

Measure 2 (Initial and Advanced): Satisfaction of Employers DE Educator Preparation Scorecards: Perceptions and Retention

Standards Alignment: This packet, entitled Satisfaction of Employers, presents evidence for:

RA.2 Satisfaction of Employers The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

RA.1 Satisfaction of Employers The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

How is alignment assured: The office of Technology, Assessment, and Compliance (TAC), in consultation with Program Chairs, aligns the evaluation measures and assessment tasks with CAEP, SPA, InTASC, and appropriate Technology Standards. The TAC Director coordinates and maintains alignments and adherence to multiple Delaware state laws and policy regulations, specifically Regulation 290. All Standards are maintained within a suite of digital assessment tools on Watermark - Taskstream. A standards database is maintained by the TAC Data Analyst and Administrative Coordinator so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

Evidence Overview

Description of Evidence: The evidence section below presents data from the **Perceptions Domain** of the scorecards to document the **satisfaction of employers** with the relevance and effectiveness of the preparation of WilmU graduates, and from the **Retention Domain** which scores the educator preparation program's track record of preparing program graduates who **continue to serve** in public education in Delaware.

In 2009, stakeholders from the Delaware Department of Education (DDOE), the Delaware State General Assembly, Educator Preparation Programs in Delaware, and the Delaware State Education Association came to consensus on teacher quality and teacher preparation reforms while drafting the state's application for the federal Race To The Top grant (RTTT). Delaware was awarded the RTTT grant in 2010 and immediately sought to raise standards for admission into and exit from educator preparation programs in the State. In 2013, Governor Jack Markell [signed these reforms into law](#) through Senate Bill 51 and its accompanying amendments to Regulation 290, and did so in a ceremony held at Wilmington University.

The educator preparation program reports are intended to provide a holistic view of a program based on quantitative and qualitative measures that are indicators of a program's ability to recruit and train effective educators and aligned with the program standards expectations set forth by CAEP. Please click on the following links for more detailed information about the program standards, data collection, scoring, and program renewal, probation, and revocation: [Educator Preparation Program Guide](#) and the [Delaware DOE Technical Guide: Ed Prep Scorecards](#). Delaware's program reports consider the past five years of program data.

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The program reports are comprised of the following six domains (Table 1).

Table 1: Delaware Educator Preparation Scorecard Domains	
Recruitment	The Recruitment domain scores the educator preparation program’s ability to cultivate a diverse, accomplished student body with the potential to be outstanding future educators.
Candidate Performance	The Candidate Performance domain scores the educator preparation program’s ability to prepare aspiring educators with the knowledge and skill required to be first-day ready, as measured by required content knowledge and performance assessments.
Employment & Placement	The Employment and Placement domain scores the educator preparation program’s performance in preparing educators who become employed as teachers or specialists, launch their careers in Delaware’s schools, and considers the subset of those who student teach in the state-identified high-needs schools.
Retention	The Retention domain scores the educator preparation program’s track record of preparing program graduates who continue to serve in public education in Delaware.
Graduate Performance	The Graduate Performance domain scores the educator preparation program’s performance in Delaware’s classrooms and schools. The four metrics included consider the outcomes of program graduates’ students, the qualitative aspects of program graduates’ practice, and administrators’ overall assessment of program graduates’ performance.
Perceptions	The Perceptions domain scores the educator preparation program’s performance based on feedback collected from program graduates and their supervisors.

Tables 2 and 3 below further defines the metrics from the **Perceptions Domain** that highlight the satisfaction of **supervisors** and the **Retention Doman** regarding the educator preparation program’s track record of preparing program **graduates who continue to serve** in public education.

Table 2

Perceptions Metrics Preparedness, Supervisor Survey	
Metric Description	Reported here is an index of the perceptions that supervisors have regarding the preparedness level of the recent graduates they supervised.
Minimum Standard	2.80
State Target	3.90
Historical Performance	Average = 3.16 10 th percentile = 3.00 90 th percentile = 3.34
Description of Calculation	First, answer choices on the survey are given a numerical value with 1 being the lowest level of agreement and 4 being the highest level of agreement. Then, an average of each supervisor’s responses on the survey for a given graduate is calculated. Next, the median of the supervisors’ averaged responses for each graduate is taken by program.
Universe	Included are educators graduating from an identified educator preparation program between years 2014-15 through 2016-17, inclusive.
Exclusion Rules	Excluded are programs that had fewer than 10 graduates respond or had less than a 30% response rate.

