified it's a group interview.

P. Ayala shares with candidates that they would engage in a Group Problem Solving Scenario, evaluated on problem-solving & collaboration skills

Deb Pratt suggests candidates should see rubrics ahead of time

MJ Eisenhauer – clarifies candidates are given outline of scenario immediately upon joining the group interview portion

Deb Pratt agrees that interpersonal communication skills are necessary for this type of scenario. Wondering if they have those skills beforehand?

P. Ayala shares the candidates are encouraged to take Intro Speech courses

David Pratt appreciates how it assesses different types of skills. Can we see any correlations between this component & the others?

MJ Eisenhauer agrees—would be interesting to see if these scores correlate with other markers (grades, dispositions)

Deb Pratt inquires if this group problem solving scenario replaces CASA?

A. Gregory shares leadership team's decision to move to CORE PRAXIS for Basic Skills requirement. Until state provides guidance for CORE PRAXIS cut-scores, we will use Problem Solving scenario in its place. CORE PRAXIS will be associated with particular course, given voucher to take during that time

K. Vaughan asks if there are specific student supports recommended to candidates based upon areas they could improve in Problem Solving Criteria? (similar to resume workshops & writing center)

J. Remschneider suggests candidates are encouraged to join a PRIDE alongside acceptance letter

A. Gregory agrees—could create PRIDES based upon missing pieces of Group Problem Solving (ie, Kelly's pride could have Leadership focus)

STOT Inter-rater Agreement
- **Brightspace pilot STOT SP21 – Sheila**

No longer using Taskstream—pilot using Brightspace instead

A. Gregory explains spreadsheet – looking at agreement between CT & US

0 = exact same score, 0.5 = ½ point different

Left-hand side shows points of variation

Dave Pratt – important to look at individual standards, and suggests looking at overall STOT score agreement…thinks we should have a stringent cut-off since the final score is an average of the two. Some standards have more indicated than others

A. Gregory reminds that STOT is scored based upon average of each InTASC standard, so overall score is hard to find

K. Tobin is glad there is a move away from Taskstream. Asks for help in content standards data & how that will look in Brightspace

A. Gregory confirms this is coming—how to best utilize Brightspace. Will share once figured out (OCEP spearheading)

- **Sp21 Mid-term data**

ACTION:

○   **What is our level of toleration of variance of agreement?**

David Pratt suggests 0.5 agreement level (for 7/10 standards rather than all?)

K. Vaughan agrees with 0.5 as these scores are important to Student grades. What happens if a 0.5 agreement is not met?

A. Gregory's initial thought that setting our score at 0.5 now, look at where the training is needed based upon current data. Do analysis on Final STOT scores

K. Vaughan mentions a question she receives often: what if a teacher considers a certain standard as N/A? How do we resolve this?

David Pratt notes hard to see certain discrepancies in smaller programs

A. Gregory – if 0.5 is our score, what is the % of acceptance? Suggests threshold between CT & US, there is 80% agreement within 0.5

○ **Identify weak agreement areas**

Standards 1 & 3 (Elementary)

○ **Is training needed?**

J. Remschneider shares many candidates are in Professional Year in Diocese of Gary. Their superintendent is eager to offer Professional Development for his teachers. Offer STOT training to these teachers (will be hosting Student Teachers in Fall 2021)

Analyze if the training made any difference? (1:00:00 mark)

Dispositions

● Data based on Niagara themes F20 – *Sheila*

Previous DDD suggested looking at data more broadly

Shares 3 major themes (6 criteria in each)

IDOE has survey they contact with our completers once they are in the classroom (similar tool) preparing candidates on what they will be evaluated on once they are in their classrooms

No final Niagara Evaluation for EDPS 285, EDCI 355 not offered Fall 2020

Standard practice to evaluate EDPS 285 midterm & final

S. Stephenson wonders if mid-term & final evaluations during these strands are necessary?

J. Remschneider notes mid-term evaluation important for identifying areas of concern and intervene/plan for remainder of semester

Spring 2021 midterm & final dispositions sent for EDPS 285 & EDCI 355. More complete data for Spring 2021

Dave Pratt agrees assessment throughout is important. Good to see most candidates meeting expectations. Wonders how missing expectations are tracked. Shocked to see a large number of "5" scores in Student Teaching. Acknowledge candidates with high disposition scores

K. Vaughan requests a way to share specific information related to candidates who struggled in specific standards in prior semesters. Know how to best prepare candidates who need more support

A. Gregory mentions too much data sharing could become prejudicial (looking for problem areas). Supports Dave's idea of seeing if/how improvement plans were followed. Worries about getting outside of the Smoky Room experience for sharing concerns about candidates. Suggests shared access to Smoky Room sheet so if an area of concern is noticed, faculty can refer to Smoky Room discussions

K. Vaughan thinks we have lost practice of multi-semester plan in place of SPR process. Does not want punitive measures, but thinks multi-semester improvement could be beneficial

S. Stephenson asks if displaying data this way is helpful. Reminds this is EPP-wide data. Can break down by program areas for deeper dive.

A. Gregory says it would be interesting to see by program area

K. Vaughan suggests number of candidates with certain scores in each Theme

David Pratt agrees this is confirmation of dispositions & how candidates overall are meeting them. Professional Relationships may be important to address. See scores compared to student teaching (vs point in time review each semester)

- **Niagara themes are aligned with IDOE principal/completer evaluations.**

EPP Forum 04.13.21

In attendance: Anne Gregory (PNW), Mary Jane Eisenhauer (PNW), Hadassah Moore (PNW), Scott Miller (Hammond), Gina Wagenblast (Diocese of Gary), Samantha Francis (Diocese of Gary), Natasha Magnusoun (Diocese of Gary), Tara Gordo (Lake Station), Joe Majchrowicz (Diocese of Gary), Lori Anderson (Hobart), Jackie Ruiz (Diocese of Gary), Christy Jarka (Duneland), Lauren Dado (Hammond), Pamela Moore (Discovery), Carmelita Cross (157), Dawn Greene (Hammond), Art Equihua (Crown Point), Johnny Billingsley (157), Barbara Eason-Watkins (MCAS), Ernesto Martinez (Discovery Charter)

1. Updates – Anne Gregory

a. CAEP Accreditation

i. Thank you!—CAEP report 4/24 Provisional accreditation, final decision on 4/24/21. Areas for improvement were expected.

