

## Illinois Wesleyan University Student Learning Assessment

**THE ASSESSMENT REPORT (approximately 5 to 9 pages)** - due on the final Monday in September at the close of the academic unit's 1-3 year reporting cycle. Academic units are asked to address six topics (1-6, listed below) and to also submit a separate summary of the Assessment Report. As with the Strategic Assessment Plan, throughout the report there should be a strong interlocking narrative among the parts. In other words, each piece should connect conceptually with every other piece—goals with mission, measures with goals, and feedback mechanisms with learning outcomes. Please refer to the [Guidelines for the Assessment of Student Learning](#) for a fuller description of each topic required in the Assessment Report.

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**Department Name: Educational Studies    Assessment Liaison: Maggie Evans**

### *1. Recounting the Assessment Cycle.*

Assessment Reports address assessment activities that were outlined in the Strategic Assessment Plan and reported on in Yearly Updates. List the relevant years for this assessment cycle and briefly summarize the academic unit's assessment activities during this cycle. Describe any modifications to the original assessment plan described in your Strategic Assessment Plan.

EDUC 340/345 is a hallmark of our Educational Studies program. Further, this is one of the few courses that all professors in Educational Studies will teach. Each faculty member will teach this course on a 2-year rotation in order to continuously bring a new perspective and new additions to this critically important course. In this course, preservice teachers learn to foster a positive classroom environment, instruct diverse groups of students, and assess student learning. In 2018-2020, we assessed all key learning objectives. From 2021-2023, we are focused upon students' learning of how to instruct, specifically to offer differentiated instruction. The following learning objectives are Illinois Professional Teaching Standards (IPTS) and focus upon our preservice teachers' understandings of differentiated instruction.

- Teacher education students will **identify the assets** diverse students bring to the learning environment and **incorporate these assets into their instruction** (IPTS 1L, 3K).
- Teacher education students will analyze and use student information to **design instruction** that meets the diverse needs of students (IPTS 1H).
- Teacher education students will **vary their role in the instructional process** as instructor, facilitator, coach or audience in relation to the goal of instruction and needs of the students (IPTS 5K).
- Teacher education students will **use various types of assessment procedures** appropriately, including making accommodations for diverse learners (IPTS 7Q).

We chose to focus on differentiated instruction because our assessment cycle from 2018-2020 showed that the new course did not enhance preservice teachers' ability to differentiate instruction. According to two measures, elementary teacher candidates' scores for differentiating instruction for diverse students decreased on the edTPA from 3.2 in 2019 to 2.8 in 2020 and on the final student teaching evaluation from 3.8 in 2019 to 3.2 in 2020. Preservice teachers in secondary education showed an increase in their understanding of how to differentiate instruction on assessment but not another. This has led us to focus upon how we can enhance all preservice teachers' knowledge of differentiating instruction and we want to see if curricular changes have an impact on students' learning.

**Modification:** Our initial assessment plan included a third, external measure of the nationwide edTPA assessment for student teachers. In Illinois from 2021-2023, preservice teachers did *not* partake in the edTPA due to ongoing policy changes associated with Covid-19. For these cohorts of graduating seniors, we have

evidence of their capacity to differentiate instruction from the senior exit survey and performance-based final student teaching evaluation.

## **2. Describe assessment measures that were used.**

We employed two distinct measures to evaluate students' learning. Each measure offers evidence of preservice teachers' ability to differentiate instruction. They are listed below.

- 1) The performance-based *final student teaching evaluation* is an internal measure created and implemented by Educational Studies staff and faculty (see appendix for tool). This tool is used to observe our teacher candidates within real K-12 classrooms as they offer instruction and specifically for this assessment it includes observable evidence of differentiated instruction. Educational Studies faculty and staff assign a numeric score for distinct teaching standards. Then, we examined aggregated scores for each distinct teaching standard at the cohort level.
  
- 2) The *senior exit survey* is an indirect measure which was used to assess teacher candidates' perceptions of how well our teacher education program prepared them to differentiate instruction. Unlike the final student teaching evaluation, the students self-report and their scores are reported in percentages and offer insights as to what percentage of seniors perceive themselves as competent in differentiated instruction. The senior exit survey is also available in the appendix.

## **3. Summarize the data/results from your measures.**

EDUC 340/345 is a relatively new course that we have previously included in our assessment cycle. One important understanding is all future teachers take EDUC 340/345 in the spring of their junior year. Then this cohort of students become student teachers in the fall of their senior year and they are assessed on the extent to which they apply knowledge and skills acquired in EDUC 340/345 and apply these understandings to a real classroom with K-12 students in fall of their senior year. So the performance based measure is specifically evaluating if students learned to differentiate instruction in EDUC 340/345 and then actually applied this knowledge to their own instruction while student teaching in fall of their senior year.

In 2022, students' ability to differentiate instruction was satisfactory and the evidence for this claim is based on the final student teaching evaluation. The average score for students on the final student teaching evaluation was a 3.68 out of a 4.0 for differentiated instruction. This is an increase from our previous assessment cycle, particularly for elementary majors whose average score had dropped to 3.2 in 2020. The average scores for elementary majors was 3.63 for the Spring 2022 graduates. Secondary students also performed well on this assessment, with their scores ranging from a 3.5 to a 4.0. Across 17 students who graduated in Spring 2022, the scores ranged from 3.0 to a perfect 4.0. So students certainly demonstrated variation in their ability to differentiate but our department was pleased to see overall improvement across the entire cohort.

