

**Spring 2019 Enrollment Numbers** *(Reported March 2020 for March 2019)*

**EARLY CHILDHOOD**

Block I – 21  
Block II – 51  
Block III – 49  
Block IV – 58  
Fall 2018 ECE Grads – 28

**SECONDARY EDUCATION**

PES II – 19 (4 biology, 0 chemistry, 12 English, 2 history, & 1 math)  
PES IV – 23 (6 biology, 0 chemistry, 7 English, 10 history, & 0 math)  
Spring 2018 PES Grads – 16

**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	---	Sp19
Sp18	3.23	---	F19
F18	3.32	---	Sp20
Sp19	3.34	---	F20

*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	---	Sp19	---
Sp18	n/a	n/a	n/a	n/a
F18	3.34	---	Sp20	---
Sp19	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 %
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)

Fall 2018	
ECE	PES*
13 of 28	n/a
46%	
*PES graduates in spring semester only.	

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

A/Y 2016-2017		A/Y 2017-2018	
ECE n=61	100%	ECE n=61	94%
PES n=15	87%	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 *(in teaching-related field)*

Graduation Term	Early Childhood Education Grads (ECE) Placement Rate	Secondary Grads (PES) Placement Rate	Updated <i>(since last report)</i>
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%	
Fall 2018	63%	n/a	

\* First Secondary Grads

### 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 Fall 2018

27 respondents

- **76.7%** responded positively (strongly agree/agree) to the **Content and Curriculum** survey statements.
  - *Graduates were most confident (78%)*
    - ✓ *in being prepared to demonstrate broad, current, and specialized knowledge in their field(s)*
    - ✓ *in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners*
    - ✓ *in their plans to stay current in their field(s) of expertise as an engaged learner*
  - *Graduates were least positive (74%)*
    - *in their plans to relate their field to other areas of the school and to everyday life*
  - ❖ *10% decrease from Spring 2018 (86.7%)*
  - ❖ *1.3% decrease from Fall 2017 (78%)*
  
- **77.3%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
  - *Graduates were most confident (78%) in*
    - ✓ *in their plans to hold high expectations for all believing that everyone can learn at high levels*
    - ✓ *in their ability to work with students identified as needing special education services*
    - ✓ *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*
  - *Graduates were least positive (74%)*
    - *that their field placement helped them gain the expertise in knowledge of students, teaching, and learning*
  - ❖ *11.7% decrease from Spring 2018 (89%)*
  - ❖ *0.3% increase from Fall 2017 (77%)*
  
- **76.5%** responded positively (strongly agree/agree) to the **Learning Environments** survey statements.
  - *Graduates were most confident (78%).*
    - ✓ *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 use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools*
  - *Graduates were least confident (74%).*
    - *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*
  - ❖ *10.5% decrease from Spring 2018 (87%)*
  - ❖ *2.5% decrease from Fall 2017 (79%)*

- **75.3%** responded positively (strongly agree/agree) to the **Classroom, Program, and School-wide Assessment** survey statements.
  - *Graduates were most confident (78%).*
    - ✓ *in their plans to use resources including available technology to keep accurate and up-to-date records*
    - ✓ *that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment*
  - *Graduates were least confident (74%).*
    - *in their ability to use assessment data to communicate knowledgeably and responsibly to students, parents, community, and school personnel*
  - ❖ *13% decrease from Spring 2018 (88.3%)*
  - ❖ *3.7% decrease from Fall 2017 (79%)*
  
- **76%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
  - *Graduates were most confident (78%).*
    - ✓ *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 their plans to keep up with and use methods consistent with current theory, research, and practice*
    - ✓ *in reflecting on their practice and making necessary adjustments to enhance learning*
  - *Graduates were least confident (70%).*
    - *that their field placement helped them gain the expertise in planning and instruction*
  - ❖ *13% decrease from Spring 2018 (89%)*
  - ❖ *1% decrease from Fall 2017 (77%)*
  
- **75%** responded positively (strongly agree/agree) to the **Professionalism** survey statements.
  - *Graduates were most confident (78%).*
    - ✓ *in being prepared to treat students equitably*
    - ✓ *that their field placement helped them gain the expertise in professionalism*
  - *Graduates were least confident (70%).*
    - *in being able to communicate respect and concern for all students*
  - ❖ *13.4% decrease from Spring 2018 (88.4%)*
  - ❖ *3% decrease from Fall 2017 (78%)*

*It is noted that 81% of graduates for Fall 2018 obtained the ESOL endorsement (down 8% from Spring 2018).*