Completers focus group (unable to conduct due to COVID)

ii. Next steps—Annual Report; Program review

Continuous Improvement Committee to conduct focus groups with recent completers (1-3 years out)

Discovered that data provided by the state about our program completers was not robust enough for us to use in a meaningful/impactful way. We will be adding our own points of measure in the Focus Groups/Studies

Outcome of CAEP – SoEC Annual Report created & shared with school partners (August)

b. Fall semester

i. Partnerships – Mary Jane Eisenhauer

Thanks partners for taking candidates/providing experience in COVID

Professional Year model explained

Semester 7 & 8 spent in the same district for Field/Student Teaching

Candidates able to embed themselves in school communities

Teacher Residency Partnerships being developed

More reciprocity & deeper connections with partners

Faculty mentorship integrated

Anne Gregory shares Placement Dashboard stats, trends from Sp 20 – Sp 21

Result: "amp up" work with partners, adapt coursework to meet needs of partnerships

Repeated placements results in deepened partnerships

College of Humanities, Education, and Social Sciences

School of Education and Counseling

Continue to push for variety of placement type (urban, rural, suburban)

Work to "define" these demographics within SoEC, the data shared is from IDOE classifications, which may look different than how we would classify some sites

Increase in Grad Sped & Transition to Teach programs

Difficulty recruiting World Language & Science candidates

History & ELA strongest secondary areas

More conversations surrounding early field placement sites

Strong opportunities to engage with learners in content areas

ii. Course offerings

See curricular changes below

2. Changing nature of SoEC – Anne Gregory

a. Demographic—efforts to recruit and retain highly qualified candidates

Passport PNW program (pilot Fall 2021)

Purposeful plans of study for CEP (dual-credit) students--clear pipeline to PNW

Identify high school students early to begin educator preparation early

b. Graduates—NExT Supervisor survey (gaining perspectives of first year teachers' readiness for the teaching profession)

Begin Fall 2021 – sent to school administrators to evaluate first year Completers

Determine graduates' efficacy, how to best support them

First step in Teacher Warranty policy – how are our graduates performing?

3. Preview of Curricular changes—implementation date in Fall 2021 – Anne Gregory

a. Meeting employer and community demands

3 current programs (Elementary, Dual, Early Childhood) will be "combined"

All candidates will be eligible for licensure in two areas: Elementary/Sped or Early Childhood/Sped

Early Childhood/Sped combo meets needs of early intervention

Continued difficulty recruiting World Language secondary candidates

Created Passport PNW for Biology, Physics, Chemistry to better recruit Science candidates

4. Looking Ahead—Discussion

a. PNW courses back in-person Fall 2021, hope to be in person with partners

b. What does fall look like for you?

S. Miller – concern for Fall is decreased funding as parents choose homeschool or virtual options. Understand the reality of needing some sort of virtual learning options (only 85% funding for virtual learners). Notes significant learning loss

C. Jarka shares Fall 2021 plan to return 5 days/week in person, exploring options of Virtual Academy to meet various needs of families. Confirms learning loss

J. Majchrowicz – all Diocese schools predominately in-person since August 12, 2020. Each school has a learning/safety plan (emphasis on in-person learning), fairly low COVID numbers. Mentions superintendent meetings, general consensus to be back in-person. Talk of funding to provide summer supplemental instruction, logistical challenges as most teachers are burnt out/not wanting to teach summer school

C. Jarka – Title 1 meeting this week, good amount of discussion surrounding summer school & staffing problems. Mentions hope to partner with PNW to employ candidates for summer positions

J. Billingsley – plans for full in-person Fall 21, currently 50% in-person. Surveyed PNW field candidates to see if they would like to become full-time subs, varied responses. Their current teachers seem eager due to increased pay from state funds. Have purchased an online curriculum for struggling learners, after-school opportunities (including food). Middle School candidates have opportunity to correct 1st, 2nd, 3rd quarter grades with the online/supplemental after school instruction

Social-Emotional Learning

J. Billingsley – will be purchasing SEL curriculum (implement 2 days/week). Notes nervous students as they return back to in-person learning

J. Majchrowicz – elevated levels of anxiety at High School Level. Developing counseling dept at Bishop Noll. Resources available to students and adults

i. In what ways can we provide support (e.g., field experiences, professional development, etc.)?

S. Miller would like e-learning teaching certification/credentials. E-learning will not be going away. "Remote learning will just become part of what we do"…allows students who need to stay home (sick, suspension) to participate in learning from a licensed educator. Affirms need for PNW coursework to address e-learning

A. Gregory discussed Instructional Technology Course, how it is continually developing as virtual learning environments increase and evolve

MJ Eisenhauer mentions e-learning module required by all field candidates

C. Jarka asks about ESL opportunities/coursework

A. Gregory – all candidates take "New Language Learners" Class (WIDA, GLAD approach) during Junior Year. The hope for field experiences to provide opportunities to work with Language Learners in their classrooms. Teaching content while teaching Language (WIDA model translates to all learners, not just ELL)

C. Jarka – any specific field component associated with ELL course?

A. Gregory – no specific field with the ELL course, but explains progressive field model (below). Candidates take ELL course during semesters with other field courses. Idea to pair concurrent field work with ELL course

J. Billingsley asks if we can require ELL components in field work?

Progressive field model (Early/Elementary Education):

Pre-admission: 1 day/week

Field experience: 2 days/week

Professional year 1: 3 days/week

Professional year 2/Student Teaching: 5 days/week

J. Ruiz – Asks if current professional year students are taking summer courses, or if they are available to help their cooperating teacher during the Summer

A. Gregory – we tell our candidates "once they are paired with their cooperating teacher, they are to reach out and plan for the coming school year." For some, cooperating teachers are eager to include candidates every step of the way, others worry about over-burdening the candidates. Suggests principals have conversation with cooperating teacher about expectations (candidate present with cooperating teacher when they are in their classroom, even over the summer)

c. Summer learning and tutoring support

A. Gregory mentions Summer 21 enrollment looks pretty good--could integrate coursework with school partners. Encourages school partners to reach out to MJ Eisenhauer/H Moore to start the conversation

i. What are your needs?

Administrators agree that summer school support is needed

ii. Again, how might we support and/or assist your efforts?

A. Gregory offers letters of support for Grant Proposals

J. Majchrowicz asks for specific assistance in Grant writing

A. Gregory – invites administrators to send summer positions our way, will share with Candidates

Gregory offers gratitude for continued support through various changes in our curriculum & learning environments

Secondary 04.19.21

In attendance: LaVada Taylor, Hadassah Moore, Julie Remschneider, Kelly Vaughan, Sheila Stephenson, Russel Mayo, Cindy Torres, Anne Gregory, Wendy St. Jean, Colette Morrow, Hal Pinnick

Data Dialogue - Sheila

INFORMATION - Sheila
- New Praxis License Exam Test Prep Materials (slide 9)
    - Effective July 1, candidates available to take most exams. Others open September 1
    - L. Taylor equates these materials to former "blueprints"
- Secondary Mathematics Test Prep Material is not available yet
K. Vaughan asks for clarification regarding timeline
J. Remschneider clarifies the official effective date for Praxis – September 1. IDOE will accept Pearson CORE exams from currently-admitted T2T candidates for one year. New admits will take Praxis.It's okay during transition to have some CORE exams and some Praxis exams
L. Taylor: if candidates fail CORE, they will be encouraged to take Praxis.

