

## 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 2016, 1175 candidates were enrolled in one of the University of Delaware's 29 undergraduate educator preparation programs leading to teacher certification.

**CAEP Standard 2:** *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. Many 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.

**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 2014-15 alumni rated their satisfaction and effectiveness of their educator preparation programs on a scale of 1 (not well) to 4 (very well). Of the 314 initial program completers, 47% responded to one of two versions of the survey. The following are a sample of mean survey responses from the version with the higher response rate, ranging from the two lowest-rated items to two middle-rated to the two highest-rated:

- seek leadership roles to promote the profession: 3.12
- examine performance data to understand each learner's progress: 3.19
- use effective research-based strategies, resources, and materials in delivering instruction: 3.43
- develop an inclusive learning environment by understanding individual differences and diverse cultures: 3.50
- respect the input and contributions of families, colleagues, and other professionals: 3.63
- collaborate with others to support the learning of all children: 3.65

Employers rated UD's 2014-15 graduates' performance in the classroom on a scale of 1 (not well) to 4 (very well). Of the 180 employers surveyed, 64% responded. The following are a sample of mean survey responses, ranging from the two lowest-rated items to two middle-rated to the two highest-rated:

- examine performance data to understand each learner's progress: 3.14
- use performance data to guide instructional planning: 3.15
- use resources to broaden the knowledge of the discipline he/she teaches: 3.37
- know the content and curriculum standards for the subject he/she teaches. (e.g., Common Core, Next Generation Science, state standards): 3.46
- reflect on his/her teaching to improve planning and practice: 3.62
- collaborate with others to support the learning of all children: 3.73

### **Additional CAEP Reporting Requirements**

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

The Delaware Center for Teacher Education has obtained information on the 2016-2017 employment for 74% percent of the 2015-16 UD initial certification program alumni; 72% of these alumni reported that they were full-time teachers and an additional 7% were working in the teaching field, and 12% reported they were in graduate school.