

Annual Program Report

Program Information

SESSION
TIMEOUT 115:26

RCDT: 01001028P00

Name: Quincy University

Institution: QUINCY UNIVERSITY

Academic Year: 2014 - 2015

Program: English Language Arts

-- PROGRAM INFORMATION --

This program has no (0) enrollment.

Program Overall Structure

1 - Provide a link to the course of study for this program, and indicate where this particular information may be found. Please include required fieldwork hours, clinical experience hours and student teaching hours tied to specific coursework within the course of study. (5000 character max)

Quincy University's Academic Catalog for 2014-2015 is available online at

<http://www.quincy.edu/resources/academics/2014-15-Academic-Catalog.pdf>

In that catalog, the following pages explain the English/Language Arts Education Program:

Admission to Teacher Education, p. 84

Acceptance for Student Teaching, p. 85

Professional Education Curriculum, p. 86

Content Preparation Curriculum for English/Language Arts Education, p. 96

Clinical Experience Hours Required-Undergraduate

EDU 290 Clinical Experience I 40 hours

EDU 291 Clinical Experience II 40 hours

EDU 390 Clinical Experience III 40 hours

Total Clinical Experience Hours 120 hours

Clinical Experience Hours Required-Graduate

MSE 590 Clinical Experience Seminar (3 cr. hrs.) 40 hours per credit hour

At the undergraduate level, Quincy University incorporates a Professional Development School (PDS) Model named "Collaborative Academy for Teacher Training" (CATT) for the majority of methods classes. The nature of the model means there are approximately 75 additional field experience hours for teacher candidates.

Post-Baccalaureate Licensure

Students seeking initial licensure at the post-baccalaureate level take professional education coursework at the graduate level. The courses follow the same essential content as the undergraduate program, but are more rigorous to meet expectations for graduate level courses. The increased rigor generally means additional readings and assignments.

The post-baccalaureate curriculum for Secondary Education can be found at the following:

MSE Secondary Cert: <http://www.quincy.edu/resources/gradcatalogs/mse-secondarycert.pdf>

Student Teaching

All teacher candidates undertake 16 weeks of student teaching in two placements spanning eight weeks each. One placement takes place in a middle school/junior high school classroom; the other placement takes place in a senior high school classroom

2 - Provide information concerning the edTPA: What have you learned thus far regarding implementation? (5000 character max)

edTPA portfolios were submitted by a test group of teacher candidates at the unit's expense in Fall 2014. At that time, edTPA was not consequential, and results were not used to make decisions about individual candidates' progress in the program. Results from those voluntary submissions helped guide unit faculty as they transitioned to consequential submissions in Fall 2015.

Of the 4 submissions, 2 scored at a level indicating "passing" at the state mandated cut score of 35 or above. The 2 other submissions were not scored due to confusion on the part of unit faculty about requirements for Elementary Education (a 4-task submission) and Elementary Education-Literacy and Elementary Education-Mathematics (each a 3-task submission). Clarification was sought and received from ISBE about which specific handbook Elementary Education teacher candidates should use. A change to unit procedures regarding Elementary Education teacher candidates was enacted for those submitting in Fall 2015.

Additionally, unit faculty have attended both in-person and via digital webinars numerous state wide meetings focused on edTPA candidate support and remediation. In Spring/Summer 2015, unit faculty developed a plan for determining task retakes and task remediation. The plan will be used in Fall 2015 should any candidates not earn a minimum passing score.

Overall, unit faculty feel strongly that edTPA has been "backwards" integrated into the professional education curriculum and that candidates are familiar with the portfolio and the process.

3 - Describe how program faculty review assessment data throughout the program (content knowledge, pedagogical knowledge [specifically, instructional planning and candidate impact on student growth], clinical experience (this may include fieldwork and student teaching and dispositions). (5000 character max)

Teacher Education Faculty in the School of Education analyze assessment data twice annually and make recommendations based on evidence presented in the data.

Those recommendations are reported to full faculty in the fall semester of the academic year for action. Using that timeline allows for programmatic and curricular changes to be fully vetted before implementation in the subsequent academic year.

The following data are collected and analyzed.

Student Teaching Data

Student teaching is assessed by both the university supervisor (US) and classroom supervising teacher (CST) through a rubric aligned to the Illinois Professional Teaching Standards. The instrument is used individually by the US and CST periodically throughout the student teaching experience. A final version of the rubric is completed cooperatively by both US and CST at the conclusion of the student teaching placement.

Instructional Planning Data

Instructional planning is assessed by the use of a unit plan and six universal lesson plans that are submitted to the university supervisor during student teaching. These are scored using a rubric. The unit plan requires a pre- and posttest with scores and a reflection submitted with the unit plan.

Impact on Student Learning

In the student teaching experience, teacher candidates are required to demonstrate a positive effect on student learning as part of the unit plan that is developed under the supervision of the classroom cooperating teacher. Candidates are required to establish base-line knowledge through a pre-test prior to the start of the selected unit and calculate growth with a summative assessment. This data is reported both in writing as part of the student teaching portfolio and in a public presentation in the student teaching seminar.

Clinical Experience Data

Students enrolled in fieldwork are required to teach a minimum of one lesson per field experience course that is observed by a university supervisor. Graduate students are assessed twice by the university supervisor. Cooperating teachers assess all lessons being taught in their classrooms.

