

# Education-2014-2015 Annual Assessment Report

## 1. What has your school done for assessment of your school goals?

### STAGE 1: ENTRY

We continue to use the PPST/PRAXIS I as a screening device also mandated in PI34. Additionally, we monitor the scores to identify which area(s) (reading, writing, mathematics) is the weakest for our students in order to provide additional tutoring assistance through the Academic Success Center.

The Wilmington-Steinbrecher Listening Test is also used as a screening device for the area of communication, specifically listening comprehension. This test allows for the speaker to be visually viewed for non-verbal cues while emphasis is still on the auditory/listening comprehension.

The process for admission into Teacher Education includes a portfolio checklist that requires a personal interview with an EDU faculty member as a first step to full admission. This preliminary documentation evidences:

- 1.) Artifacts as proof of readiness to enter upper level coursework;
- 2.) Ability to articulate an initial philosophy of education;
- 3.) Ability to express one's self, using language related to the profession; and,
- 4.) Knowledge of the ten teacher standards.

This entry-level portfolio and process provide the framework for the expanded "high stakes" portfolio and presentation required prior to teacher candidacy. Additionally, the portfolio itself is scored according to a rubric.

### STAGE 2: IN-PROGRESS

The Pre-Teacher Candidacy (PTC) Clinical experience is monitored with a rubric and weighted with specific requirements. The designated clinical is offered concurrently with specified methods courses and serves to provide tangible evidence of professional growth for each pre-service teacher. Clinical assessment activities include:

- 1.) Feedback and evaluation of a lesson by an EDU faculty member, cooperating teacher, and the pre-service teacher;
- 2.) A written in-depth reflection demonstrating the ability to connect practical experience with EDU course work;
- 3.) An interview by the pre-service teacher of the cooperating teacher, describing particular elements of curriculum and instruction related to the methods course; and,
- 4.) Site evaluation completed by the pre-service teacher.

Note: Qualifying students may also serve in a residency placement (15-17 hrs/wk) in the semester prior to teacher candidacy.

### STAGE 3: "HIGH STAKES" TO TEACHER CANDIDACY

Pre-service teachers prepare a "high stakes" portfolio during their program and specifically during the semester prior to their professional semester. This portfolio is presented before a team of EDU faculty members, invited evaluators, and guests. During the presentation, the evaluators score the portfolio based on the traits identified on the rubric. Each student then receives a compilation of the averaged scores and combined comments, generated by the evaluators. Additionally, one education professor summarizes the strong and weak points of the portfolio, standard by standard, and provides comments and suggestions for improvement of the portfolio presentation in a narrative format.

The school uses the portfolio/presentation rubric for assessment of the program. Each year the focus is on the two-fold format of the rubric: primary trait analysis and holistic response. The school examines the

average rubric scores to identify standards with high or low scores. Based on that analysis the school evaluates its academic strengths and areas for improvement. Additionally, these scores are used to examine inter-rater reliability of the rubric and process.

The PRAXIS II or Language Testing International (LTI) subject-knowledge based test is used to assess respective content areas. EDU annually assesses the first time passing rate and overall passing rate each year. If there are “concern” areas, those results are communicated with that respective school or department. The Academic Success Center has resources to assist students in preparing for the test.

**STAGE 4: TEACHER CANDIDACY TO COMPLETION**

The EDU Directors conduct an exit interview with each completer during which they ask for honest feedback and evaluation of the education program: course work, clinicals, professional semester, supervisors, placement sites and assessment process. They also ask graduates to indicate which area of the liberal arts was under-represented in their preparation and development of an adequate knowledge base for teaching.

At the end of the professional semester, teacher candidates develop a modified professional development plan. There is a twofold response: one, it provides practice for developing the student’s first PDP; and secondly, it provides the EDU school with information about which standards might possibly need further analysis.

**STAGE 5: GRADUATE FOLLOW-UP**

EDU continues to use the survey response from the first, third, and fifth year graduates/completers and their respective administrators.

A goal of the School of Teacher Education is to stay in touch with and track our graduates’ progress through the early years of their career. This is done through The Lifeline Assistance Program (LAP) which assists our graduates with preparing their Professional Development Plan (PDP). The PDP assists with licensure renewal after five years in the classroom.

Comments from students centered on two prompts: “Please suggest at least one way the teacher education program could be improved and please mention one aspect of the teacher education program that was particularly effective or beneficial to you.”

Comments from administrators/supervisors offered information in response to these two prompts: “What in your opinion are the most important knowledge areas that a beginning teacher should have?” and “What specific skill(s) would you most desire in a potential candidate for your staff?”

The political climate that has resulted in personnel changes at schools affected our graduates and our ability to contact them.

**2. What results/data did your school find?**

**STAGE 1: ENTRY**

| PPST (PRAXIS I) Results for 09/01/2013-08/31/2014 |                 |                   |                 |                   |              |                |
|---|-----------------|-------------------|-----------------|-------------------|--------------|----------------|
|   | Reading<br>PPST | Reading<br>C-PPST | Writing<br>PPST | Writing<br>C-PPST | Math<br>PPST | Math<br>C-PPST |
| <b>High Score</b>                                 | *               | 186               | *               | 185               | *            | 190            |
| <b>Low Score</b>                                  | *               | 163               | *               | 169               | *            | 167            |

|                       |     |     |     |     |     |     |
|-----------------------|-----|-----|-----|-----|-----|-----|
| <b>Median Score</b>   | *   | 179 | *   | 176 | *   | 179 |
| <b>Number Tested</b>  |     | 40  |     | 41  |     | 40  |
| <b>Required Score</b> | 175 | 175 | 174 | 174 | 173 | 173 |

\*ETS does not provide test score statistics for any group that includes fewer than 5 examinees.