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Table 3

Retention Metrics	
Retention Beyond Year One	
Metric Description	Reported here is the proportion of graduates placed in Delaware who continue working in public education in Delaware beyond their first year of employment.
Minimum Standard	80%
State Target	95%
State Performance	Average = 95% 10 th percentile = 91% 90 th percentile = 100%
Description of Calculation	First, identify graduates of a program whose first year of teaching in Delaware was in the 2012-13 through 2016-17 school years (t). Then, to assess beyond year one retention rate, identify if the educator was present, in any employment capacity or location in Delaware, in the following fall's snapshot ¹² (t+1).
Universe	Included are educators who graduated from an identified educator preparation program in the 2012-13 through 2016-17 school years, inclusive.
Example Calculation	An educator preparation program graduates 30 students between 2012-13 through 2016-17, inclusive, and 25 (83%) continue working in public education in Delaware the school year after the school year in which they are first employed in or after the year of their graduation. This program would earn 20.0% of the available points for this metric, or $(83\% - 80\%) / (95\% - 80\%)$ using the formula $[(\text{Value} - \text{Minimum Standard}) / (\text{Target} - \text{Standard})]$.
Retention Beyond Year Three	
Metric Description	Reported here is the proportion of graduates placed in Delaware who continue working in public education in Delaware beyond their third year of employment.
Minimum Standard	65%
State Performance	Average = 74% 10 th percentile = 62% 90 th percentile = 85%
Description Of Calculation	First, identify graduates of a program whose first year of teaching in Delaware was in the 2012-13 through 2014-15 school years (t). Then, to assess beyond year three retention rate, identify if the educator was present, in any employment capacity or location in Delaware, in the following fall's snapshot ¹² (t+1), as well as if the educator was consecutively present for the following two fall snapshots (t+2 and t+3).
Universe	Included are educators who graduated from an identified educator preparation program in the 2012-13 through 2014-15 school years, inclusive.
Exclusion Rules	None
Minimum N	10
Average	Institution and state averages are calculated in the same manner as above, but represent the rate for each institution or the state as a whole, respectively.
Example Calculation	An educator preparation program graduates 20 students between 2012-13 through 2014-15, inclusive, and 15 (75%) continue working in public education in Delaware in three consecutive years after the school year in which they are first employed in or after the year of their graduation. This program would earn 50% of the available points for this metric, or $(75\% - 65\%) / (85\% - 65\%)$ using the formula $[(\text{Value} - \text{Minimum Standard}) / (\text{Target} - \text{Standard})]$.

Evidence

CAEP reviewers are invited to click on the following links to review WilmU's Scorecards [Delaware Educator Preparation Scorecards](#). Specific evidence is further disaggregated for each initial program below.

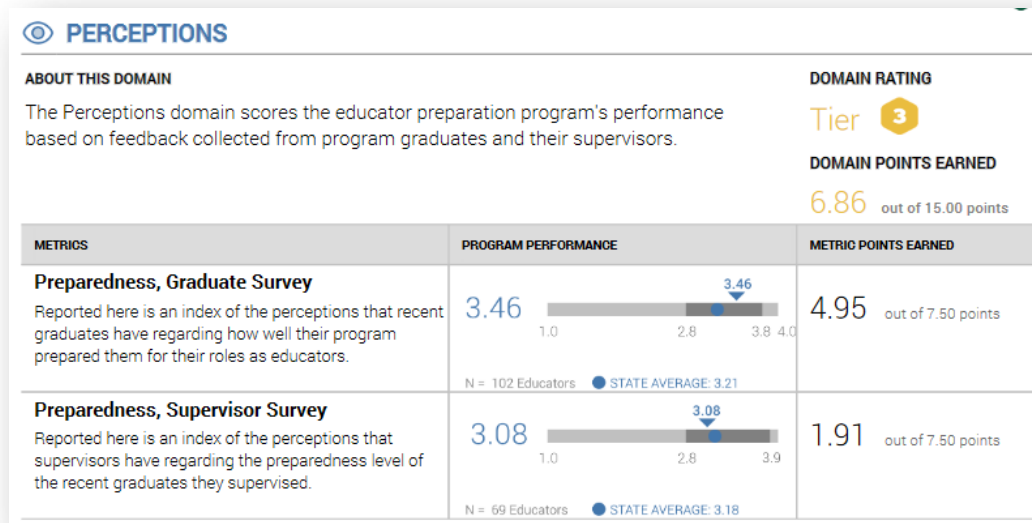
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Bachelor of Science, Elementary Education (K-6)