One problem with the 2022 assessment cycle is the response rate for the senior exit survey was abysmally low. Only 5 graduating seniors completed the senior exit survey. Of the 5 students who completed the exit survey, 3 self-reported that they were capable of differentiating instruction while two students selected they were not capable of doing so. All five students felt they were capable of teaching diverse students. The low number of responses provided less insights into our assessment cycle than we hoped.

For the next cohort of students, we revised specific aspects of EDUC 340/345. While the previous cohort performed well, our department knows differentiated instruction is a complex skill set that is increasingly tapped in K-12 classrooms. For the next cohort of future teachers, we included new readings and learning activities in EDUC 340/345 which aimed to enhance students' understanding of differentiated instruction and their ability to differentiate instruction. Specifically, the preservice teachers participated in a unit on differentiated instruction which included new readings, which were differentiated for students' content areas, multiple in-class activities, and one major assessment. To assess if these curricular changes were effective, we analyzed the results of the 2023 cohort's senior exit survey and their final student teaching performance evaluation.

The 2023 cohort outperformed their peers on the final student teaching performance evaluation. The average score across all student teachers was a 3.8 for differentiated instruction compared to the previous cohort's average score of a 3.68. Not a significant jump but still an indicator that our curricular changes did enhance our student teachers' capacity to differentiate instruction. Elementary education majors also showed an increase, with their average also coming in at 3.8, compared to the 2022 cohort which averaged 3.63. Comparing the 2022 and 2023 cohorts to the 2020 cohort also shows improvement over time as the 2020 elementary majors score a 3.2 in 2020. Meaning from the initial data which helped us identify our goal for this assessment cycle, the elementary majors have increased their ability to differentiate instruction.

To address the issue of low response rates for the senior exit survey, the department also changed the procedure for this assessment. This assessment was distributed in a class period by our department head, Leah Nillas and Director of Licensure, Ben Wells. Providing students with time in class to complete this senior exit survey was fruitful. 22 students completed the survey this year compared to 5 students in the last cohort. 100% of the senior cohort or 22 graduating seniors in Spring 2023 self-reported that they felt confident in their ability to differentiate instruction for students. While the response rate was low for the previous cohort, this still marks progress as 100% of the students felt confident being able to differentiate instruction, while  $\frac{2}{5}$  students in the previous cohort did not.

#### ***4. Describe the process by which you evaluated your data.***

Ben Wells collected all of the assessment data. As the Director of Licensure, Ben Wells examines students' assessment results regularly to evaluate their progress towards licensure for the state of Illinois. For the final student teaching evaluation (see example of assessment tool in appendix), all student teacher supervisors submit multiple student teaching evaluations for each student teacher in the cohort to Ben Wells. The final student teacher performance evaluation occurs at the end of student teaching takeover or after the student teachers have had months to practice and enhance their ability to differentiate instruction in a real K-12 classroom. At the final student teacher observation, the cooperating teacher, supervisor, and student teacher discuss the student's instruction and why they made particular instructional decisions. The final student teacher performance evaluation is a rubric utilized to observe their student teachers instructional actions and all of their written materials like the lesson plan and student learning activities. Ben Wells identified areas of the student teacher performance evaluation which offer evidence of students' ability to differentiate instruction. The rubric spans from 0 to 4. He averaged each student teachers' score on the final performance evaluation and reported these scores to Maggie Evans.

For the senior exit survey, students complete the survey in an online survey management system. The averages for each set of questions is calculated within the system. Ben identified the average score related to differentiated instruction and generated a chart which showed the students' average score. Ben collected students' assessment data from both cohorts which offered evidence of student teachers' capacity to different instruction. Ben provided the assessment liaison, Maggie Evans with the average scores for the 2022 and 2023 student teacher cohorts. Dr. Evans analyzed these results and specifically compared students' scores from

each cohort. The entire department was invited to make additional interpretations of these data and consider how these data will inform curricular changes to EDUC 340/345 and the accompanying breakout sessions. In addition to this formal process, our department meets bi-weekly every semester. So throughout the course of multiple meetings, our department regularly considered curricular changes for EDUC 340/345 based upon assessment data, informal student feedback, and the professors' insights into how to enhance the course.

**5. Describe what you learned as a result of the evaluation process.**

As described previously above, this assessment cycle did provide insights into areas of our curriculum and assessment process which required change. Due to the previous assessment cycle, our department recognized students needed additional support in the area of differentiated instruction, particularly elementary education majors. While differentiated instruction was embedded in multiple courses in our curriculum, our previous assessment cycle highlighted that our students were not performing as well as we hoped in this critical area. In public schools, the student body is growing increasingly diverse in terms of socioeconomic status, ethnicity, race, gender, and ability. Therefore, it is increasingly critical that our future teachers have a strong grasp on how to differentiate instruction to meet the needs of students and to capitalize on the diversity of the student body in each classroom.

