

Demonstrating Accountability, Transparency, and Assessment (DATA)

CAEP Annual Reporting Measure 3: Candidate Competency at Program Completion

The Richard W. Riley
College of Education and Human Sciences

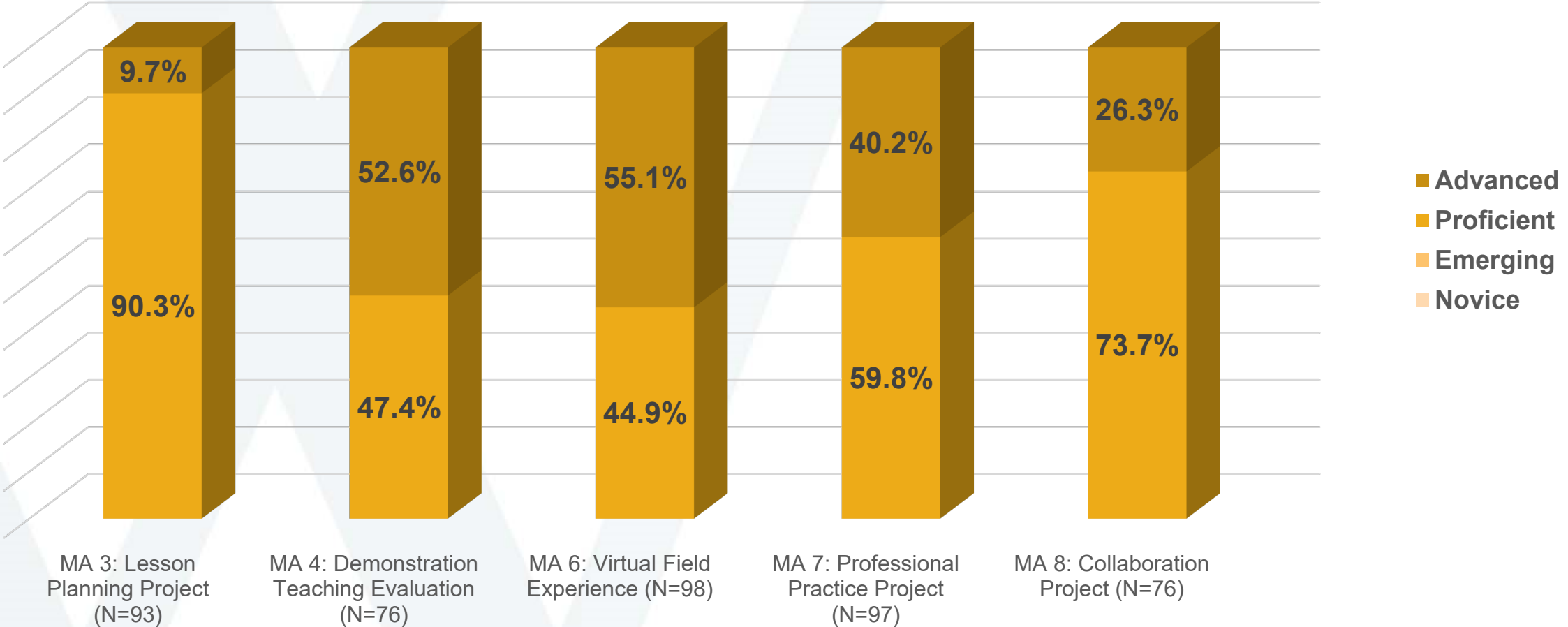
Table of Contents

CAEP Measure 3: Candidate Competency at Completion

| | |
|---|-------------|
| BS in Elementary Education Student Performance on Major Assessments | Page 3 |
| Bs in Elementary Education Licensure Pass Rates | Page 4 |
| Bs in Elementary Education Major Assessments Descriptions | Page 5 |
| Master of Arts in Teaching in Elementary Education Student Performance on Major Assessments | Page 6 |
| Master of Arts in Teaching in Elementary Education Licensure Pass Rates | Page 7 |
| Master of Arts in Teaching in Elementary Education Major Assessments Descriptions | Page 8 |
| Master of Arts in Teaching in Special Education Student Performance on Major Assessments | Page 9 |
| Master of Arts in Teaching in Special Education Licensure Pass Rates | Page 10 |
| Master of Arts in Teaching in Special Education Major Assessments Descriptions | Page 11 |
| EdS and MEd in Principal Licensure Programs Student Performance on Major Assessments and Licensure Exam Performance | Pages 12-13 |
| EdS and MEd in Principal Licensure Programs Major Assessments Descriptions | Page 14 |
| 2021–2022 Exit Survey Results | Pages 15-23 |
| EdS and MEd Principal Licensure Programs: Principal Mentor Feedback | Page 24 |

BS IN ELEMENTARY EDUCATION

STUDENT PERFORMANCE ON MAJOR ASSESSMENTS



Source: Riley College of Education and Human Sciences BS in Elementary Education Major Assessment Data 9/1/2021-8/31/2022.

Major Assessment 5: edTPA Total Mean

| edTPA Test Takers | Mean Score |
|-----------------------|-------------|
| Walden (N=21)* | 39.0 |
| Minnesota (N=804)** | 44.0 |
| National (N=14,742)** | 47.1 |

*Riley College of Education and Human Sciences BS in Elementary Education program completers Performance on Major Assessment 5: edTPA from 9/1/2021-8/31/2022. edTPA completion was waived by the Minnesota Professional Educator Licensure and Standards Board for the Spring 2022 due to significant disruptions to the edTPA process, including distance learning.

**Minnesota and national mean scores as reported in Performance Summaries provided by Pearson. The edTPA mean score is based on candidate performance on 15 rubrics grouped into three performance categories: Planning, Instruction, and Assessment.

