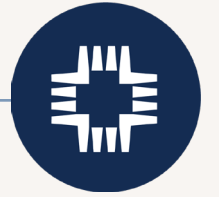


Concordia University, Nebraska

Educator Preparation Program (EPP)



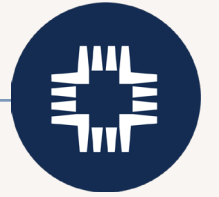
Display of Annual Reporting Measures
In compliance with the

Council for the Accreditation of Educator Preparation (CAEP)
Annual Report

2022-2023 Academic Year Reported

April 2024

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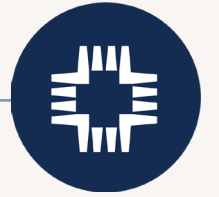
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Measure 1
Completer Effectiveness (R4.1)

**Completer Impact in Contributing to P-12 Student Learning Growth
and
Completer Effectiveness in Applying
Professional Knowledge, Skills, and Dispositions**

Completer Effectiveness (Initial) (CAEP R4.1)



Nebraska Department of Education annually distributes surveys to First- and Third- Year Teachers who were teaching in Nebraska and their Principals. Data collection for Completer Effectiveness was collected in Spring 2023 from program completers in their first and third years of teaching and their principals.

The survey results provide data for completer impact on student learning as reported by the teachers and their principals.

The surveys also measured completer effectiveness in applying knowledge, skills and dispositions

Completer Impact in Contributing to P-12 Student Learning

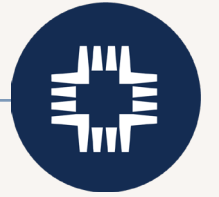


Reported by Principals of First-Year teachers who graduated from EPP and are teaching in Nebraska

- Benchmark set by EPP: 85% of principals report first year teachers to have highly effective or moderately effective impact on student learning.
- **Data findings: 100% of principals report that first year teachers have a highly effective or moderately effective impact on student learning.**

N = 20	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses with Mean
Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?	11 55%	9 45%	0	0	20 3.55

Completer Impact in Contributing to P-12 Student Learning



Reported by First-Year Teachers who graduated from EPP and are teaching in Nebraska

- Benchmark set by EPP: 85% of first-year teachers report themselves to have highly effective or moderately effective impact on student learning.
- **Data findings: 81% of first-year teachers report that they have a highly effective or moderately effective impact on student learning.**

N = 11	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses with Mean
Based upon your performance as a first-year teacher, how would you rate your impact on student learning?	4 36%	5 45%	1 9%	0	11 3.00

Completer Impact in Contributing to P-12 Student Learning



Reported by Principals of Third-Year teachers who graduated from EPP and are teaching in Nebraska

- Benchmark set by EPP: 85% of principals report third year teachers to have highly effective or moderately effective impact on student learning.
- **Data findings: 100% of principals report that third year teachers have a highly effective or moderately effective impact on student learning.**

N = 8	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses with Mean
Based upon the performance of this first year teacher, how would you rate his/her impact on student learning?	4 50%	4 50%	0	0	8 3.50

Completer Impact in Contributing to P-12 Student Learning

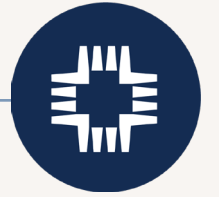


Reported by Third-Year Teachers who graduated from EPP and are teaching in Nebraska

- Benchmark set by EPP: 85% of third-year teachers report themselves to have highly effective or moderately effective impact on student learning.
- **Data findings: 75% of first-year teachers report that they have a highly effective or moderately effective impact on student learning.**

N = 4	Highly Effective 4	Moderately Effective 3	Somewhat Effective 2	Ineffective 1	Total Responses with Mean
Based upon your performance as a first-year teacher, how would you rate your impact on student learning?	1 25%	2 50%	1 25%	0	4 3.00

Completer Effectiveness in Applying Knowledge, Skills, Dispositions



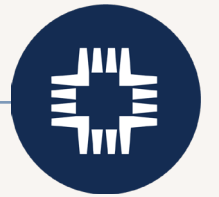
	2023 First-Year Teachers and their Principals in Nebraska	Teacher Mean n= 11	Principal Mean n= 20
Survey Item	Nebraska Survey Item		
1.1	Used data about students and their development to adjust teaching and build on student strengths resulting in student learning.	3.09	3.10
1.2	Builds on student strengths to facilitate learning.	3.18	2.95
2.1	Can identify differentiation in student needs.	3.64	3.05
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.	3.00	3.10
2.3	Brings multiple perspectives and cultural resources to content and discussions.	2.91	3.05
3.1	Promotes a positive classroom environment.	3.64	3.35
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.	3.27	3,20

