Fall 2019 Enrollment Numbers *(Reported October 2020)*

EARLY CHILDHOOD
Block I – 44
Block II – 21
Block III – 51
Block IV – 47
Spring 2019 ECE Grads – 58

SECONDARY EDUCATION
PES I – 18 (4 biology, 0 chemistry, 5 English, 6 history, & 3 math)
PES III – 18 (4 biology, 0 chemistry, 11 English, 2 history, & 1 math)
Spring 2019 PES Grads – 20

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
F12	3.24	3.48	Sp14
Sp13	3.18	3.52	F14
F13	3.37	3.54	Sp15
Sp14	3.21	3.47	F15
F14	3.18	3.42	Sp16
Sp15	3.32	3.50	F16
F15	3.30	3.51	Sp17
Sp16	3.36	3.53	F17
F16	3.44	3.66	Sp18
Sp17	3.39	3.57	F18
F17	3.34	3.59	Sp19
Sp18	3.23	---	F19
F18	3.32	---	Sp20
Sp19	3.34	---	F20
F19	3.34	---	Sp21

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
F12	3.25	3.36	Sp14	3.33
Sp13	n/a	n/a	n/a	n/a
F13	3.29	3.37	Sp15	3.31
Sp14	n/a	n/a	n/a	n/a
F14	3.24	3.42	Sp16	3.38
Sp15	n/a	n/a	n/a	n/a
F15	3.25	3.43	Sp17	3.41
Sp16	n/a	n/a	n/a	n/a
F16	3.35	3.34	Sp18	3.27
Sp17	n/a	n/a	n/a	n/a
F17	3.36	3.46	Sp19	3.26
Sp18	n/a	n/a	n/a	n/a
F18	3.34	---	Sp20	---
Sp19	n/a	n/a	n/a	n/a
F19	3.36	---	Sp21	---

GACE Test Passing Rates – ECE graduates

ACADEMIC YEAR	CONTENT AREA	#PASSED	#TEST TAKERS	PASS RATE %	TEST I PASS %	TEST II PASS %	STATE PASS RATE %
2013-2014	ECE-Old GACE	38	41	92.7	92.7	100	*99*
	ECE-New GACE	17	17	100	100 *Professional: 82.4* *Induction: 17.6*	100 *Professional: 52.9* *Induction: 47.1*	*99*
2014-2015	ECE-Old GACE	1	1	100	100	100	98/99
	ECE-New GACE	64	66	97	97 *Professional: 74.4* *Induction: 22.1*	97 *Professional: 75.6* *Induction: 22.1*	99/96
2015-2016	ECE-Old GACE	1	1	100	100	100	*100/100*
	ECE-New GACE	49	49	100	100	100	

					Professional: 74 Induction: 22.1	Professional: 69 Induction: 22.1	
2016-2017	ECE-New GACE	61	61	100	100 Professional: 88.5 Induction: 11.5	100 Professional: 72.1 Induction: 27.9	*100/100*
2017-2018	ECE-New GACE	60	60	100	100 Professional: 86.7 Induction: 13.3	100 Professional: 68.3 Induction: 31.3	*100/100*
2018-2019	ECE-New GACE	87	88	98.9	98.9 Professional: 75 Induction: 25	98.9 Professional: 69 Induction: 31	*100/100*

Old & new GACE minimum passing score: 220   New GACE only: ➤Induction level: Scores of 220-249 ➤Professional level: Score of 250+

GACE Test Passing Rates - Secondary graduates

GACE test passing rates for secondary education students are not disaggregated to protect the anonymity of individual test takers.

GACE – Students Earning Professional Level at Graduation
(Passing both Test I & II at professional level)

Spring 2019	
ECE	**PES***
39 of 61	13 of 23
63.9%	56.5%
*All content areas combined for anonymity.	