DATA SHARE - Sheila
Dispositions
- Data based on Niagara themes F20
    Data collected: 285, 355, 34x, ST
    Data grouped into Three Themes
    More than one submission per student (Supervisor & Teacher both score)
    All candidates scored "Proficient" or above
    Going forward there will be more full data sets
State evaluation tool for completers closely align with Niagara Themes
ACTION:
- Identify themes of concern: None at this time, all candidates "proficient' or above

PROGRAM AREA ASSESSMENTS – Sheila
1. License exam
2. Content
3. Planning
4. Student Teaching (STOT)

5.   Impact (edTPA)
6.   Other

Program Standards
●   NCTM (Math 2020)*
●   NSTA (Science 2020)*
●   NCTE (English 2012)
●   ACTFL (World Language 2013)
●   NCSS (Social Studies 2017)
*New standards

These 6 areas are reviewed for SPA reports
CAEP is now offering 2 options:
    State program review
    If content area still has SPA, you go through SPA (ie, English)
Science and Elementary no longer have SPA accreditation; T2T program – state program review
Other option: keep collecting & reviewing data, use this data in National Review process for CAEP 2027

Program with new standards: review them & implement them into assessments (start collecting data in Fall 22. Three cycles of data recommended). Now is a good time to re-examine assessments.

Secondary Committee will reach out to Math & Science content areas to ensure implementation of data collection plans described above

For 370 assessments, K. Vaughan includes Math/Science standards. Should update standards accordingly as they are content pedagogical standards

K. Vaughan asks about STOT data collection
S. Stephenson mentions suspension of TaskStream usage. Beginning Fall 21, data will be collected into Brightspace. Piloted Spring 21 with Student Teachers. Summer project of new STOT data collection/analysis

L. Taylor – planning happens in 34x, not 355/370. The planning component is completed, but not considered as data for these assessments. Evaluate 3 lessons with Early STOT in 355/370. Where does this data go? Planning data is collected in 34x, but does not know what to do with it/where it goes.
S. Stephenson – we will have to figure that out

Program Area Assessment data will be shared during the Fall 2021 data dialogue day meeting.

ILES 05.04.21

Attendance: Geoff Schultz, Anne Gregory, Mary Jane Eisenhauer , David Pratt , Patrick Keegan, Kelly Vaughan, Sheila Stephenson, Shelly Kolopanis

INFORMATION - *Sheila*
- New Praxis License Exam Test Prep Materials (slide 9)
  - Early Childhood, Elementary Pedagogy and SpEd Mild/Intense available
    - July, 2021 administration
  - Elementary Humanities (Reading/LA/SS)
  - Elementary STEM (Math/Science)
  - Early Childhood Humanities (Reading/LA/SS)
  - Early Childhood STEM (Math/Science)
    - September, 2021 administration

DATA SHARE - *Sheila*

Dispositions
- Data based on Niagara themes F20

ACTION:

Students of concern: identify patterns each semester

STOT data
- identify low scoring students
- should STOT scores be weighed into course grade?

PROGRAM AREA ASSESSMENTS
1. License exam
2. Content*
3. Planning*
4. Student Teaching (STOT)
5. Impact (edTPA)
6. Other*

***Revisit assignment and rubrics for Fall 2021 implementation**

Program Standards
- CAEP Elementary 2018 (new)
- NAEYC 2010 (no longer a SPA)

- CEC (2012)

Program Exit Survey

The 2019-2020 NExT program exit survey results were discussed. Areas of concern include:

Diversity
- Differentiation
    - Poll faculty on their definition of differentiation
    - Make this a discussion point at program retreat

Communication
- Plan for our candidates - one-pager with consistent language co-designed by faculty, dispensed by advisor, reviewed annually for any revisions
- New curriculum vs. current curriculum expectations
- Field expectations
- New exam information
- Lecture and Supervisor communication breakdown
- Information Sessions for
    - Students
      Tie orientation to EDCI 35500
        - Welcome to program
        - Have program chair present at one class
    - Faculty
        - How can we incentivize faculty to attend informational sessions?
        - Place on master calendar indicating who must attend

Lack of Expertise in teaching areas

Professionalism: table this until the 20-21 survey is reviewed to see if this theme continues

 ACTION: Have program retreat during week of August 16th

- Diversity/Differentiation
- Communication Plan
- Revise PAKAs
- What is being taught in courses?

Counseling ?

CMHC Data Reports

-

SCHOOL COUNSELING REPORTS

Accreditation Updates

CACREP

- Site visit was conducted October, 2020
- CACREP Board of Directors accredited both the Clinical Mental Health Counseling and School Counseling programs for a two-year period through March 31, 2023.
- Standards to be addressed in interim report
  - Learning Environment
    - Standard M: Provide evidence that before or at the beginning of the first term of enrollment in the academic unit, the program provides a new student orientation. The Board noted that students are admitted in the Fall and Spring; however, orientation only occurs in the Fall semesters.
    - Standard T: Provide evidence that for any calendar year, the ratio of full-time equivalent (FTE) students to FTE faculty does not exceed 12:1.
  - Professional Practice *(The Board noted that the following requirements were not consistently met in course sections during multiple semesters since Summer 2018.)*
    - Provide evidence that when individual/triadic supervision is provided solely by a site supervisor, and the counselor education program faculty or student under supervision only provides group supervision, practicum and internship courses do not exceed a 1:12 faculty:student ratio.
    - Standard U: Provide evidence that group supervision of practicum and internship students do not exceed a 1:12 faculty:student ratio.
- Interim report addressing the deficiencies due to the Board of Directors prior to October 1, 2022.
- A favorable review will lead to an eight-year accreditation cycle ending March 31, 2029.

CAEP

- December 13-15, 2020 onsite visit
- CAEP Accreditation was granted at the initial-licensure level. This accreditation status is effective between Spring 2021 and Spring 2027. The next site visit will take place in Fall 2026.
- One AFI was issued - Std. 3.2 Rationale: Although the EPP presented data on the Indiana CORE assessments for licensure and CASA, neither are approved by CAEP. The data reports did not provide evidence to show cohorts reached the 50th percentile on an assessment approved by CAEP.

- Revised CAEP Standard 3 (2022) no longer requires evidence of a "group average performance on nationally normed assessments."

- The new Standard 3.2 Monitoring and Supporting Candidate Progression: The provider creates and monitors transition points from admission through completion that indicate candidates' developing content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and the ability to integrate technology effectively in their practice. The provider identifies a transition point at any point in the program when a cohort grade point average of 3.0 is achieved and monitors this data. The provider ensures knowledge of the progression through transition points is transparent to candidates. The provider plans and documents the need for candidate support, as identified in disaggregated data by race and ethnicity and such other categories as may be relevant for the EPP's mission, so candidates meet milestones. The provider has a system for effectively maintaining records of candidate complaints, including complaints made to CAEP, and documents the resolution.

Program Review Updates

Fall 2020

Undergraduate CEC Special Education SPA was submitted September 15, 2020. Program was Nationally Recognized with Conditions and was resubmitted March 15, 2021. Recognition report is anticipated to be received by September 1, 2021.

Spring 2021

Graduate CEC Special Education Mild and Intense programs were to be submitted for SPA review on March 15, 2021. On January 14, 2021IDOE was emailed...

Hi Scott, Can you please advise...I have a question regarding our CEC Graduate SPA submissions that are due March 15th. We are submitting a new program submission for both our Mild and Intense programs. A brand-new program curriculum was developed beginning Fall 2020. The enrollment for both programs falls below 10 students...

AY 20-21: Mild n=5 and Intense n=1

Since the data set will be below ten, are we able to submit the SPA as a low-enrollment program with no data? In the past Indiana DOE would review low-enrollment programs for state approval, but now they are saying that we should submit to our SPA.

