

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's Initial Teacher Education 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 2017, 1122 candidates were enrolled in one of the University of Delaware's initial teacher preparation programs, and 70 candidates in one of UD's advanced certification programs.

(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 2017, the mean scores of the 295 freshmen students enrolled in a UD educator preparation program were:

Verbal SAT 572

Math SAT 570

Writing SAT 558

In Fall 2017, the mean high school grade point average of freshmen enrolled in an educator preparation program was 3.69.

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.*

2016-17 graduates of the initial teacher preparation programs (N=88) 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: 3.76*)
- Ensure a safe and inclusive learning environment for all students (*mean rating: 3.60*)
- Actively pursue, reflect upon, and use professional development opportunities, coaching, and/or mentoring to improve teaching practice (*mean rating: 3.60*)

Lowest-rated—

- Communicate with families in ways which engage the families in the instructional program and are sensitive to family backgrounds and cultural differences (*mean rating: 3.27*)

- Establish and maintain consistent classroom rules/procedures which function smoothly and preserve instructional time (*mean rating: 3.34*)
- Integrate technology into instruction and learning experiences to achieve learning goals (*mean rating: 3.34*)

Employers of the 2016-17 graduates (N=33) rated the graduates' 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—

- Know the content and curriculum standards for the subject(s) s/he teaches (e.g., Common Core, Next Generation Science, state standards) (*mean rating: 3.33*)
- Design instruction/learning experiences which reflect curriculum frameworks/standards (e.g., Common Core) in the subject area (*mean rating: 3.30*)
- Record and maintain student data in a timely and complete manner (*mean rating: 3.30*)

Lowest-rated—

- Manage student conduct and behavior in ways that are appropriate and respectful of the students (*mean rating: 2.97*)
- Implement differentiated instruction to meet the needs of all learners (*mean rating: 2.97*)
- Elicit and use student participation in setting behavior expectations and standards (*mean rating: 3.00*)

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. 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.

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 2017-2018 status of 161 (75%) of the 213 2016-17 UD initial certification program alumni; 145 of these alumni were full-time teachers and 16 were in graduate school.