In recognizing that students were not showing progress in their capacity to differentiate instruction, we revised EDUC 340/345 to better explicitly teach differentiated instruction to future teachers. At the beginning of this assessment cycle, in preparation for the newest cohort of students, our department discussed ways to revamp EDUC 340/345 in a special meeting set aside specifically to discuss the goals and desired outcomes of this course. The entire department participated and we utilized a whiteboard and gdrive notes to capture the outcomes of this meeting. One of the outcomes of this meeting was to prioritize the instruction of differentiated instruction in EDUC 340/345. Then, in Fall 2020 and Fall 2021, the course was again reconsidered by one faculty member as a new professor took over teaching this course. This is intentional as EDUC 340/345 was designed for each faculty member to teach this course and bring new ideas and revisions to the course every time it is taught. Specifically, between the first and the second cohort, we added new readings, in-class activities, and formal assessments which specifically provided instruction and interactive learning experiences for students to learn and practice differentiated instruction.

In summary, what we have learned from this assessment cycle is the following. 1) If we want our future teachers to know how to differentiate instruction, we have to identify new ways for them to practice this skill set in IWU courses, instead of expecting them to learn via hands-on experience in the field. The more we explicitly included readings and in-class activities on differentiated instruction, the better our students performed in the field. 2) We do value students' feedback and often examine this feedback to make changes. So we do need to build in class time for the senior exit survey in order to gather more students' feedback and obtain a better understanding of how students' self-report their own skill set for teaching.

**6. What does your academic unit plan to do with the information it has evaluated?**

Throughout the assessment process, we implemented changes to EDUC 340/345. As previously stated, we changed specific parts of the course to enhance students' opportunities to learn knowledge and practice skills for differentiated instruction. We also recognized this course has too many learning objectives. To effectively prepare students to teach, it is important to highlight 2-3 essential skills we want all students to learn prior to student teaching and one of those essential skills has to be differentiated instruction.

In the middle of this assessment cycle, EDUC 340/345 was taught to a new cohort of students, students who will student teach in Fall 2023. In examining both formal assessment data and informal feedback from

students, we determined EDUC 340/345 needed additional revisions. So in Spring of 2023, EDUC 340/345 was split into two sections, EDUC 340 and EDUC 345. These sections were separated so elementary education majors and secondary education majors could learn specifically about instruction and differentiated instruction at their grade levels. By splitting this course into two sections, our department also modeled for students differentiated instruction as students received different instruction in each section which was pertinent to elementary or secondary teaching. Although not formally a part of our assessment cycle, we will again examine the 2024 cohort of student teachers to see if curricular changes to EDUC 340/345 impacted their ability to differentiate instruction.

One pressing issue that arose during this assessment cycle is the need for our student teachers to collaborate with and learn from cooperating teachers who are skilled at differentiated instruction. While our assessment results indicate our students can acquire a strong foundation of knowledge and skills for differentiating instruction in IWU classrooms, we suspect some of the variation in students' proficiency is due to what they are observing from their cooperating teacher. We know our cooperating teachers provide invaluable coaching and pragmatic teaching skills to our student teachers. In this assessment cycle, we have recognized a need to recruit additional cooperating teachers who can support our student teachers with differentiated instruction. Yet, we face a rather intractable problem in recruiting cooperating teachers due to contracts local teachers have with another university. Further, the teacher shortage impacts our local communities and only experienced teachers can serve as cooperating teachers. We have a meeting set for the fall to specifically brainstorm new ideas to better recruit cooperating teachers who can show our student teachers how to differentiate instruction in an authentic K-12 setting in students' content areas.

***Provide a summary of your Assessment Report.***

Based on a previous assessment cycle, the Educational Studies department conducted a 2-year assessment cycle which focused upon future teachers' capacity to differentiate instruction in a K-12 classroom. The assessment process included two distinct measures. The first assessment tool was the student teaching performance evaluation which was administered while observing student teachers instruct K-12 students. The second assessment tool was students self-reporting on their capacity to differentiate instruction on an anonymous senior exit-survey. The results of these assessments were utilized to guide curricular changes to EDUC 340/345, the course in which students learn to differentiate instruction prior to student teaching. The results indicate the 2023 cohort of students did outperform the 2022 cohort, which suggests the curricular changes were effective. New changes were made to the course in 2022-23 and our department will evaluate if those changes also had an impact on the 2024 cohort's capacity to differentiate instruction. Our department also has a fall meeting set to brainstorm ways to recruit cooperating teachers who can also provide instruction and modeling on how to differentiate instruction.

**IWU ELEMENTARY STUDENT TEACHING EVALUATION****Student Teacher:****IWU Supervisor:****Subjects and/or grade:****Cooperating Teacher:****School:****MIDTERM Conference Date:****FINAL Conference Date:****DIRECTIONS**

**The Student Teacher** takes the lead in each conference by presenting and discussing *select* evidence of his or her demonstrated teaching abilities with respect to the performance indicators on this form. Evidence may address more than one performance indicator. Since not all performance indicators yield physical evidence, student teachers may provide oral or narrative evidence. Supporting observations from the cooperating teacher and IWU supervisor are critical in those instances. Evidence may include the following:

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| · Student Teaching Checklist (requirement)                           | · Recorded field observations of students                           |
| · Teaching Context information (edTPA requirement)                   | · Any work completed for the Teacher Performance Assessment (edTPA) |
| · Unit and lesson plans in specific content areas                    | · Assessment instruments developed and used by student teacher      |
| · Digital videos of teaching and student learning (with permissions) | · Sample student work (with identifying information removed)        |
| · Photos of one's teaching and classroom (with permissions)          | · Journal entries or reflection essays (dated and labeled by topic) |
| · Communications to parents written by student teacher               |   |

**The Cooperating Teacher** shares his or her written and oral observations with the IWU supervisor and student teacher.

**The IWU Supervisor** completes the evaluation form, taking into consideration (1) the *quality* of evidence provided by the student teacher, (2) the cooperating teacher's evaluative comments, (3) any information from prior evaluation conferences, and (4) site observation records.

