



Daniel L. Goodwin College of Education

Completers' Demonstrated Teaching Skills

FY19

The Illinois State Board of Education (ISBE) Partnership for Educator Preparation (PEP) provides information on the demonstrated teaching skills of our completers and our graduates (now teachers) impact on their K12 students based on their teacher evaluations. The chart below provides information on the total number of candidates (completers) in that specific year with reported performance evaluations from our institution.

It should be noted that a limitation of this measurement is that it combines Demonstrated Teaching Skills (i.e., Teaching Effectiveness) and Impact on K12 Students (i.e., Impact on Student Learning and Development).

These teacher evaluations consist of (a) student growth, which must comprise at least 30% of a teacher's evaluation, and (b) professional practice. The sample includes the program completers **who are employed at an Illinois public school**. It does not include graduates hired in a private school or who are teaching out of state.

NOTE: Conclusions cannot be drawn from samples below 10.

2016 Completers (N = 85)

Program	N	Excellent	Proficient	Needs Improvement	Unsatisfactory
Early Childhood Education	4	50%	50%	0%	0%
Elementary Education	44	16%	66%	18%	0%
Secondary Education – English/Language Arts	5	40%	60%	0%	0%
Special Education – Learning Behavior Specialist I	11	9%	91%	0%	0%
Special Education – Learning Behavior Specialist II – Behavior Intervention Specialist	2	0%	100%	0%	0%
Special Education – Learning Behavior Specialist II – Curriculum Adaption Specialist	2	0%	100%	0%	0%
K-12 Physical Education	11	27%	55%	18%	0%
Reading Specialist	6	67%	33%	0%	0%
Total	85	22%	66%	12%	0%



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2017 Completers (N = 41)

Program	N	Excellent	Proficient	Needs Improvement	Unsatisfactory
Early Childhood Education	1	0%	100%	0%	0%
Elementary Education	21	5%	76%	19%	0%
K-12 Music	1	0%	100%	0%	0%
Physical Education	7	28%	56%	0%	14%
Reading Specialist	1	100%	0%	0%	0%
Special Education – Learning Behavior Specialist I	7	25%	75%	0%	0%
Special Education – Learning Behavior Specialist II – Behavior Intervention Specialist	1	100%	0%	0%	0%
Special Education – Learning Behavior Specialist II – Curriculum Adaption Specialist	1	100%	0%	0%	0%
Total	41	20%	68%	10%	2%

2018 Completers (N = 10)

Program	N	Excellent	Proficient	Needs Improvement	Unsatisfactory
Special Education – Learning Behavior Specialist I	3	0%	67%	33%	0%
Reading Specialist	4	75%	25%	0%	0%
Secondary Education – History/Social Science	1	100%	0%	0%	0%
Principal	2	50%	50%	0%	0%
Total	10	50%	40%	10%	0%

2019 Completers (N = 88)

Program	N	Excellent	Proficient	Needs Improvement	Unsatisfactory
Early Childhood Education	4	0%	100%	0%	0%
Elementary Education	21	14%	86%	0%	0%
K-12 Music	1	0%	100%	0%	0%
K-12 Spanish	1	0%	100%	0%	0%
K-12 Visual Arts	1	0%	100%	0%	0%
Physical Education	12	8%	84%	8%	0%
Principal	3	0%	67%	33%	0%
Reading Specialist	21	52%	43%	5%	0%
School Counseling	1	0%	100%	0%	0%
Secondary Education – English Language Arts	1	0%	100%	0%	0%
Special Education – Learning Behavior Specialist I	18	6%	83%	11%	0%
Special Education – Learning Behavior Specialist II – Behavior Intervention Specialist	2	50%	50%	0%	0%
Special Education – Learning Behavior Specialist II – Curriculum Adaption Specialist	2	50%	50%	0%	0%
Teacher Leader	1	0%	100%	0%	0%
Total	88	20%	75%	5%	0%