

Facts & Figures about UD's Undergraduate Teacher Education Programs/Candidates

The Council for the Accreditation of Educator Preparation (CAEP) sets standards that govern the effectiveness of educator preparation programs for national accreditation.

In Fall 2014, 1259 candidates were enrolled in one of the University of Delaware's 22 undergraduate educator preparation programs leading to teacher certification.

(CAEP)* Standard 3: *The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.*

The typical University of Delaware educator preparation program candidate scores above the top third of all test-takers on the SAT verbal, math, and writing. The mean scores of the 2014 freshmen students enrolled in a UD educator preparation program are:

Verbal SAT 588 (Top 25%) Math SAT 590 (Top 28%) Writing SAT 587 (Top 21%)

The mean high school grade point average of 2014 freshmen enrolled in an educator preparation program is 3.62.

The mean GPA of 2014 graduates in an undergraduate educator preparation program prior to student teaching was 3.39 and upon exit from the program was 3.40.

Of the educator preparation program candidates who graduated in 2014, 83% completed their degree in four years, 97% completed in 5 years, and only 3% completed their degree in more than 5 years.

CAEP Standard 4: *The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

Our 2013 alumni rated their satisfaction and effectiveness of their educator preparation programs on a scale of 1 (not at all) to 5 (extremely well). The following is a sample of their survey responses:

- ◆ Having a positive impact on student learning (mean 4.43).
- ◆ Possessing the content knowledge essential for teaching (mean 4.11)
- ◆ Respecting students' cultural diversity and individual differences (mean 4.07)

- ◆ Being a committed member of the education profession who is guided by high ethical standards (mean 4.40)
- ◆ Planning activities that are sensitive to students' cultural diversity and individual differences (mean 4.40)

Employers rated UD's 2013 graduates' performance in the classroom. On a scale of 1 (not at all) to 5 (extremely well), the employers perceived UD graduates as:

- ◆ Having a positive impact on student learning (mean 4.34).
- ◆ Possessing the content knowledge essential for teaching (mean 4.37)
- ◆ Respecting students' cultural diversity and individual differences (mean 4.44)
- ◆ Being a committed member of the education profession who is guided by high ethical standards (mean 4.49)
- ◆ Planning activities that are sensitive to students' cultural diversity and individual differences (mean 4.29)

CAEP Standard 2.3: *The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all student's learning and development.*

Undergraduate educator preparation program candidates participate in a sequential program of field experiences. In their freshman year, they begin working in diverse classrooms. The total number of field experience hours is 600 to 850, depending on the program. Most of UD's educator preparation programs now use a coteaching student teaching model to support candidates' and students' learning and development, and all Early Childhood Education and Elementary Teacher Education candidates experience a full year of student teaching.

Additional CAEP Reporting Requirements

Ability of completers to be hired in education positions for which they have prepared

Eighty-five percent of the 2014 alumni of UD's initial certification programs provided information on their employment in 2014-2015; 92% of these alumni reported that they were either teaching or in graduate school.

Student loan default rates

No candidates from an undergraduate educator preparation program who graduated during FY 2011 appeared on the federal loan repository list as having defaulted on their student loans.