**Midterm evaluation:** During the midterm conference, note the competencies demonstrated thus far and speak to areas of needed development and opportunities for the remainder of the student teaching term that would allow the student teacher to meaningfully demonstrate competency across all indicators. No scores are recorded on the midterm evaluation.

**Final evaluation:** During the final conference, focus on areas of growth since the midterm to reflect the summative assessment of the student teacher's performance according to the performance indicators specified by the IWU Teacher Education Program and the Illinois State Board of Education. The student teacher, cooperating teacher, and IWU supervisor all contribute to the final assessment and develop a consensus as to whether or not the student teacher is to be recommended for licensure. The student teaching grade is assigned by the IWU supervisor.

The completed final evaluation form is reviewed by the student teacher and cooperating teacher within one week of the final conference no later than **December 7**. The student teacher signs the form and receives a copy. The IWU supervisor submits an electronic copy of the completed evaluation form to the Assistant Director for Teacher Licensure and Assessment, Colleen Herald, [cherald@iwu.edu](mailto:cherald@iwu.edu), **no later than December 14**.

*All records should be kept on file for three years. Adjunct supervisors should turn this form into the Educational Studies Office at the end of the term, with all other observation and evaluation forms.*

**Scoring Key for Final Evaluation:**

<p><b>Target:</b> The student teacher has provided sufficient, consistent, and strong evidence of his or her competence across the performance indicators for the standard. Supporting observations from the cooperating teacher and supervisor indicate that the student teacher is performing at the expected level of competence for a novice teacher. These are scores for all student teachers to strive toward.*</p>	<b>4</b>
<p><b>Progressing toward target:</b> The student teacher provided some high quality evidence of his or her competence across the performance indicators for the standard, is aware of needed areas of growth, and has plans to reach target performance goals during the remainder of the semester (midterm) or during first year teaching (final).</p>	<b>3</b>
<p><b>Developing with support:</b> The student teacher provided some evidence of his or her competence across the performance indicators for the standard, but of mixed consistency and quality, or is not demonstrating independence with respect to performance expectations. Supporting observations from the cooperating teacher and supervisor indicate mixed or inconsistent performance and significant and/or continuing areas for improvement. There are concerns about the student teacher’s readiness to independently assume teaching responsibilities.</p>	<b>2</b>
<p><b>Unsatisfactory:</b> The student teacher has provided minimal or poor quality evidence of his or her competencies despite opportunities to do so. Supporting observations from the cooperating teacher and IWU supervisor indicate seriously problematic performance.</p>	<b>1</b>

\*The faculty supervisor may also note whether the student teacher has provided outstanding evidence of his or her competence across each of the indicators within any performance category which is complemented by considerable and strong supporting observations from the cooperating teacher and IWU supervisor. That is, the student teacher’s performance is beyond that of a novice teacher.

**PERFORMANCE INDICATORS<sup>1</sup>**

<p><b>I. Commitment to Social Justice</b></p> <p>Demonstrates the belief that <i>all</i> students can learn regardless of race, culture, ethnicity, language, class, gender, and/or ability by</p> <ul style="list-style-type: none"> <li>· establishing high expectations for each student’s learning;</li> <li>· encouraging critical thinking and problem solving;</li> <li>· conducting fair and non-discriminatory assessments of student learning;</li> <li>· demonstrating honesty, integrity, personal responsibility, confidentiality, altruism and respect; and</li> <li>· serving all students and their families with equity and honor and advocating on their behalf to ensure the learning and well-being of each child in the classroom.</li> </ul> <p>(IPTS 3H, 8P, 9I, 9Q, 9R) (ACEI 1.0, 3..2, 3.3, 3.4, 4.0) (Sections 20.110f, 20.120g; 26.380, 26.390)</p> <p>Demonstrates ongoing and thoughtful <b>reflection</b> on professional practice by</p> <ul style="list-style-type: none"> <li>· engaging in self-assessment of teaching students from diverse backgrounds and those with disabilities and drawing upon ongoing reflection to adjust practices to support all students’ learning;</li> <li>· considering the impact of one’s communication and interactions with students, parents, and other professionals in the learning community;</li> <li>· being receptive to feedback from mentors; and</li> <li>· setting goals for professional growth and development.</li> </ul> <p>(IPTS 1F, 9K) (ACEI 5.1) (Section 26.460)</p>
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<sup>1</sup> Indicators refer to the Illinois Professional Teaching Standards (IPTS) for all teachers and the Association for Childhood International (ACEI), and ISBE Rules Parts 20 and 26. Evaluation criteria also incorporate the [Code of Ethics for Illinois Educators](#). Performance indicators presume proficiency in the associated IPTS knowledge indicators. The standards and rules can be viewed on the Educational Studies website: <http://www.iwu.edu/edstudies/teachers/>.