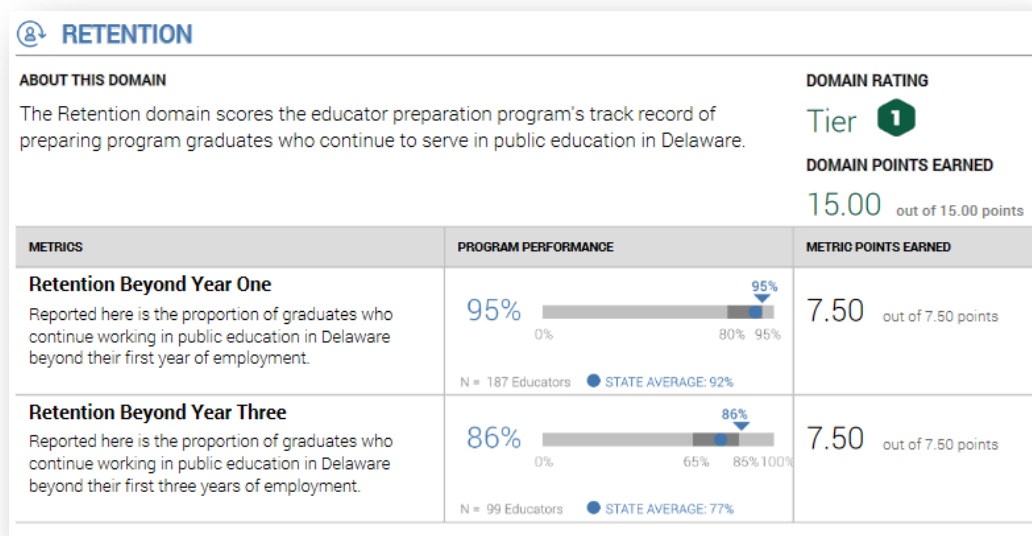
Below are links to the full Supervisor Survey and the Educator Preparation Scorecard for Bachelor of Science, Elementary Education highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Bachelor of Science, Elementary Education Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Bachelor of Science, Elementary Education - Perceptions Domain



Bachelor of Science, Elementary Education - Retention Domain



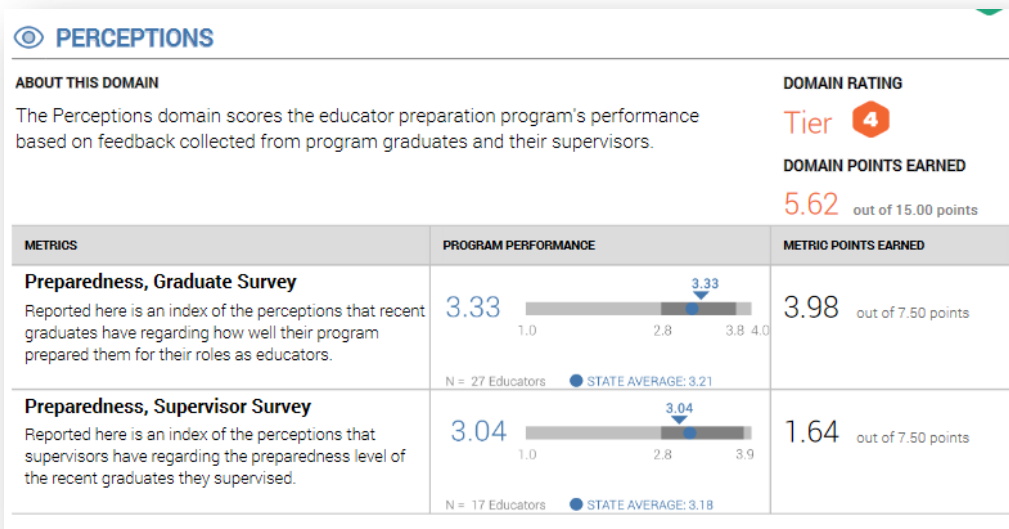
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Bachelor of Science, Middle Level Education (6-8)

