

# University of Delaware

College of Agriculture & Natural Resources \* College of Arts & Sciences \* College of Education & Human Development

College of Earth, Ocean, & Environment \* Alfred College of Business & Economics \* College of Health Sciences

## Facts & Figures about UD Educator Preparation Candidates and Completers

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

In Fall 2018, 1129 candidates were enrolled in one of the University of Delaware's initial teacher preparation programs, and 62 candidates in one of UD's advanced preparation programs. UD had 194 2017-2018 initial teacher preparation completers and 8 advanced program completers.

***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.*

Initial educator preparation program candidates participate in a sequential program of field experiences. Many begin working in diverse classrooms during their freshman year. 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.

Advanced educator program candidates complete practicums and internships.

***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.*

In Fall 2018, the mean high school grade point average of the 257 freshmen enrolled in an educator preparation program was 3.74. All completers passed the appropriate Praxis Subject Assessments and a Delaware Department of Education-approved performance assessment (either edTPA or Praxis Performance Assessment for Teachers).

**CAEP Standard A.3:** *The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.*

In Fall 2018, the mean entry grade point average of the 17 Educational Leadership candidates was 3.46, mean GPA of the 9 School Psychology was 3.71, and mean GPA of the 11 Literacy candidates was 3.54. All completers earned the appropriate degree and met practicum and internship requirements.

**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.*

University of Delaware initial teacher preparation completers who were employed in Delaware public schools in 2017-2018 were rated on average between 2.75 and 3.00 on a scale of 1 (unsatisfactory) to 3 (exceeds) on measures of student growth, and between 3.08 and 3.17 on a scale of 1 (ineffective) to 4 (highly effective) on measures of teaching effectiveness.

2017-18 completers of the initial teacher preparation programs (N=56) rated the effectiveness of their educator preparation programs on a scale of 1 (not well) to 4 (very well). The following were the highest-rated and lowest-rated skills:

Highest-rated—

- Reflect on teaching to improve planning and practice (*mean rating: 3.77*)
- Persist in ensuring the success of all students (*mean rating: 3.66*)
- Engage students and motivate learning (*mean rating: 3.61*)

Lowest-rated—

- Successfully manage the most challenging behaviors (*mean rating: 3.04*)
- Establish and maintain consistent classroom rules/procedures which function smoothly and preserve instructional time (*mean rating: 3.16*)
- Manage student conduct and behavior in ways that are appropriate and respectful of the students (*mean rating: 3.20*)

Employers of the 2017-18 completers (N=13) rated the completers' performance in the classroom on a scale of 1 (not well) to 4 (very well). The following were the highest-rated and lowest-rated skills:

Highest-rated—

- Relate content in the subject area to topics/issues that are meaningful and of interest to students (*mean rating: 3.31*)
- Reflect on teaching to improve planning and practice (*mean rating: 3.31*)
- Use effective research-based strategies, resources, and materials in designing instruction (*mean rating: 3.23*)

Lowest-rated—

- Elicit and use student participation in setting behavior expectations and standards (*mean rating: 2.31*)
- Successfully manage the most challenging behaviors (*mean rating: 2.54*)
- Establish and maintain consistent classroom rules/procedures which function smoothly and preserve instructional time (*mean rating: 2.69*)

***Standard A.4:*** *The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.*

2017-2018 completers of the Educational Leadership and School Psychology rated their preparation with respect to the standards of their respective professions on a scale of 1 (Very Ineffective) to 4 (Very Effective). The mean rating for Educational Leadership respondents (N=3) was 3.22, and the mean rating for School Psychology respondents (N=4) was 3.70.

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

The Delaware Center for Teacher Education (DCTE) has obtained information on the 2018-2019 status of 153 (79%) of the 194 2017-2018 UD initial certification program alumni; 121 of these alumni were full-time teachers and 17 were in graduate school. Additionally, DCTE has information on the 2018-2019 status of 9 (100%) of the 9 2017-2018 UD advanced program alumni; 5 of these alumni were employed in the profession for which they were prepared and 4 were in graduate school.

### **Additional CAEP Reporting Requirements**

*Student loan default rates*

The University of Delaware has a consistently low student loan default rate

([https://nslds.ed.gov/nslds/nslds\\_SA/defaultmanagement/cohortdetail\\_3yr.cfm?sno=0&ope\\_id=001431](https://nslds.ed.gov/nslds/nslds_SA/defaultmanagement/cohortdetail_3yr.cfm?sno=0&ope_id=001431)). Default rates are not kept by program.