

Accountability Measures for Academic Year 2022-23

I. Completer Effectiveness and Impact on P-12 Learning & Development

II. Satisfaction of Employers and Stakeholder Involvement



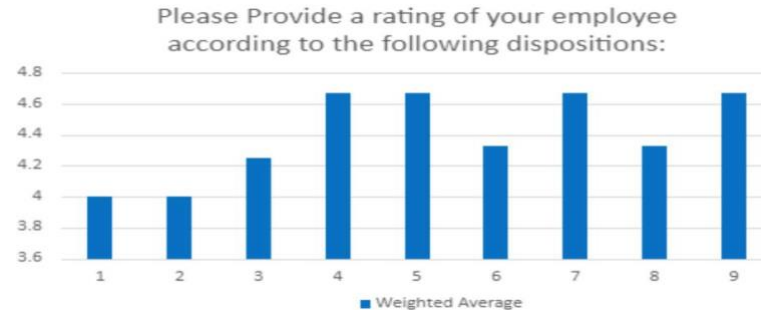
III. Candidate Competency at Completion

IV: Ability of Completers to be Hired in Education Positions for Which They Have Prepared

Measure I

Completer Effectiveness and Impact on P-12 Learning and Development

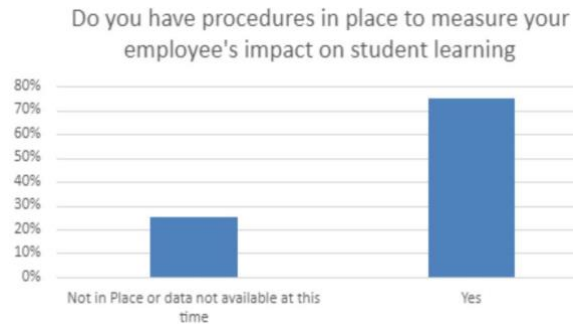
Employer Survey of Greenville University's School of Education Graduates at 1 year and 3 years post completion



1. The teacher demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment; varies oral communication as evidenced by encouraging participatory behaviors; and communicates at an age appropriate level as evidenced by explaining content specific vocabulary.
2. The teacher communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses and demonstrates precise spelling and grammar.
3. The teacher responds promptly to communications and submits all assignments; consistently exhibits punctuality and attendance; maintains professional boundaries of ethical standards of practice; keeps inappropriate personal life issues out of classroom/workplace; functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes.
4. The teacher actively seeks solutions to problems without prompting or complaining; tries new ideas/activities that are suggested; demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal clues.
5. The teacher accepts constructive feedback as evidenced by implementation of feedback as needs; learns and adjusts from experience and reflections evidenced by improvements in performance; comes to class planned and with all needed materials; alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits.
6. The teacher embraces all diversities as evidenced by implementing activities and behaviors with goals of total inclusiveness through cultural, ethnic, and cognitive frames of reference; creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors.
7. The teacher demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus; maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others; proactively shares teaching strategies as evidenced by productive collaboration.
8. The teacher recognizes their own weaknesses as evidenced by seeking solutions before asking for support; researches and implements most effective teaching styles as evidenced by citing works submitted.
9. The teacher demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues; demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations; demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness.

Measure II

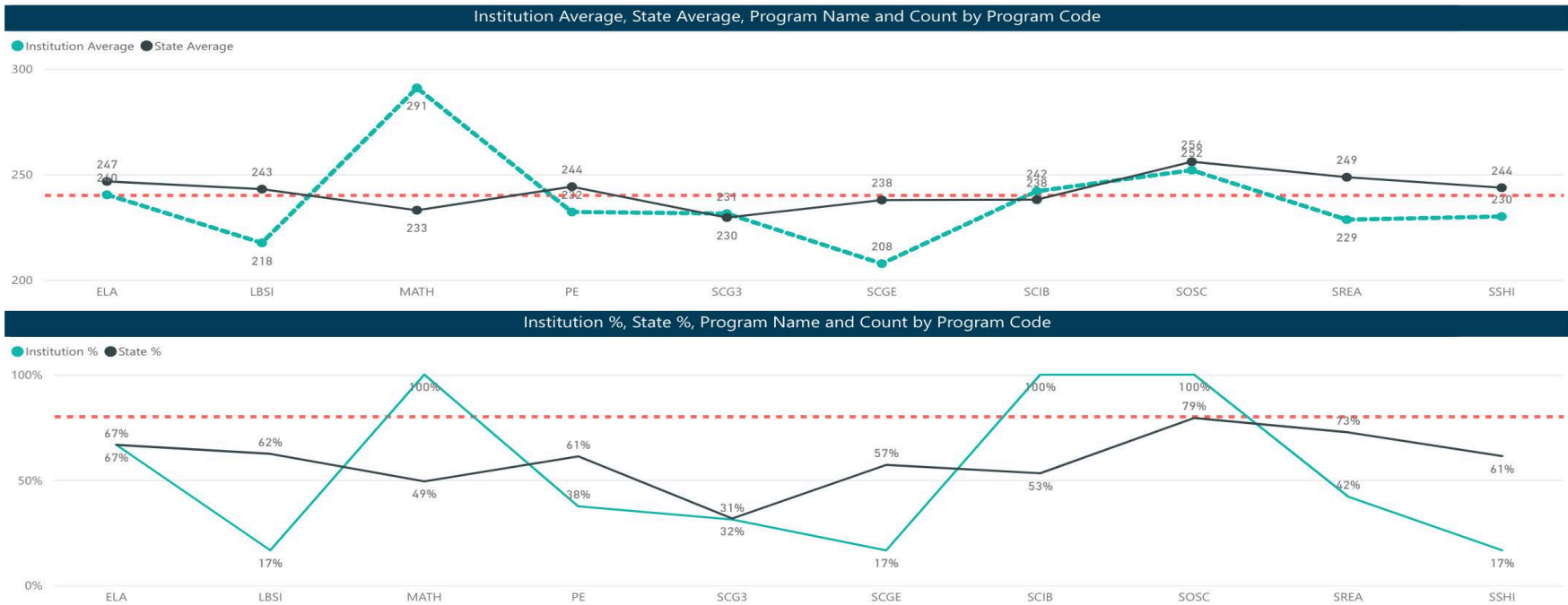
Satisfaction of Employers



1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environment that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Impact Measures - Measure III

