

**Fall 2018 Enrollment Numbers** *(Reported March 2020 for October 2018)*

**EARLY CHILDHOOD**

Block I – 54  
Block II – 49  
Block III – 60  
Block IV – 28  
Spring 2018 ECE Grads – 36

**SECONDARY EDUCATION**

PES I – 20 (4 biology, 0 chemistry, 12 English, 2 history, & 2 math)  
PES III – 27 (7 biology, 1 chemistry, 7 English, 10 history, & 1 math)  
Spring 2018 PES Grads – 16

**GPA Averages**

**Early Childhood**

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
F11	3.12	3.38	Sp13
Sp12	3.26	3.44	F13
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	---	F18
F17	3.34	---	Sp19
Sp18	3.23	---	F19
F18	3.32	---	Sp20

**Secondary**

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
F11	3.33	3.43	Sp13	3.29
Sp12	n/a	n/a	n/a	n/a
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	---	Sp19	---
Sp18	n/a	n/a	n/a	n/a
F18	3.34		Sp20	

**GACE Test Passing Rates – ECE graduates**

ACADEMIC YEAR	CONTENT AREA	#PASSED	#TEST TAKERS	PASS RATE %	TEST I PASS %	TEST II PASS %	STATE PASS RATE %
2011-2012	Early Childhood	58	59	98.0	---	---	92
2012-2013	Early Childhood	57	59	96.6	---	---	96
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 <i>Professional: 88.5 Induction: 11.5</i>	100 <i>Professional: 72.1 Induction: 27.9</i>	100/100
2017-2018	ECE-New GACE	60	60	100	100 <i>Professional: 86.7 Induction: 13.3</i>	100 <i>Professional: 68.3 Induction: 31.3</i>	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)

<i>Spring 2018</i>	
ECE	PES*
24 of 36	11 of 17
66.7%	64.7%
<i>*All content areas combined for anonymity.</i>	

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

<i>A/Y 2016-2017</i>		<i>A/Y 2017-2018</i>	
ECE n=61	100%	ECE n=61	94%
PES n=15	87%	PES n=18	89%

## edTPA

<i>A/Y 2016-2017</i>		<i>A/Y 2017-2018</i>	
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 2013	52%	n/a	
Spring 2014	84%	88%	
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%	

## Survey of Induction Teachers Results

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

- 2018 (2017 Graduates)  $n=15$ 
  - Inductee overall averages ranged from 0.69 to 4.00
  - Areas where inductee teachers feel **least** confident include:
    - Engage learners in monitoring their own progress (*avg. 2.60*)
    - Seeking appropriate ways to integrate technology to support assessment practice and to assess learner needs (*avg. 2.60*)
  - Area where the inductee teachers feel **most** confident include:
    - Understand how individual differences and diverse cultures impact student learning and classroom environments and use that information to design and deliver instruction (*avg. 3.53*)
    - Deliver instruction incorporating the basic theories of student development appropriate to my students (*avg. 3.47*)

## Survey of Employers of Induction Teachers Results

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

- 2018 (2017 Graduates)  $n=30$  employers
  - Inductee employer overall averages ranged from 2.91 to 3.91
  - 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. 2.77*)
  - Areas where the employers feel **most** confident with inductee teachers' abilities include:
    - Works collaboratively with colleagues and other professionals (*avg. 3.37*)
    - Understands, upholds, and follows professional ethics, policies, and legal codes of conduct *avg. 3.37*)

## Early Childhood Education (ECE) Graduate Completers' Survey Results Spring 2018

36 respondents

- **86.7%** 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 (89%) and that their field placement helped them gain the expertise in content and curriculum (89%).*
  - *Graduates were least confident in their plans to relate their field to other areas of the school and to everyday life (83%).*
  - *There was an 8.7% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2017 survey (78%, down 3.7% from Spring 2017).*
- **89%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - *Graduates were most confident in all of the markers but one. These result of the following markers was 89%: in their plans to hold high expectations for all believing that everyone can learn at high levels; feeling prepared to demonstrate an understanding of how students develop and learn; in their ability to effectively communicate with students from diverse cultural backgrounds; 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; and, that their field placement helped them gain the expertise in knowledge of students, teaching, and learning 89%).*
  - *Graduates were least confident in their ability to work with students identified as needing special education services (86%).*
  - *There was an 12% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2017 survey (77%, down 5% from Spring 2017).*
- **87%** 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; in their ability to implement effective classroom management strategies in all school spaces; and, in their knowledge about human motivation and behavior to develop strategies for organizing and supporting learning (89%).*
  - *Graduates were least confident that their field placement helped them gain the expertise in learning environments (83%).*
  - *There was a 8% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2017 survey (79%, down 4.5% from Spring 2017).*
- **88.3%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.

