Illinois Teacher Graduate Assessment Project Summary and EIU data 2010-2012

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Re:    Teacher Graduate Assessment Information for NCA

Project Overview

The Teacher Graduate Assessment project is an assessment of teachers in their first year of teaching directly following graduation from one of the twelve public colleges of education in the state of Illinois. The project is a collaborative effort of the Illinois Association of Deans of Public Colleges of Education (IADPCE). The participating colleges of education have provided funding for this effort every year since its inception.

By surveying first-year teachers and their supervisors, information is generated that can be used for teacher education program improvement and that is responsive to broader state education needs. Specifically, the project aims to:

1. Provide a standardized assessment of new teacher graduates of all public colleges in Illinois.

2. Provide a specific examination of teacher skills related to the Illinois Professional Teaching Standards and the Illinois Learning Standards for the purpose of identifying areas of improvement for teacher preparation programs and for ongoing new teacher professional development needs.

3. Provide institutions with institution-specific data on student learning in teacher education programs that will assist with program improvement efforts.

4. Proactively respond to calls for accountability related to teacher preparation by gather information that can inform policy makers and the public about teacher preparation programs in Illinois and new teacher practice in the first year of teaching.

In March 2004, an advisory committee named by the project partners was created to oversee the development of survey instruments, administration protocol, and data reporting. This advisory committee has continued to meet in order to review each year’s survey results and to modify the survey as needed. The process for survey development and modification is guided by project staff operating under the direction of the Dean of the College of Education and Professional Studies at Eastern Illinois University.

First-year teachers are identified each year by the Teacher Data Warehouse, which combines college institutional graduation data with the State of Illinois’s Teacher Service Record database to identify the survey population. Identified graduates and their supervisors (typically, school principals) are surveyed each spring as they near completion of their first full year of teaching.

Survey results are reported relative to the degree that new teachers from colleges of education in Illinois are prepared to address the Illinois Professional Teaching Standards, the Illinois Learning
Standards, and the Illinois Technology Standards. First-year teachers also provide open-ended, written feedback about key teacher preparation program elements. Reporting takes the form of institution-specific and state aggregate data reports.

The success of this project rests not just in the ability to collect valid data on new teachers, but also in the ability of the partners to use data to improve teacher education in Illinois. The creation of an ongoing assessment project produces reliable data for program improvement and state policy consideration and is an important step in the ongoing P-16 collaboration efforts in Illinois.

**Project History**

The assessment of new teacher graduates from colleges of education in Illinois is housed at Eastern Illinois University and is conducted under the guidance of the deans of the public colleges of education and an advisory committee made up of the deans’ designees. The project started in March 2004 with the financial support of the Illinois Board of Higher Education, the Illinois State Board of Education, the Joyce Foundation, and the twelve participating public institutions of higher education: Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University-Carbondale, Southern Illinois University-Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University.

The assessment effort has been created with the primary purpose of providing information that can help facilitate program improvement at each participating institution. The secondary purpose is to be responsive to calls for educational accountability while facilitating information gathering for the purpose of making informed judgments about programs. The primary assessment questions examined in project development to date include:

1. How are teacher education programs performing in the preparation of students related to understanding and using key educational standards in Illinois?

2. What is the usefulness or value of instructional, pre-student teaching, and student teaching experiences from the perspective of recent graduates?

Survey instrument has evolved in response to the program improvement purpose of the evaluation and the guidance of the key assessment questions. The survey development process has involved input by project partners via group meetings and e-mail communications. In May 2004, nineteen individuals representing thirteen project partners met in Champaign, IL to kick off the project. The outcome of this first gathering was an initial survey draft that addressed key content areas. Survey drafts were modified through the rest of 2004 until a first project version was established for a pilot administration in January 2005. Following the pilot administration, minor modifications to survey instruments were completed and in March 2005, the first administration of the survey was completed with graduates from the twelve public colleges of education. The current (2007-2012) version of the survey instruments is a result of revisions to the survey following the 2005 and 2006 administrations.
Results

This memo summarizes the most recent three years of Teacher Graduate Assessment results for Eastern Illinois University (2010, 2011, 2012).