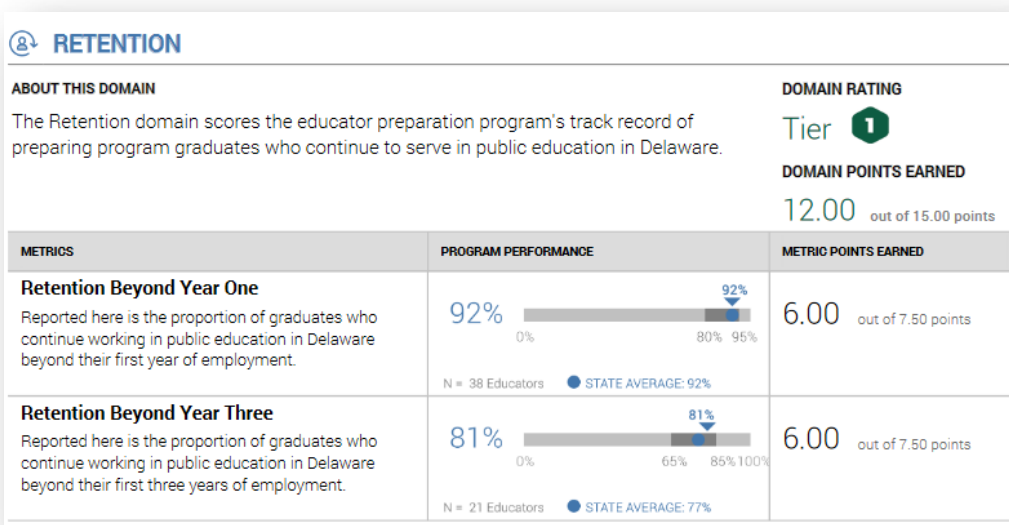
Below are links to the full Educator Preparation Scorecard for Bachelor of Science, Middle Level Education highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Bachelor of Science, Middle Level Education Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Bachelor of Science, Middle Level Education - Perceptions Domain



Bachelor of Science, Middle Level Education - Retention Domain



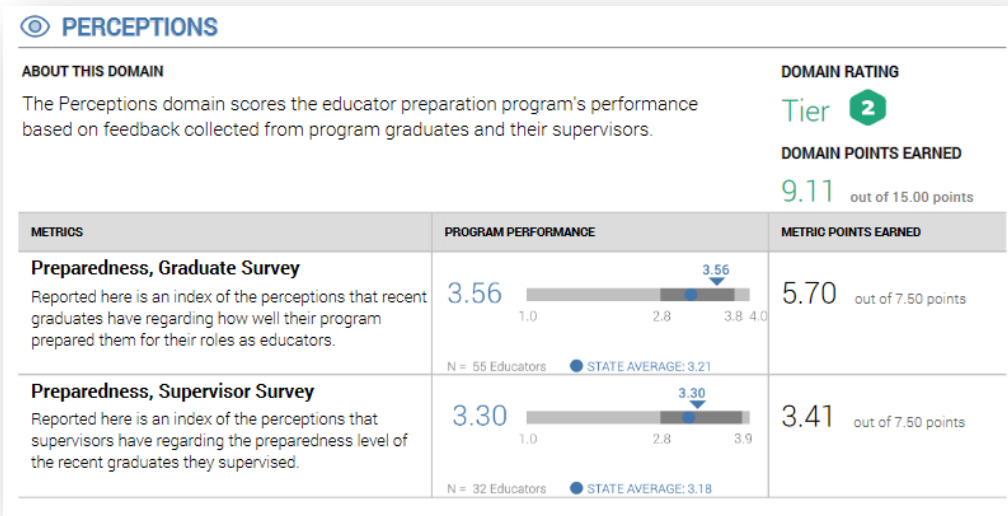
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Master of Education, Elementary Studies (K-6)

