

School of Education and Kinesiology

2012-2013 Assessment Report

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Explanation of Data Included

The data included in this report represent a variety of key indicators in the Education Department Assessment System. These data are routinely used by faculty and our Professional Educator Advisory Board (PEAB) to gauge program effectiveness and make decisions about future directions. Some of the most compelling data about candidate preparation comes from those outside the department including evaluations by cooperating teachers and employment rate. Cooperating teachers consistently rated candidates high or very high on both the field (student teaching) evaluation and the cooperating teacher survey. Employment rates are listed on the facing page and are also strong.

Mission Statement and Conceptual Framework

The School of Education and Kinesiology is a community of faculty, administrators, staff, and students whose mission is to educate responsible decision makers--teachers and administrators--who are informed by current research and who are thoughtful about the moral, ethical, social, and political implications of their work. Therefore, we model and practice the qualities, skills, and sensibilities necessary for professional leadership and service in schools. Within the context of the liberal arts education, we believe that educators understand, reflect on, and respond to diverse and complex value systems in school and society. In service to the university and regional K-12 educational communities, we engage in scholarly activities about reflective teaching and learning practices that contribute to educational excellence at local, state, and national levels.

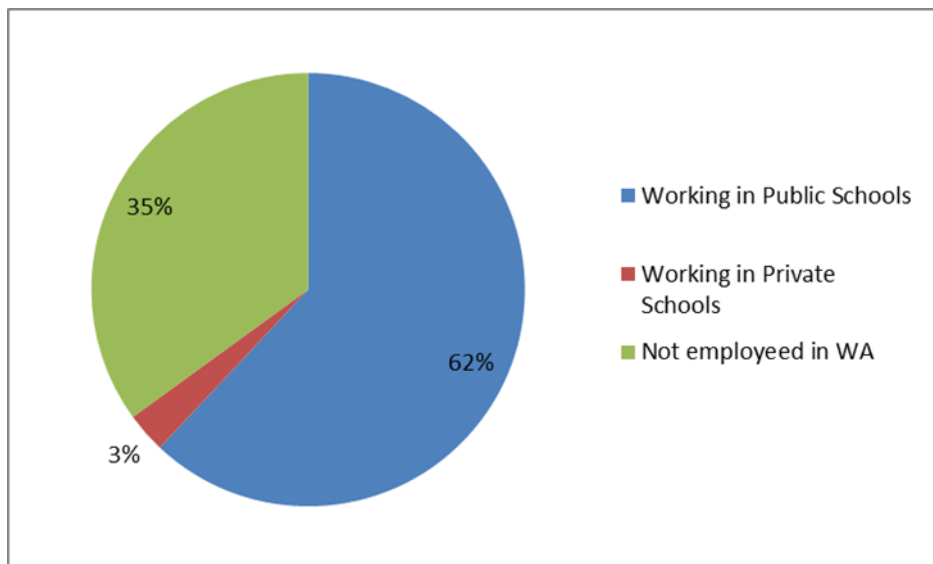
Conceptual Framework

The professional education programs at PLU aim to cultivate the intellect, not just for its own sake, but also as a tool of conscience and an instrument for service. In supporting this mission, the departmental faculty members and candidates seek to model the values of **Competence, Care, Differences, Service, and Leadership**. We strive to honor these core values in pursuit of excellence and in the cultivation of personal, supportive relationships with students, colleagues in neighboring schools, districts, faculty within PLU, and with other universities.

PLU Teacher Completers

Working in Washington										
These figures represent graduates employed as teachers in WA public or private schools as of Oct. 1, 2013 for 2013-2014 Academic Year										
		State % in 2012- 2013	Total Working in WA	Working in Public Schools	Working in Private Schools	Not employed in WA	Employed BAE	Employed MAE	Employed ARC	
	2008-09	47%	64%	62%	2%	36%	63%	65%	67%	
	2009-10	48%	67%	63%	4%	33%	65%	59%	89%	
	2010-11	47%	67%	63%	4%	33%	54%	82%	68%	
	2011-12	42%	64%	63%	1%	35%	51%	76%	84%	
	2012-13		57%	56%	1%	43%	66%	38%	56%	
	Average		65%	62%	3%	35%	60%	68%	72%	
For the 2010-2011 completer group employment rate in 2012-2013:										
PLU was in the top 20% of WA teacher preparation institutions for teachers employed in WA Public Schools										
Only two institutions had higher employment rates (UW-S & Heritage, and Seattle U was the same as PLU)										