Demonstrates <b>resourcefulness</b> by <ul style="list-style-type: none"> <li>· taking initiative and being self-directed;</li> <li>· learning about individual children, their families, and communities to create meaningful learning opportunities;</li> <li>· drawing upon prior learning and research to inform practice;</li> <li>· being creative, going beyond use of commercial texts and instructional resources;</li> <li>· researching services and resources to assist students with exceptional learning needs; and</li> <li>· seeking ways to improve practice and grow professionally.</li> </ul> (IPTS 1J, 1L) (ACEI 3.1)	
Demonstrates <b>responsiveness</b> by <ul style="list-style-type: none"> <li>· facilitating a learning community in which individual differences are appreciated and respected;</li> <li>· developing caring, compassionate, and respectful relationships with <i>all</i> students and their families;</li> <li>· implementing multicultural perspectives when planning curriculum and teaching; and</li> <li>· trying alternative and inclusive approaches to teaching and learning, such as alternatives to ability grouping, authentic assessments beyond testing, and alternatives to traditional classroom discipline.</li> </ul> (IPTS 1K) (ACEI 3.2, 4.0, 5.2) (Section 20.130c)	
<p><b>Summary: Teacher Scholars for Social Justice.</b> <i>The student teacher is committed to social justice in the classroom and school and works toward equity and opportunity for all students. The student teacher has demonstrated reflection, resourcefulness and responsiveness.</i></p> <p><b>MIDTERM (formative)</b>  <b>Primary strengths:</b></p> <p><b>Areas of continuing development:</b></p> <p><b>FINAL Evaluation Comments (summative)</b></p>	<b>Score</b> (final only)

<p><b>II. CONTENT KNOWLEDGE AND PEDAGOGY</b></p>	
Accurately applies knowledge to integrate <b>reading, writing, and oral communication</b> when planning for, teaching, and assessing students' content learning. In doing so: <ul style="list-style-type: none"> <li>· meets the reading, writing, and oral communication needs of each student (including ELLs, and struggling and advanced readers);</li> <li>· selects and modifies materials and resources;</li> <li>· adjusts and modifies instruction;</li> <li>· uses modeling, explanation, practice, and feedback to facilitate word identification, vocabulary, fluency and comprehension strategies to develop each student's understanding of content;</li> <li>· teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;</li> <li>· teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar); and</li> <li>· stimulates discussion in the content areas for varied instructional and conversational purposes.</li> </ul> (IPTS 6J, 6K, 6L, 6M, 6N, 6O, 6P 6Q, 6R, 6S) (ACEI 2.1) (Sections 20.110, a-c; 20.130b)	
Knows, understands, and accurately applies major concepts, theories, and practices of <b>science</b> (physical, life, and earth/space) when planning for, teaching, and assessing students' understanding of science content and engagement in scientific inquiry, thinking and reasoning. (IPTS 2K) (ACEI 2.2) (Section 26.340)	
Knows, understands, and accurately applies <b>mathematical</b> concepts when planning for, teaching, and assessing students' mathematical thinking, problem solving, reasoning and representation. (IPTS 2K) (ACEI 2.3) (Sections 20.120, a-c; 20.130b)	
Knows, understands, and accurately applies of major concepts across the <b>social sciences</b> when planning for integrated instruction, while teaching, and when assessing students' content knowledge and engagement in social science inquiry and critical thinking. (IPTS 2K) (ACEI 2.4) (Section 26.350)	



Knows, understands, and accurately applies knowledge of the <b>arts</b> when planning for, teaching, and assessing students' content learning and engagement in performance and visual arts. (IPTS 2K) (ACEI 2.5) (Section 26.370)	
Knows, understands, and accurately applies major concepts of <b>health and physical development, activity, and movement</b> when planning for, teaching, and assessing students' development, skills, health, and well-being. (IPTS 2K) (ACEI 2.6, 2.7) (Section 26.360)	
Effectively <b>integrates</b> different content areas across the curriculum and facilitates connections to life experiences when planning for, teaching, and assessing student learning. (IPTS 2N, 3L, 8T) (ACEI 3.1) (Section 26.310)	
Selects, modifies, and uses content-accurate teaching resources; printed, visual, or auditory materials; and online resources and technologies that support student learning across the content areas. (IPTS 2I, 2L, 3N, 3Q, 5O, 6J) (Sections 20.110d, 20.120e; 26.340 b3, 26.350b6, 26.360b5, 26.370b 2)	
Facilitates students' conceptual understandings, and makes subjects matter accessible to each student, including those with disabilities, by anticipating and addressing common misunderstandings, encouraging critical and creative thinking, presenting diverse perspectives, using alternate explanations and concept representations that capture key ideas, using content area literacy strategies, adjusting practices and implementing accommodations, and using assistive and other technologies appropriate to the disciplines. (IPTS 2J, 2K, 2M, 2O, 2P, 2Q, 5L) (ACEI 3.3)	
<b>Summary: Content Knowledge and Pedagogy.</b> <i>The student teacher creates meaningful learning experiences for each student drawing effectively and accurately upon content knowledge and evidence-based pedagogy when planning for, teaching, and assessing student learning.</i> (IPTS 2) (ACEI 2, 3.1) (Section 20.130a,b)	<b>Score</b> (final only)
<b>MIDTERM (formative)</b>	
<b>Primary strengths:</b>	
<b>Areas of continuing development :</b>	
<b>FINAL Evaluation Comments (summative)</b>	