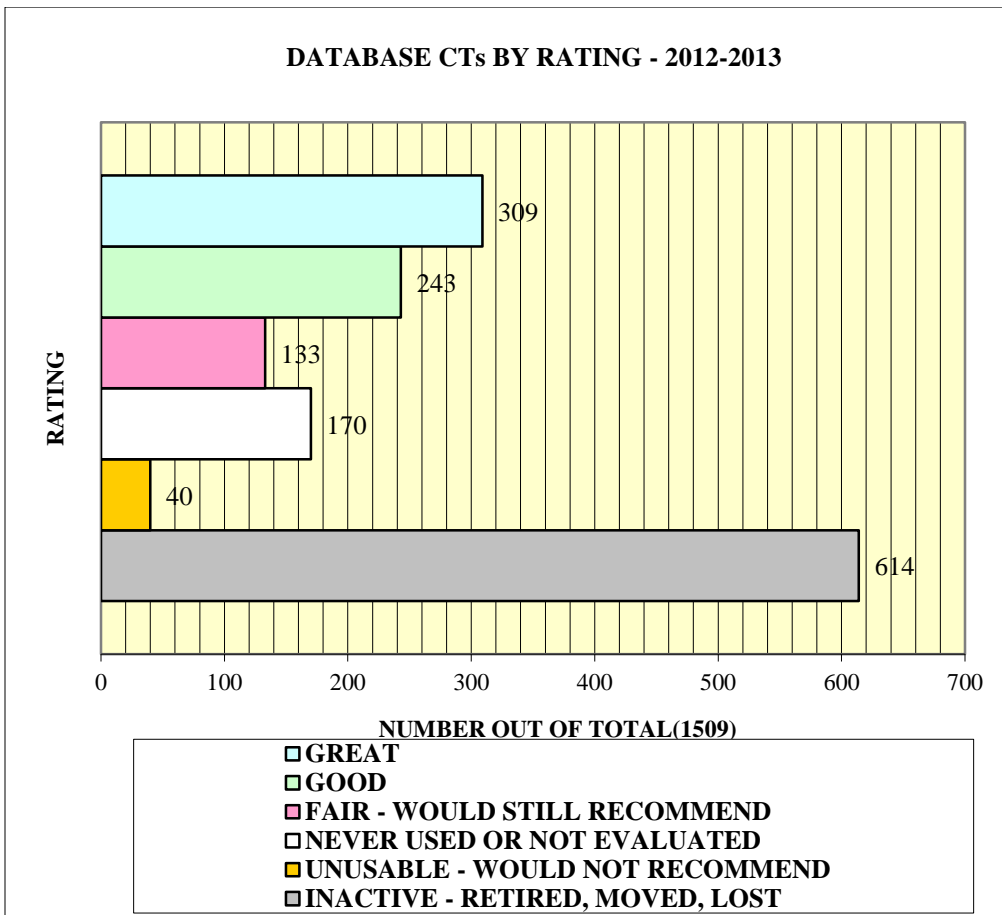
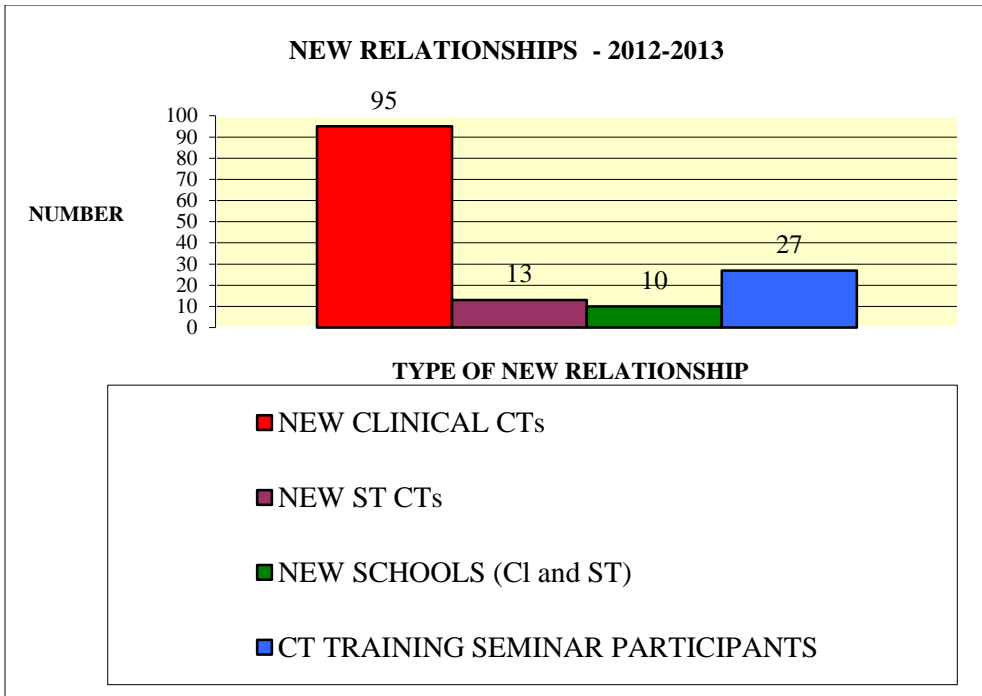
| <b>Listening Test Results for 09/01/2013-08/31/2014</b> |                 |              |             |             |               |                  |
|---|-----------------|--------------|-------------|-------------|---------------|------------------|
| <b>Profile</b>  | <b># Tested</b> | <b>#68%+</b> | <b>Mean</b> | <b>Mode</b> | <b>Median</b> | <b>Range H/L</b> |
| <b>Total</b>  | 58              | 28           | 69.96%      | 70%         | 70%           | 86/48            |
| <b>1<sup>st</sup> Time</b>                              | 45              | 28           | 69%         | 70%         | 70%           | 86/48            |
| <b>2<sup>nd</sup> Time</b>                              | 12              | 11           | 71%         | 68%         | 70%           | 80/64            |
| <b>3<sup>rd</sup> Time</b>                              | 1               | 1            | N/A         | N/A         | N/A           | N/A              |

| <b>The Application for Admission statistics: 09/01/2013-08/31/2014</b> |                                      |
|--|--------------------------------------|
| 21   | applications for consideration       |
| 21   | applicants admitted                  |
| 4  | applicants admitted with reservation |
| 0  | applicant denied for specific reason |
| 0  | applicant deferred                   |

## STAGE 2: IN-PROGRESS

### COOPERATING TEACHER DATABASE UPDATE - 6/2014

|  | <b>As of 6/13</b> | <b>Diff. from 6/12</b>   |
|--|-------------------|--------------------------|
| <b>TOTAL IN DATABASE</b>                     | <b>1509</b>       | <b>+126</b>              |
| <b>INACTIVE - RETIRED, MOVED, LOST</b>       | <b>614</b>        | <b>+134</b>              |
| <b>UNUSABLE - WOULD <u>NOT</u> RECOMMEND</b> | <b>40</b>         | <b>-19</b>               |
| <b>NEVER USED OR NOT EVALUATED</b>           | <b>170</b>        | <b>+12</b>               |
| <b>FAIR - WOULD STILL RECOMMEND</b>          | <b>133</b>        | <b>-19</b>               |
| <b>GOOD</b>                                  | <b>243</b>        | <b>+14</b>               |
| <b>GREAT</b>                                 | <b>309</b>        | <b>+5</b>                |
| <b>NEW CLINICAL CTs</b>                      | <b>95</b>         | <b>+39</b>               |
| <b>NEW ST CTs</b>                            | <b>13</b>         | <b>-9</b>                |
| <b>NEW SCHOOLS (CI and ST)</b>               | <b>10</b>         | <b>EI-7; MS-3; HS-0</b>  |
| <b>CT TRAINING SEMINAR PARTICIPANTS</b>      | <b>27</b>         | <b>EL-21; MS-5; HS-1</b> |