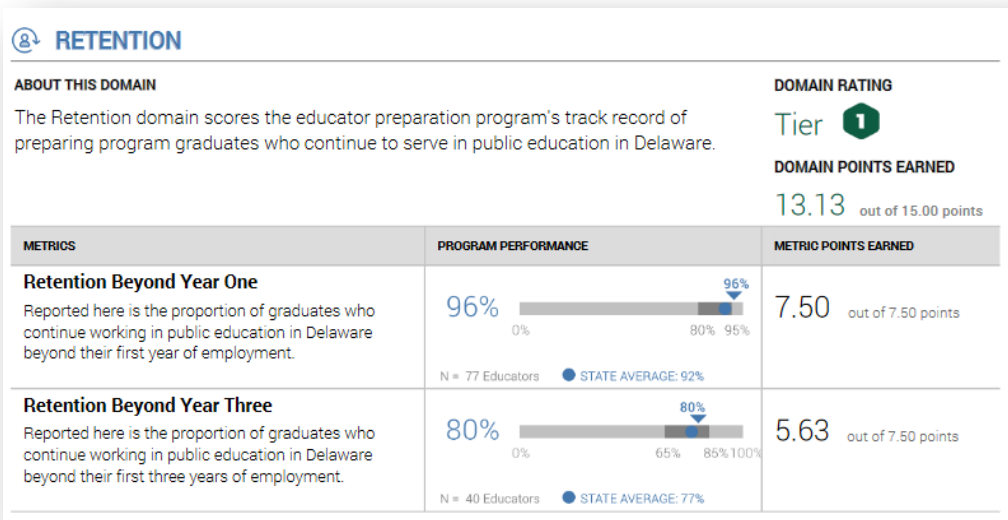
Below are links to the full Educator Preparation Scorecard for Master of Education, Elementary Studies highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Master of Education, Elementary Studies Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Education, Elementary Studies - Perceptions Domain



Master of Education, Elementary Studies - Retention Domain



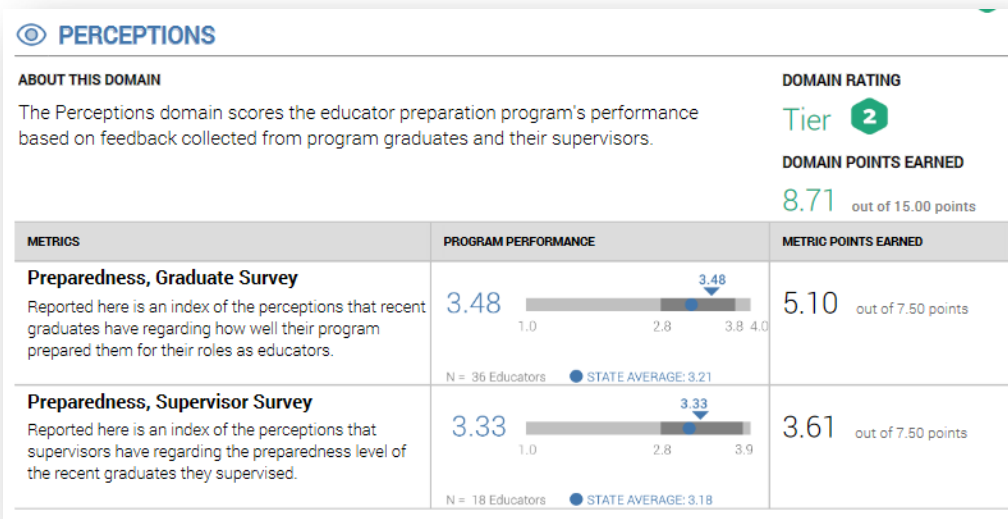
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Master of Arts in Teaching, Secondary Teaching (7-12)