Scott Bogan, Director of Higher Education and Educator Preparation Programs, IDOE, responded on January 15, 2021...

Hi Sheila,Great question! Since your program/EPP just went through its accreditation review, we are ok with you holding on the submission of the next SPA report until three years prior to the next visit. This will ensure you will have sufficient data, and the report will be current for the next review. Your program will remain approved during any gaps between reviews.

All of the SoEC initial licensure programs are approved and will need to be resubmitted by Fall 2023 **(September 15, 2023).** Two cycles of data are required and would include F22, Sp23.

Transition to Teach program is at-risk at the state level and the program will need to be revised and resubmitted as an initial program review to IDOE by Fall 2023 **(September 15, 2023)**. Two cycles of data are required and would include F22, Sp23.

Initiatives/Accomplishments

Fall 2020

Engagement effort - "What to Know from the OPO" weekly email will be sent to faculty/staff, university supervisors, secondary committee members.

Spring 2021

Retention efforts SoEC Prides

Piloting use of 240 tutoring to support candidates with licensure tests; implementing Fall 2021

Summer funding proposals

Deej movie panel and discussion

New Elementary program with concentrations in Early Childhood Special Education and Elementary Special Education effective academic year 2021-2022

IDEAS/CARRYOVERS

A few ideas:
* We need a focus on following up on student concerns & faculty concerns (academic & dispositional)

- Student affairs committee as possible place to follow up with students and faculty
- Create a policy for students to bring concerns through a formal process
- Focus on follow-up-- once we identify a concern, how (specifically) will we follow up with supports

Appendix

NExT Program Exit Survey AY 20-21

Common Metrics
Fall 2020-Summer 2021 Exit Survey

Network for Excellence in Teaching (NExT)

Purdue University Northwest

June 2021

Prepared by
Stacy Duffield, Ph.D.
Jerry Dogbey-Gakpetor, M.Sc.
Network for Excellence in Teaching

Introduction

The Network for Excellence in Teaching (NExT) is a partnership of institutions of higher education (IHEs) that aim to transform how university-based teacher education programs prepare new, effective teachers. The NExT institutions collaborated to develop and administer a set of four common surveys to measure their progress toward this goal. Teacher candidates and graduates at the IHEs may complete three surveys: upon entry into the teacher education programs; at exit; and one year after graduation (known as the Transition to Teaching Survey). Supervisors of NExT graduates working in the teaching field also complete a survey during the graduates' first year of employment. This report presents the findings from the Exit Surveys distributed during the fall 2020 and spring 2021.

This report presents the findings from the Exit Surveys administered to student teachers during fall 2020 and spring 2021. The Exit Survey collects information on student teachers' perceptions of and satisfaction with their teacher education programs and student teaching experiences as well as their backgrounds and future plans. Quantitative data for the institution are presented in tabular format below. Each of the surveys has been found to be highly valid and reliable; the results of the exploratory factor analysis and reliability analysis for the Exit Survey can be found in Appendix A. Confirmatory factor analyses are performed annually to verify continued validity and reliability of the survey. Guidelines for writing about the surveys can be found in Appendix B, and responses to the open-ended survey item can be found in Appendix C.

Survey Administration

IHEs were responsible for administering the Exit Survey to all candidates who completed an initial teacher licensure program during the fall 2020-spring 2021 academic year. IHEs administered the survey to candidates toward the end of the candidates' final semester in their teacher licensure programs.

Response Rate

The institution's response rate was 85% (77 out of 91) rate is calculated by dividing the number of respondents who completed the survey through at least Section A by the population of student teachers who could have completed the survey.

Using this Report

Findings from this Exit Survey can be compared to past and future cohorts in order to understand how shifts in IHE programs' coursework and clinical experiences affect candidates' perceptions of and satisfaction with their teacher education programs. Findings from the Transition to Teaching Survey, administered one year after graduation, may also shed light on whether completers' perceptions of and satisfaction with their preparedness at graduation align with perceptions of their instructional practice as student teachers.

Accreditation and Program Approval

NExT surveys support accreditation and program approval at both the state and national level through their alignment with both the InTASC and CAEP accreditation standards. The items in the surveys are aligned with InTASC standards, and therefore, support ND state program approval and CAEP standard 1.1. Additionally, the Exit Survey, Section C, focuses on the candidate's experience with student teaching and includes several items

that allow the candidate to provide feedback about the cooperating teacher and university supervisor. These items can be used as evidence for CAEP standard 2.2. The Supervisor Survey is strong evidence for CAEP standard 4.3, and the Transition to Teaching Survey can be used as evidence for CAEP standard 4.4. Appendix B presents guidelines for writing about the surveys and data.

Findings
Tables 1-3 provide contextual information.

Survey Section A
Section A of the survey asks candidates to rate their levels satisfaction with various aspects of their teacher preparation program. Candidates responded using the following scale: very dissatisfied; dissatisfied; satisfied; very satisfied. The final item in this section asks the candidates if they would recommend their teacher preparation program to others using a 4-point scale with the following descriptors: definitely yes, probably yes, probably no, definitely no.

Survey Section B
Section B of the survey asks candidates to rate their satisfaction with four areas of their teacher preparation: instructional practices, diverse learners, learning environment, and professional practices. Candidates responded using the following scale: does not apply; disagree; Tend to disagree; Tend to agree; and agree.

Survey Section C
Section C of the survey asks candidates to rate their quality of supervision by both the university supervisor and school-based cooperating teacher. Candidates responded using the following scale: does not apply; disagree; Tend to disagree; Tend to agree; and agree. Candidates were also asked to describe their supervision such as frequency of observations and who visited from the university.

Survey Section D
Section D of the survey asks candidates about their future plans including how long they plan to teach and where.

Survey Section E
Section E collects candidate demographics such as gender, age, and languages spoken.

Notes:
- For any "mark all that apply" items, the total percentage may exceed 100 and the total # may exceed the number of Respondents.
- In some instances, the number of descriptions of "other" may not match the number of Respondents that selected "other."
- Due to rounding to the nearest hundredth, the percent column may not add up to 100.

SECTION A. YOUR PROGRAM

Table 1.   For what licensure area did you prepare to teach? (Check all that apply.)

	n = 77	
	#	Percent of Cases
Early Childhood Education	6	7.79
Elementary Education	47	61.04
Special Education	27	35.06
K-12 Education	0	0.00
Secondary Education (5-12, 7-12, or 9-12)	16	20.78

Note. Data from item A1.

Table 2.   If you completed a K-12 licensure program, indicate your subject area. (Check all that apply.)

	n = 0	
	#	Percent of Cases
Art	0	0.00
English as a Second Language (ESL)	0	0.00
Library Media Specialist	0	0.00
Music	0	0.00
Physical Education	0	0.00
Reading	0	0.00
World Languages	0	0.00
Other	0	0.00

Note. Data from item A1.

Table 3.   If you completed a secondary education licensure program, indicate your subject area. (Check all that apply.)

	n = 16	
	#	Percent of Cases
Business	0	0.00
English	6	37.50
Health	0	0.00
Mathematics	3	18.75
Science	1	6.25
Social Studies	6	37.50
Technology	6	37.50
Other	0	0.00

Note. Data from item A1.