| <b>Evaluation of Clinical and Teacher Candidacy Cooperating Teachers Used in Fall 2012 and Spring of 2013</b>  |  |
|--|--|
| <u>Student Evaluations - Clinicals</u><br>Number Cooperating Teachers Used (some counted twice because used twice) = 170<br><b>POOR = 11</b><br><b>FAIR = 28</b><br><b>GOOD = 32</b><br><b>GREAT = 95</b><br><b>NO EVALUATION = 4</b>      |  |
| <u>Student Evaluations – Teacher Candidates</u><br>Number Cooperating Teachers Used (some counted twice because used twice) = 20<br><b>POOR = 0</b><br><b>FAIR = 1</b><br><b>GOOD = 1</b><br><b>GREAT = 15</b><br><b>NO EVALUATION = 3</b> |  |
| <u>College Supervisor Evaluations – Teacher Candidacy Cooperating Teachers Only = 20</u><br><b>POOR = 0</b><br><b>FAIR = 7</b><br><b>GOOD = 2</b><br><b>GREAT = 10</b><br><b>NO EVALUATION = 1</b>   |  |

| <b>Building School/Teacher Relationships-2012-2013</b> |   |  |
|--|---|--|
| <b>#</b>   | <b>School/Teachers</b>  | <b>Actions Taken</b>   |
| 19   | 16 Elementary Schools, 1 Middle Schools, 2 High Schools       | Visited to reestablish contact; Sent Student Teachers or Clinical Students to 8; 2 did not respond   |
| 17   | WLC Graduates Teaching in Greater Milwaukee                   | Communication; Invited to CT training Seminar; Sent LAP and PDP info to grads of last three years  |
| 44   | WLC Graduates   | Communication; Sent LAP and PDP info to grads of last three years  |
| 4  | WLC Graduates Teaching in Greater Milwaukee                   | Attended CT Training Seminar   |
| 16 (14/2)  | WLC Graduates Teaching in Greater Milwaukee                   | Used as CTs for Clinicals or Teacher Candidacy   |
| 27   | Area Teachers who took WLC Cooperating Teacher training class | 13 of these were used for Teacher Candidacy placements   |
| 26   | New Principals in schools we have used in greater Milwaukee   | Identified as potential for visits soon to establish/confirm relationships. Revised letter of introduction; Revised visit folder materials |
| 10   | Urban Schools/Teachers  | Identified as potential for CfUT to visit soon to establish relationships.   |

**STAGE 3: "HIGH STAKES" TO TEACHER CANDIDACY**

| <b>Portfolio Rubric Averages of Faculty Scorers-2014-2015 (numbers complete KJM)</b> |                       |             |
|--|-----------------------|-------------|
| <b>Fall, 2014</b>  |                       |             |
| Primary Trait Mean = 2.86  | Holistic Score = 2.85 | 10 students |
| <b>Spring, 2015</b>  |                       |             |
| Primary Trait Mean = 2.87  | Holistic Score = 2.83 | 12 students |

| <b>Holistic Portfolio Scores—Inter-rater Reliability Information (numbers complete KJM)</b> |                |
|---|----------------|
| <b>Jan. 15 Completers</b>   | <b>Average</b> |
| Bitter  | <b>3.20</b>    |
| Brightzman  | <b>2.60</b>    |
| Burow   | <b>2.50</b>    |
| Collyard  | <b>3.00</b>    |
| Holman  | <b>2.50</b>    |
| Miller  | <b>2.80</b>    |
| Murphy  | <b>3.20</b>    |
| Schulz  | <b>2.50</b>    |
| Wolle   | <b>3.20</b>    |
| <b>June 15 Completers</b>   | <b>Average</b> |
| Bitter  | <b>3.00</b>    |
| Brightzman  | <b>2.40</b>    |
| Burow   | <b>2.67</b>    |
| Holman  | <b>2.50</b>    |
| Miller  | <b>3.33</b>    |
| Murphy  | <b>2.67</b>    |
| Schulz  | <b>2.67</b>    |
| Ziesemer  | <b>3.33</b>    |

| <b>PRAXIS II Report</b>  |                 |                 |                                 |                  |                  |
|--|-----------------|-----------------|---------------------------------|------------------|------------------|
| <b>All WLC Students (Undergraduate) tested during this time: 09/01/2013-08/31/2014</b> |                 |                 |                                 |                  |                  |
|  | <b># Tested</b> | <b># Passed</b> | <b>Ave Score</b>                | <b>Range H/L</b> | <b>Req Score</b> |
| <b>EC/MC</b>   | 4               | 4               | 156                             | 175/139          | 147              |
| <b>MC/EA</b>   | 7               | 7               | 174                             | 192/149          | 146              |
| <b>Art</b>   | 0               | 0               | N/A                             | N/A              | 155              |
| <b>Eng/Lang</b>  | 2               | 2               | 176                             | 176/159          | 160              |
| <b>Math</b>  | 0               | 0               | N/A                             | N/A              | 135              |
| <b>Music</b>   | 1               | 1               | 162                             | N/A              | 150              |
| <b>Science</b>   | 0               | 0               | N/A                             | N/A              | 154              |
| <b>Social Studies</b>  | 1               | 1               | 153                             | 163/147          | 153              |
| <b>Theatre</b>   | 0               | 0               | N/A                             | N/A              | 157              |
| <b>Total Tested</b>  | 15              | 15              | Total Passing Score rate = 100% |                  |                  |

| <b>PRAXIS II Report</b>   |                 |                 |                                 |                  |                  |
|---|-----------------|-----------------|---------------------------------|------------------|------------------|
| <b>All WLC Students (Adult &amp; Graduate Studies) tested during this time: 09/01/2013-08/31/2014</b> |                 |                 |                                 |                  |                  |
|   | <b># Tested</b> | <b># Passed</b> | <b>Ave Score</b>                | <b>Range H/L</b> | <b>Req Score</b> |
| EC/MC   | 6               | 6               | 185                             | 197/170          | 147              |
| MC/EA   | 13              | 13              | 169                             | 199/137          | 146              |
| Art   | 0               | 0               | N/A                             | N/A              | 155              |
| Eng/Lang  | 2               | 2               | 176                             | 200/158          | 160              |
| Math  | 2               | 2               | 193.5                           | 196/191          | 135              |
| Music   | 1               | 1               | 166                             | N/A              | 150              |
| Science   | 3               | 3               | 153.6                           | 163/140          | 154              |
| Social Studies  | 3               | 3               | 160                             | 173/145          | 153              |
| Theatre   | 0               | 0               | N/A                             | N/A              | 157              |
| <b>Total Tested</b>   | 30              | 30              | Total Passing Score rate = 100% |                  |                  |