Average Employment of PLU Graduates



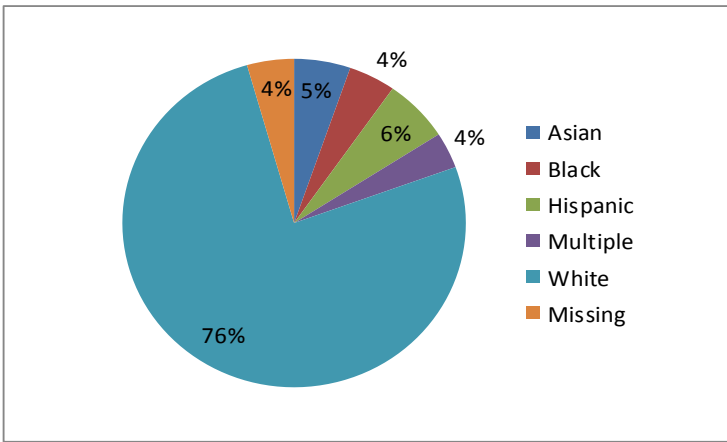
Note: these numbers do not include completers who may be employed in other states or in WA as administrators or other positions within education.

We have identified all completers from this time period who are not employed in WA as teachers and are currently preparing a follow-up with them to determine their status. We will ask questions about current employment and efforts to secure teaching employment.

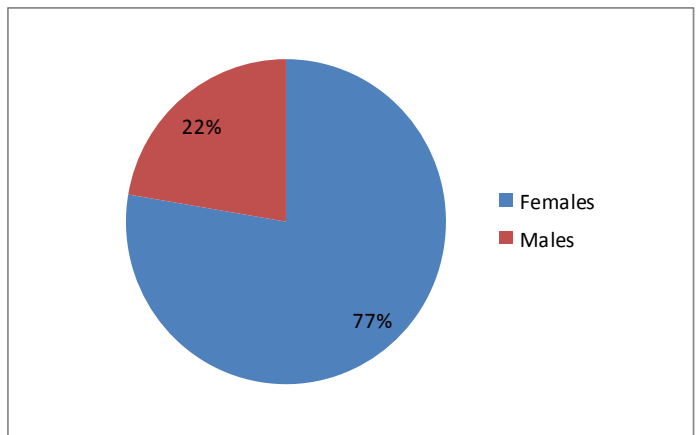
Admissions Summary

	Enrolled Term 1	Cert on Time	Extended	Degree No Cert	Exited	
BAE 2011	44	33	5	5	1	4 Academic, 1 Medical, 1 Personal Commitments
BAE 2012	34				6	
ARC 2011	13	12			1	
ARC 2012	17	11	1		5	
MAE 2011	28	24	3		1	
MAE 2012	24	19	5			

Overall race and ethnicity for 2013 Admissions



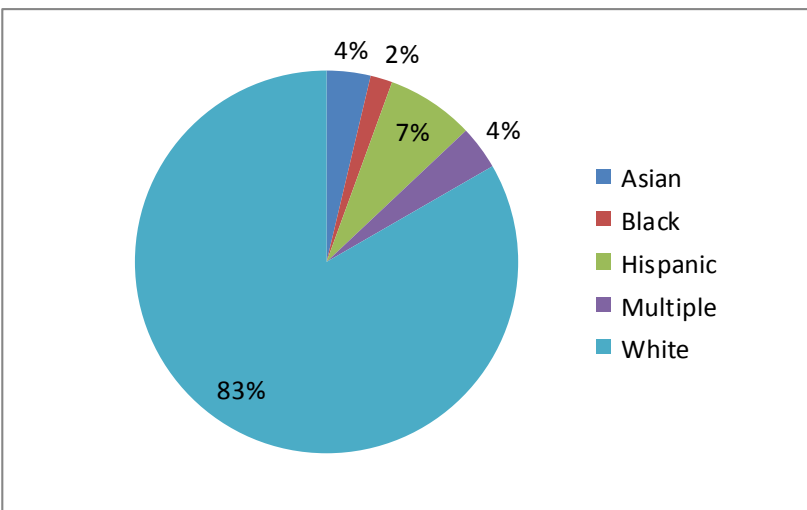
Overall gender for 2013 Admissions



2013 Undergraduate

UG N=53	Entering GPA	1st term GPA	WEST B READING	WEST B MATH	WEST B WRITING	Interview	Essay	Acad letter	Young letter
Average	3.40	3.72	267	279	263	3.31	3.19	2.98	3.11
Standard Dev	.37	.32	13.11	14.60	11.34	.34	.43	.50	.54
High	4.0	4.0	297	300	293	3.8	3.8	3.8	4
Low	2.64	3.14	240	241	234	2.6	2.15	2	2.1