<b>III. PLANNING for DIFFERENTIATED INSTRUCTION</b>
Plans take into account knowledge of students' everyday experiences, class, cultural, ethnic, and linguistic backgrounds, abilities and interests so that new ideas are linked to familiar ideas and experiences. Plans take into account students' prior learning and prerequisite skills: what students know, what they can do, and what they are learning to do. (IPTS 1I, 1L, 3I, 3K) (ACEI 1.0) (Section 26.380)
Plans clearly <i>specify expectations for student learning that are aligned with the Common Core or other state and/or national learning standards specific to each discipline.</i> (IPTS 3A)
Plans specify materials, resources, technologies, and strategies for differentiating instruction. (IPTS 3Q, 8T)
Short-term and long-term plans specify adaptations, accommodations, and supports for different learners (e.g., students with IEPs, ELLs, struggling or underperforming students, gifted students). (IPTS 1J, 3O) (ACEI 3.2)
Plans specify formative and/or summative assignments/assessments/criteria that will be used to evaluate student learning and adjust subsequent lessons. Student assessment data is used to plan and adapt the curriculum and instructional strategies and materials so that the individual learning needs of each student are accommodated, including students with disabilities. (IPTS 1H, 3J, 3M, 3O, 3P, 5P)
Reflects on the effectiveness of short- and long-term lessons with respect to all students' learning and one's professional development. (IPTS 9K)

<p><b>Summary: Planning for Differentiated Instruction.</b> <i>The student teacher plans and designs instruction based on content knowledge, diverse student characteristics, student performance information, curriculum goals, and the community context. Plans for students' ongoing growth and development.</i> (Section 26.400)</p> <p><b>MIDTERM (formative)</b> <b>Primary strengths:</b></p> <p><b>Areas of continuing development:</b></p> <p><b>FINAL Evaluation Comments (summative)</b></p>	<p><b>Score</b> (final only)</p>
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<p><b>IV. LEARNING ENVIRONMENT</b></p>	
<p>Creates a smoothly functioning learning community in which clear expectations for behavior are communicated, students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in meaningful learning activities. (IPTS 4I, 4J, 4K) (ACEI 3.5) (Section 26.430)</p>	
<p>Establishes a classroom community in which all students experience acceptance, respect, and success. Inclusive classroom management strategies enhance cultural and linguistic responsiveness, positive social relationships, emotional well-being, student motivation, and equitable engagement of students in meaningful learning. (IPTS 1K, 4L, 4N) (ACEI 1.0, 3.4)</p>	
<p>Analyzes the classroom environment and effectively organizes, allocates, and manages time, materials, technology, and physical space to maximize student learning. (IPTS 4M, 4N, 5R)</p>	
<p>Analyzes student behavior and modifies the learning environment (e.g., schedule and physical arrangement) and uses strategies, interventions, and supports to facilitate positive behaviors for students with diverse learning characteristics. (IPTS 4O, 4P, 4Q)</p>	
<p><b>Summary: Learning Environment.</b> <i>Structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.</i> (Part 20, Section 20.110g, 20.120h; Part 26, Section 26.410)</p> <p><b>MIDTERM (formative)</b> <b>Primary strengths:</b></p> <p><b>Areas of continuing development:</b></p> <p><b>FINAL Evaluation Comments (summative)</b></p>	<p><b>Score</b> (final only)</p>

<p><b>V. INSTRUCTIONAL DELIVERY</b></p>	
<p>Uses multiple evidence-based teaching strategies and technologies to engage students in active learning, promote the development of critical and creative thinking and problem-solving. (IPTS 5I, 5S) (ACEI 3.5)</p>	
<p>Varies role (e.g., instructor, facilitator, audience) and adjusts strategies in response to students to meet their learning goals and needs. (IPTS 5J, 5K)</p>	
<p>Differentiates strategies, materials, technologies, and language to introduce concepts and principles so that they are meaningful to students who vary in development, ability, and experience. (IPTS 1J, 5M, 5N, 5O)</p>	

<p>Models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. (IPTS 9S, 9T)</p>	
<p><b>Summary: Instructional Delivery.</b> Differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. In doing so, demonstrates understanding that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student. (Section 26.420)</p> <p><b>MIDTERM (formative)</b> <b>Primary strengths:</b></p> <p><b>Areas of continuing development:</b></p> <p><b>FINAL Evaluation Comments (summative)</b></p>	<p><b>Score</b> (final only)</p>

<p><b>VI. IMPACT on STUDENT LEARNING (ASSESSMENT)</b></p>	
<p>Uses nondiscriminatory assessment strategies and technologies that take into consideration the impact of disabilities, primary language and communication, cultural background, and information from parents and guardians when evaluating the understanding, progress, and performance of individual students and the class as a whole. (IPTS 7K, 7O, 7P, 7Q, 7R) (ACEI 4.0)</p>	
<p>Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning. (IPTS 7L)</p>	
<p>Uses assessment results to determine expectations for student performance, identify learning targets, select appropriate research-based instructional strategies, and modify and implement instruction to support each student's learning. (IPTS 7J)</p>	
<p>Maintains records of student work and performance and accurately interprets and clearly communicates student performance information to students, parents or guardians, colleagues, and the community while maintaining confidentiality in compliance with the Illinois law and FERPA. (IPTS 7M , 7N, 9J, 9M)</p>	
<p><b>Summary: Student Learning.</b> Ensures student learning through differentiated instruction and the use of appropriate formative and summative assessments for determining student needs, monitoring student progress, and evaluating student learning and growth. Makes curricular decisions driven by information about instructional effectiveness and adjusts practices to meet the needs of each student. (ACEI 4.0) (Sections 20.110e, 20.120f; 26.440)</p> <p><b>MIDTERM (formative)</b> <b>Primary strengths:</b></p> <p><b>Areas of continuing development:</b></p> <p><b>FINAL Evaluation Comments (summative)</b></p>	<p><b>Score</b> (final only)</p>