Certification *(Submitted for certification after meeting all requirements.)*

A/Y 2017-2017		A/Y 2017-2018		A/Y 2018-2019	
ECE *n=61*	100%	**ECE** *n=61*	94%	**ECE** *n=61*	94%
PES *n=15*	87%	**PES** *n=18*	89%	**PES** *n=18*	89%

edTPA

A/Y 2016-2017		A/Y 2017-2018	
ECE *n=61*	100%	**ECE** *n=61*	99%
PES *n=15*	100%	**PES** *n=18*	89%

Reported Job Placement Rates

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated *(since last report)*
Fall 2014	57%	n/a	
Spring 2015	51%	56%	
Fall 2015	78%	n/a	
Spring 2016	86%	85%	
Fall 2016	96%	n/a	
Spring 2017	97%	87%	
Fall 2017	100%	n/a	
Spring 2018	94%	78%	
Fall 2018	63%	n/a	
Spring 2019	70%	68%	

Survey of Induction Teachers Results

4= Strongly Agree   3= Agree   2= Disagree   1= Strongly Disagree

- 2019 (2018 Graduates) *n=22*
  - Inductee overall averages ranged from 0.86 to 4.00
  - Area where inductee teachers feel **least** confident:
    - Engage learners in monitoring their own progress *(avg. 3.05)*
  - Area where the inductee teachers feel **most** confident:
    - Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction *(avg. 3.59)*

Survey of Employers of Induction Teachers Results

4= Strongly Agree   3= Agree   2= Disagree   1= Strongly Disagree

- 2019 (2018 Graduates) *n=37 employers*
  - Inductee employer overall averages ranged from 1.12 to 4.00
  - Areas employers feel **least** confident with inductee teachers' abilities include:
    - Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of: Gifted Students *(avg. 2.27)* as well as Students with Disabilities *(2.62)*
    - Engaging learners in monitoring their own progress *(2.86)*
    - Promoting students' responsible use of interactive technologies *(2.78)*
    - Seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs. *(2.97)*
  - Areas where the employers feel **most** confident with inductee teachers' abilities include:
    - Works collaboratively with colleagues and other professionals *(avg. 3.43)*
    - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *avg. 3.51)*

Early Childhood Education (ECE) Graduate Completers' Survey Results
Spring 2019
58 respondents

- **89.3%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - *Graduates were most confident in*
    - ✓ *their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards (92%)*
    - ✓ *that their field placement helped them gain the expertise in content and curriculum (92%)*
  - *Graduates were least confident in*
    - ➢ *being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners (84%)*
    - ❖ *12.1% increase from Fall 2018 (76.7%)*
    - ❖ *2.6% increase from Spring 2018 (86.7%)*

- **89.7%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - *Graduates were most confident in*
    - ✓ *their plans to hold high expectations for all believing that everyone can learn at high levels (92%)*
    - ✓ *their understanding of how factors in environment inside and outside of school may influence students' lives and learning (92%)*
  - *Graduates were least confident in*
    - ➢ *their ability to work with students identified as needing special education services (84%)*
    - ❖ *12.4% increase from Fall 2018 (77.3%)*
    - ❖ *0.7% increase from Spring 2018 (77.3%)*

- **91%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
  - *Graduates were most confident in*
    - ✓ *being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks (91%)*
    - ✓ *their ability to implement effective classroom management strategies in all school spaces (91%)*
    - ✓ *their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (91%)*
  - *Graduates were least confident in*
    - ➢ *their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually (90%)*
    - ➢ *their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools (90%)*
    - ➢ *that their field placement helped them gain the expertise in learning environments their ability to create learning (90%)*
    - ❖ *14.5% increase from Fall 2018 (76.5%)*