**STAGE 4: TEACHER CANDIDACY TO COMPLETION UNDERGRADUATE**

| <b>PRAXIS II Report for (Undergraduate) Completers of January 2014</b> |                 |                 |                                 |                  |                  |
|--|-----------------|-----------------|---------------------------------|------------------|------------------|
|  | <b># Tested</b> | <b># Passed</b> | <b>Ave Score</b>                | <b>Range H/L</b> | <b>Req Score</b> |
| EC/MC  | 4               | 4               | 169                             | 187/158          | 147              |
| MC/EA  | 2               | 2               | 174                             | 178/170          | 146              |
| Music  | 1               | 1               | 185                             | N/A              | 150              |
| Mathematics  | 1               | 1               | 147                             | N/A              | 135              |
| Social Studies   | 1               | 1               | 175                             | N/A              | 153              |
| Science  | 1               | 1               | 167                             | N/A              | 154              |
| <b>Total Tests</b>   | 10              | 10              | Total Passing Score rate = 100% |                  |                  |
| <b>PRAXIS II Report for (Undergraduate) Completers of June 2014 *</b>  |                 |                 |                                 |                  |                  |
| EC/MC  | 2               | 2               | 165                             | 165/165          | 147              |
| MC/EA  | 5               | 5               | 170                             | 183/163          | 146              |
| Music  | 1               | 1               | 168                             | N/A              | 150              |
| <b>Total Tested</b>  | 8               | 8               | Total Passing Score rate = 100% |                  |                  |

**STAGE 4: TEACHER CANDIDACY TO COMPLETION AGS - Transition to Teaching**

| <b>PRAXIS II Report for (Adult &amp; Graduate Studies) Completers of January 2014</b> |                 |                 |                                 |                  |                  |
|---|-----------------|-----------------|---------------------------------|------------------|------------------|
|   | <b># Tested</b> | <b># Passed</b> | <b>Ave Score</b>                | <b>Range H/L</b> | <b>Req Score</b> |
| EC/MC   | 1               | 1               | 165                             | N/A              | 147              |
| <b>Total Tests</b>  | 1               | 1               | Total Passing Score rate = 100% |                  |                  |
| <b>PRAXIS II Report for (Adult &amp; Graduate Studies) Completers of June 2014</b>    |                 |                 |                                 |                  |                  |
| EC/MC   | 1               | 1               | 178                             | N/A              | 147              |
| MC/EA   | 3               | 3               | 174                             | 177/155          | 146              |
| Social Studies  | 1               | 1               | 170                             | N/A              | 150              |
| <b>Total Tested</b>   | 5               | 5               | Total Passing Score rate = 100% |                  |                  |

**STAGE 4: TEACHER CANDIDACY TO COMPLETION AGS – Post-Bac**

| PRAXIS II Report for Completers of January 2014 & June 2014 |          |          |                                 |           |           |
|---|----------|----------|---------------------------------|-----------|-----------|
|   | # Tested | # Passed | Ave Score                       | Range H/L | Req Score |
| EC/MC   | 3        | 3        | 186                             | 197/173   | 147       |
| MC/EA   | 11       | 11       | 181.5                           | 200/150   | 146       |
| Music   | 1        | 1        | 166                             | N/A       | 150       |
| Mathematics   | 1        | 1        | 196                             | N/A       | 135       |
| English   | 1        | 1        | 200                             | N/A       | 153       |
| <b>Total Tests</b>  | 17*      | 17*      | Total Passing Score rate = 100% |           |           |

\*There were 15 Post-Bac students who took tests. 2 Students took 2 tests.

| LTI Report for Undergraduate Completers January 2014 Taylor Rutter |          |          |                                 |
|--|----------|----------|---------------------------------|
|  | # Tested | # Passed | Req Score                       |
| Spanish Oral   | 1        | 1        | Intermediate High               |
| Spanish Written  |          |          |                                 |
| German Oral  |          |          |                                 |
| German Written   |          |          |                                 |
| <b>Total Tests</b>   | 0        | 0        | Total Passing Score rate = 100% |
| LTI Report for Completers June 2014                                |          |          |                                 |
| Spanish Oral   | 0        | 0        |                                 |
| Spanish Written  | 0        | 0        |                                 |
| German Oral  |          |          |                                 |
| German Written   |          |          |                                 |
| <b>Total Tested</b>  | 0        | 0        | Total Passing Score rate = 100% |

Note: Beginning in the 2013-14 school year, Act 166 requires each teacher preparatory and education program to prominently display and annually update the passage rate on first attempt of recent graduates of the program on examinations administered for licensure as an educator and any other information required by DPI to be reported on the program's website. The program must provide this information to persons receiving admissions materials to the program. [s. 115.28 (7g), Stats.]

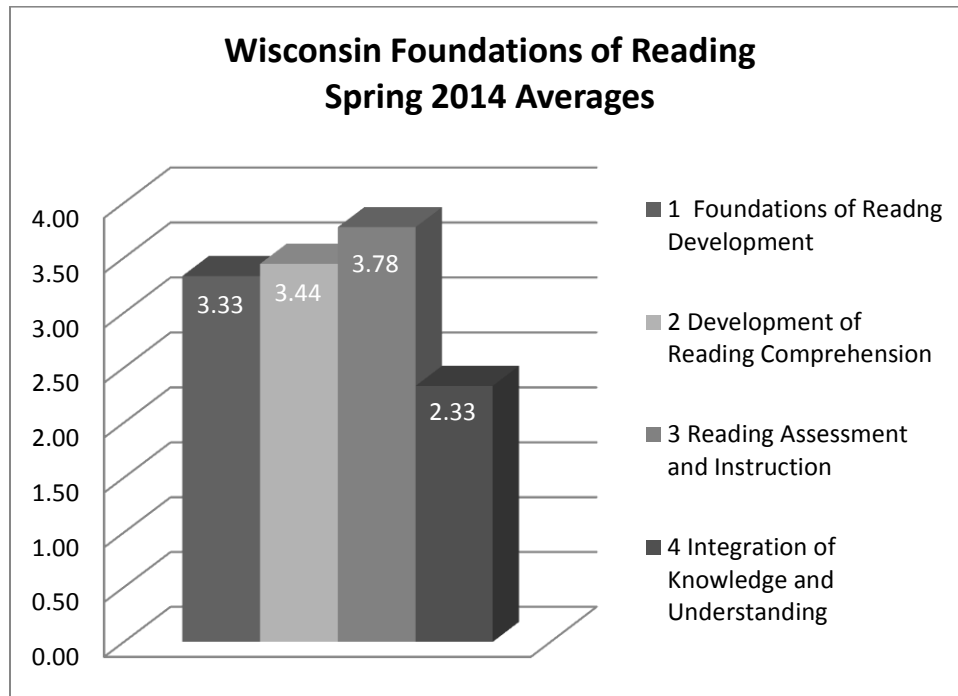
This information is included with the Department of Public Instruction's *Annual Report on Educator Preparation Programs* and linked with [Program Review](#) items on our website.

