

CAEP Accountability Measures

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—

- 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
- Exceptional Children and Youth
- Foreign Language Education
- Music Education
- Secondary English Education
- Secondary Mathematics Education
- Secondary Science Education
- Secondary Social Studies Education
- Teaching English as a Second Language
- Agricultural Education (not currently offered)

Advanced Educator Preparation Programs—

- Literacy
- School Psychology
- Educational Leadership

• CAEP Accountability Measure 1: Completer Effectiveness and Impact 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.

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.

Note that educator evaluations were suspended in Delaware public schools in 2019-2020 in 2020-2021 due to the pandemic.

• CAEP Accountability Measure 2: Satisfaction of Employers

Employers of the 2020-2021 initial program completers (N=82) 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—

- Ensure a safe and inclusive learning environment for all students (*mean rating: 3.60*)
- Record and maintain student data in a timely and complete manner (*mean rating: 3.59*)
- Integrate technology into instruction and learning experiences to achieve learning goals (*mean rating: 3.57*)

Lowest-rated—

- Implement differentiated instruction to meet the needs of all learners (*mean rating: 3.37*)
- Use student performance data from formative and summative assessments to understand each learner's progress and guide instructional planning (*mean rating: 3.35*)
- Use effective research-based resources and strategies, such as high level questioning techniques, in delivering instruction and leading discussion (*mean rating: 3.35*)

UD is working with the Delaware Department of Education to implement a statewide survey for employers of advanced program completers.

- **CAEP Accountability Measure 3: Candidate Competency at Completion**

All initial teacher program completers satisfy graduation requirements and pass 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 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.

- **CAEP Accountability Measure 4: 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 2021-2022 status of 163 (64%) of the 253 2020-2021 UD initial certification program alumni; 138 of these alumni were full-time teachers and 25 were in graduate school. Additionally, DCTE has information on the 2021-2022 status of 15 (63%) of the 24 2020-2021 UD advanced program alumni, all of whom were employed in the profession for which they were prepared.