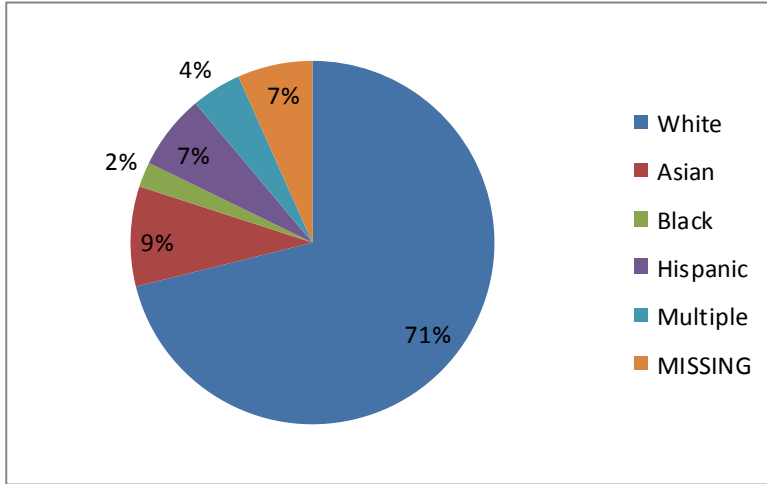
Females: 49 Males: 5



- Elementary Education 41
 - SPED 9
 - ECE/ECSE 6
 - ECE 1
 - Reading 4
 - ELL 3
- Secondary 7
 - Math 2
 - ELA 2
 - History 1
 - Mid Level Science 1
 - Spanish 1
 - ELL 1
- Health/Fitness 5

2013 MAE with Certification

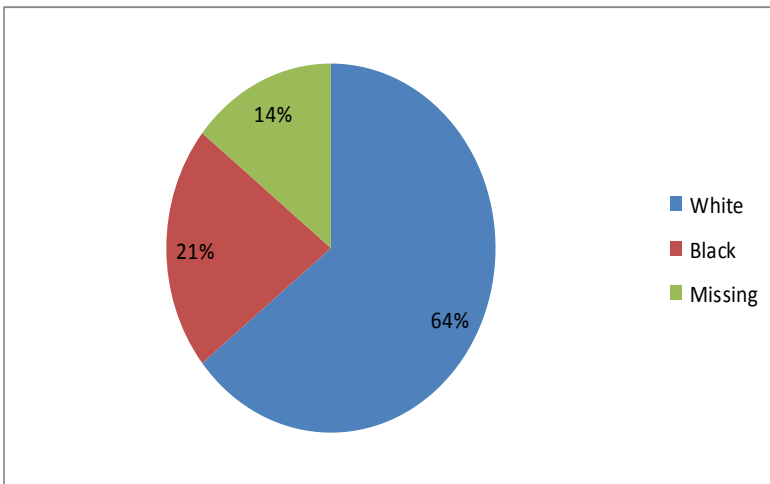
MAE Cert N=45	Entering GPA	1st term GPA	WEST B READING	WEST B MATH	WEST B WRITING	Interview	Essay	Acad letter	Young letter
Average	3.27	3.84	277	284	270	3.34	3.23	3.46	3.46
Standard Dev	0.39	.17	13.44	12.30	13.88	.46	.51	.39	.46
High	3.94	4.0	297	300	297	4	4	4	4
Low	2.44	3.44	246	249	242	2.4	2	2.6	2.5