As a result of the Wisconsin Read to Lead Task Force recommendations, a new statutory provision was created. The specific statute 118.19 (14) puts into place a required content test in Foundations of Reading for all Grade K-5 teachers, special education teachers, reading teachers, and reading specialists seeking initial licensure.



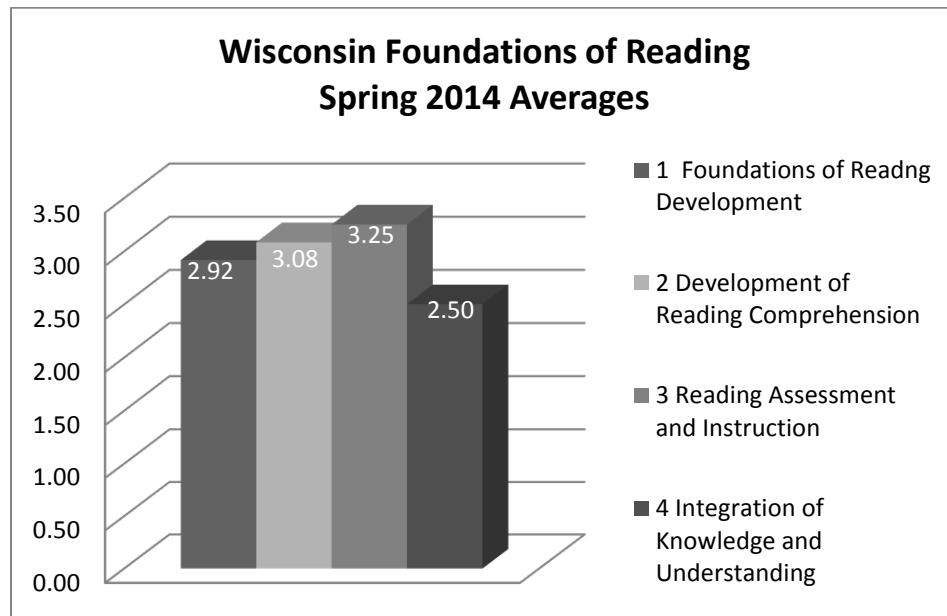
**Foundations of Reading (Undergraduate)**

| Student        | Semester  | Score | Attempt | 1 Foundations of Reading Development | 2 Development of Reading Comprehension | 3 Reading Assessment & Instruction | 4 Integration of Knowledge and Understanding |
|----------------|-----------|-------|---------|--------------------------------------|--|------------------------------------|--|
| 1              | Spring 14 | 251   | First   | 3                                    | 2                                      | 4                                  | 3  |
| 2              | Spring 14 | 275   | First   | 4                                    | 4                                      | 4                                  | 3  |
| 3              | Spring 14 | 274   | First   | 4                                    | 4                                      | 4                                  | 2  |
| 4              | Spring 14 | 248   | First   | 2                                    | 4                                      | 3                                  | 2  |
| 5              | Spring 14 | 253   | First   | 3                                    | 3                                      | 4                                  | 3  |
| 6              | Spring 14 | 274   | First   | 4                                    | 4                                      | 4                                  | 2  |
| 7              | Spring 14 | 247   | First   | 3                                    | 4                                      | 4                                  | 2  |
| 8              | Spring 14 | 250   | First   | 3                                    | 3                                      | 3                                  | 2  |
| 9              | Spring 14 | 266   | First   | 4                                    | 3                                      | 4                                  | 2  |
| <b>Average</b> |           |       |         | <b>3.33</b>                          | <b>3.44</b>                            | <b>3.78</b>                        | <b>2.33</b>                                  |



**Foundations of Reading (Adult & Graduate Studies)**

| Student        | Semester  | Score | Attempt | 1 Foundations of Reading Development | 2 Development of Reading Comprehension | 3 Reading Assessment & Instruction | 4 Integration of Knowledge and Understanding |
|----------------|-----------|-------|---------|--------------------------------------|--|------------------------------------|--|
| 1              | Spring 14 | 245   | Second  | 2                                    | 3                                      | 4                                  | 2  |
| 2              | Spring 14 | 244   | Second  | 3                                    | 2                                      | 2                                  | 2  |
| 3              | Spring 14 | 190   | Failed  | 2                                    | 2                                      | 1                                  | 2  |
| 4              | Spring 14 | 262   | First   | 4                                    | 4                                      | 4                                  | 2  |
| 5              | Spring 14 | 253   | First   | 3                                    | 4                                      | 4                                  | 2  |
| 6              | Spring 14 | 294   | First   | 4                                    | 4                                      | 4                                  | 4  |
| 7              | Spring 14 | 246   | First   | 3                                    | 2                                      | 4                                  | 2  |
| 8              | Spring 14 | 258   | First   | 3                                    | 3                                      | 4                                  | 3  |
| 9              | Spring 14 | 267   | First   | 3                                    | 4                                      | 4                                  | 3  |
| 10             | Spring 14 | 242   | First   | 3                                    | 4                                      | 2                                  | 2  |
| 11             | Spring 14 | 256   | First   | 3                                    | 3                                      | 3                                  | 3  |
| 12             | Spring 14 | 229   | Second  | 2                                    | 2                                      | 3                                  | 3  |
| <b>Average</b> |           |       |         | <b>2.92</b>                          | <b>3.08</b>                            | <b>3.25</b>                        | <b>2.50</b>                                  |