Candidate Competency at Completion



ILTS Content Score report visualizes the institution averages and percentages of ILTS content area test scores, including subareas scores.

Legend:

ELA-Secondary Education English/Language Arts
 LA-Middle Grades Language Arts
 LBSI-Special Education
 MATH-Secondary Education Math
 MMATH-Middle Grades Math
 PE-Physical Education
 SCG3-Early Childhood Education

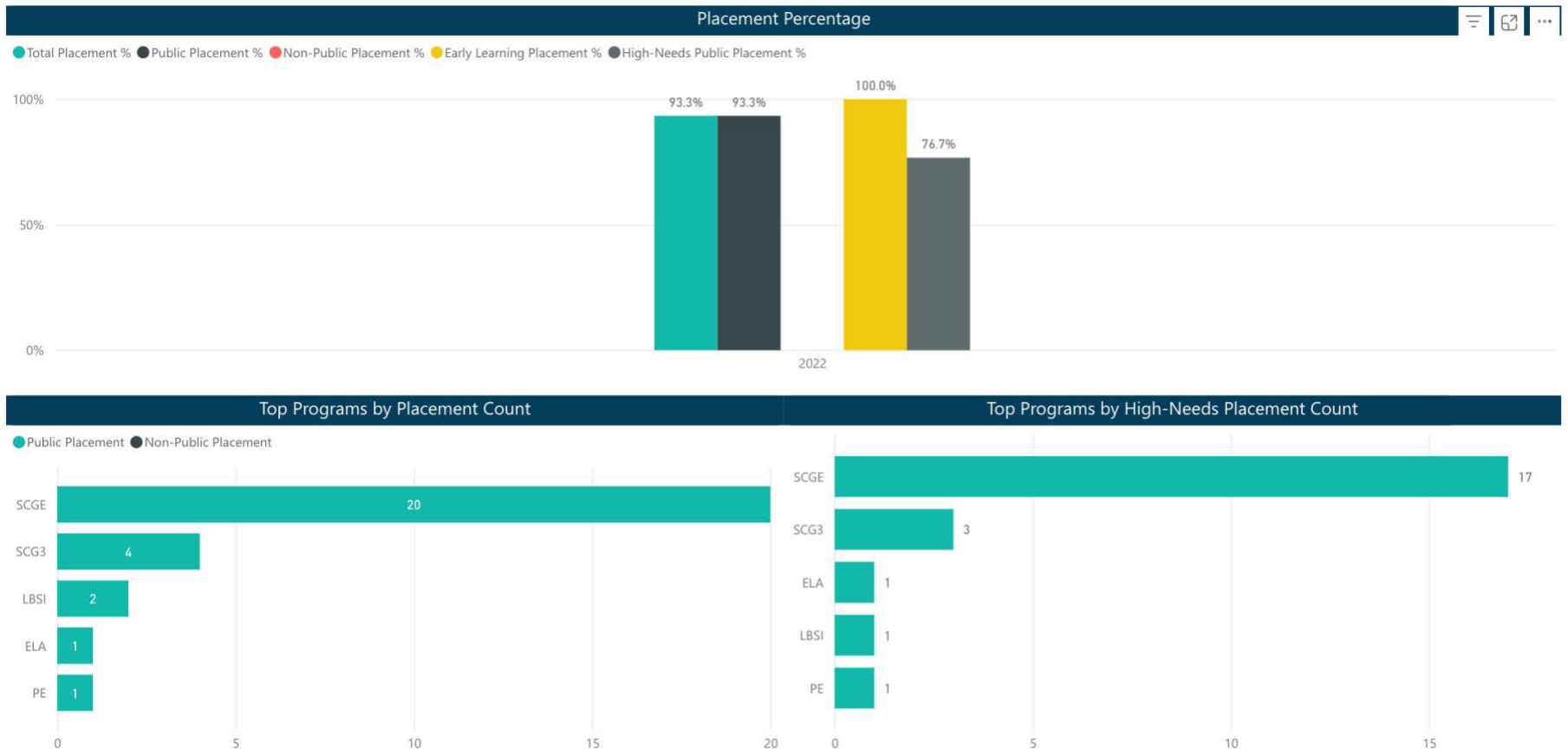
SCGE-Elementary Education
 SCIB-Secondary Education Biology
 SOSC-Middle Grades Social Science
 SPAN-Spanish Education
 SSHI-Secondary Education History

SREA-Reading Specialist has been discontinued

Measure IV

Ability of Completers to be Hired (in positions for which they have prepared)

This is a visualization of program completers who have obtained full-time employment in an Illinois public school one or two years after program completion. The second bar graph represents completers who are employed in high-needs public schools.



This data is from the period ending 8/31/22. Data for the period ending 8/31/23 will be available 6/1/24.