Table 4. **Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?**

	Total Respondents	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Advising on professional education program requirements.	74	2	2.70	23	31.08	37	50.00	12	16.22
Advising on content course requirements.	74	4	5.41	18	24.32	36	48.65	16	21.62
Quality of instruction in your teacher preparation courses.	71	3	4.23	10	14.08	39	54.93	19	26.76
Balance between theory and practice in your teacher preparation courses.	73	2	2.74	12	16.44	43	58.90	16	21.92
Integration of technology throughout your teacher preparation program.	74	1	1.35	14	18.92	36	48.65	23	31.08
Coherence between your coursework and field experiences prior to student teaching.	74	2	2.70	21	28.38	36	48.65	15	20.27
Quality of field experiences prior to student teaching.	74	3	4.05	10	13.51	38	51.35	23	31.08
Your student teaching placement site.	73	1	1.37	5	6.85	15	20.55	52	71.23

Note. Data from items A2a-h.

Table 5.   Teacher Education Program Satisfaction: Program Structure/Quality. How satisfied were you with the following aspects of your teacher preparation program?

	#	Mean	SD
Advising on professional education program requirements.	74	2.80	0.73
Advising on content course requirements.	74	2.86	0.81
Quality of instruction in your teacher preparation courses.	71	3.04	0.76
Balance between theory and practice in your teacher preparation courses.	73	3.00	0.70
Integration of technology throughout your teacher preparation program.	74	3.09	0.74
Coherence between your coursework and field experiences prior to student teaching.	74	2.86	0.76
Quality of field experiences prior to student teaching.	74	3.09	0.77
Your student teaching placement site.	73	3.62	0.67

Note. Data from items A2a-h. Scale: 1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Satisfied; 4 = Very Satisfied.

Table 6.   Would you recommend your teacher education program to other prospective teachers?

	n = 76

	#	Percent
Definitely yes	7	9.21
Probably yes	17	22.37
Probably no	38	50.00
Definitely no	14	18.42

Note. Data from item A3. Respondents' reasons for recommending or not recommending their teacher education program are included in Appendix D.

SECTION B. PREPARATION FOR TEACHING

Table 7. **Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?**

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Effectively teach the subject matter in my licensure area.	75	0	0.00	6	8.00	39	52.00	30	40.00
Select instructional strategies to align with learning goals and standards.	75	0	0.00	9	12.00	31	41.33	35	46.67
Design activities where students engage with subject matter from a variety of perspectives.	75	1	1.33	5	6.67	33	44.00	36	48.00
Account for students' prior knowledge or experiences in instructional planning.	75	0	0.00	4	5.33	33	44.00	38	50.67
Design long-range instructional plans that meet curricular goals.	75	3	4.00	11	14.67	30	40.00	31	41.33
Regularly adjust instructional plans to meet students' needs.	75	0	0.00	9	12.00	28	37.33	38	50.67

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Plan lessons with clear learning objectives/goals in mind.	75	0	0.00	1	1.33	29	38.67	45	60.00
Design and modify assessments to match learning objectives.	74	0	0.00	8	10.81	30	40.54	36	48.65
Provide students with meaningful feedback to guide next steps in learning.	75	2	2.67	6	8.00	27	36.00	40	53.33
Engage students in self-assessment strategies.	75	1	1.33	14	18.67	21	28.00	39	52.00
Use formative and summative assessments to inform instructional practice.	75	0	0.00	3	4.00	23	30.67	49	65.33
Understand issues of reliability and validity in assessment.	74	3	4.05	3	4.05	28	37.84	40	54.05
Analyze appropriate types of assessment data to identify student learning needs.	75	0	0.00	8	10.67	23	30.67	44	58.67
Differentiate assessment for all learners.	75	1	1.33	7	9.33	28	37.33	39	52.00

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent

Use digital and interactive technologies to achieve instructional goals.	75	1	1.33	5	6.67	31	41.33	38	50.67
Engage students in using a range of technology tools to achieve learning goals.	75	0	0.00	10	13.33	26	34.67	39	52.00
Help students develop critical thinking processes.	75	0	0.00	9	12.00	32	42.67	34	45.33
Help students develop skills to solve complex problems.	75	0	0.00	10	13.33	32	42.67	33	44.00
Understand how interdisciplinary themes connect to core subjects.	75	0	0.00	11	14.67	31	41.33	33	44.00
Know where and how to access resources to build global awareness and understanding.	75	0	0.00	16	21.33	25	33.33	34	45.33
Help students analyze multiple sources of evidence to draw sound conclusions.	75	1	1.33	13	17.33	27	36.00	34	45.33

Note. Data from items B1a-t

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Table 8.   Preparation for Teaching: Instructional Practice. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	#	Mean	SD
Effectively teach the subject matter in my licensure area.	75	3.32	0.61
Select instructional strategies to align with learning goals and standards.	75	3.35	0.68
Design activities where students engage with subject matter from a variety of perspectives.	75	3.39	0.67
Account for students' prior knowledge or experiences in instructional planning.	75	3.45	0.60
Design long-range instructional plans that meet curricular goals.	75	3.19	0.83
Regularly adjust instructional plans to meet students' needs.	75	3.39	0.69
Plan lessons with clear learning objectives/goals in mind.	75	3.59	0.52
Design and modify assessments to match learning objectives.	74	3.38	0.67
Provide students with meaningful feedback to guide next steps in learning.	75	3.40	0.75
Engage students in self-assessment strategies.	75	3.31	0.82
Use formative and summative assessments to inform instructional practice.	75	3.61	0.56
Understand issues of reliability and validity in assessment.	74	3.42	0.75
Analyze appropriate types of assessment data to identify student learning needs.	75	3.48	0.68
Differentiate assessment for all learners.	75	3.40	0.71

	#	Mean	SD
Use digital and interactive technologies to achieve instructional goals.	75	3.41	0.68
Engage students in using a range of technology tools to achieve learning goals.	75	3.39	0.71
Help students develop critical thinking processes.	75	3.33	0.68
Help students develop skills to solve complex problems.	75	3.31	0.69
Understand how interdisciplinary themes connect to core subjects.	75	3.29	0.71
Know where and how to access resources to build global awareness and understanding.	75	3.24	0.78
Help students analyze multiple sources of evidence to draw sound conclusions.	75	3.25	0.78

Note. Data from items B1a-t. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 9.   Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	75	36	48.00	26	34.67	13	17.33	0	0.00
Differentiate instruction for a variety of learning needs.	75	40	53.33	26	34.67	9	12.00	0	0.00
Differentiate for students at varied developmental levels.	75	37	49.33	27	36.00	10	13.33	1	1.33
Differentiate to meet the needs of students from various socioeconomic backgrounds.	75	39	52.00	27	36.00	9	12.00	0	0.00
Differentiate instruction for students with IEPs and 504 plans.	75	34	45.33	27	36.00	14	18.67	0	0.00
Differentiate instruction for students with mental health needs.	75	31	41.33	23	30.67	16	21.33	5	6.67
Differentiate instruction for gifted and talented students.	75	31	41.33	30	40.00	12	16.00	2	2.67
Differentiate instruction for English-language learners.	75	34	45.33	24	32.00	15	20.00	2	2.67
Access resources to foster learning for students with diverse needs.	75	32	42.67	30	40.00	12	16.00	1	1.33

Note. Data from items B2a-j.