| Wisconsin Lutheran College Completer Report 2013-2014 DPI/ETS/Title II |        |         |                        |   |                          |                         |
|--|--------|---------|------------------------|---|--------------------------|-------------------------|
| Student  | Gender | Program | Previous Certification | Certification Areas Descriptions                      | Completion Date M/D/YYYY | Program Completion Code |
| 1  | F      | UG      | No                     | EC-A<br>Spanish                                       | 1/15/2014                | 74<br>365               |
| 2  | F      | UG      | No                     | EA/A<br>BFS-Chemistry                                 | 1/20/2014                | 73<br>601               |
| 3  | M      | UG      | No                     | MC/EA<br>Social Studies                               | 1/20/2014                | 72-777<br>734           |
| 4  | F      | UG      | No                     | EC/MC<br>Adaptive Ed                                  | 1/20/2014                | 71-777<br>859           |
| 5  | F      | UG      | No                     | EC/MC   | 1/20/2014                | 71-777                  |
| 6  | F      | UG      | No                     | EC/MC<br>Adaptive Ed                                  | 1/20/2014                | 71-777<br>859           |
| 7  | F      | UG      | No                     | EC/MC<br>Adaptive Ed                                  | 1/20/2014                | 71-777<br>859           |
| 8  | M      | UG      | No                     | EA/A<br>BFSS<br>History                               | 1/20/2014                | 73<br>701<br>725        |
| 9  | M      | UG      | No                     | EA/A<br>Math  | 1/20/2014                | 73<br>400               |
| 10   | M      | UG      | No                     | Wide Range<br>General Music<br>Choral<br>Instrumental | 1/20/2014                | 74<br>515<br>511<br>506 |
| 11   | F      | UG      | No                     | MC/EA<br>Wide Range<br>Art                            | 1/20/2014                | 72-777<br>74<br>550     |
| 12   | F      | UG      | No                     | EC/MC<br>Adaptive Ed                                  | 06/15/2014               | 71-777<br>859           |
| 13   | F      | UG      | No                     | MC/EA<br>History                                      | 06/15/2014               | 72-777<br>725           |
| 14   | F      | UG      | No                     | Wide Range<br>General Music<br>Choral Music           | 06/15/2014               | 74<br>515<br>511        |
| 15   | F      | UG      | No                     | EC/MC<br>Adaptive Ed                                  | 06/15/2014               | 71-777<br>859           |
| 16   | M      | UG      | No                     | MC/EA<br>Chemistry                                    | 06/15/2014               | 72-777<br>610           |
| 17   | F      | UG      | No                     | MC/EA   | 06/15/2014               | 72-777                  |
| 18   | F      | UG      | No                     | MC/EA<br>English                                      | 06/15/2014               | 72-777<br>300           |
| 19   | F      | UG      | No                     | MC/EA<br>Math   | 06/15/2014               | 72-777<br>400           |

**Exit Interview Questions—Teacher Candidate Responses Fall 13 – Spring 14**

**Teacher Candidate Prompt 4** “What was the most helpful aspect of our teacher education program? Why?”

Student responses focused on the following areas:

- Availability of professors
- Early and varied clinical experiences
- Residency opportunities
- Thorough preparation for classroom instruction
- Individualized attention and small class sizes remain a plus
- Future Teachers Education Association (FTEA) assistance
- Assessment of student learning

**Teacher Candidate Prompt 5** “What do you recommend for improvement for our program? Why?”

Students made the following suggestions for improvement:

- Broaden understanding of assessment and grading—i.e. exceptional education students
- Expand focus on instructional technology
- Provide an EDU tutor through the Center for Academic Excellence
- Provide a stronger focus on “Adaptations” in the Modified Differentiated Lesson Plan
- Explore ways to adjust methods courses to meet the needs of students majoring in Music Education
- Integrate features of Next Generation/Personalized Learning

**Teacher Candidate Prompt 14** “What other insights do you have to offer that will improve our program? What are we currently doing that should be continued?”

Student responses included:

- Maintain high expectations of students enrolled in the teacher education program
- Continue emphasis on reflection in field experiences
- Develop an abbreviated lesson plan for the later stages of teacher candidacy
- Continue to integrate more technology
- Expand the residency program
- Make sure assignments have validity in relation to course objectives

| <b>Professional Development Plan (PDP)/Teacher Candidacy Completion Stage</b> |                          |
|---|--------------------------|
| <b>Standards</b>  | <b>Student Responses</b> |
| 1. Knowledge of Content   | 2                        |
| 2. Human Growth and Development   | 2                        |
| 3. Diversity of Learner   | 3                        |
| 4. <b>Instructional Planning</b>  | <b>7</b>                 |
| 5. <b>Positive Instructional Planning</b>                                     | <b>6</b>                 |
| 6. Communication  | 0                        |
| 7. Foundations  | 4                        |
| 8. Assessment   | 4                        |

|                        |   |
|------------------------|---|
| 9. Christian Integrity | 0 |
| 10. Collaboration      | 0 |

**STAGE 5: GRADUATE FOLLOW-UP**

| <b>Participation in the Lifeline Assistance Program (LAP)<br/>(since its inception in Spring of 2006)</b> |                   |   |   |                                     |
|---|-------------------|---|---|-------------------------------------|
| <b>Grad Year</b>  | <b># of Grads</b> | <b>Responses (1<sup>st</sup> Contact)</b> | <b>Responses (2<sup>nd</sup> Contact)</b> | <b>Total Individuals Responding</b> |
| 04-05   | 30                | 15  | 2   | 24                                  |
| 05-06   | 27                | 7   | 14  | 21                                  |
| 06-07   | 26                | 9   | 9   | 19                                  |
| 07-08   | 15                | 6   | --  | 6                                   |
| 08-09   | 28                | 22  | 2   | 24                                  |
| 09-10   | 20                | 9   | 7   | 16                                  |
| 10-11   | 26                | 24  | 2   | 26                                  |
| 11-12   | 18                | 18  | 9   | 18                                  |
| 12-13   | 14                | 14  | 5   | 14                                  |

| <b>2013-2014 Academic Year: PDP Goal Approval Team</b> |                                |                  |              |
|--|--------------------------------|------------------|--------------|
| <b>Alan Bitter</b>                                     |                                |                  |              |
| <b>Name</b>  | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1  | Catholic                       | 4,5              |              |
| 2  | WELS                           | 1,4              | Yes Post-Bac |
| 3  | Catholic                       | 2,4              |              |
| 4  | Catholic                       | 2,6              |              |
| 5  | Catholic                       | 3,4              |              |
| 6  | WELS                           | 6,8              | Yes Post-Bac |
| 7  | LCMS                           | 1,3,4            |              |
| 8  | WELS                           | 3,4              |              |
| 9  | Catholic                       | 2,5              |              |
| 10   | WELS                           | 4,6              |              |
| 11   | New Berlin                     | 2,8              | Yes UG       |
| 12   | Catholic                       | 3,7              |              |
| 13   | WELS                           | 3,8              | Yes UG       |
| 14   | LCMS                           | 1,4              |              |
| 15   | Catholic                       | 3,4,7            |              |
| <b>David Brightsman</b>                                |                                |                  |              |
| <b>Name</b>  | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1  | Grafton                        | 4,7              | Yes UG       |
| 2  | Hartford                       | 9,10             | Yes UG       |
| 3  | WELS                           | 3,8              | Yes UG       |