Females: 30 Males: 14

2013 Alternative Routes to Certification

ARC N=14	Entering GPA	1st term GPA	WEST B READING	WEST B MATH	WEST B WRITING	Interview	Essay	Acad letter	Young letter
Average	3.14	3.72	272	281	269	3.36	3.20	3.28	3.27
Standard Dev	0.33	.32	11.48	14.29	16.24	.55	.51	.47	.54
High	3.67	4.0	294	297	292	4	4	4	4
Low	2.56	3.53	256	240	242	2.5	2.3	2.5	1.8



Females: 8 Males: 6

PGP Scores through May 2013

	PGP 1	StDev	PGP 2	St Dev	PGP 3	StDev	PGP 4	StDev
BAE 2010	2.88	0.8	2.16	0.37	2.291	0.284	3.16	0.18
BAE 2011	1.92	0.426	1.99	0.36	2.59	0.272	3.13	0.36
BAE 2012	1.86	0.261	2.37	0.43	To be Submitted Fall 2013		To be Submitted May 2014	
ARC 2010	2.54	0.53	2.57	0.72	2.3	2.2	2.06	0.4
ARC 2011	1.88	0.25	2.21	0.66	2.320	0.571	3.27	0.444
ARC 2012	1.34	0.473	1.8	0.253	3.43	0.41	3.63	0.31
MAE 2010	2.8	0.355	2.37	0.388	2.097	0.252	2.6	0.50
MAE 2011	1.07	0.26	2.01	0.38	2.063	0.255	3.33	0.33
MAE 2012	1.07	0.267	1.888	0.212	2.79	0.43	3.51	0.3

Report Settings			
Statistics	Overall Average		
List By	Criterion		
Dates	Assessed March 1, 2013 to June 30, 2013		
Groups	All Groups		
Demographic Filters	All Students		
Assessment Instruments	2011 Portfolio		
rubric name	critterion name	n	mean
2011 Portfolio	Effective Teaching 1.1	81	3.2
2011 Portfolio	Effective Teaching 1.2	81	3.3
2011 Portfolio	Effective Teaching 1.3	81	3.3
2011 Portfolio	Effective Teaching 1.4	81	3.1
2011 Portfolio	Effective Teaching 1.5	81	3.2
2011 Portfolio	Effective Teaching 1.6	81	3.3
2011 Portfolio	Effective Teaching 1.7	81	3.1
2011 Portfolio	Effective Teaching 1.8	81	3.1
2011 Portfolio	Effective Teaching 1.9	81	3.1
2011 Portfolio	Effective Teaching 1.10	81	3.2
2011 Portfolio	Effective Teaching 1.11	81	3.2
2011 Portfolio	Professional Development 2.1	81	3.3
2011 Portfolio	Teaching as a Profession 3.1	81	3.3
2011 Portfolio	Teaching as a Profession 3.2	81	3.2
2011 Portfolio	Effective Teaching Reflection (2500 words)	79	3.5
2011 Portfolio	Professional Development Reflection (1000 words)	78	3.5
2011 Portfolio	Teaching as a Profession Reflection (1000 words)	78	3.4

Field Placement Data

Undergraduate 2012 Cohort Practicum Hours

HUB 1: Average 68 hours, High: 117, Low: 44

HUB 2: Average 138, High: 215, Low 87

Diversity of Student Teaching Placements 2012-2013

- 41% of placements were in schools with 50% or more free/reduced price lunch , 21% were in schools with 70% or more
- 53% of placements were in schools that were less than 50% white. 80% in schools that were less than 70% white.

Final Field Evaluations and Cooperating Teacher Surveys

Undergraduate Student Teachers Spring 2013		Overall			
		CT	Sup.	Overall	2012
6) Classroom management & discipline	3.28	3.44	3.34	3.28	
7) Understands school culture	3.49	3.37	3.44	3.31	
8) Interest in teaching pupils	3.74	3.89	3.81	3.66	
9) Professionalism	3.70	3.57	3.66	3.63	
10) Personal preparation & scholarship	3.44	3.33	3.40	3.35	
11) 5-1-1 Uses multiple instructional strategies	3.29	3.30	3.29		
12) 5-1-2 Applies principles of differentiated instruction	3.28	3.30	3.29		
13) 5-1-3 Uses standards-based assessment	3.49	3.33	3.43	3.2	
14) 5-1-4 Implements classroom school centered instruction	3.21	3.33	3.26		
15) 5-1-5 Plans adapts standards-based curricula	3.43	3.30	3.38		
16) 5-1-6 Aligns instruction to learning standards and outcomes	3.52	3.37	3.46		
17) 5-1-7 Plans or adapts curricula that are standards driven	3.35	3.33	3.34		
18) 5-1-8 Prepares students to be responsible citizens	3.43	3.11	3.30		
19) 5-1-9 Plans adapts learner centered curricula	3.31	3.26	3.29	3.45	
20) 5-1-10 Uses technology effectively integrated	3.24	3.12	3.19	3.25	
21) 5-1-11 Informs, involves, collaborates families neighborhoods	3.14	3.17	3.15	3.16	
22) 5-2-1 Develop reflective collaborative professional practice	3.55	3.63	3.58	3.42	
23) 5-3-1 Participates collaboratively school activities	3.62	3.57	3.61	3.52	
24) 5-3-2 Demonstrates knowledge of professional, legal, ethical	3.40	3.26	3.35	3.36	