BS IN ELEMENTARY EDUCATION: LICENSURE PASS RATES

| Test | Minimum Passing Score | Total Test Takers | Passing % | Walden Average Score | Minnesota Average Score |
|---|-----------------------|-------------------|-----------|----------------------|-------------------------|
| Minnesota Teacher Licensure Exam (MTLE): Elementary Education Subtest 1 | 191 | 69 | 98.6% | 246 | 257 (N=1,898) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Education Subtest 2 | 197 | 66 | 100% | 246 | 262 (N=1,877) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Education Subtest 3 | 197 | 65 | 100% | 252 | 261 (N=1,881) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Pedagogy Subtest 1 | 216 | 73 | 95.9% | 254 | 265 (N=2,637) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Pedagogy Subtest 2 | 212 | 70 | 97.1% | 256 | 266 (N=2,651) |

Source: Riley College of Education and Human Sciences BS in Elementary Education licensure exam pass rates for program completers 9/1/2021-8/31/2022.

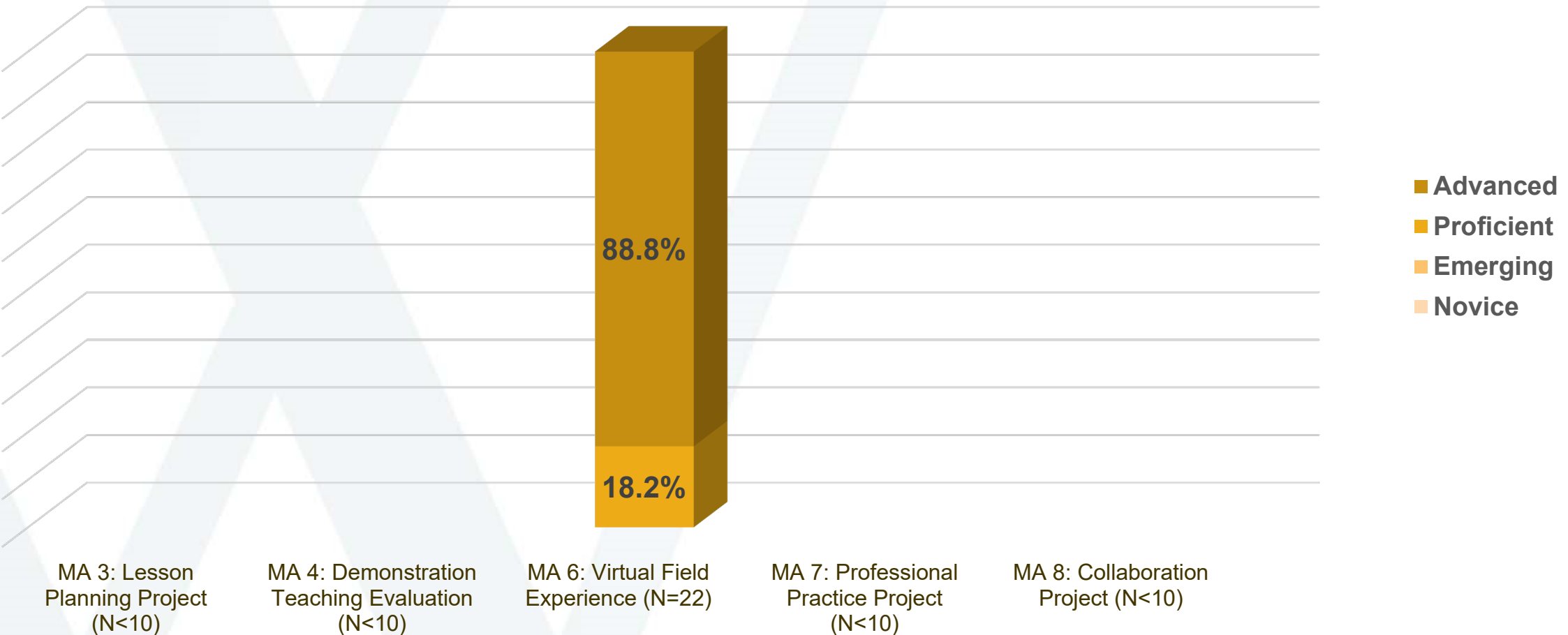
BS IN ELEMENTARY EDUCATION

MAJOR ASSESSMENT DESCRIPTIONS

| Assessment | Description |
|---|--|
| Major Assessment 1: MTLE Pedagogy | Candidates will take the Minnesota Pedagogy exam to meet licensure requirements. |
| Major Assessment 2: MTLE Content | Candidates will take the Minnesota Content exam to meet licensure requirements. |
| Major Assessment 3: Lesson Planning Project | Candidates will select at least three (3) lesson plans from the unit that reflect their ability to plan effectively. The Lesson Planning Project is designed to measure candidate's ability to use their growing body of professional knowledge and skills to design, implement, and evaluate developmentally appropriate learning experiences that foster positive outcomes for diverse learners. |
| Major Assessment 4: Demonstration Teaching Evaluation | Candidates participate in a full-time, 12-week demonstration teaching experience in a K–12 classroom. Demonstration teaching provides candidates with extensive opportunities to combine the theory they have learned in their coursework with intensive, hands-on professional practice. Host teacher evaluates both effective teaching and professional dispositions. |
| Major Assessment 5: edTPA | Candidates provide evidence of their ability to teach by planning and implementing a subject specific learning segment of three to five (3–5) lessons from a unit of instruction. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. |
| Major Assessment 6: Virtual Field Experiences Project | The Virtual Field Experiences Analysis Project is designed to focus on the candidate's ability to use their knowledge to analyze teacher competencies and practices in authentic teaching situations in two videotaped settings and a personal implementation of a lesson. |
| Major Assessment 7: Professional Practice Project | The Professional Practice Project is a comprehensive assessment designed to guide candidates in developing a philosophy of education, an advocacy plan, and a professional development plan. |
| Major Assessment 8: Collaboration Project | The Collaboration Project will participate in parent/teacher conferences and/or IEP meetings with a student who is struggling in the classroom or who has special needs. Candidates will utilize multiple communication strategies with families and students. You will reflect on the communication and collaboration you experienced during your time in the classroom. |

MAT IN ELEMENTARY EDUCATION

STUDENT PERFORMANCE ON MAJOR ASSESSMENTS



Source: Riley College of Education and Human Sciences MAT in Elementary Education Major Assessment Data Sept. 2021–Aug. 2022. The MAT in Elementary Education program launched in summer 2021. From 9/1/2021-8/31/2022, less than 10 candidates completed major assessments 3, 4, 7, and 8. Candidate performance data for these major assessments will be available in 2024.