| <b>Martin Miller</b>  |                                |                  |              |
|-----------------------|--------------------------------|------------------|--------------|
| <b>Name</b>           | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                     | Christian                      | 7,8,9            |              |
| 2                     | Public                         | 2,5              | Yes          |
| 3                     | WELS                           | 4,8              | Yes          |
| 4                     | Public                         | 8,9              | Yes          |
| 5                     | WELS                           | 4,8              |              |
| 6                     | Public                         | 3,4,7            | Yes          |
| <b>Mark Murphy</b>    |                                |                  |              |
| <b>Name</b>           | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                     | WELS                           | 1,4              | Yes Post-Bac |
| 2                     | WELS                           | 2,8              |              |
| 3                     | WELS                           | 3,4,6,7          |              |
| 4                     | WELS                           | 3,7,10           |              |
| 5                     | Catholic                       | 4,8,9            |              |
| 6                     | WELS                           | 3,8              | Yes UG       |
| 7                     | WELS                           | 2,3,4,5,7        | Yes UG       |
| 8                     | Catholic                       | 1,4,7            |              |
| <b>Sharon Burow</b>   |                                |                  |              |
| <b>Name</b>           | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                     | Hortonville                    | 2,7              |              |
| <b>Larry Collyard</b> |                                |                  |              |
| <b>Name</b>           | <b>Type of School</b>          | <b>Standards</b> | <b>WLC?</b>  |
| 1                     | WELS                           | 2,8              | No           |

| <b>2013-2014 PDP Goal Approval</b>  |                               |
|---|-------------------------------|
| <b>Standards</b>  | <b>Number of Times Chosen</b> |
| 1. Knowledge of Content   | (5)                           |
| 2. Human Growth and Development   | (9)                           |
| <b>3. Diversity of Learner</b>  | <b>(12)</b>                   |
| <b>4. Instructional Planning</b>  | <b>(18)</b>                   |
| 5. Positive Instructional Planning  | (4)                           |
| 6. Communication  | (4)                           |
| <b>7. Foundations</b>   | <b>(10)</b>                   |
| <b>8. Assessment</b>  | <b>(12)</b>                   |
| 9. Christian Integrity  | (4)                           |
| 10. Collaboration   | (2)                           |
| Findings:<br>Standards 4, 8, 3, and 7 were priorities in order of frequency |                               |

| <b>2013-2014 Academic Year: PDP Plan Verification</b> |                                |                  |             |
|---|--------------------------------|------------------|-------------|
| <b>Alan Bitter</b>                                    |                                |                  |             |
| <b>Name</b>   | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b> |
| 1   | WELS                           | 1,6,7            |             |
| 2   | MPS Charter                    | 2,3              |             |

|                         |                                |                  |              |
|-------------------------|--------------------------------|------------------|--------------|
| 3                       | WELS                           | 3,4,9            |              |
| 4                       | WELS                           | 2,3,5            | Yes Post-Bac |
| 5                       | MPS                            | 4,6              | Yes UG       |
| 6                       | Catholic                       | 5,8,10           |              |
| 7                       | WELS                           | 4,5,8            |              |
| 8                       | Catholic                       | 7,8,9            |              |
| 9                       | LCMS                           | 1,8,9            |              |
| 10                      | Poynette                       | 4,5,9,10         |              |
| 11                      | WELS                           | 2,4,7            |              |
| 12                      | LCMS                           | 4,6              |              |
| <b>David Brightsman</b> |                                |                  |              |
| <b>Name</b>             | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                       | MPS/Mukwonago                  | 4,5              | Yes UG       |
| 2                       | MPS                            | 7,9              |              |
| <b>Martin Miller</b>    |                                |                  |              |
| <b>Name</b>             | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                       | WELS                           | 1,6,7            |              |
| 2                       | WELS                           | 2,7              | Yes          |
| 3                       | Public                         | 2,5              | Yes          |
| 4                       | Christian                      | 7,8,9            |              |
| 5                       | Christian                      | 7,8              | Yes          |
| 6                       | WELS                           | 5,9              |              |
| <b>Mark Murphy</b>      |                                |                  |              |
| <b>Name</b>             | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                       | WELS                           | 1,6,7            |              |
| 2                       | MPS Charter                    | 2,3              |              |
| 3                       | WELS                           | 3,4,9            |              |
| 4                       | WELS                           | 4,5,6,8          | Yes UG       |
| 5                       | WELS                           | 1,5              |              |
| 6                       | Catholic                       | 5,8,10           |              |
| 7                       | WELS                           | 4,5,8            |              |
| 8                       | WELS                           | 3,4,9            |              |
| 9                       | LCMS                           | 1,8,9            |              |
| 10                      | WELS                           | 7,8,9            | Yes UG       |
| 11                      | WELS                           | 2,4,7            |              |
| 12                      | LCMS                           | 4,6              |              |
| 13                      | WELS                           | 1,2,3,5          |              |
| 14                      | WELS                           | 1,3,7,8          |              |
| 15                      | Catholic                       | 1,4,10           |              |
| <b>Sharon Burow</b>     |                                |                  |              |
| <b>Name</b>             | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| None                    | None                           | None             | None         |
| <b>Larry Collyard</b>   |                                |                  |              |
| <b>Name</b>             | <b>Type of School District</b> | <b>Standards</b> | <b>WLC?</b>  |
| 1                       | Public                         | 3,8,9            | Yes          |
| 2                       | WELS                           | 2,3,4            | No           |

|   |          |       |    |
|---|----------|-------|----|
| 3 | Catholic | 1,4   | No |
| 4 | WELS     | 4,5,8 | No |
| 5 | WELS     | 1,7,8 | No |

| 2013-2014 PDP Plan Verification  |                        |
|--|------------------------|
| Standards  | Number of Times Chosen |
| 1. Knowledge of Content  | (11)                   |
| 2. Human Growth and Development  | (9)                    |
| 3. Diversity of Learner  | (10)                   |
| <b>4. Instructional Planning</b>                                       | <b>(16)</b>            |
| <b>5. Positive Instructional Planning</b>                              | <b>(12)</b>            |
| 6. Communication   | (7)                    |
| <b>7. Foundations</b>  | <b>(13)</b>            |
| <b>8. Assessment</b>   | <b>(14)</b>            |
| 9. Christian Integrity   | (12)                   |
| 10. Collaboration  | (4)                    |
| Findings:<br>Standard 4, 8, 7, 5 were priorities in order of frequency |                        |



### **3. What did your school learn as a result of this assessment process?**

#### **We learned that:**

##### **STAGE 1: ENTRY**

- Student exit interview comments indicate that the decision to intentionally identify EDU 221 as the course to focus primarily on lesson planning and implementation of the Modified Differentiated Lesson Plan focusing on adaptation of classroom instruction is an appropriate first step to preparing pre-service teachers for lesson planning and differentiated instruction.
- EDU 292 (General Clinical) is a strong indicator of initial teaching ability in the classroom and an opportunity for assessment of dispositions regarding teaching and learning.
- EDU 292 (General Clinical) serves as a platform for supervisor discussion with pre-service teachers about how to meet the needs of diverse learners through their lessons; therefore, the supervisor's clinical evaluation of teaching and the pre-service teacher's self-evaluation and reflection need to address issues of differentiation.
- Several students were able to be admitted with qualifying ACT scores in place of Praxis I.
- Continue to use the advising process to encourage students into the high-need areas of math and science, with a goal of two admittees in each area each school year.