Table 10. Preparation for Teaching: Diverse Learners. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	#	Mean	SD
Effectively teach students from culturally and ethnically diverse backgrounds and communities.	75	1.69	0.75
Differentiate instruction for a variety of learning needs.	75	1.59	0.69
Differentiate for students at varied developmental levels.	75	1.67	0.75
Differentiate to meet the needs of students from various socioeconomic backgrounds.	75	1.60	0.69
Differentiate instruction for students with IEPs and 504 plans.	75	1.73	0.75
Differentiate instruction for students with mental health needs.	75	1.93	0.94
Differentiate instruction for gifted and talented students.	75	1.80	0.80
Differentiate instruction for English-language learners.	75	1.80	0.85
Access resources to foster learning for students with diverse needs.	75	1.76	0.76

Note. Data from items B2a-j. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 11. Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Clearly communicate expectations for appropriate student behavior.	75	2	2.67	4	5.33	26	34.67	43	57.33
Use effective communication skills and strategies to convey ideas and information to students.	75	1	1.33	3	4.00	26	34.67	45	60.00
Connect core content to real-life experiences for students.	75	0	0.00	2	2.67	28	37.33	45	60.00
Help students work together to achieve learning goals.	75	0	0.00	7	9.33	26	34.67	42	56.00
Develop and maintain a classroom environment that promotes student engagement.	75	1	1.33	6	8.00	25	33.33	43	57.33
Respond appropriately to student behavior.	75	3	4.00	8	10.67	26	34.67	43	50.67
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	75	0	0.00	6	8.00	22	29.33	47	62.67
Help students regulate their own behavior.	75	2	2.67	13	17.33	28	37.33	32	42.67
Effectively organize the physical environment of the classroom for instruction.	75	5	6.67	5	6.67	24	32.00	41	54.67

Note. Data from items B3a-i.

Table 12. Preparation for Teaching: Learning Environment. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	#	Mean	SD
Clearly communicate expectations for appropriate student behavior.	75	3.47	0.72
Use effective communication skills and strategies to convey ideas and information to students.	75	3.53	0.64
Connect core content to real-life experiences for students.	75	3.57	0.55
Help students work together to achieve learning goals.	75	3.47	0.66
Develop and maintain a classroom environment that promotes student engagement.	75	3.47	0.70
Respond appropriately to student behavior.	75	3.32	0.82
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected.	75	3.55	0.64
Help students regulate their own behavior.	75	3.20	0.82
Effectively organize the physical environment of the classroom for instruction.	75	3.35	0.87

Note. Data from items B3a-i. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 13. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	Total Respondents	Disagree	Tend to Disagree	Tend to Agree	Agree

	n	#	Percent	#	Percent	#	Percent	#	Percent
Seek out learning opportunities that align with my professional development goals.	75	3	4.00	14	18.67	22	29.33	36	48.00
Access the professional literature to expand my knowledge about teaching and learning.	75	4	5.33	11	14.67	25	33.33	35	46.67
Collaborate with parents and guardians to support student learning.	75	7	9.33	12	16.00	26	34.67	30	40.00
Collaborate with teaching colleagues to improve student performance.	75	3	4.00	6	8.00	25	33.33	41	54.67
Use colleague feedback to support my development as a teacher.	75	3	4.00	5	6.67	25	33.33	42	56.00
Uphold laws related to student rights and teacher responsibility.	75	0	0.00	6	8.00	23	30.67	46	61.33
Act as an advocate for all students.	75	1	1.33	0	0.00	22	29.33	52	69.33

Note. Data from items B4a-f.

Table 14. Preparation for Teaching: Professionalism. To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

	#	Mean	SD
Seek out learning opportunities that align with my professional development goals.	75	3.21	0.88
Access the professional literature to expand my knowledge about teaching and learning.	75	3.21	0.88
Collaborate with parents and guardians to support student learning.	75	3.05	0.96
Collaborate with teaching colleagues to improve student performance.	75	3.39	0.80
Use colleague feedback to support my development as a teacher.	75	3.41	0.78
Uphold laws related to student rights and teacher responsibility.	75	3.53	0.64
Act as an advocate for all students.	75	3.67	0.55

Note. Data from items B4a-f. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

SECTION C. STUDENT TEACHING

Table 15.   University or College Supervisor. (*A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate*.) My university or college supervisor…

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Was available when I needed help.	75	2	2.67	6	8.00	18	24.00	49	65.33
Acted as a liaison between me and the school.	75	5	6.67	8	10.67	17	22.67	45	60.00
Gave me constructive feedback on my teaching.	75	4	5.33	6	8.00	15	20.00	50	66.67
Helped me understand my roles and responsibilities as a student teacher.	75	2	2.67	5	6.67	18	24.00	50	66.67
Helped me develop as a reflective practitioner.	75	1	1.33	5	6.67	17	22.67	52	69.33

Note. Data from items C1a-e.

Table 16. University or College Supervisor. (*A university or college supervisor is the faculty member who is in charge of guiding, helping, and directing the teacher candidate*.)

My university or college supervisor…

	#	Mean	SD
Was available when I needed help.	75	3.52	0.75
Acted as a liaison between me and the school.	75	3.36	0.92
Gave me constructive feedback on my teaching.	75	3.48	0.85
Helped me understand my roles and responsibilities as a student teacher.	75	3.55	0.74
Helped me develop as a reflective practitioner.	75	3.60	0.67

Note. Data from items C1a-e. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

Table 17. To the best of your knowledge, how many times did your university or college supervisor visit your student teaching classroom when you were actively teaching?

	n = 76	
	#	Percent
0	19	25.00
1-2	14	18.42
3-4	20	26.32
5-6	5	6.58

	#	Percent
7-8	9	11.84
9-10	2	2.63
More than 10	7	9.21

Note. Data from item C2.

Table 18.   To the best of your knowledge, how many times did you discuss your student teaching in face-to-face conferences with your university or college supervisor? Include/count conversations longer than 10 minutes.

	n = 76	
	#	**Percent**
0	19	25.00
1-2	14	18.42
3-4	20	26.32
5-6	5	6.58
7-8	9	11.84
9-10	2	2.63
More than 10	7	9.21

Note. Data from item C3.

Table 19.   Besides your university or college supervisor, did anyone else from your university or college visit you at your student teaching site?

	n = 76	
	#	**Percent**
Yes	0	0.00
No	76	100.00

Table 20. If yes, check all that apply.

	n = 0	
	#	Percent of Cases
Other university or college supervisor	0	0.00
University or college's field experience coordinator/supervisor	0	0.00
Teacher education faculty	0	0.00
Content faculty	0	0.00
Other faculty	0	0.00
Graduate student	0	0.00
Peer teacher candidate	0	0.00
Other	0	0.00

Note. Data from item C4. Includes respondents who answered "yes" to the item in Table 21.

Table 21. If you experienced significant challenges during your student teaching, did you receive the help you needed?

	n = 76

	#	Percent
Yes	32	42.11
No	6	7.89
Does not apply	38	50.00

Note. Data from item C5.

