

Spring 2020 Enrollment Numbers *(Reported October 2020)*

EARLY CHILDHOOD

Block I – 38
Block II – 39
Block III – 19
Block IV – 51
Fall 2019 ECE Grads – 45

SECONDARY EDUCATION

PES II – 17 (4 biology, 0 chemistry, 5 English, 5 history, & 3 math)
PES IV – 19 (5 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
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	3.46	F19
F18	3.32	3.55	Sp20
Sp19	3.34	---	F20
F19	3.32	---	Sp21
Sp20	3.38	---	F21

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
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	3.37	Sp20	3.41
Sp19	n/a	n/a	n/a	n/a
F19	3.36	---	Sp21	---
Sp20	n/a	n/a	n/a	n/a

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 <i>Professional: 82.4 Induction: 17.6</i>	100 <i>Professional: 52.9 Induction: 47.1</i>	99
2014-2015	ECE-Old GACE	1	1	100	100	100	98/99
	ECE-New GACE	64	66	97	97 <i>Professional: 74.4 Induction: 22.1</i>	97 <i>Professional: 75.6 Induction: 22.1</i>	99/96
2015-2016	ECE-Old GACE	1	1	100	100	100	100/100
	ECE-New GACE	49	49	100	100 <i>Professional: 74 Induction: 22.1</i>	100 <i>Professional: 69 Induction: 22.1</i>	

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
Fall 2019 <i>*unofficial results</i>	ECE-New GACE	48	48	100	100 Professional: 79.2 Induction: 20.85	100 Professional: 68.8 Induction: 31.3	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)

Fall 2019	
ECE	PES*
42 of 47	n/a
89.4%	
<i>*PES graduates in spring semester only.</i>	

Certification

A/Y 2017-2017		A/Y 2017-2018		A/Y 2018-2019		A/Y 2019-2020	
ECE n=61	100%	ECE n=61	94%	ECE n=84	98.8%	ECE n=94	95.7%
PES n=15	87%	PES n=18	89%	PES n=18	90%	PES n=19	94.7%

Reported Job Placement Rates (in teaching-related field)

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated (since last report)
Fall 2013	52%	n/a	
Spring 2014	84%	94%*	√
Fall 2014	57%	n/a	
Spring 2015	51%	56%	
Fall 2015	83%	n/a	√
Spring 2016	86%	92%	√

Spring 2020

Fall 2016	96%	n/a	
Spring 2017	97%	87%	
Fall 2017	100%	n/a	
Spring 2018	94%	76%	
Fall 2018	78%	n/a	
Spring 2019	77%	83%	
Fall 2019	17%**	n/a	

* Change due to deceased graduate. ** Only self-report available.

Survey of Induction Teachers Results

Received once annually, the results shown below are the same as reported in Fall 2019 Snapshot Data.

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

Received once annually, the results shown below are the same as reported in Fall 2019 Snapshot Data.

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 Fall 2019

45 of 47 respondents

- **92.9%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
 - *Graduates were most confident (95%)*
 - ✓ *in being prepared to demonstrate broad, current, and specialized knowledge in their field(s)*
 - ✓ *in their plans to stay current in their field(s) of expertise as an engaged learner*
 - *Graduates were least positive (89%)*
 - *that their field placement helped them gain the expertise in content and curriculum*
 - ❖ *16.2% increase from Spring 2019 (76.7%)*
 - ❖ *6.2% increase from Fall 2018 (86.7%)*

- **93.9%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Graduates were most confident (96%) in*
 - ✓ *in their plans to use the best professional practices to meet the needs of diverse learners*
 - ✓ *in their understanding of how factors in environment inside and outside of school may influence students' lives and learning*
 - ✓ *in their plans to establish respectful and productive relations with families and communities to support student learning*
 - ✓ *that their field placement helped them gain the expertise in knowledge of students, teaching, and learning*
 - *Graduates were least positive (85%)*
 - *in their ability to work with students identified as needing special education services*
 - ❖ *16.2% increase from Spring 2019 (76.7%)*
 - ❖ *4.93% increase from Fall 2018 (89%)*

- **93%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
 - *Graduates were most confident (96%).*
 - ✓ *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*
 - *Graduates were least confident (89%).*
 - *in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools*
 - ❖ *16.5% increase from Spring 2019 (76.5%)*
 - ❖ *6% increase from Fall 2018 (87%)*

- **93%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
 - *Graduates were most confident (95%).*
 - ✓ *in their plans to use resources including available technology to keep accurate and up-to-date records*
 - *Graduates were least confident (88%).*
 - *in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel*
 - ❖ *17.7% increase from Spring 2019 (75.3%)*
 - ❖ *4.7% increase from Fall 2018 (83.3%)*

- **94%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were most confident (96%).*
 - ✓ *in their plans to keep up with and use methods consistent with current theory, research, and practice*
 - ✓ *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students*
 - *Graduates were least confident (91%).*
 - *that their field placement helped them gain the expertise in planning and instruction*
 - ❖ *18% increase from Spring 2019 (76%)*
 - ❖ *5% increase from Fall 2018 (89%)*

- **94%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
 - *Graduates were most confident (96%).*
 - ✓ *in being able to work collaboratively with colleagues and other professionals*
 - ✓ *in being prepared to treat students equitably*
 - *Graduates were least confident (87%).*
 - *that their field placement helped them gain the expertise in professionalism*
 - ❖ *19% increase from Spring 2019 (75%)*
 - ❖ *5.6% increase from Fall 2018 (88.4%)*

It is noted that 58% of graduates for Fall 2019 obtained the ESOL endorsement (the same as from Spring 2019).