Note: The comparison from 2012 to 2013 is not exact. Items 11 through the end were renumbered/renamed to match the revised Standard V.
3 of the 4 highest ratings from 2012 remained the highest in 2013. Two of the lowest from 2012 remained lowest in 2013.

Undergraduates Spring 2013 Mentor Teacher Survey		94% Yes
7) Received Handbook?		94% Yes
8) Understood Roles/Responsibilities?		4.51
9) Supported by Supervisor?		4.39
10) Expectations as Coop Teacher Reasonable?		4.61
11) Evaluation Forms Clear/Easy to Use?		4.37
12) Host Another PLU Student Teacher?		4.70
Candidate is well prepared to:		
13) Teach Content Area(s)?		4.63
14) Work w/ Diverse Students?		4.54
15) Communicate w/ Parents/Families?		4.31
16) Differentiate Instruction?		4.44
17) Use Assessment to Inform Instruction?		4.37
18) Address Academic Language Needs?		4.53
19) Maintained Standards of Professionalism?		4.61
20) Completed Requirements Timely?		4.53
21) Willingness to Volunteer for Add'l Activities?		4.29
22) Capacity for Leadership?		4.36
23) Care toward Students, Families, Staff?		4.65
5 Point Likert Scale: 1=Strongly Disagree, 5=Strongly Agree		

MAE Interns Spring 2013				
	CT	Supervisor	Overall	2012
6)Classroom management & discipline	3.31	3.26	3.29	3.22
7)Understands school culture	3.44	3.33	3.38	3.36
8)Interest in teaching pupils	3.69	3.63	3.66	3.78
9)Professionalism	3.44	3.53	3.49	3.67
10)Personal preparation & scholarship	3.13	3.21	3.17	3.42
11)5-1-1 Uses multiple instructional strategies	3.46	3.32	3.38	
12)5-1-2 Applies principles of differentiated instruction	3.19	3.26	3.23	
13)5-1-3 Uses standards-based assessment	3.19	3.44	3.32	3.36
14)5-1-4 Implements classroom school centered instruction	3.43	3.28	3.34	
15)5-1-5 Plans adapts standards-based curricula	3.44	3.26	3.34	
16)5-1-6 Aligns instruction to learning standards and outcomes	3.44	3.47	3.46	
17)5-1-7 Plans or adapts curricula that are standards driven	3.44	3.37	3.40	
18)5-1-8 Prepares students to be responsible citizens	3.53	3.24	3.38	
19)5-1-9 Plans adapts learner centered curricula	3.50	3.47	3.49	3.27
20)5-1-10 Uses technology effectively integrated	3.38	3.37	3.37	3.51
21)5-1-11 Informs, involves, collaborates families neighborhoods	3.40	3.06	3.21	3.06
22)5-2-1 Develop reflective collaborative professional practice	3.44	3.37	3.40	3.59
23)5-3-1 Participates collaboratively school activities	3.56	3.29	3.42	3.52
24)5-3-2 Demonstrates knowledge of professional, legal, ethical	3.27	3.17	3.21	3.45
Note: The comparison from 2012 to 2013 is not exact. Items 11 through the end were renumbered/renamed to match the revised Standard V.				
3 of the 4 highest ratings from 2012 remained the highest in 2013. One of the lowest from 2012 remained lowest in 2013.				