Major Assessment 5: edTPA Total Mean

| edTPA Test Takers | Mean Score |
|-----------------------|------------|
| Walden (N=0)* | N/A |
| Minnesota (N=804)** | 44.0 |
| National (N=14,742)** | 47.1 |

*The MAT in Elementary Education program launched in Summer 2021. During the 2021-2022 reporting year, there were no program completers. The first cohort of program graduates complete the program in 2022-2023. edTPA completion was waived by the Minnesota Professional Educator Licensure and Standards Board in the Spring 2022 due to significant disruptions to the edTPA process, including distance learning.

**Minnesota and national mean scores as reported in Performance Summaries provided by Pearson. The edTPA mean score is based on candidate performance on 15 rubrics grouped into three performance categories: Planning, Instruction, and Assessment.

MAT IN ELEMENTARY EDUCATION: LICENSURE PASS RATES

| Test | Minimum Passing Score | Total Test Takers* | Passing % | Walden Average Score | Minnesota Average Score |
|---|-----------------------|--------------------|-----------|----------------------|-------------------------|
| Minnesota Teacher Licensure Exam (MTLE): Elementary Education Subtest 1 | 191 | N/A | N/A | N/A | 257 (N=1,898) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Education Subtest 2 | 197 | N/A | N/A | N/A | 262 (N=1,877) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Education Subtest 3 | 197 | N/A | N/A | N/A | 261 (N=1,881) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Pedagogy Subtest 1 | 216 | N/A | N/A | N/A | 265 (N=2,637) |
| Minnesota Teacher Licensure Exam (MTLE): Elementary Pedagogy Subtest 2 | 212 | N/A | N/A | N/A | 266 (N=2,651) |

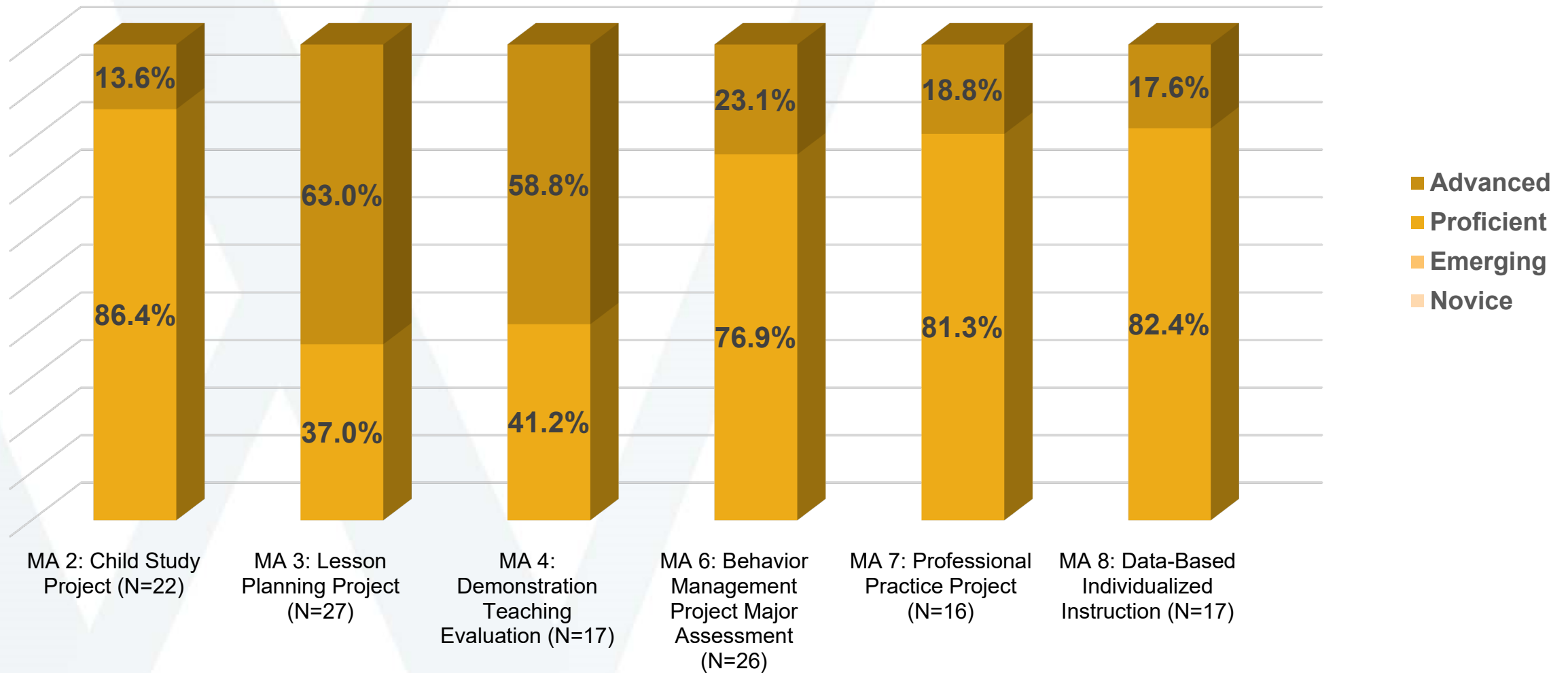
*The MAT in Elementary Education program launched in Summer 2021. From 9/1/2021-8/31/2022, there were no program completers. The first cohort of program graduates will complete the program in 2022-2023 and candidate licensure exam pass rates will be available in 2024.