<p><b>VII. COLLABORATION and PROFESSIONALISM</b></p>	
<p>Demonstrates reliability, conscientiousness, and seriousness of purpose. Assumes responsibility for his or her performance.</p>	
<p>Participates in collaborative decision-making and problem-solving with colleagues and other professionals in the planning, delivery, and assessment of instruction so that all students achieve success, using digital tools and resources as appropriate. (IPTS 3P, 5Q, 8J, 8K, 8L, 8M, 8N, 9N) (ACEI 5.2)</p>	

Develops respectful and responsive relationships and collaborative partnerships with parents and guardians with the shared goal to assess and support student learning and well-being fairly and equitably, and moreover, protects the confidentiality of information pertaining to each student and family. (IPTS 7P, 8M, 8P, 8Q, 8R, 9J, 9L, 9M, 9N)	
Collaborates with school personnel to design and implement individualized instruction and assessment for students with special needs, including English Language Learners, students with disabilities, and students labeled as gifted. (IPTS 7P, 8O, 8S)	
<p><b>Summary: Collaboration and Professionalism.</b> Engages in ethical practice, demonstrates professionalism and collaborates with colleagues, students, parents or guardians, and community members to foster student learning and development.                  (ACEI 5.1, 5.2) (Sections 20.120i; 20.130d,e; 26.450; 26.470)</p> <p><b>MIDTERM (formative)</b>  <b>Primary strengths:</b></p> <p><b>Areas of continuing development:</b></p> <p><b>FINAL Evaluation Comments (summative)</b></p>	<p><b>Score (final only)</b></p>

<b>CLINICAL PRACTICE Summative Score (sum/7):</b>	
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IWU faculty supervisors assign a final student teaching grade based on the scoring key below:

Descriptors	Summative Score *	Grade
The student teacher has provided ample, consistent, and outstanding evidence of his or her competence in five or more of the above performance categories, which is complemented by considerable and strong supporting observations from the cooperating teacher and IWU supervisor. <i>Performance beyond that of a novice teacher.</i>	<i>Check if applicable:</i>	
<b>Target – level 1:</b> The student teacher has demonstrated competence as a novice teacher. Very strong evidence and supporting observations from the cooperating teacher and IWU supervisor.	3.71-4.0	A
<b>Target - level 2:</b> The student teacher has demonstrated competence as a novice teacher. Strong evidence and supporting observations from the cooperating teacher and IWU supervisor, with only minor areas for further development noted.	3.41-3.7	A-
<b>Satisfactory - level 1:</b> The student teacher has demonstrated readiness to independently assume teaching responsibilities but a few areas were noted for improvement. It is expected that the student teacher will be an effective teacher with additional experience and mentoring. Recommended for licensure.	3.11-3.4	B+
<b>Satisfactory - level 2:</b> The student teacher has demonstrated competence as a novice teacher in accord with the overall intent of each standard, but more than a few gaps exist with respect to all indicators or more than a few areas of needed improvement were noted. Supporting observations from the cooperating teacher and supervisor indicate mixed performance across the standard indicators, but it is expected the candidate will be an effective teacher with additional experience and mentoring. Recommended for licensure.	2.81-3.1	B
<b>Developing - level 1:</b> The student teacher has shown some professional development but several areas of needed improvement were noted. Supporting observations from the cooperating teacher and supervisor indicate very mixed performance across most standard indicators. The student teacher does not appear ready to take on the responsibilities of a novice teacher without further development opportunities. Candidate is not recommended for licensure. The candidate is encouraged to consult with faculty advisor.	2.51-2.8	B-

<b>Developing - level 2:</b> The student teacher has worked conscientiously but is unable to demonstrate the competencies expected of novice teachers, despite opportunities to do so. Candidate is not recommended for licensure. The candidate is encouraged to consult with faculty advisor about an alternative career.	2.21-2.5	C+
<b>Unsatisfactory:</b> Consistently problematic performance or dispositional concerns. Candidate is not recommended for certification. The candidate is strongly encouraged to consult with faculty advisor about an alternative career.	1.91-2.2 1.61-1.9	C C-
<b>Failure</b> to complete the term; excessive or serious lapses in professionalism; excessive absences, or other un-remediated performance or dispositional concerns. Candidate is not recommended for licensure. The candidate is strongly encouraged to consult with faculty advisor.	1.31-1.6 1.0-1.3	D F

**\* Student teachers must earn a minimum average score of 2.81 in order to be recommended for licensure. Any category score of "1," regardless of summative score, will result in the student teacher not being recommended for licensure.**

SIGNATURES:

\_\_\_\_\_  
Student Teacher signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cooperating Teacher signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
IWU Supervisor signature

\_\_\_\_\_  
Date

# F19-S20 Elem/Sec Exit Survey

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Start of Block: Fall 19 - Spring 20 Senior Exit Survey: Elem and Sec

## Q1 Senior Exit Survey

Your feedback is very important. Survey results are used to make decisions regarding program changes. Please note: the survey is intended to assess the Teacher Education Program, not individual faculty or staff. Please refrain from naming specific faculty members or staff.