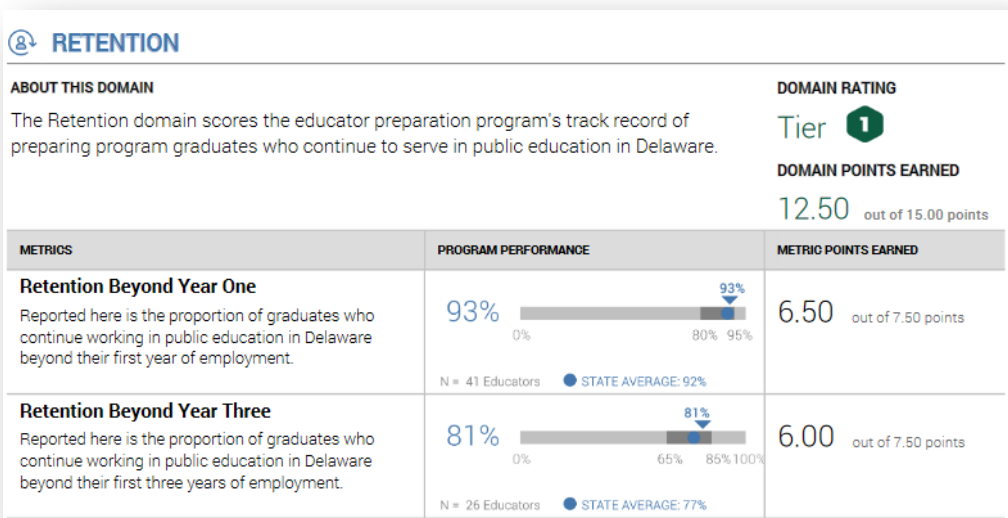
Below are links to the full Educator Preparation Scorecard for Master of Arts in Teaching, Secondary Education highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Master of Arts in Teaching, Secondary Teaching Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Arts in Teaching, Secondary Teaching - Perceptions Domain



Master of Arts in Teaching, Secondary Teaching - Retention Domain



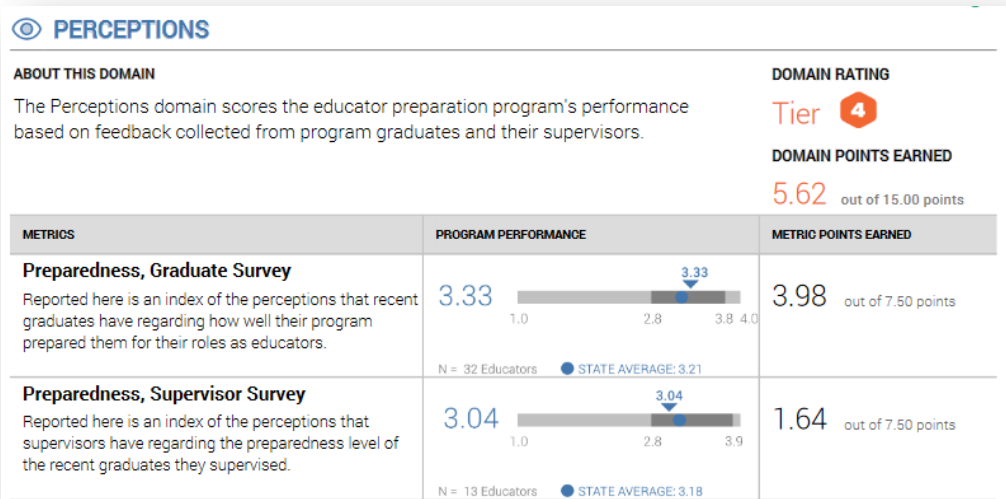
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Master of Education, Special Education

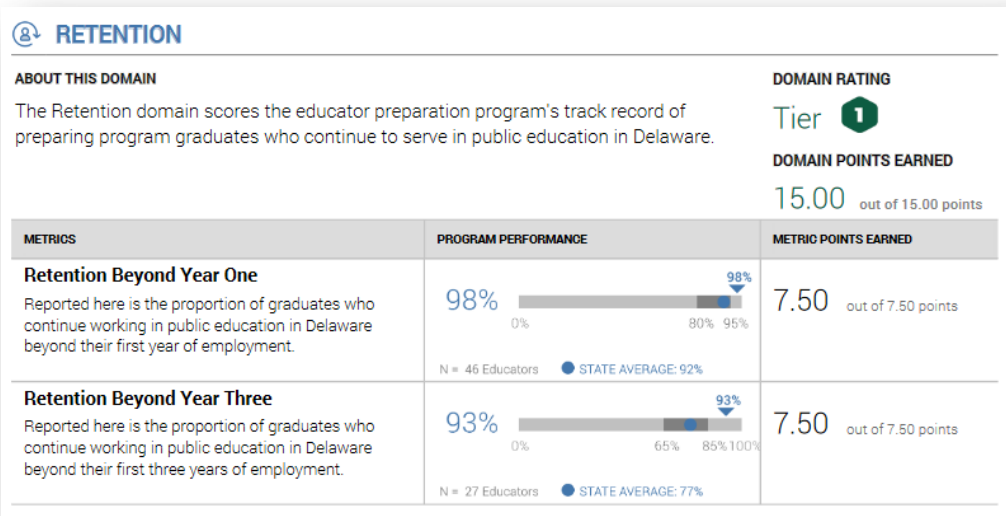
Below are links to the full Educator Preparation Scorecard for Master of Education, Special Education highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Master of Education, Special Education Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Education, Special Education - Perceptions Domain