- ❖ *4% increase from Spring 2018 (87%)*
- **90%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - *Graduates were most confident in*
    - ✓ *their plans to use resources including available technology to keep accurate and up-to-date records (92%)*
    - ✓ *their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (92%)*
  - *Graduates were less confident*
    - ➢ *that their field placement experience helped them gain the expertise in classroom, program, and school-wide assessment (88%)*
  - ❖ *14.7% increase from Fall 2018 (75.3%)*
  - ❖ *1.7% increase from Spring 2018 (88.3%)*
- **89%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - *Graduates were most confident in*
    - ✓ *their ability to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data (91%)*
    - ✓ *their plans to keep up with and use methods consistent with current theory, research, and practice (91%)*
  - *Graduates were less confident in*
    - ✓ *reflecting on their practice and making necessary adjustments to enhance learning (84%)*
  - ❖ *13% increase from Fall 2018 (76%)*
  - ❖ *0% no change from Spring 2018 (89%)*
- **90.5%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - *Graduates were most confident in*
    - ✓ *being prepared to follow established codes of conduct, including school and district policies (92%)*
    - ✓ *their plans to seek opportunities to learn based on reflection, input from others, and career goals (92%)*
    - ✓ *being prepared to participate in mentoring of future educators (92%)*
  - *Graduates were less confident in*
    - ➢ *being able to communicate respect and concern for all students (86%)*
  - ❖ *15.5% increase from Fall 2018 75%)*
  - ❖ *2.1% increase from Spring 2018 (88.4%)*

It is noted that 58% of ECE graduates for Spring 2019 obtained the ESOL endorsement (down 23% from Fall 2018).

Secondary (PES) Education Graduate Completers' Survey Results Spring 2019
22 respondents

- **97.8%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
    - *Graduates were most confident in*
        - ✓ *being prepared to demonstrate broad, current, and specialized knowledge in their field(s)*
        - ✓ *being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners*
        - ✓ *their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards*
        - ✓ *their plans to stay current in their field(s) of expertise as an engaged learner (all four markers 100%).*
    - *Graduates were least confident*
        - ✓ *that their field placement helped them gain the expertise in content and curriculum (91%).*
    - ❖ *There was a 14.3% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (83.5%).*
- **94.5%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
    - *Graduates were most confident in*
        - ✓ *feeling prepared to demonstrate an understanding of how students develop and learn (100%).*
        - ✓ *in their plans to establish respectful and productive relations with families and communities to support student learning (100%).*
    - *Graduates were least confident in*
        - ✓ *their ability to work with students identified as needing special education services (82%).*
    - *There was an 11.4% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (83.1%).*
- **99.3%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
    - *Graduates were most confident in*
        - ✓ *all markers in this category, but one. Those markers included: in their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually; in being able to manage time, space, activities, technology, and other resources to provide active and equitable engagement of diverse students and adults in productive tasks; in their ability to implement effective classroom management strategies in all school spaces; in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning; and, in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools (all five markers 100%).*

- ✓ *The one marker in this category graduates were least confident was that their field placement helped them gain the expertise in learning environments (96%).*
  - *There was a 15.6% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (83.7%).*
- **99%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - *Graduates were most confident in*
    - ✓ *all markers in this category, but one. Those markers included: in their ability to choose, develop, and use assessment methods appropriate for instructional programmatic decisions; in their plans to use resources including available technology to keep accurate and up-to-date records; and, in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel (all three markers 100%).*
  - *Graduates were least confident*
    - ✓ *that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment (96%).*
  - *There was a 14.2% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (84.8%).*
- **98.2%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - *Graduates were most confident in*
    - ✓ *in their ability to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data*
    - ✓ *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students*
    - ✓ *that their field placement helped them gain the expertise in planning and instruction (all three markers 100%).*
  - *Graduates were least confident in*
    - ✓ *their plans to keep up with and use methods consistent with current theory, research, and practice (95%).*
  - *There was a 12.2% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (86%).*
- **98%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - *Graduates were most confident in five of the nine markers in this category. Those markers included:*
    - ✓ *being able to work in being able to work collaboratively with colleagues and other professionals*
    - ✓ *being able to communicate respect and concern for all students*
    - ✓ *being prepared to follow established codes of conduct, including school and district policies*
    - ✓ *their plans to seek opportunities to learn based on reflection, input from others, and career goals*
    - ✓ *their field placement helped them gain the expertise in professionalism (all five markers 100%).*
  - *Graduates were least confident in*

- ✓ *being prepared to play a leadership role in the school community*
- ✓ *being prepared to participate in mentoring of future educators (both 95%).*
- *There was an 13% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2018 survey (85%).*

It is noted that 5.0% of PES graduates for Spring 2019 obtained the ESOL endorsement. This is a decrease of 0.6% from Spring 2018.