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## Q2 Self Study

The Self Study:

	Agree (1)	Somewhat Agree (2)	Neutral (3)	Somewhat Disagree (4)	Disagree (5)
better informed and improved my teaching practices. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepened my knowledge in a particular area of education. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave me an opportunity to pursue an interest or passion of mine. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enabled me to engage in meaningful reflection on my teaching and/or students' learning. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
deepened my appreciation for the importance of teacher research. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhanced my confidence and/or identity as a teacher. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q3 Teacher Education Program Mission and Dispositions**

My general, major, and professional education coursework and field experiences prepared me in the following competencies identified by the Educational Studies mission statement:

	Yes (1)	No (3)
Understanding and meeting the challenges of education for social justice. (1)	<input type="radio"/>	<input type="radio"/>
Reflective practice. (2)	<input type="radio"/>	<input type="radio"/>
Resourcefulness. (3)	<input type="radio"/>	<input type="radio"/>
Responsiveness to students, parents, and colleagues. (4)	<input type="radio"/>	<input type="radio"/>
Scholarly inquiry/self-study. (5)	<input type="radio"/>	<input type="radio"/>

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**Q4 ISBE Standards**

My general, major, and professional education coursework and field experiences prepared me in the following competencies identified by the Illinois State Board of Education.

	Yes (1)	No (2)
Teaching diverse students. (1)	<input type="radio"/>	<input type="radio"/>
Content area and pedagogical knowledge. (2)	<input type="radio"/>	<input type="radio"/>
Planning for differentiated instruction. (3)	<input type="radio"/>	<input type="radio"/>
Creating responsive learning environments. (4)	<input type="radio"/>	<input type="radio"/>
Instructional delivery. (5)	<input type="radio"/>	<input type="radio"/>
Reading, writing, and oral communication within the content area. (6)	<input type="radio"/>	<input type="radio"/>
Assessment of student learning. (7)	<input type="radio"/>	<input type="radio"/>
Collaborative relationships. (8)	<input type="radio"/>	<input type="radio"/>
Professionalism, leadership, and advocacy. (9)	<input type="radio"/>	<input type="radio"/>

**Q5 Advising**

Which of the following advising resources did you use?

	Yes (1)	No (2)
Registration Advising memos (1)	<input type="radio"/>	<input type="radio"/>
TEP Handbook (2)	<input type="radio"/>	<input type="radio"/>
Educational Studies Faculty Advisor (3)	<input type="radio"/>	<input type="radio"/>
Educational Studies Staff (licensure requirements) (4)	<input type="radio"/>	<input type="radio"/>
Educational Studies website (5)	<input type="radio"/>	<input type="radio"/>
ISBE website (6)	<input type="radio"/>	<input type="radio"/>
First Year Advising meeting (7)	<input type="radio"/>	<input type="radio"/>
Career Center (job placement) (9)	<input type="radio"/>	<input type="radio"/>

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**Q6 Advising**

Do you agree or disagree with the following statements?

	Agree (1)	Disagree (2)
My Educational Studies faculty advisor was available for advising. (1)	<input type="radio"/>	<input type="radio"/>
My Educational Studies faculty advisor was knowledgeable about academic and course requirements for teacher education. (2)	<input type="radio"/>	<input type="radio"/>
I was well advised throughout my professional education. (3)	<input type="radio"/>	<input type="radio"/>

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**Q7 Overall Preparation**

Do you agree or disagree with the following statements?

	Agree (1)	Disagree (2)
Overall, I feel prepared in my content area(s). (2)	<input type="radio"/>	<input type="radio"/>
Overall, I feel prepared for the teaching profession. (3)	<input type="radio"/>	<input type="radio"/>

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**Q8 You may elaborate or explain your responses to the above questions here.**

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**Q9 Please briefly describe the two top strengths of the IWU Teacher Education Program.**

Strength 1 (1) \_\_\_\_\_

Strength 2 (2) \_\_\_\_\_

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**Q10 Please briefly describe the two top areas of improvement you would like to see in the Teacher Education Program which would better prepare you for your first year of teaching.**

Improvement 1 (1) \_\_\_\_\_

Improvement 2 (2) \_\_\_\_\_

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**Q11 Indicate your program.**

Elementary (1)

Secondary (2)

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**Q12 Indicate your subject area.**

Elementary (1)

Biology (2)

English Language Arts (4)

History (6)

Math (7)

Physics (8)

Spanish (9)

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**Q13 Please indicate if you have plans other than teaching after graduation (e.g., graduate school, non-related employment).**

Yes (1)

No (2)

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*Display This Question:*

*If Please indicate if you have plans other than teaching after graduation (e.g., graduate school, no...  
= Yes*

Q14 What are your future plans?

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End of Block: Fall 19 - Spring 20 Senior Exit Survey: Elem and Sec

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Start of Block: Block 1

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