

Spring 2021 Enrollment Numbers (Reported October 2021, updated March 2022)

EARLY CHILDHOOD

Block I – 22
Block II – 65
Block III – 36
Block IV – 38
Fall 2020 ECE Grads – 19

SECONDARY EDUCATION

PES II – 21 (2 biology, 2 chemistry, 5 English, 9 history, & 3 math)
PES IV – 16 (3 biology, 0 chemistry, 5 English, 5 history, & 3 math)
Spring 2020 PES Grads – 17

GPA Averages

Early Childhood

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER
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	3.48	F20
F19	3.32	---	Sp21
Sp20	3.38	---	F21
F20	3.29	---	Sp22
Sp21	3.53	---	F22

Secondary

ENTRY SEMESTER	AVERAGE ENTRY GPA	AVERAGE GRADUATE GPA	GRADUATING SEMESTER	FINAL OVERALL CONTENT GPA AVERAGE
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
F20	3.47	n/a	Sp22	---
Sp21	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 %
2014-2015	ECE-Old GACE	1	1	100	100	100	98
	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
2015-2016	ECE-Old GACE	1	1	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>	99

2017-2018	ECE-New GACE	60	60	100	100 Professional: 86.7 Induction: 13.3	100 Professional: 68.3 Induction: 31.3	99
2018-2019	ECE-New GACE	87	88	98.8	98.8 Professional: 76.1 Induction: 22.7	98.8 Professional: 69.3 Induction: 29.5	100
2019-2020	ECE-New GACE	97	98	99	100 Professional: 80.6 Induction: 19.4	99 Professional: 72.4 Induction: 26.5	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 2020	
ECE	PES*
8 of 19	n/a
42%	

*PES graduates in spring semester only.

Certification (Submitted for certification after meeting all requirements.)

A/Y 2016-2017		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 2014	57%	n/a	
Spring 2015	51%	56%	
Fall 2015	83%	n/a	√
Spring 2016	86%	92%	√
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	81%	n/a	
Spring 2020	94%	76%	
Fall 2020	21%**	n/a	

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

Survey of Induction Teachers Results

Results are available for fall semester reporting only.

Survey of Employers of Induction Teachers Results

Results are available for fall semester reporting only.

Early Childhood Education (ECE) Graduate Completers' Survey Results Fall 2020

19 of 19 respondents

- **92%** 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) (95%)*
 - ✓ *in their plans to relate their field to other areas of the school and to everyday life (95%)*
 - ✓ *that their field placement helped them gain the expertise in content and curriculum (95%)*
 - *Graduates were least confident*
 - *in being prepared to understand and use content and pedagogical knowledge that is appropriate for diverse learners (84%)*
 - ❖ *6% decrease from Spring 2020 98x%*
 - ❖ *1% decrease from Fall 2019 (93%)*
- **87%** responded positively (strongly agree/agree) to the **Knowledge of Students, Teaching and Learning** survey statements.
 - *Graduates were most confident*
 - ✓ *feeling prepared to demonstrate an understanding of how students develop and learn (90%)*
 - ✓ *in their ability to effectively communicate with students from diverse cultural backgrounds (90%)*
 - ✓ *in their plans to use the best professional practices to meet the needs of diverse learners (90%)*

- ✓ *in their understanding of how factors in environment inside and outside of school may influence students' lives and learning (90%)*
 - ✓ *in their plans to establish respectful and productive relations with families and communities to support student learning (90%)*
 - *Graduates were least confident*
 - *in their ability to work with students identified as needing special education services (74%)*
 - ❖ *22% increase from Spring 2020 (65%)*
 - ❖ *7% decrease from Fall 2019 (94%)*
- **89%** 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 (90%)*
 - ✓ *in their ability to implement effective classroom management strategies in all school spaces (90%)*
 - ✓ *that their field placement helped them gain the expertise in learning environments 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 (90%)*
 - *Graduates were least confident*
 - *in their ability to use knowledge of students' unique cultures, experiences, and communities to sustain culturally responsive classrooms and schools (84%)*
 - ❖ *9% decrease from Spring 2020 (98%)*
 - ❖ *4% decrease from Fall 2019 (93%)*
- **96%** 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 (100%)*
 - *Graduates were less confident*
 - *in their plans to use resources including available technology to keep accurate and up-to-date records (94%)*
 - *that their field placement helped them gain the expertise in classroom, programs, and school-wide assessment (94%)*
 - ❖ *2% decrease from Spring 2020 (98%)*
 - ❖ *4% increase from Fall 2019 (92%)*
- **94%** responded positively (strongly agree/agree) to the **Planning and Instruction** survey statements.
 - *Graduates were most confident in all but one marker in this category (all 95%). Those included were:*
 - ✓ *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*
- ✓ *in integrating technology and other multimedia resources appropriately to maximize student learning opportunities for all students*
- *Graduates were less confident*
 - *that their field placement helped them gain the expertise in planning and instruction (89%)*
- ❖ *6% decrease from Spring 2020 (100%)*
- ❖ *No change from Fall 2019 (94%)*
- **91%** *responded positively (strongly agree/agree) to the **Professionalism** survey statements.*
 - *Graduates were most confident*
 - ✓ *in their plans to seek opportunities to learn based on reflection, input from others, and career goals (95%)*
 - ✓ *in being prepared to participate in mentoring of future educators (95%)*
 - ✓ *that their field placement helped them gain the expertise in professionalism (95%)*
 - *Graduates were less confident*
 - *in being able to work collaboratively with colleagues and other professionals (89%)*
 - *in being prepared to play a leadership role in the school community (89%)*
 - ❖ *8% decrease from Spring 2020 (99%)*
 - ❖ *3% decrease from Fall 2019 (94%)*

It is noted that 85% of graduates for Fall 2020 obtained the ESOL endorsement a 36% increase from Spring 2020, an increase of 29% from Fall 2019.