Table 22. Cooperating Teacher/Co-Teacher. (*A cooperating teacher is the teacher in an educational setting who works with, helps, and advises the teacher candidate.***) Please respond based on your most recent student teaching placement.**

My cooperating teacher/co-teacher…

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Provided adequate opportunities for me to observe the classroom.	73	1	1.37	0	0.00	6	8.22	66	90.41
Provided adequate time for planning.	73	1	1.37	1	1.37	6	8.22	65	89.04
Helped me with classroom management.	73	1	1.37	1	1.37	7	9.59	64	87.67
Made me feel welcome.	73	1	1.37	0	0.00	6	8.22	66	90.41
Gave me constructive feedback on my teaching.	73	1	1.37	2	2.74	7	9.59	63	86.30
Let me experiment with my own teaching ideas.	73	1	1.37	0	0.00	5	6.85	67	91.78

	Total Respondents	Disagree		Tend to Disagree		Tend to Agree		Agree	
	n	#	Percent	#	Percent	#	Percent	#	Percent
Included me in parent-teacher conferences, school meetings, and other professional experiences.	73	1	1.37	0	0.00	8	10.96	64	87.67
Shared ideas and materials.	73	1	1.37	0	0.00	5	6.85	67	91.78
Helped me develop as a reflective practitioner.	73	1	1.37	1	1.37	7	9.59	64	87.67
Helped me plan differentiated instruction for a variety of learning needs.	73	2	2.74	1	1.37	11	15.07	59	80.82
Helped me use student data to inform instruction.	72	1	1.39	2	2.78	9	12.50	60	83.33

Note. Data from items C6a-k.

Table 23. Cooperating Teacher/Co-Teacher. (*A cooperating teacher is the teacher in an educational setting who works with, helps, and advises the teacher candidate.*) Please respond based on your most recent student teaching placement.
My cooperating teacher/co-teacher…

	#	Mean	SD
Provided adequate opportunities for me to observe the classroom.	73	3.88	0.44
Provided adequate time for planning.	73	3.85	0.49
Helped me with classroom management.	73	3.84	0.50
Made me feel welcome.	73	3.88	0.44
Gave me constructive feedback on my teaching.	73	3.81	0.54
Let me experiment with my own teaching ideas.	73	3.89	0.42
Included me in parent-teacher conferences, school meetings, and other professional experiences.	73	3.85	0.46
Shared ideas and materials.	73	3.89	0.42
Helped me develop as a reflective practitioner.	73	3.84	0.50
Helped me plan differentiated instruction for a variety of learning needs.	73	3.74	0.62
Helped me use student data to inform instruction.	72	3.78	0.56

Note. Data from items C6a-k. Scale: 1 = Disagree; 2 = Tend to Disagree; 3 = Tend to Agree; 4 = Agree.

SECTION D. FUTURE PLANS

Table 24. How long do you plan to teach?

	n = 75	
	#	Percent
1-2 years	1	1.33
3-5 years	5	6.67
6-10 years	6	8.00
11 or more years	63	84.00
I do not plan to teach	0	0.00

Note. Data from item D1.

Table 25. Where would you consider teaching? Mark all that apply.

	n = 77	
	#	**Percent of Cases**
Rural area in NW Indiana	54	70.13
Suburban area in NW Indiana	73	94.81
Urban area in NW Indiana	52	67.53
Michigan	16	20.78
Illinois	24	31.17
Other urban area in the U.S.	20	25.97
Other suburban area in the U.S.	25	32.47
Other rural area in the U.S.	23	29.87
Other[a]	5	6.49

Note. Data from item D2.

[a]Other responses provided by included:

• *U.S Virgin Islands - St. Croix*

• *I live in Ohio so I plan to teach here.*

• *Kentucky*

• *Wisconsin or other states*

• *Wherever life takes us*

SECTION E. YOUR BACKGROUND

Table 26.   What is your gender?

	n = 75	
	#	Percent
Male	12	16.00
Female	63	84.00

Note. Data from item E1.

Table 27.   What is your race/ethnicity?

	n = 77	
	#	Percent of Cases
American Indian or Alaskan Native	0	0.00
Asian	1	1.30
Black or African American	2	2.60
Hispanic or Latino	16	20.78
Native Hawaiian and other Pacific Islander	0	0.00
White, non-Hispanic	64	83.12
Other	0	0.00

Note. Data from item E3.

Table 28.   Is English your native language?

	n = 75	
	#	Percent
Yes	75	100.00
No	0	0.00

Note. Data from item E4.

Table 29. Do you fluently speak a language other than English?

	n = 75	
	#	Percent
Yes	0	0.00
No	75	100.00

Note. Data from item E5.

Appendix A
Exit Survey 2020 Validity and Reliability

The Network for Excellence in Teaching, formed in 2010, is a collaborative of higher education teacher preparation programs who aim to support continuous improvement of teacher education through research-based best practice and the use of valid and reliable measures. The Exit Survey is administered to student teachers at the end of their program to determine how prepared these student teachers were for clinical practice. First created in 2010, the Exit Survey has undergone rigorous design and testing, with several major revisions based upon internal validity and reliability testing, expert review, and respondent feedback. This report presents the most recent internal validity and reliability analysis.

An exploratory factor analysis was performed to test the validity and reliability of the Exit Survey data, which includes Part A, Your Program; Part B, Preparation for Teaching; and Part C, Student Teaching. Other sections of the survey were not included because they do not contain scale-level data. An exploratory factor analysis (EFA) helps to make decisions on which survey items should be retained, revised or eliminated from each section based on how well they contribute to the overall understanding of the construct.

Methodology

The correlation, reliability matrix, and exploratory factor analysis were conducted using SAS 9.4, PRCO CORR and PROC FACTOR procedures. To compute the factors and evaluate the latent structure of the items for each part of the survey, the principal axis method with varimax rotation was utilized. The determinant, Kaiser-Meyer-Olkin (KMO), and Bartlett test were conducted to test the assumptions before performing the factor analysis. The determinant suggests whether items are too close to run the analysis; KMO ensures enough survey items are predicted by each factor; the Bartlett tests whether the items have sufficient correlations to perform the factor analysis.

Results Summary

Test of Assumptions

Assumptions of sampling adequacy (KMO) and normal distribution across samples (Bartlett's Test) were both met for all parts of the Exit Survey. However, the determinant was lower than ideal for Parts B (1.48E-17) and C (4.08E-06), an indication of potential problems with collinearity, indicating that some variables are highly correlated and are likely redundant.

Part A

Correlations were calculated to determine relationships among items. According to Cohen (1988), correlation coefficients between 0.1 and 0.29 represent a weak correlation between two variables, 0.3 and 0.49 suggest a moderate correlation, and coefficients from 0.5 to 1.0 are strong correlations. Based on these guidelines, the bivariate correlations among items in Part A, consisting of 46.43% of item pairs were moderate, ranging from weak (.203) to strong (.732). Item a2h_site had weak correlations with all other items in Section A2 except a2g_prior, indicating this item might represent a separate construct from others in Section A2. Using the scree plot, two factors, explaining 63.53% of the variance, were retained. Items a2c_inst, a2d_bal, a2e_tech, a2f_cohe, a2g_prior, and a2h_site loaded heavily onto Factor 1 (related to Program Quality) and items a2a_educ and a2b_cont loaded onto Factor 2 (related to Advising). These factor loadings range from .60 to .88. See Appendix A for the factor loadings.