MAT IN ELEMENTARY EDUCATION

MAJOR ASSESSMENT DESCRIPTIONS

| Assessment | Description |
|---|--|
| Major Assessment 1: MTLE Pedagogy | Candidates will take the Minnesota Pedagogy exam to meet licensure requirements. |
| Major Assessment 2: MTLE Content | Candidates will take the Minnesota Content exam to meet licensure requirements. |
| Major Assessment 3: Lesson Planning Project | Candidates will select at least three (3) lesson plans from the unit that reflect their ability to plan effectively. The Lesson Planning Project is designed to measure candidate's ability to use their growing body of professional knowledge and skills to design, implement, and evaluate developmentally appropriate learning experiences that foster positive outcomes for diverse learners. |
| Major Assessment 4: Demonstration Teaching Evaluation | Candidates participate in a full-time, 12-week demonstration teaching experience in a K–12 classroom. Demonstration teaching provides candidates with extensive opportunities to combine the theory they have learned in their coursework with intensive, hands-on professional practice. Host teacher evaluates both effective teaching and professional dispositions. |
| Major Assessment 5: edTPA | Candidates provide evidence of their ability to teach by planning and implementing a subject specific learning segment of three to five (3–5) lessons from a unit of instruction. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. |
| Major Assessment 6: Virtual Field Experiences Project | The Virtual Field Experiences Analysis Project is designed to focus on the candidate's ability to use their knowledge to analyze teacher competencies and practices in authentic teaching situations in two videotaped settings and a personal implementation of a lesson. |
| Major Assessment 7: Professional Practice Project | The Professional Practice Project is a comprehensive assessment designed to guide candidates in developing a philosophy of education, an advocacy plan, and a professional development plan. |
| Major Assessment 8: Collaboration Project | The Collaboration Project will participate in parent/teacher conferences and/or IEP meetings with a student who is struggling in the classroom or who has special needs. Candidates will utilize multiple communication strategies with families and students. You will reflect on the communication and collaboration you experienced during your time in the classroom. |

MASTER OF ARTS IN TEACHING: SPECIAL EDUCATION STUDENT PERFORMANCE ON MAJOR ASSESSMENTS



Source: Riley College of Education and Human Sciences Master of Arts in Teaching—Special Education Major Assessment Data 9/1/2021-8/31/2022.

Major Assessment 5: edTPA Total Mean

| edTPA Test Takers | Mean Score |
|----------------------|------------|
| Walden (N<10)* | N/A |
| Minnesota (N=284)** | 40.5 |
| National (N=3,727)** | 42.6 |

Riley College of Education and Human Sciences Master of Arts in Teaching Special Education program completer performance on Major Assessment 5 edTPA 9/1/2021-8/31/2022. edTPA completion was waived by the Minnesota Professional Educator Licensure and Standards Board in Spring 2022 due to significant disruptions to the edTPA process, including distance learning.

**Minnesota and national mean scores as reported in Performance Summaries provided by Pearson. The edTPA mean score is based on candidate performance on 15 rubrics grouped into three performance categories: Planning, Instruction, and Assessment

MASTER OF ARTS IN TEACHING: SPECIAL EDUCATION LICENSURE PASS RATES

| Test | Minimum Passing Score | Total Test Takers | Passing % | Walden Average Score | State Average Score |
|--|-----------------------|-------------------|-----------|----------------------|---------------------|
| Minnesota Teacher Licensure Exam (MTLE): Special Education Content Subtest 1 | 208 | 16 | 100% | 258 | 266 (N=1,161) |
| Minnesota Teacher Licensure Exam (MTLE): Special Education Content Subtest 2 | 207 | 16 | 100% | 259 | 265 (N=1,174) |
| Minnesota Teacher Licensure Exam (MTLE): Pedagogy: Elementary (Grades K – 6) Subtest 1 | 216 | <10 | 100% | N/A | 265 (N=2,637) |
| Minnesota Teacher Licensure Exam (MTLE): Pedagogy: Elementary (Grades K – 6) Subtest 2 | 212 | <10 | 100% | N/A | 266 (N=2,651) |
| Minnesota Teacher Licensure Exam (MTLE): Pedagogy: Secondary (Grades 5 – 12) Subtest 1 | 214 | <10 | 100% | N/A | 264 (n=1,742) |
| Minnesota Teacher Licensure Exam (MTLE): Pedagogy: Secondary (Grades 5 – 12) Subtest 2 | 198 | <10 | 100% | N/A | 265 (N=1,760) |

Source: Riley College of Education and Human Sciences Master of Arts in Teaching Special Education licensure exam pass rates for program completers 9/1/2021-8/31/2022.

MASTER OF ARTS IN TEACHING: SPECIAL EDUCATION

MAJOR ASSESSMENT DESCRIPTIONS

| Assessment | Description |
|---|--|
| Major Assessment 1: MTLE Content | Candidates will take the Minnesota Content exam to meet licensure requirements. |
| Major Assessment 2: Child Study Project | Candidates assess, analyze, plan, and reflect on the needs, goals, and individual education planning of a child. |
| Major Assessment 3: Lesson Planning Project | Candidates perform instructional planning process including curriculum goals, instructional strategies, assessment practices, technology, and reflection. |
| Major Assessment 4: Demonstration Teaching Evaluation | Candidates demonstrate proficiency in their final clinical experience including development, diversity, instruction, assessment, classroom management, collaboration, professionalism, and communication. |
| Major Assessment 5: edTPA | Candidates provide evidence of their ability to teach by planning and implementing a subject-specific learning segment of three to five (3–5) lessons from a unit of instruction. Materials assessed as part of the edTPA process include video clips of instruction, lesson plans, student work samples, analysis of student learning, and reflective commentaries. |
| Major Assessment 6: Behavior Management Project | Candidates observe, analyze, implement, and reflect on the tiered schoolwide behavioral support systems in relationship to classroom needs, goals, and behavior management and planning. |
| Major Assessment 7: Professional Practice Project | Candidates reflect upon their philosophical beliefs in relationship to their role as a special educator and complete advocacy and professional development plans guided by their beliefs. |
| Major Assessment 8: Data-Based Individualized Instruction | Candidates design, implement, analyze and reflect upon the tiered system of data-based decision making to individualize learning. |
| Major Assessment 9: MTLE Pedagogy | Candidates will take the Minnesota Pedagogy exam to meet licensure requirements. |

EDS PRINCIPAL LICENSURE PROGRAMS

STUDENT PERFORMANCE ON MAJOR ASSESSMENTS AND LICENSURE EXAM PERFORMANCE

A program update including revisions to all major assessments to align to the revised Council for the Accreditation of Educator Preparation (CAEP) Standards, National Educational Leadership Preparation (NELP) Standards, and state standards was completed in December 2021. During the 2021-2022 academic year, less than 10 EdS Educational Leadership and Administration – Principal Licensure candidates had completed the revised major assessments. Candidate performance data on the revised major assessment will be reported in 2024.