Clinical Experience Reflection Data

Teacher candidates in EDU 390 Clinical Experience III are required to participate in a reflective process including evidence that a specific lesson addressed Illinois Professional Teaching Standards.

Disposition Data

All student teachers are formally assessed on dispositions using a rubric completed by the Classroom Cooperating Teacher and the University Supervisor. In addition, any faculty may submit a dispositions alert on any teacher candidate at any point in the candidate's preparation using a standard form. Candidates are tracked to ensure that patterns of dispositional issues do not emerge. When issues are evident, candidates are remediated or counseled out of teacher education.

4 - Provide an update of program changes from the previous academic year; which program changes, if any, were made/approved during the reporting period.(5000 character max)

One new course was created and approved for inclusion in the Secondary Education curriculum to meet needs evidenced through program data analysis and program revision.

EDU 355 Assessments in Education
 Data have routinely evidenced a lack of knowledge and skills among teacher candidates with regard to assessments. In many cases, it was assumed that methods courses were meeting candidate's needs in this area, but data did not bear that out. A new course that covers classroom assessment-making, authentic assessment, and thorough coverage of state and national standardized testing and results analysis is now required of all education majors.

Because of the high-stakes nature of edTPA in the student teaching semester, QU has adopted a policy that strongly urges teacher candidates to undertake student teaching in a geographic location that allows for travel to campus for seminar meetings, at least for the initial 8-week placement. Previously, students could apply for student teaching near their home, and QU would arrange for university supervision. Seminar participation was still required, but distance learning technology was used to accomplish student attendance. Now, candidates' physical presence at seminar is required, and those requesting out-of-area student teaching are being placed so that travel to campus is possible.

- Delivery Mode:**
- Traditional (face-to-face)
 - Online (50% or more of program is offered online)
 - Alternative Route

Please list all locations where the program was offered between 09/01/2014 and 08/31/2015

Location
Quincy

Partnerships, if applicable

Name of Contracted Entity
N/A

-- CANDIDATE INFORMATION --

Number of candidates admitted to educator preparation program and enrolled between 09/01/2014 and 08/31/2015.

	Traditional	Online	Alternative
Number of candidates	0		

Number of candidates who completed the program between 09/01/2014 and 08/31/2015.

	Traditional	Online	Alternative
Number of candidates	0		

-- FACULTY INFORMATION --

Program Faculty: Faculty who teach professional education courses and all content faculty who teach methods courses.
 Do not include the faculty who teach pre-requisites for major/minor/general ed courses.

	Faculty Name	Highest Degree	What Field
Select	Byron Holdiman	MA	Technology
Select	Dave Landsom	Ph. D.	Special Education
Select	Dorothy Nelson	MS	Literacy (Reading & Language Arts)
Select	Elaine Dion	Ph. D.	English
Select	Kristen Anguiano	Ph. D.	Research Methodology, Assmt/Eval, Ed. Psych.
Select	Lacinda Mena	Ed. S.	Field Experience; Clinical Supervision
Select	Marian Sorenson	MS	Education, Middle School; Social Studies
Select	Martha (Marty) Rubottom	MA	Stud. Tchg. Seminar; Various Ed. Courses
Select	Ray Heilmann	MS	Educational Administration; Student Teaching
Select	Vicki Blackwell	M. Ed.	Reading

Total Number of Program Faculty: 10

	<u>Number of FT</u>	<u>Number of PT</u>	<u>Number of Adjunct</u>
Doctorate	2	0	1
Masters	2	1	4
Bachelors	0	0	0

Number of faculty members teaching content for this program. 5

-- TESTS --

New program therefore there is no data.

Data must be provided for the content test and APT, with the exception of the APT for advanced programs where a candidate already holds a license. However, data on individuals who received a subsequent endorsement, based upon completing an approved program, must be reported.

State Tests

1. Program Content-Area Test:

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Total Test	277	271	275						
Average Sub scores									
1. Reading	274	248	264						
2. Writing and Research	267	279	280						
3. Speaking and Listening	280	283	267						
4. Literature	277	283	290						
5.									
6.									
7.									
8.									

Number of candidates who took: 1

Number of candidates who passed: 1 Pass Rate (%): 100

Number of candidates who did not pass on the first try: 0

2. Assessment of Professional Teaching:

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Total Test									
Average Sub scores									
1. Foundations, Characteristics, and Assessment									
2. Planning and Delivering Instruction									
3. Managing the Learning Environment									
4. Collaboration, Communication, and Professionalism									
5. Language Arts									
6. Educational Technology									
7. Constructed Response Assignment									

Number of candidates who took:

Number of candidates who passed: Pass Rate (%):

Number of candidates who did not pass on the first try:

3. Assessment of Professional Teaching (APT 188 - New test beginning September 2014):

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
			2014-2015			2014-2015			2014-2015
Total Test									
Average Sub scores									
1. Foundations, Characteristics, and Assessment									
2. Planning and Delivering Instruction									
3. Managing the Learning Environment									
4. Collaboration, Communication, and Professionalism									
5. Language Arts									

Number of candidates who took:

Number of candidates who passed: Pass Rate (%):

Number of candidates who did not pass on the first try:

-- RESULTS--

For each pass rate below 80% or sub-score below 240, please provide a discussion of your plan.

All test scores entered were above 240 or 80%, resulting in no further action required.

Cancel

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