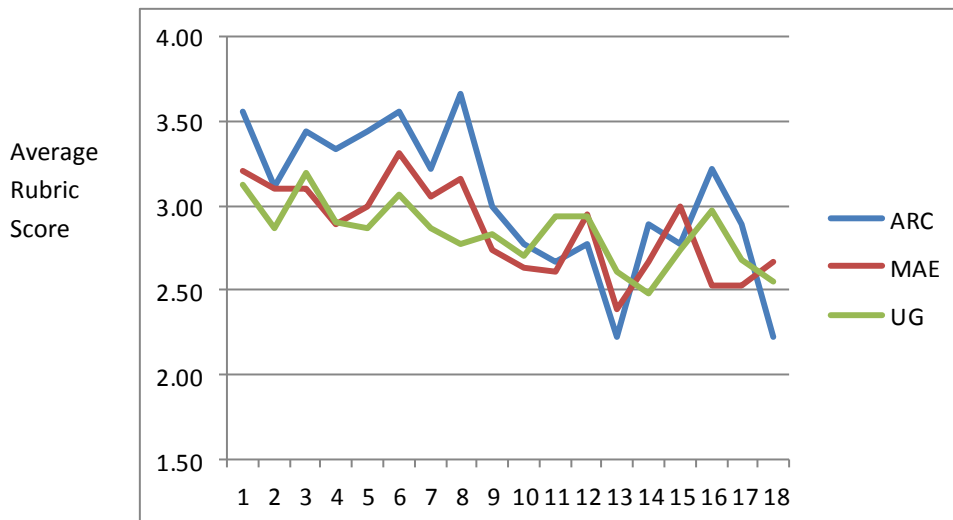
MAE 2012-2013 Mentor Teacher Survey	
7) Received Handbook?	87% Yes
8) Understood Roles/Responsibilities?	4.65
9) Supported by Supervisor?	4.16
10) Expectations as Coop Teacher Reasonable?	4.61
11) Evaluation Forms Clear/Easy to Use?	4.42
12) Host Another PLU Student Teacher?	4.59
Candidate is well prepared to:	
13) Teach Content Area(s)?	4.32
14) Work w/ Diverse Students?	4.42
15) Communicate w/ Parents/Families?	4.26
16) Differentiate Instruction?	4.19
17) Use Assessment to Inform Instruction?	4.19
18) Address Academic Language Needs?	4.29
19) Maintained Standards of Professionalism?	4.58
20) Completed Requirements Timely?	4.39
21) Willingness to Volunteer for Add'l Activities?	4.29
22) Capacity for Leadership?	4.26
23) Care toward Students, Families, Staff?	4.52
5 Point Likert Scale: 1=Strongly Disagree, 5=Strongly Agree	

ARC Final Field Evaluations 2013	
	Overall
6)Classroom management & discipline	3.21
7)Understands school culture	3.47
8)Interest in teaching pupils	3.58
9)Professionalism	3.63
10)Personal preparation & scholarship	3.47
11)5-1-1 Uses multiple instructional strategies	3.11
12)5-1-2 Applies principles of differentiated instruction	3.00
13)5-1-3 Uses standards-based assessment	3.32
14)5-1-4 Implements classroom school centered instruction	3.16
15)5-1-5 Plans adapts standards-based curricula	3.21
16)5-1-6 Aligns instruction to learning standards and outcomes	3.32
17)5-1-7 Plans or adapts curricula that are standards driven	3.42
18)5-1-8 Prepares students to be responsible citizens	3.31
19)5-1-9 Plans adapts learner centered curricula	3.29
20)5-1-10 Uses technology effectively integrated	3.56
21)5-1-11 Informs, involves, collaborates families neighborhoods	2.88
22)5-2-1 Develop reflective collaborative professional practice	3.37
23)5-3-1 Participates collaboratively school activities	3.37
24)5-3-2 Demonstrates knowledge of professional, legal, ethical	3.39
Note: n size for mentor teachers was too small to separate. No comparison for 2012	

