

Facts & Figures about UD Educator Preparation Candidates and Completers

The University of Delaware's educator preparation programs listed below are accredited by the Council for the Accreditation of Educator Preparation (CAEP):

Initial Teacher Preparation Programs—

- Agricultural Education
- Blended Early Childhood Education
- Elementary Teacher Education
- Elementary Teacher Education/English as a Second Language
- Elementary Teacher Education/Middle School English
- Elementary Teacher Education/Middle School Mathematics
- Elementary Teacher Education/Middle School Science
- Elementary Teacher Education/Middle School Social Studies
- Elementary Teacher Education/Special Education
- Secondary English Education
- Exceptional Children and Youth
- Foreign Language Education
- Music Education
- Secondary Science Education
- Secondary Mathematics Education
- Secondary Social Studies Education
- Teaching English as a Second Language

Advanced Educator Preparation Programs—

- Literacy
- School Psychology
- Educational Leadership

The following facts and figures demonstrate data aligned to the CAEP annual reporting measures:

- **Impact that completers' teaching has on P-12 learning and development**

University of Delaware initial teacher preparation completers who were employed in Delaware public schools in 2018-2019 were rated on average between 2.75 and 3.00 on a scale of 1 (unsatisfactory) to 3 (exceeds) on measures of student growth.

- **Indicators of teaching effectiveness**

University of Delaware initial teacher preparation completers who were employed in Delaware public schools in 2018-2019 were rated on average between 3.08 and 3.17 on a scale of 1 (ineffective) to 4 (highly effective) on measures of teaching effectiveness.

- **Results of employer surveys**

Employers of the 2018-2019 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*)

- **Results of completer surveys**

2018-2019 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*)

2018-2019 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 meet licensing and certification requirements**

All initial teacher program completers satisfy graduation requirements and pass a performance assessment and a content-readiness exam approved by the Delaware Department of Education, which qualifies them for licensure and certification in the state of Delaware. All advanced program completers satisfy graduation requirements and completers in Literacy and School Psychology also pass a content readiness

exam approved by the Delaware Department of Education, which qualifies them for licensure and certification in the state of Delaware.

- **Graduation rates from preparation programs**

In Fall 2019, 1208 candidates were enrolled in one of the University of Delaware's initial teacher preparation programs, and 157 candidates (not all in certification tracks) in one of UD's advanced preparation programs. UD had 180 2018-2019 initial teacher preparation completers and 9 advanced program completers.

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

The Delaware Center for Teacher Education (DCTE) has obtained information on the 2019-2020 status of 128 (71%) of the 180 2018-2019 UD initial certification program alumni; 126 of these alumni were full-time teachers and 2 were in graduate school. An additional 42 2018-2019 graduates entered graduate school without completing all certification requirements. Additionally, DCTE has information on the 2019-2020 status of 9 (100%) of the 9 2018-2019 UD advanced program alumni; 5 of these alumni were employed in the profession for which they were prepared and 4 were in graduate school.

- **Student loan default rates**

The University of Delaware has a consistently low student loan default rate (<https://studentaid.gov/data-center/student/default>). The University of Delaware FY 2018 cohort default rate was 2.1%.