

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—

- 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

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

- **Completer effectiveness**

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.)

- **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*)

(Note that Delaware Department of Education employer surveys were suspended for 2021-2022 completers.)

- **Results of completer surveys**

The 2020-2021 completers of the initial teacher preparation programs (N=147) 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: 3.80*)
- Use content knowledge to design learning experiences/lessons which are accurate, coherent, and appropriately structured and sequenced (*mean rating: 3.70*)
- Ensure a safe and inclusive learning environment for all students (*mean rating: 3.68*)

Lowest-rated—

- Understand barriers to learning (including traumatic childhood experiences, unstable home life, etc.) faced by your students, and how to overcome them (*mean rating: 3.38*)
- Communicate with families in ways which engage the families in the instructional program and are sensitive to family backgrounds and cultural differences (*mean rating: 3.32*)
- Address and manage the most consistently challenging students and behaviors in your classroom so that there is minimal classroom disruption and instructional time is not lost (*mean rating: 3.27*)

The 2020-2021 advanced program completers, via survey and focus group, identified strengths of the program that included the development of connections among student cohorts, and the support and feedback from faculty instructors and advisors which helped students to become better writers, critical thinkers, and evidence-based decision makers, and identified areas of improvement that included more clarity on program purpose and outcomes, more consistency in course quality, and a desire for a more flexible structure that utilizes online, hybrid, and hybrid technologies.

Rationale for missing data from 2021-2022 academic year

Delaware Department of Education completer surveys were suspended by the State of Delaware for the 2021-2022 academic year due to staffing reorganization at the Department of Education. No data was collected for 2021-2022 completers.

- **Candidate competency at completion (Ability to meet licensure 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 2021, 1137 candidates were enrolled in one of the University of Delaware's initial teacher preparation programs, and 37 candidates in one of UD's advanced preparation programs. UD had 217 2021-2022 initial teacher preparation completers and 26 advanced program completers.

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

The Center for Excellence and Equity in Teacher Preparation (CEETP) has obtained information on the 2022-2023 status of 148 (68%) of the 217 2021-2022 UD initial certification program alumni; 121 of these alumni were full-time teachers and 27 were in graduate school. Additionally, CEETP 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.