Alternative Routes 2012-2013 Mentor Teacher Survey	
7) Received Handbook?	94% Yes
8) Understood Roles/Responsibilities?	4.50
9) Supported by Supervisor?	3.88
10) Expectations as Coop Teacher Reasonable?	4.38
11) Evaluation Forms Clear/Easy to Use?	4.21
12) Host Another PLU Student Teacher?	3.94
Candidate is well prepared to:	
13) Teach Content Area(s)?	4.69
14) Work w/ Diverse Students?	4.44
15) Communicate w/ Parents/Families?	4.00
16) Differentiate Instruction?	4.13
17) Use Assessment to Inform Instruction?	4.31
18) Address Academic Language Needs?	4.13
19) Maintained Standards of Professionalism?	4.44
20) Completed Requirements Timely?	4.56
21) Willingness to Volunteer for Add'l Activities?	4.19
22) Capacity for Leadership?	4.31
23) Care toward Students, Families, Staff?	4.44
5 Point Likert Scale: 1=Strongly Disagree, 5=Strongly Agree	

edTPA Spring 2013 Scores

	ARC	MAE	UG	Overall (including Science, Math, Visual Arts)
Planning for subject specific understanding	3.56	3.21	3.13	3.22
Planning to support varied student learning needs	3.11	3.11	2.87	2.98
Using knowledge of students to inform teaching and learning	3.44	3.11	3.19	3.20
Academic Language: Identifying and Supporting Language Demands	3.33	2.89	2.90	2.97
Planning Assessments to Monitor and Support Student Learning	3.44	3.00	2.87	3.00
Instruction: Learning Environment	3.56	3.32	3.06	3.22
Instruction: Engaging Students in Learning	3.22	3.05	2.87	2.98
Instruction: Deepening Student Learning	3.67	3.16	2.77	3.03
Instruction: Subject-Specific Pedagogy	3.00	2.74	2.84	2.83
Analyzing Teaching: Effectiveness	2.78	2.63	2.71	2.69
Assessment: Analysis of Student Learning	2.67	2.61	2.94	2.79
Assessment: Providing Feedback to Guide Learning	2.78	2.94	2.94	2.91
Assessment: Student Use of Feedback	2.22	2.39	2.61	2.48
Academic Language: Analyzing Students' Language Use and Subject Specific Learning	2.89	2.67	2.48	2.60
Analyzing Teaching: Using Assessment to Inform Instruction	2.78	3.00	2.74	2.83
Student Voice: Eliciting Student Understanding of Learning Targets	3.22	2.53	2.97	2.86
Student Voice: Supporting Student use of resources	2.89	2.53	2.68	2.66
Student Voice: Reflecting on student voice evidence to improve instruction	2.22	2.67	2.55	2.53



**edTPA Spring 2013
Results by Endorsement**

	ELA	SSH	Elem Math	Elem Literacy	Overall (including Science, Math, Visual Arts)
Planning for subject specific understanding	3.3	3.3	3.32	2.93	3.22
Planning to support varied student learning needs	3.4	3.1	3.05	2.50	2.98
Using knowledge of students to inform teaching and learning	3.5	3	3.37	3.00	3.20
Academic Language: Identifying and Supporting Language Demands	3.5	2.9	2.84	2.86	2.97
Planning Assessments to Monitor and Support Student Learning	3.4	2.9	3.16	2.50	3.00
Instruction: Learning Environment	3.5	2.9	3.42	2.93	3.22
Instruction: Engaging Students in Learning	3.2	2.8	3.16	2.79	2.98
Instruction: Deepening Student Learning	3.4	2.8	3.32	2.43	3.03
Instruction: Subject-Specific Pedagogy	2.9	2.5	3.05	2.57	2.83
Analyzing Teaching: Effectiveness	2.3	3	2.79	2.64	2.69
Assessment: Analysis of Student Learning	2.7	2.5	3.11	2.77	2.79
Assessment: Providing Feedback to Guide Learning	2.7	3	3.00	2.77	2.91
Assessment: Student Use of Feedback	2.5	2.1	2.63	2.46	2.48
Academic Language: Analyzing Students' Language Use and Subject Specific Learning	2.9	2.5	2.74	2.23	2.60
Analyzing Teaching: Using Assessment to Inform Instruction	3.2	2.8	2.95	2.38	2.83
Student Voice: Eliciting Student Understanding of Learning Targets	3	2.4	2.95	2.71	2.86
Student Voice: Supporting Student use of resources	2.7	2.7	2.63	2.50	2.66
Student Voice: Reflecting on student voice evidence to improve instruction	2.7	2.4	2.89	2.15	2.53

Content Test Pass Rates

Any test with a 240 cutscore is the WEST-E, all others are ACTFL tests. Enrolled Other candidates are those who have were still taking coursework and enrolled clinical have finished everything except student teaching. Tests with low n-size are not included