MA2: Interview Questions for a Principal Position (N<10)

MA3: Curriculum Alignment and Staff Evaluation FEA (N<10)

MA4: Field Experience Evaluation (N<10)

MA5: Supporting an Effective Student Learning Environment (N<10)

MA6: Budgeting to Promote Increased Student Achievement (N<10)

Source: Riley College of Education and Human Sciences Ed.S.—Principal Licensure Program Major Assessment Data 9/1/2021-8/31/2022.

Licensure Exam Performance

| Test | Minimum Passing Score | Total Test Takers | Passing % | Walden Average Score | State Average Score |
|--|-----------------------|-------------------|-----------|----------------------|---------------------|
| Ohio Assessments for Educators (OAE) Educational Leadership Assessment (015) | 220 | <10 | 100% | N/A | 237 (N=1,300) |

Source: Riley College of Education and Human Sciences EdS in Principal Licensure exam pass rates based on program completers 9/1/2021–8/31/2022.

MSED PRINCIPAL LICENSURE PROGRAMS

STUDENT PERFORMANCE ON MAJOR ASSESSMENTS AND LICENSURE EXAM PERFORMANCE

A program update including revisions to all major assessments to align to the revised Council for the Accreditation of Educator Preparation (CAEP) Standards, National Educational Leadership Preparation (NELP) Standards, and state standards was completed in December 2021. During the 2021-2022 academic year, less than 10 MSED Educational Leadership and Administration – Principal Licensure candidates had completed the revised major assessments. Candidate performance data on the revised major assessment will be reported in 2024.

MA2: Interview Questions for a Principal Position (N<10)

MA3: Curriculum Alignment and Staff Evaluation FEA (N<10)

MA4: Field Experience Evaluation (N<10)

MA5: Supporting an Effective Student Learning Environment (N<10)

MA6: Budgeting to Promote Increased Student Achievement (N<10)

Source: Riley College of Education and Human Sciences MSED Principal Licensure Program Major Assessment Data 9/1/2021-8/31/2022.

Licensure Exam Performance

| Test | Minimum Passing Score | Total Test Takers | Passing % | Walden Average Score | State Average Score |
|--|-----------------------|-------------------|-----------|----------------------|---------------------|
| Ohio Assessments for Educators (OAE) Educational Leadership Assessment (015) | 220 | <10 | 100% | N/A | 237 (N=1,300) |

Source: Riley College of Education and Leadership MSED in Principal Licensure exam pass rates based on program completers 9/1/2021-8/31/2022.

EDS AND MSED—PRINCIPAL LICENSURE PROGRAMS

MAJOR ASSESSMENT DESCRIPTIONS

| Assessment | Description |
|--|---|
| Assessment 1: Ohio OAE 015 Educational Leadership | Candidates must pass this standardized examination of subject matter and professional knowledge. (See EdS ELA Program Licensure Exam Pass Rates .) |
| Assessment 2: Interview Questions for a Principal Position | Candidates demonstrate content and professional knowledge via responding to a series of interview questions focused on building professional capacity. This includes sharing plans and strategies for building a school's professional capacity, engaging staff in the development of a collaborative professional culture, as well as improving systems of staff supervision evaluation support and professional learning. |
| Assessment 3: Curriculum Alignment and Staff Evaluation Field Experiences | Candidates assess their field experience school's academic and non-academic programs and develop strategies that support instructional improvement, student learning and well-being, and then create a plan that demonstrates their capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms that support the educational success and well-being of each student and adult. |
| Assessment 4: Field Experience Evaluation | Candidates demonstrate professional knowledge and skills in the field. |
| Assessment 5: Supporting an Effective Student Learning Environment (Field Experience Activities) | Candidates demonstrate the skills necessary to support an effective P–12 student learning environment by collecting and analyzing a variety of information in their field experience school's student learning environment and developing plans for improving and sustaining a school culture and instructional program conducive to student learning within a positive, safe, effective, and inclusive learning environment. |
| Major Assessment 6: Budgeting to Promote Increased Student Achievement Field Experience Activities | Candidates demonstrate the skills and strategies involved in budgeting and resource allocation by developing strategies for mobilizing and managing the school's resources and fiscal operations, and then evaluating their ethics of budget decision making in their schools. |

2021-2022 Exit Survey Results

- Candidates in the initial licensure programs (BS in Elementary Education, MAT in Elementary Education, and MAT in Special Education) complete an Exit Survey in the last term of Demonstration Teaching (DT) prior to program completion during their participation in the DT Seminar. The Exit Survey is completed as an assignment in the seminar course and consistently has 100% response rates in both BS in Elementary Education and MAT in Special Education programs.
- Much of the survey is comprised of items asking candidates the extent to which they agree or disagree that the teacher preparation prepared them in critical skill areas, such as instructional practice, teaching diverse learners, creating an effective learning environment, and professionalism. The results of the 2021–2022 Exit Surveys for the BS in Elementary Education and the MAT in Special Education are reported below. The MAT in Elementary Education program launched in Summer 2021. Exit Survey results for this program will be reported in 2024.