Completer Effectiveness (CAEP 4.2)



	2023 First-Year Teachers and their Principals in Nebraska	Teacher Mean n= 11	Principal MEan n= 20
Survey Item	Nebraska Survey Item		
4.1	Uses and communicates content knowledge.	3.27	3.30
4.2	Uses academic vocabulary and grammar.	3.27	3.25
4.3	Provides opportunities for students to demonstrate their content knowledge.	3.36	3.80
5.1	Helps students link concepts and engage in critical thinking.	2.82	3.15
5.2	Engages students in the development of literacy and communication skills.	2.91	3.05
6.1	Matches instructions and assessments to learning objectives	3.27	3.20
6.2	Uses formative and summative classroom assessments that facilitate learning	3.27	3.10

Completer Effectiveness (CAEP 4.2)



	2023 First-Year Teachers and their Principals in Nebraska	Teacher Mean n= 11	Principal Mean n= 20
Survey Item	Nebraska Survey Item		
6.3	Amends instructional strategies and adapts interventions as needed	3.18	3.05
6.4	Provides differentiated instruction and assessments that positively impact learning	3.09	3.10
7.1	Plans sequenced learning experiences and performance tasks linked to learning objectives	3.09	3.05
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.	3.00	3.00
8.1	Incorporates digital tools and technologies into instruction	3.18	3.05
8.2	Uses evidence-based strategies to support critical thinking and content learning	3.27	2.80
8.3	Organizes and manages the learning environment to maximize student engagement.	3.18	3.15

Completer Effectiveness (CAEP 4.2)



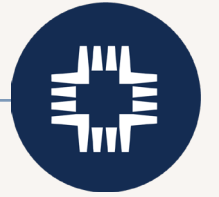
	2023 First-Year Teachers and their Principals in Nebraska	Teacher Mean n= 11	Principal Mean n= 20
Survey Item	Nebraska Survey Item		
9.1	Invites constructive feedback and responds positively	3.27	3.40
9.2	Sets and implements goals to improve practice	3.09	3.20
10.1	Communicates professionally - oral, written, and electronic	3.18	3.40
10.2	Responds to people, problems and crises effectively	3.09	3.10

Completer Effectiveness in Applying Knowledge, Skills, Dispositions



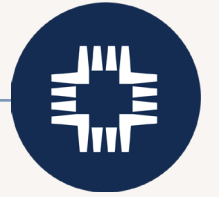
	2023 Third-Year Teachers and their Principals in Nebraska	Teacher Mean n= 4	Principal Mean n= 8
Survey Item	Nebraska Survey Item		
1.1	Used data about students and their development to adjust teaching and build on student strengths resulting in student learning.	3.00	2.50
1.2	Builds on student strengths to facilitate learning.	2.75	2.50
2.1	Can identify differentiation in student needs.	3.00	2.875
2.2	Responds to differentiation in student needs with individualized instruction and varied learning experiences.	3.00	2.75
2.3	Brings multiple perspectives and cultural resources to content and discussions.	3.00	3.00
3.1	Promotes a positive classroom environment.	3.50	3.375
3.2	Uses and communicates clear task and behavioral expectations to support an environment of learning.	3.25	3.125

Completer Effectiveness (CAEP 4.2)



	2023 Third-Year Teachers and their Principals in Nebraska	Teacher Mean n= 4	Principal Mean n= 8
Survey Item	Nebraska Survey Item		
4.1	Uses and communicates content knowledge.	3.25	3.375
4.2	Uses academic vocabulary and grammar.	3.50	3.375
4.3	Provides opportunities for students to demonstrate their content knowledge.	3.25	3.375
5.1	Helps students link concepts and engage in critical thinking.	2.75	3.375
5.2	Engages students in the development of literacy and communication skills.	2.75	2.875
6.1	Matches instructions and assessments to learning objectives	3.00	3.125
6.2	Uses formative and summative classroom assessments that facilitate learning	3.00	3.00

Completer Effectiveness (CAEP 4.2)



	2023 Third-Year Teachers and their Principals in Nebraska	Teacher Mean n= 4	Principal Mean n= 8
Survey Item	Nebraska Survey Item		
6.3	Amends instructional strategies and adapts interventions as needed	2.75	3.00
6.4	Provides differentiated instruction and assessments that positively impact learning	2.75	3.00
7.1	Plans sequenced learning experiences and performance tasks linked to learning objectives	3.00	3.00
7.2	Plans and implement multiple ways for students to demonstrate their knowledge and skills.	3.25	3.00
8.1	Incorporates digital tools and technologies into instruction	3.25	3.125
8.2	Uses evidence-based strategies to support critical thinking and content learning	3.00	3.125
8.3	Organizes and manages the learning environment to maximize student engagement.	3.00	3.125