Student Satisfaction

**Satisfaction with decision to become a teacher.** In response to the prompt “Indicate the extent to which you are satisfied with your decision to become a teacher”, 100% of graduates reported that they were “very satisfied” or “satisfied” (2012). In 2011, 96% of graduates were “very satisfied” or “satisfied”; in 2010, 99% of graduates were “very satisfied or satisfied.”

**Satisfaction with overall quality of teacher education program.** In response to the prompt “Indicate the extent to which you are satisfied with the overall quality of the teacher education program”, 94% of graduates reported that they were “very satisfied” or “satisfied” (2012). In 2011, 95% of graduates were “very satisfied” or “satisfied”; in 2010, 98% of graduates were “very satisfied or satisfied.”

Preparation – Matched Teacher and Supervisor Responses

**Overall preparation.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher overall”, 87% of graduates reported that they were “extremely” or “mostly” prepared; 96% of the graduates’ supervisors (typically, school principals) reported that the graduate was “extremely” or “mostly” prepared. (Note: this question was asked for the first time in 2012).

**Workplace environment.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in the workplace environment”, 76% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 77% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 76% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 96% (2012); 89% (2011); 95% (2010).

**Teaching English Language Learners.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in teaching English Language Learners”, 24% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 22% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 24% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 53% (2012); 53% (2011); 54% (2010).

**Multicultural education.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in strategies used in multicultural education,” 57% of graduates reported that they were “extremely” or “mostly”
prepared (2012). In 2011, 50% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 63% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 77% (2012); 68% (2011); 775% (2010).

**Special education students.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in accommodating students with exceptionalities,” 71% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 62% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 78% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 92% (2012); 90% (2011); 88% (2010).

**Classroom technology.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in using technology for classroom instruction,” 73% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 76% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 73% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 92% (2012); 92% (2011); 89% (2010).

**Developmentally appropriate instruction.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in implementing developmentally appropriate instruction,” 88% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 81% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 91% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 91% (2012); 86% (2011); 91% (2010).

**Socioeconomic diversity.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in addressing issues of socioeconomic diversity,” 63% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 69% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 76% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 87% (2012); 80% (2011); 85% (2010).

**Student assessment.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in student assessment,” 81% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 89% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 92% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 81% (2012); 88% (2011); 87% (2010).
Learning environment. In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in managing the learning environment,” 82% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 78% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 85% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 88% (2012); 86% (2011); 88% (2010).

Managing student behavior. In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in managing student behavior,” 60% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 67% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 73% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 82% (2012); 80% (2011); 84% (2010).

Classroom equity. In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in establishing equity in the classroom,” 76% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 80% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 85% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 92% (2012); 83% (2011); 93% (2010).

Teaching subject/content area(s). In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in teaching of his/her primary subject/content area(s)” 88% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 83% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 89% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 97% (2012); 97% (2011); 97% (2010).

Reading skills. In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in teaching of reading skills in his/her subject area,” 68% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 59% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 66% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 86% (2012); 87% (2011); 82% (2010).

School administration. In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in working with school administration,” 51% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 55% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 49% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’
supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 95% (2012); 95% (2011); 95% (2010).

**Parents/guardians.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in working with parents/guardians,” 45% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 53% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 51% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 90% (2012); 85% (2011); 92% (2010).

**Accountability.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in working in a high accountability environment,” 67% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 68% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 64% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 88% (2012); 92% (2011); 89% (2010).

**Community resources.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in utilizing community resources,” 51% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 49% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 55% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 80% (2012); 75% (2011); 78% (2010).

**Community relationships.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in fostering community relationships,” 51% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 49% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 47% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 75% (2012); 76% (2011); 79% (2010).

**Other school personnel.** In response to the prompt “Indicate the extent to which this teacher was prepared by his/her teacher education program to be a successful teacher in working with other school personnel,” 68% of graduates reported that they were “extremely” or “mostly” prepared (2012). In 2011, 73% of graduates reported that they were “extremely” or “mostly” prepared; in 2010, 68% of graduates reported that they were “extremely” or “mostly” prepared. Graduates’ supervisors reported that the graduate was “extremely” or “mostly” prepared at the following rates: 96% (2012); 91% (2011); 92% (2010).