##### **STAGE 2: IN-PROGRESS**

- More partnerships continue to be needed for clinical sites.
- Residency opportunities continue to receive positive feedback from students, cooperating teachers, and administrators.
- Balancing residency hours and other course responsibilities has been a challenge for some students.
- Clinical students in urban settings benefit from ongoing assistance from the Center for Urban Teaching (CfUT).
- All nine students who took the Foundations of Reading Test in Spring, 2014, received passing scores.
- The changing nature of the way Social Studies and Science are taught has presented a challenge in making clinical placements for those methods courses.

##### **STAGE 3: "HIGH STAKES" TO TEACHER CANDIDACY**

- Classroom management and assessment are areas of our program that need ongoing attention especially as they relate to differentiated learners.
- The close means of the primary and holistic scores of the "high stakes" portfolio indicate fair and consistent scoring.
- The FTEA serves as a valuable means through which both pre-admission and admitted EDU majors learn about the portfolio process and the program requirements; their "portfolio and praxis nights" in particular have been beneficial to the students.

##### **STAGE 4: TEACHER CANDIDACY TO COMPLETION**

- Teacher Advisory Council topical presentations have been well received with the Fall/Spring rotation, featuring information about WLC programs in the Fall and outside speakers addressing issues and trends in the field in Spring.
- Our teacher candidates are well-prepared and genuinely well-respected in their school buildings in which they teach.

- Students, cooperating teachers, and administrators have responded positively to residency opportunities in which students complete teacher candidacy in the same classroom as their residency.
- Student exit interviews reveal support for high expectations and rigor in the School of Education.
- Feedback from cooperating teachers and teacher candidates indicates that the Modified Differentiated Lesson Plan is a useful to for differentiating instruction. Still, an abbreviated format could benefit teacher candidates in the later stages of teacher candidacy.
- Develop a pool of candidates from qualified graduates to fill future needs on the School of Education faculty.

#### **STAGE 5: GRADUATE FOLLOW-UP**

- Continued effort to maintain communication with graduates.

### **4. What changes did your school make or identify to be made as a result of what you learned?**

#### **GENERAL**

- Received WLC Faculty and Board of Regents approval for a Learning Disabilities minor.
- Look for additional opportunities to highlight the special programs and activities of the teacher education majors through other communication tools (website, Sword, President's Newsletter, Alumni eNews).
- Established assignments and a reporting rotation for goals on the School of Education Five-Year Plan
- Updated [website](#) to provide a clearer summary of testing requirements and program review.
- Expanded the residency program in which students serve in a school during the semester prior to teacher candidacy
- The residency program requires careful advising early in the program to ensure a balance between residency hours and other course work.
- Began a three-course rotation of EDU courses during J-term to allow accelerated admission and a reduced credit load during the regular semester.

#### **STAGE 1: ENTRY**

- Continue to use the Modified Differentiated Lesson Plan to add additional questions regarding differentiation on the clinical lesson evaluation form.
- Work with the Student Success Center to support students in meeting School of Education entry requirements.
- Continue to use the advising process to encourage students into the high-need areas of math and science, with a goal of two admittees in each area each school year.
- Revised [entry requirements](#) including Core Academic Skills test (including exceptions for ACT/SAT scores) and Dispositional Agreement as part of the [Application Requirements for Admission to the School of Teacher Education](#).

#### **STAGE 2: IN-PROGRESS**

- Develop a dispositional assessment component for clinical experiences.
- Follow-up on leads and consult graduates and cooperating teaching seminar completers to expand the pool of clinical sites.
- Maintain emphasis on assessment and grading in our EDU method courses. (Assess results through the Stage 3 portfolio and Stage 4 exit interview.)

- Made elements of the FoRT areas of emphasis in EDU 333 Emerging Literacy 2, and adopted a policy requiring that FoRT be taken immediately after competing EDU 333 and is required as a prerequisite to teacher candidacy. Distributed a copy of the policy to students completing EDU 333 and posted a summary of the timetable with [testing requirements](#) on our website.
- FoRT workshops and emphasis of elements of FoRT in EDU 333 implemented by Professor Kirsten Schulz resulted in all undergraduate students passing this requirement on the first attempt.

### **STAGE 3: "HIGH STAKES" TO TEACHER CANDIDACY**

- Identify and develop examples of good artifacts, rationales, themes, and portfolio presentations to be shared in EDU 493 Portfolio Seminar.
- Emphasize meeting testing requirement deadlines before teacher candidacy.

### **STAGE 4: TEACHER CANDIDACY TO COMPLETION**

- Revised the [Teacher Candidate Disposition Assessment](#)
- The directors and faculty participated in EdTPA training offered through DPI.
- The School of Education continued submitting program completer information through DPI's Educator Licensing Online (ELO) portal. January 2014 completers were the first to apply for licenses through ELO.
- Continue resume/WECAN/mock interview in teacher candidacy seminar to prepare teacher candidates for the job market.
- Began conversations about revising STAGE 4 to reflect DPI's determination that edTPA is sufficient to demonstrate proficiency in Standards 1-8.

### **STAGE 5: GRADUATE FOLLOW-UP**

- Develop focus groups consisting of our program completers, cooperating teachers and administrators for the purpose of assessing our program effectiveness.
- Continue to efforts to maintain contact with our graduates.

*Note: Because of the addition of the Transition to Teaching program through the College of Adult and Graduate Studies, we developed and reviewed an Assessment Report template that includes separate sections for AGS data, decisions, and goals. We adopted that template for use beginning with the 2013-2014 school year.*

## **5. How did your school address the Academic Goals of Wisconsin Lutheran College?**

On the exit interview questionnaire (item #15) students are asked to identify a goal area in which they had made the greatest amount of growth and the least amount of growth.

- WLC academic goals remain part of the exit interview questionnaire.

## **6. Key Questions for the School of Education and its Measurement of Student Learning**

### **Follow-up with our graduates**

- Are our graduates being gainfully employed upon completion of their studies at WLC? (Year one and Year two employment %)
- How do we as the School of Teacher Education track employment verification of our graduates? (LAP and alumni director)
- How can we use DPI's Annual Report on Educator Preparation Programs for tracking graduate employment?

### **Growing School of Teacher Education**

- How can we address concerns of potential students and their families in a political and social context that is not always “teacher-friendly”?
- How can we support an organized sequence for faculty members to attain terminal degrees?
- How can we plan for adjunct faculty for Special Education courses?

### **Assessment**

- Are our teacher candidates properly prepared to assess students and their learning?
- Does the School of Education clearly communicate the connection between teacher disposition and success in classroom and school settings?
- How does the School of Education integrate classroom management strategies in its program, lesson planning expectations, and classroom experiences?