SchoolYear	ProgramType	AssessmentName	Cut	EnrollmentCategory	Takers	Avg	Passers
2012-2013	ALTERNATIVE	SPECIAL EDUCATION	240	ENROLLED OTHER	3	251	3
2012-2013	ALTERNATIVE	DESIGNATED WORLD LANGUAGES	240	ENROLLED OTHER	3	277.67	3
2012-2013	TRADITIONAL	DESIGNATED WORLD LANGUAGES	240	ENROLLED OTHER	3	266.33	3
2012-2013	TRADITIONAL	ELEMENTARY EDUCATION	240	ENROLLED OTHER	32	261.56	31
2012-2013	TRADITIONAL	ENGLISH LANGUAGE ARTS	240	ENROLLED OTHER	12	268.08	12
2012-2013	TRADITIONAL	HISTORY	240	ENROLLED OTHER	6	267.33	6
2012-2013	TRADITIONAL	MATHEMATICS	240	ENROLLED OTHER	5	270.4	5
2012-2013	TRADITIONAL	MIDDLE LEVEL HUMANITIES	240	ENROLLED OTHER	5	276.8	5
2012-2013	TRADITIONAL	SOCIAL STUDIES	240	ENROLLED OTHER	7	252.14	6
2012-2013	TRADITIONAL	SPECIAL EDUCATION	240	ENROLLED OTHER	2	252.5	1
2012-2013	TRADITIONAL	THEATRE ARTS	240	ENROLLED OTHER	2	244.5	1
2012-2013	TRADITIONAL	VISUAL ARTS	240	ENROLLED OTHER	2	262.5	2
2012-2013	TRADITIONAL	ELEMENTARY EDUCATION	240	ENROLLED OTHER	30	260.87	28
2012-2013	TRADITIONAL	MUSIC: GENERAL	240	ENROLLED CLINICAL	6	264.17	6
2012-2013	TRADITIONAL	MUSIC: CHORAL	240	ENROLLED CLINICAL	5	266.2	5
2012-2013	ALTERNATIVE	OPI MANDARIN	7	COMPLETER	6	9.83	6
2012-2013	ALTERNATIVE	WPT CHINESE	7	COMPLETER	8	9.38	8
2012-2013	ALTERNATIVE	DESIGNATED WORLD LANGUAGES	240	COMPLETER	9	263.56	9
2012-2013	ALTERNATIVE	ENGLISH LANGUAGE ARTS	240	COMPLETER	4	277	4
2012-2013	TRADITIONAL	ELEMENTARY EDUCATION SUBTEST 1	240	COMPLETER	39	259.67	39
2012-2013	TRADITIONAL	MUSIC: INSTRUMENTAL	240	COMPLETER	7	261.86	7
2012-2013	TRADITIONAL	EARLY CHILDHOOD SPECIAL EDUCATION	240	COMPLETER	3	259	3
2012-2013	TRADITIONAL	ENGLISH LANGUAGE LEARNERS	240	COMPLETER	3	262	3
2012-2013	TRADITIONAL	MATHEMATICS	240	COMPLETER	3	278.33	3
2012-2013	TRADITIONAL	MIDDLE LEVEL MATHEMATICS	240	COMPLETER	2	286.5	2
2012-2013	TRADITIONAL	READING	240	COMPLETER	10	260.7	10
2012-2013	TRADITIONAL	SOCIAL STUDIES	240	COMPLETER	6	254.33	6
2012-2013	TRADITIONAL	SPECIAL EDUCATION	240	COMPLETER	7	260.14	7
2012-2013	TRADITIONAL	MUSIC: GENERAL	240	COMPLETER	14	259.86	14
2012-2013	TRADITIONAL	MUSIC: CHORAL	240	COMPLETER	7	259	7
2012-2013	TRADITIONAL	ENGLISH LANGUAGE ARTS	240	COMPLETER	9	260	9
2012-2013	TRADITIONAL	EARLY CHILDHOOD EDUCATION	240	COMPLETER	3	255.67	3
2012-2013	TRADITIONAL	HISTORY	240	COMPLETER	6	261	6
2012-2013	TRADITIONAL	ELEMENTARY EDUCATION	240	COMPLETER	39	258.1	39