BS IN ELEMENTARY EDUCATION

2021–2022 EXIT SURVEY RESULTS

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Preparation for Teaching: Instructional Practice

| | Total N | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree ≥80% |
|--|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Effectively teach the subject matter in my licensure area. | 74 | 0 | 0.0% | 2 | 2.7% | 12 | 16.2% | 60 | 81.1% | 97.3% |
| b. Select instructional strategies to align with learning goals and standards. | 74 | 0 | 0.0% | 1 | 1.4% | 16 | 21.6% | 57 | 77.0% | 98.6% |
| c. Design activities where students engage with subject matter from a variety of perspectives. | 74 | 1 | 1.4% | 0 | 0.0% | 15 | 20.3% | 58 | 78.4% | 98.6% |
| d. Account for students' prior knowledge or experiences in instructional planning. | 74 | 1 | 1.4% | 0 | 0.0% | 12 | 16.2% | 61 | 82.4% | 98.6% |
| e. Design long-range instructional plans that meet curricular goals. | 72 | 0 | 0.0% | 3 | 4.2% | 10 | 13.9% | 59 | 81.9% | 95.8% |
| f. Regularly adjust instructional plans to meet students' needs. | 74 | 1 | 1.4% | 0 | 0.0% | 13 | 17.6% | 60 | 81.1% | 98.6% |
| g. Plan lessons with clear learning objectives/goals in mind. | 74 | 0 | 0.0% | 1 | 1.4% | 11 | 14.9% | 62 | 83.8% | 98.6% |
| h. Design and modify assessments to match learning objectives. | 74 | 0 | 0.0% | 1 | 1.4% | 17 | 23.0% | 56 | 75.7% | 98.6% |
| i. Provide students with meaningful feedback to guide next steps in learning. | 74 | 0 | 0.0% | 2 | 2.7% | 14 | 18.9% | 58 | 78.4% | 97.3% |
| j. Engage students in self-assessment strategies. | 73 | 0 | 0.0% | 2 | 2.7% | 18 | 24.7% | 53 | 72.6% | 97.3% |
| k. Use formative and summative assessments to inform instructional practice. | 74 | 0 | 0.0% | 2 | 2.7% | 14 | 18.9% | 58 | 78.4% | 97.3% |
| l. Understand issues of reliability and validity in assessment. | 74 | 0 | 0.0% | 4 | 5.4% | 14 | 18.9% | 56 | 75.7% | 94.6% |
| m. Analyze appropriate types of assessment data to identify student learning needs. | 74 | 0 | 0.0% | 2 | 2.7% | 15 | 20.3% | 57 | 77.0% | 97.3% |
| mm. Differentiate assessment for all learners. | 74 | 0 | 0.0% | 1 | 1.4% | 17 | 23.0% | 56 | 75.7% | 98.6% |
| n. Use digital and interactive technologies to achieve instructional goals. | 74 | 0 | 0.0% | 1 | 1.4% | 12 | 16.2% | 61 | 82.4% | 98.6% |
| o. Engage students in using a range of technology tools to achieve learning goals. | 74 | 0 | 0.0% | 3 | 4.1% | 12 | 16.2% | 59 | 79.7% | 95.9% |
| p. Help students develop critical thinking processes. | 74 | 0 | 0.0% | 0 | 0.0% | 18 | 24.3% | 56 | 75.7% | 100.0% |
| q. Help students develop skills to solve complex problems. | 73 | 0 | 0.0% | 1 | 1.4% | 19 | 26.0% | 53 | 72.6% | 98.6% |
| r. Understand how interdisciplinary themes connect to core subjects. | 74 | 0 | 0.0% | 4 | 5.4% | 16 | 21.6% | 54 | 73.0% | 94.6% |
| s. Know where and how to access resources to build global awareness and understanding. | 74 | 1 | 1.4% | 1 | 1.4% | 17 | 23.0% | 55 | 74.3% | 97.3% |
| t. Help students analyze multiple sources of evidence to draw sound conclusions. | 74 | 0 | 0.0% | 1 | 1.4% | 16 | 21.6% | 57 | 77.0% | 98.6% |

BS IN ELEMENTARY EDUCATION

2021–2022 EXIT SURVEY RESULTS

Preparation for Teaching: Diverse Learners

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| | Total N | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree ≥80% |
|---|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 74 | 0 | 0.0% | 0 | 0.0% | 16 | 21.6% | 58 | 78.4% | 100.0% |
| b. Differentiate instruction for a variety of learning needs. | 73 | 0 | 0.0% | 1 | 1.4% | 18 | 24.7% | 54 | 74.0% | 98.6% |
| c. Differentiate for students at varied developmental levels. | 74 | 0 | 0.0% | 0 | 0.0% | 19 | 25.7% | 55 | 74.3% | 100.0% |
| d. Differentiate to meet the needs of students from various socioeconomic backgrounds. | 74 | 0 | 0.0% | 1 | 1.4% | 18 | 24.3% | 55 | 74.3% | 98.6% |
| e. Differentiate instruction for students with IEPs and 504 plans. | 74 | 0 | 0.0% | 5 | 6.8% | 16 | 21.6% | 53 | 71.6% | 93.2% |
| f. Differentiate instruction for students with mental health needs. | 73 | 0 | 0.0% | 5 | 6.8% | 21 | 28.8% | 47 | 64.4% | 93.2% |
| g. Differentiate instruction for gifted and talented students. | 74 | 0 | 0.0% | 5 | 6.8% | 15 | 20.3% | 54 | 73.0% | 93.2% |
| h. Differentiate instruction for English-language learners. | 74 | 1 | 1.4% | 1 | 1.4% | 16 | 21.6% | 56 | 75.7% | 97.3% |
| i. Access resources to foster learning for students with diverse needs. | 74 | 0 | 0.0% | 2 | 2.7% | 18 | 24.3% | 54 | 73.0% | 97.3% |

BS IN ELEMENTARY EDUCATION 2021–2022 EXIT SURVEY RESULTS

Preparation for Teaching: Learning Environment

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

Program gave you the basic skills to do the following?

| | | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree >=80% |
|--|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|--|
| | Total N | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Clearly communicate expectations for appropriate student behavior. | 76 | 0 | 0.0% | 2 | 2.6% | 14 | 18.4% | 60 | 78.9% | 97.4% |
| b. Use effective communication skills and strategies to convey ideas and information to students. | 75 | 0 | 0.0% | 0 | 0.0% | 13 | 17.3% | 62 | 82.7% | 100.0% |
| c. Connect core content to students' real-life experiences. | 75 | 1 | 1.3% | 0 | 0.0% | 15 | 20.0% | 59 | 78.7% | 98.7% |
| d. Help students work together to achieve learning goals. | 74 | 1 | 1.4% | 1 | 1.4% | 10 | 13.5% | 62 | 83.8% | 97.3% |
| e. Develop and maintain a classroom environment that promotes student engagement. | 75 | 2 | 2.7% | 0 | 0.0% | 12 | 16.0% | 61 | 81.3% | 97.3% |
| f. Respond appropriately to student behavior. | 74 | 2 | 2.7% | 2 | 2.7% | 10 | 13.5% | 60 | 81.1% | 94.6% |
| g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. | 76 | 0 | 0.0% | 2 | 2.6% | 14 | 18.4% | 60 | 78.9% | 97.4% |
| h. Help students regulate their own behavior. | 74 | 1 | 1.4% | 2 | 2.7% | 23 | 31.1% | 48 | 64.9% | 95.9% |
| i. Effectively organize the physical environment of the classroom for instruction. | 75 | 1 | 1.3% | 1 | 1.3% | 14 | 18.7% | 59 | 78.7% | 97.3% |

BS IN ELEMENTARY EDUCATION 2020–2021 EXIT SURVEY RESULTS

Preparation for Teaching: Professionalism

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| | | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree ≥80% |
|---|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|---|
| | Total N | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Seek out learning opportunities that align with my professional development goals. | 74 | 1 | 1.4% | 1 | 1.4% | 16 | 21.6% | 56 | 75.7% | 97.3% |
| b. Access the professional literature to expand my knowledge about teaching and learning. | 75 | 0 | 0.0% | 2 | 2.7% | 22 | 29.3% | 51 | 68.0% | 97.3% |
| c. Collaborate with parents and guardians to support student learning. | 75 | 0 | 0.0% | 2 | 2.7% | 16 | 21.3% | 57 | 76.0% | 97.3% |
| d. Collaborate with teaching colleagues to improve student performance. | 75 | 0 | 0.0% | 2 | 2.7% | 8 | 10.7% | 65 | 86.7% | 97.3% |
| e. Use colleague feedback to support my development as a teacher. | 74 | 0 | 0.0% | 0 | 0.0% | 9 | 12.2% | 65 | 87.8% | 100.0% |
| f. Uphold laws related to student rights and teacher responsibility. | 75 | 0 | 0.0% | 2 | 2.7% | 16 | 21.3% | 57 | 76.0% | 97.3% |
| g. Act as an advocate for all students. | 75 | 0 | 0.0% | 1 | 1.3% | 10 | 13.3% | 64 | 85.3% | 98.7% |

MAT IN SPECIAL EDUCATION

2021–2022 EXIT SURVEY RESULTS

Preparation for Teaching: Instructional Practice

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| | Total N | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree ≥80% |
|--|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|---|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Effectively teach the subject matter in my licensure area. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |
| b. Select instructional strategies to align with learning goals and standards. | 17 | 0 | 0.0% | 1 | 5.9% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| c. Design activities where students engage with subject matter from a variety of perspectives. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |
| d. Account for students' prior knowledge or experiences in instructional planning. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| e. Design long-range instructional plans that meet curricular goals. | 17 | 1 | 5.9% | 1 | 5.9% | 2 | 11.8% | 13 | 76.5% | 88.2% |
| f. Regularly adjust instructional plans to meet students' needs. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| g. Plan lessons with clear learning objectives/goals in mind. | 17 | 1 | 5.9% | 0 | 0.0% | 2 | 11.8% | 14 | 82.4% | 94.1% |
| h. Design and modify assessments to match learning objectives. | 17 | 1 | 5.9% | 0 | 0.0% | 4 | 23.5% | 12 | 70.6% | 94.1% |
| i. Provide students with meaningful feedback to guide next steps in learning. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| j. Engage students in self-assessment strategies. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |
| k. Use formative and summative assessments to inform instructional practice. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |
| l. Understand issues of reliability and validity in assessment. | 17 | 1 | 5.9% | 0 | 0.0% | 2 | 11.8% | 14 | 82.4% | 94.1% |
| m. Analyze appropriate types of assessment data to identify student learning needs. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| mm. Differentiate assessment for all learners. | 17 | 1 | 5.9% | 0 | 0.0% | 5 | 29.4% | 11 | 64.7% | 94.1% |
| n. Use digital and interactive technologies to achieve instructional goals. | 17 | 1 | 5.9% | 1 | 5.9% | 2 | 11.8% | 13 | 76.5% | 88.2% |
| o. Engage students in using a range of technology tools to achieve learning goals. | 17 | 1 | 5.9% | 1 | 5.9% | 2 | 11.8% | 13 | 76.5% | 88.2% |
| p. Help students develop critical thinking processes. | 17 | 1 | 5.9% | 2 | 11.8% | 4 | 23.5% | 10 | 58.8% | 82.4% |
| q. Help students develop skills to solve complex problems. | 17 | 1 | 5.9% | 1 | 5.9% | 5 | 29.4% | 10 | 58.8% | 88.2% |
| r. Understand how interdisciplinary themes connect to core subjects. | 17 | 1 | 5.9% | 0 | 0.0% | 6 | 35.3% | 10 | 58.8% | 94.1% |
| s. Know where and how to access resources to build global awareness and understanding. | 17 | 1 | 5.9% | 1 | 5.9% | 5 | 29.4% | 10 | 58.8% | 88.2% |
| t. Help students analyze multiple sources of evidence to draw sound conclusions. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |

MAT IN SPECIAL EDUCATION

2020–2021 EXIT SURVEY RESULTS

Preparation for Teaching: Diverse Learners

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| program gave you the basic skills to do the following? | Total N | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree >=80% |
|---|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|--|
| | | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Effectively teach students from culturally and ethnically diverse backgrounds and communities. | 17 | 1 | 5.9% | 1 | 5.9% | 4 | 23.5% | 11 | 64.7% | 88.2% |
| b. Differentiate instruction for a variety of learning needs. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| c. Differentiate for students at varied developmental levels. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| d. Differentiate to meet the needs of students from various socioeconomic backgrounds. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| e. Differentiate instruction for students with IEPs and 504 plans. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| f. Differentiate instruction for students with mental health needs. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |
| g. Differentiate instruction for gifted and talented students. | 17 | 1 | 5.9% | 1 | 5.9% | 4 | 23.5% | 11 | 64.7% | 88.2% |
| h. Differentiate instruction for English-language learners. | 17 | 1 | 5.9% | 1 | 5.9% | 4 | 23.5% | 11 | 64.7% | 88.2% |
| i. Access resources to foster learning for students with diverse needs. | 17 | 1 | 5.9% | 1 | 5.9% | 2 | 11.8% | 13 | 76.5% | 88.2% |

MAT IN SPECIAL EDUCATION

2020–2021 EXIT SURVEY RESULTS

Preparation for Teaching: Learning Environment

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| | | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree ≥80% |
|--|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|--|
| | Total N | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Clearly communicate expectations for appropriate student behavior. | 17 | 0 | 0.0% | 0 | 0.0% | 2 | 11.8% | 15 | 88.2% | 100.0% |
| b. Use effective communication skills and strategies to convey ideas and information to students. | 17 | 1 | 5.9% | 0 | 0.0% | 2 | 11.8% | 14 | 82.4% | 94.1% |
| c. Connect core content to students' real-life experiences. | 17 | 1 | 5.9% | 0 | 0.0% | 4 | 23.5% | 12 | 70.6% | 94.1% |
| d. Help students work together to achieve learning goals. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| e. Develop and maintain a classroom environment that promotes student engagement. | 17 | 0 | 0.0% | 0 | 0.0% | 4 | 23.5% | 13 | 76.5% | 100.0% |
| f. Respond appropriately to student behavior. | 17 | 0 | 0.0% | 0 | 0.0% | 3 | 17.6% | 14 | 82.4% | 100.0% |
| g. Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| h. Help students regulate their own behavior. | 17 | 0 | 0.0% | 1 | 5.9% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| i. Effectively organize the physical environment of the classroom for instruction. | 17 | 1 | 5.9% | 0 | 0.0% | 5 | 29.4% | 11 | 64.7% | 94.1% |

MAT IN SPECIAL EDUCATION 2020–2021 EXIT SURVEY RESULTS

Preparation for Teaching: Professionalism

Q: To what extent do you agree or disagree that your teacher preparation program gave you the basic skills to do the following?

| | | Disagree | | Tend to Disagree | | Tend to Agree | | Agree | | Benchmark % Tend to Agree + % Agree ≥80% |
|---|---------|----------|---------|------------------|---------|---------------|---------|--------|---------|--|
| | Total N | Number | Percent | Number | Percent | Number | Percent | Number | Percent | |
| a. Seek out learning opportunities that align with my professional development goals. | 17 | 1 | 5.9% | 1 | 5.9% | 3 | 17.6% | 12 | 70.6% | 88.2% |
| b. Access the professional literature to expand my knowledge about teaching and learning. | 17 | 1 | 5.9% | 0 | 0.0% | 4 | 23.5% | 12 | 70.6% | 94.1% |
| c. Collaborate with parents and guardians to support student learning. | 17 | 0 | 0.0% | 0 | 0.0% | 5 | 29.4% | 12 | 70.6% | 100.0% |
| d. Collaborate with teaching colleagues to improve student performance. | 17 | 0 | 0.0% | 0 | 0.0% | 3 | 17.6% | 14 | 82.4% | 100.0% |
| e. Use colleague feedback to support my development as a teacher. | 17 | 1 | 5.9% | 0 | 0.0% | 3 | 17.6% | 13 | 76.5% | 94.1% |
| f. Uphold laws related to student rights and teacher responsibility. | 17 | 0 | 0.0% | 0 | 0.0% | 3 | 17.6% | 14 | 82.4% | 100.0% |
| g. Act as an advocate for all students. | 17 | 0 | 0.0% | 0 | 0.0% | 3 | 17.6% | 14 | 82.4% | 100.0% |

EDS AND MSED PRINCIPAL LICENSURE PROGRAMS: PRINCIPAL MENTOR FEEDBACK

The following comments were provided by principal mentors supervising EdS and MSED Principal Licensure program candidates during their final field placements in 2021–2022, regarding *Major Assessment 4: Field Experience Evaluation and the Dispositions Assessment*.

- *“The candidate has demonstrated tremendous growth. She is now approaching me with solutions rather than concerns and problems.”*
- *“Strong understanding of the use of data to make informed decisions. Shares data with stakeholders to ensure understanding of present status and is able to share a plan for improvement. Able to establish a positive rapport with staff, students and stakeholders for the purpose of school improvement.”*
- *“[The candidate] is a strong candidate for administration. She will continue to grow due to her work ethic and enthusiasm to learn.”*
- *“Candidate has maintained a professional demeanor with a focus on growth of all, students and staff.”*
- *“[The candidate] has grown exponentially as a leader over the course of her program. She understands the importance of a school's vision, mission, and goals in the decision-making process, and she works diligently to get others to understand as well. Her ability to stand in front of peers to provide staff development has become second nature. She has the foundation to become an effective school leader.”*
- *“[The candidate] has grown tremendously in her leadership ability over the past 7 months. She has learned more about what it takes to lead people, including building relationships with those she works with.”*
- *“[The candidate] is a dedicated professional who cares deeply about providing a quality instructional program for all, along with building relationships with students, staff, family and the community.”*