- *Graduates were most confident 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 (89%).*
- *Graduates were less confident that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment (86%).*
- *Overall, there was a 9.3% increase in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2017 (79%) down from Spring 2017 (82.8%).*
- **89%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - *There was no difference in the results of individual markers within this category. (89%). Markers within the category: I believe I am prepared to plan and carry out instruction and programs based on knowledge of state and district performance standards, curriculum, students, learning environments, and assessment data; \*\*I plan to keep up with and use methods consistent with current theory, research, and practice; \*\*I plan to reflect on my practice and make necessary adjustments to enhance learning; \*\*I plan to integrate technology and other multimedia resources appropriately to maximize student learning opportunities for all students; and, that their field placement helped them gain the expertise in planning and instruction.*
  - *There was a significant increase (12%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2017 survey (77%), as well as being an increase from Spring 2016 (83%).*
- **88.4%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - *The average for most all markers in this category (being able to work collaboratively with colleagues and other professionals; understanding and believing they can implement laws related to rights and responsibilities of students, educators, and families; being prepared to follow established codes of conduct, including school and district policies; being prepared to treat students equitably; planning to seek opportunities to learn based on reflection, input from others, and career goals; being prepared to participate in mentoring of future educators; and that their field placement helped them gain the expertise in professionalism) was 89%.*
  - *Graduates were less confident in being able to communicate respect and concern for all students and in being prepared to play a leadership role in the school community (86%).*
  - *There was a significant increase (10.4%) in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Fall 2017 survey (78%, down from 92% in Spring 2017).*

*It is noted that 89% of ECE graduates for Spring 2018 obtained the ESOL endorsement (up 5% from Fall 2017).*

## Secondary (PES) Education Graduate Completers' Survey Results Spring 2018

16 respondents

- **83.5%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - *Graduates were most confident in their plans to stay current in their field(s) of expertise as an engaged learner and in their plans to relate their field to other areas of the school and to everyday life (88%).*
  - *Graduates were least positive in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners; in their ability to interpret and construct school, district, and programmatic curricula that reflect state and national content area standards; and, that their field placement helped them gain the expertise in content and curriculum (81%).*
  - *There was a 12.5% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2017 survey (95%).*
- **83.2%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - *Graduates were most confident in their ability to effectively communicate with students from diverse cultural backgrounds; in their plans to use the best professional practices to meet the needs of diverse learners; and, in their understanding of how factors in environment inside and outside of school may influence students' lives and learning (88%).*
  - *Graduates were least confident in their ability to work with students identified as needing special education services (69%).*
  - *There was an 15.8% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2017 survey (99%).*
- **83.6%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
  - *Graduates were most confident in their ability to create learning environments that focus on engaging all students in learning, collaboratively and individually; 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 (88%).*
  - *Graduates were least confident that their field placement helped them gain the expertise in learning environments (75%).*
  - *There was a 16.4% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2017 survey (100%).*
- **84.8%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - *Graduates were most confident in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel; and, that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment each (88%).*

- *Graduates were least confident in their plans to use resources including available technology to keep accurate and up-to-date records (81%).*
- *There was a 15.2% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2017 survey (100%).*
- **86%** 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; in reflecting on their practice and making necessary adjustments to enhance learning; and, in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students (88%).*
  - *Graduates were least confident in their plans to keep up with and use methods consistent with current theory, research, and practice and that their field placement helped them gain the expertise in planning and instruction (82%).*
  - *There was a 12% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2017 survey (98%).*
- **85%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - *Graduates were most confident in being able to communicate respect and concern for all students; in their understanding and belief they can implement laws related to rights and responsibilities of students, educators, and families; in being prepared to treat students equitably; and, in being prepared to play a leadership role in the school community (88%).*
  - *Graduates were least confident in being prepared to participate in mentoring of future educators (81%).*
  - *There was an 11.6% decrease in the number of students who positively agreed with the statements in this category versus the students who positively agreed in the Spring 2017 survey (96.6%).*

*It is noted that one PES graduate for Spring 2018 obtained the ESOL endorsement. This is a decrease of one from Spring 2017.*