Part B: Preparation for Teaching

An EFA was completed for Part B, which contains four sections: Section B1, Instructional Practice; Section B2, Diverse Learners; Section B3, Learning Environment; and Section B4, Professionalism. All 46 items in Part B were included in this analysis. Five factors were retained in the factor analysis, in total accounting 66.45% of the variance using the minimum eigenvalue of 1. The factor loadings were good for all retained items, ranging from .400 to .735. Items a2c_inst and a2e_tech cross loaded. See Appendix A for the factor loadings.

Table 1. Section B: "Preparation for Teaching" Factors

Factor	Items	Primary Topic	Variance Explained
1	b1e_goals, b1j_self, b1l_rel, b1m_approp, b1mm_diff, b1n_digi, b1o_range, b1p_criti, b1q_complx, b1r_itdsp, b1s_glbl and b1t_conc	Instructional Practice	53.19%
2	b2a_ethn, b2b_diff, b2c_dev, b2d_socio, b2e_IEP, b2f_mntl, b2g_gift, b2h_ELL, and b2i_resour	Diverse Learners	4.22%
3	b1a_subj, b1b_strat, b1c_pers, b1d_prior, b1f_adj, b1g_plan, b1h_match, b1i_fdbk, and b1k_assess	Instructional Planning	2.66%
4	b3a_expec, b3b_comm, b3c_real, b3d_work, b3e_envi, b3f_behav, b3g_diff, b3h_reg, and b3i_phys	Learning Environment	4.10%
5	b4a_opp, b4b_lite, b4c_pare, b4d_coll, b4e_dev, b4f_legal, and b4g_advo	Professionalism	2.66%

Section B1: Instructional Practice

Twelve items from Section B1, Instructional Practice, loaded onto Factor 1, as shown in Table 1. These items are related to both instructional practice and technology and resources. Items b1e_goals, b1h_match, b1i_fdbk, b1k_assess, b1m_approp and b1p_criti cross loaded with Factor 3, while b1mm_diff cross loaded with Factor 2, diverse learning. These cross-loaded items in Factor 1 may contribute to the ambiguous loading.

Nine items; b1a_subj, b1b_strat, b1c_pers, b1d_prior, b1f_adj, b1g_plan, b1h_match, b1i_fdbk, and b1k_assess, loaded onto Factor 3. This is a new finding for this year's data. Eight of the nine items are related in planning for instruction; therefore, this new factor was labeled instructional planning.

Section B2: Diverse Learners

All items in Section B2 loaded highest onto Factor 2 indicating that Section B2 represents one scale related to diverse learners. In addition, there is no items cross loaded with other factors in Section B2.

Section B3: Learning Environment

All items from Section B3 loaded strongly onto Factor 4. This suggests that these items represent one scale related to learning environment. Item b3_work cross loaded with Factor 3.

Section B4: Professionalism

All items in Section 4 loaded onto Factor 5, Professionalism with b4a_opp and b4b_lite cross loading onto Factor 1. This suggests that these items can be used to measure one Professionalism scale for future analysis.

Part C

All items in Section C1 had strong bivariate correlations ranging from .642 to .810, potentially indicating student teachers who perceived their supervisors to be strong in one area also perceived them to be strong in other areas. Section C6 items all had moderate to strong bivariate correlations ranging from .446 to .820. Correlations between the two sections (C1 and C6) are weak, suggesting student teachers' perceptions of their faculty supervisor and cooperating teacher do not correlate with each other. Two factors were retained using the minimum eigenvalue criteria in the factor analysis. Factor 1 accounted 46.48% of the variance and Factor 2 accounted 22.22% of the variance. Retained factor loadings range from .688 to .913.

Table 2. Part C: "Student Teaching" Factors

Factor	Items	Primary Topic	Variance Explained
1	c6a_opp, c6b_time, c6c_clas, c6d_welc, c6e_fdbk, c6f_exp, c6g_incl, c6h_shar, c6i_dev, c6j_plan, and c6k_data	Cooperating Teaching	46.48%

2	c1a_avail, c1b_liais, c1c_fdbk, c1d_role, and c1e_refl	University/College Supervisor	22.22%

Instrument Reliability

The reliability of the scales suggested by the factor loadings was assessed using Cronbach's alpha. All reliability estimates are included in Table 7.

Table 3. Reliability Analysis

Part	Scale	Cronbach's Alpha
	Section A2: Program Structure/Quality—Overall	0.858
A	Advising	0.846
	Program Quality	0.829
B	Part B: Preparation for Teaching—Overall	0.980
	Instructional Practice (Factor 1)	0.946
	Learning Environment	0.937
	Diverse Learners	0.937
	Professionalism	0.913
	Instructional Planning (Factor 3)	0.930
C	Sections C1: University/College Supervisor and C6: Cooperating Teacher/Co-teacher—Overall	0.917
	Cooperating Teacher	0.944
	University/College Supervisor	0.931

The alpha coefficients are all greater than .70, indicating good internal consistency for these constructs.

The factor analysis conducted suggests that the scales identified by the 2019-2020 Exit Survey data have relatively good reliability as a measure of these constructs.

References

Cohen, J. (1988). *Statistical power analysis* (2nd ed.). Hillside, NJ: Erlbaum.

Zhang, A., Baron, M., & Duffield, S. (2017). *Exit Survey 2017 validity and reliability*. Retrieved from Network for Excellence in Teaching https://www.nexteachers.org/services

Prepared by
Jerry Dogbey-Gakpetor, M.Sc., North Dakota State University
Stacy Duffield, Ph.D., North Dakota State University
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Appendix B:
Guidelines for Writing about Common Metrics Data and Surveys

The NExT Common Metrics group supports excellence in teacher preparation through research and use of valid and reliable instruments for program improvement. The Common Metrics data offers numerous opportunities to researchers, and we are excited to promote this work. The following list provides guidelines for appropriate reference and citations when referring to the data and surveys. These guidelines apply to both formal and informal writing about Common Metrics data and surveys.

- The surveys may not be presented in full or part. (eg. The survey may not be provided in the appendices or a list of survey items in a results table.)

- Survey items may not be presented word-for-word; rather, the topic of the item can be presented (eg. instructing English learners or providing feedback). Sharing of specific items is a violation of copyright.

- If reporting about single items, it needs to be made clear that the items are being extracted from an instrument that is meant to be used in whole and that the items are part of factors that include multiple items.

- Reporting should be about outcomes. We recommend that results are presented by factor. (See factor analysis reports)

- Please note that while the data belongs to the institution, the surveys are owned by NExT. NExT surveys should be cited in formal and informal writing and presentations. This is the citation format recommended by NExT complying with APA guidelines:

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Entry Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Exit Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Transition to Teaching Survey*. NExT: Author.

Network for Excellence in Teaching (NExT, 2016). *NExT Common Metrics Supervisor Survey*. NExT: Author.