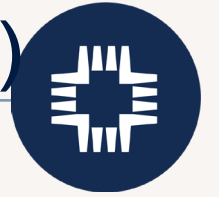
Completer Effectiveness (CAEP 4.2)



	2023 Third-Year Teachers and their Principals in Nebraska	Teacher Mean n= 8	Principal Mean n= 20
Survey Item	Nebraska Survey Item		
9.1	Invites constructive feedback and responds positively	3.25	3.25
9.2	Sets and implements goals to improve practice	3.00	3.00
10.1	Communicates professionally - oral, written, and electronic	3.50	3.125
10.2	Responds to people, problems and crises effectively	3.25	3.125

Measure 2
Satisfaction of Employers
and
Stakeholder Involvement
(R4.2)

Employer Satisfaction and Stakeholder Involvement (R4.2)

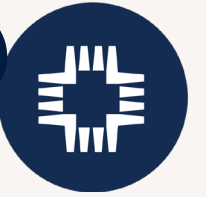


Principals of graduates in their second year of teaching were identified as stakeholders and surveyed to determine employer satisfaction.

- Number of principals identified for surveys: $N = 42$
- Number of principals who responded: $n = 27$
- Response rate = 64.2%



Employer Satisfaction and Stakeholder Involvement (R4.2)



The principal survey asked how well the Concordia graduate had been prepared. Survey items were used from the summative assessment in student teaching. These items are aligned with INTASC standards and provide direct comparison of data from program completion to second year of teaching.

Principals were asked to score the effectiveness of the teacher for each item with the following scale:

Advanced = 4; Proficient = 3; Developing = 2; Below Standard = 1

Employer Satisfaction and Stakeholder Involvement (R4.2)



	Satisfaction of Principals of Second Year Graduates	Principal Mean n= 27
1	Used data about students and their development to adjust teaching and build on student strengths resulting in student learning.	3.26
2	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content.	3.19
3	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time.	3.22
4	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area.	3.27
5.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking.	3.26

Employer Satisfaction and Stakeholder Involvement (R4.2)



	Satisfaction of Principals of Second Year Graduates	Principal Mean n= 27
5.2	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences.	3.15
6.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result.	3.15
6.2	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning.	3.00
7	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for student to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning.	3.22
8.1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.	3.33

Employer Satisfaction and Stakeholder Involvement (R4.2)



	Satisfaction of Principals of Second Year Graduates	Principal Mean n= 27
8.2	Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information concepts to build critical thinking skills.	3.19
8.3	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge.	3.33
9	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice.	3.41
10.2	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking our leadership opportunities in the school and/or community.	3.19
10.2	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicated with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings, etc.)	3.30

Measure 3
Candidate Competency at Completion
(R.3.3)

Candidate Competency at Completion (Initial)

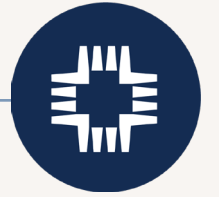


Praxis Content Test is required for the Initial Teaching Certificate in Nebraska.

2022-2023 Initial Program Completers Praxis Content Test Pass Rate

Number Taking Tests	Number Passing Tests on First Attempt	Pass Rate
56	51	93%

Candidate Competency at Completion (Advanced)



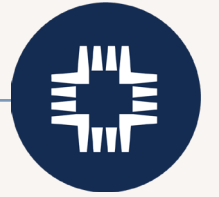
Cumulative GPA in the program is required for successful program completion
2022-23 cumulative GPA by program

Advanced Program Endorsement	Completers' Mean GPA
Early Childhood Education	3.43
English Second Language	3.91
Instructional Technology Leadership	3.99
Principal	3.90
Reading Specialist	3.86
School Counselor	3.93
Special Education	3.92
Special Education Early Childhood	3.95

Measure 4
Ability of Completers to be Hired
(R3.3)

Initial Program Completer Employment Status (Title II)

2022-23 Graduates Hired in Education Positions Aligned With Their Preparation (CAEP)



Number of completers:	55	
Number whose status 6 months after graduation is known:	55	
Knowledge rate:		100%
Employed full time (aligned with preparation):	51	92.7%
Employed part time (aligned with preparation):	0	
Participating in a volunteer or service program:	0	
Enrolled in continuing education:	3	
Employed full time (aligned with preparation) or pursuing continuing education	54	98.1%
Seeking employment:	0	
Not seeking employment or continuing education at this time:	1	

2022-2023 Initial Completer full time employment status is 92.7% employment in Education positions aligned with their preparation. 2022-23 Initial Completer fulltime employment or continuing education status is 98.1%.

This continues the trend from previous years for high employment status for Initial Completers.

Advanced data will be available in 2025.