Master of Education, Special Education - Retention Domain



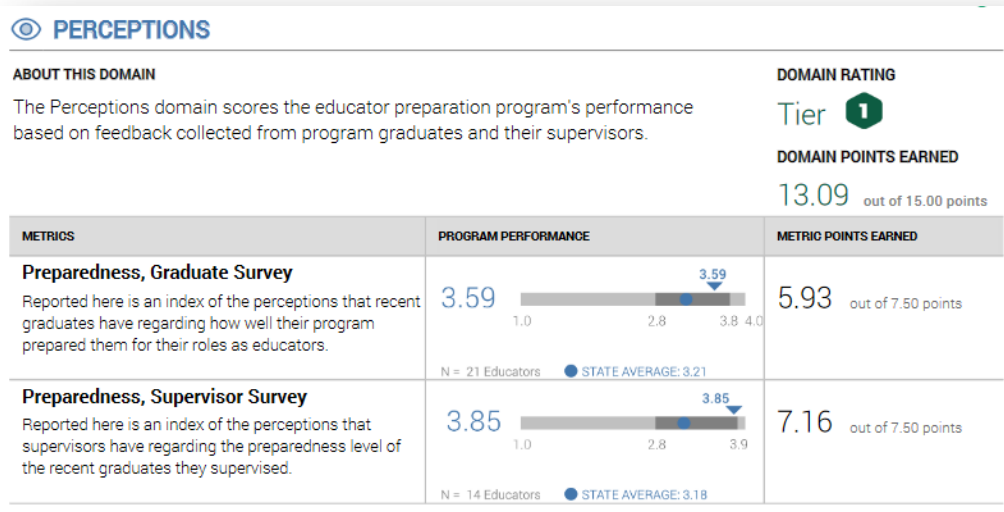
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Master of Education, Reading

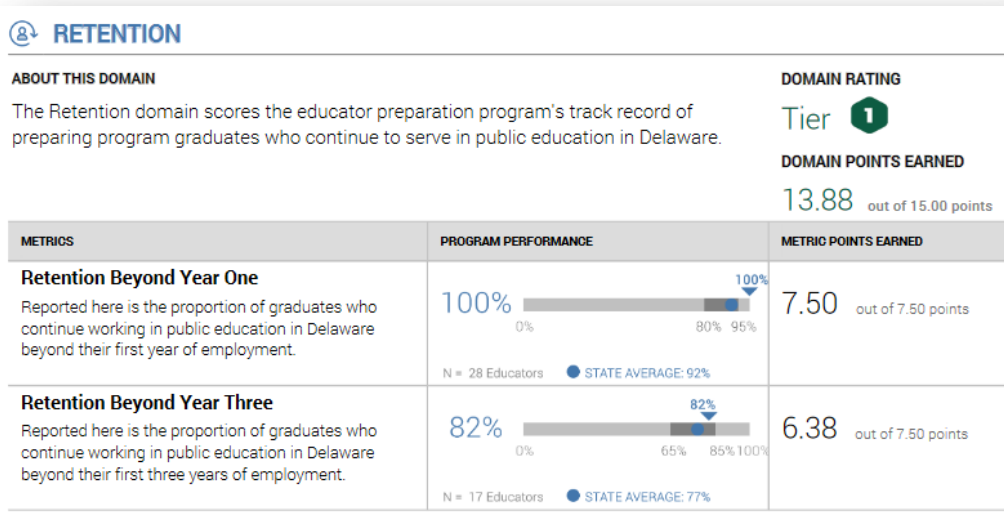
Below are links to the full Educator Preparation Scorecard for Master of Education, Reading highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Master of Education, Reading Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Education, Reading - Perceptions Domain



Master of Education, Reading - Retention Domain



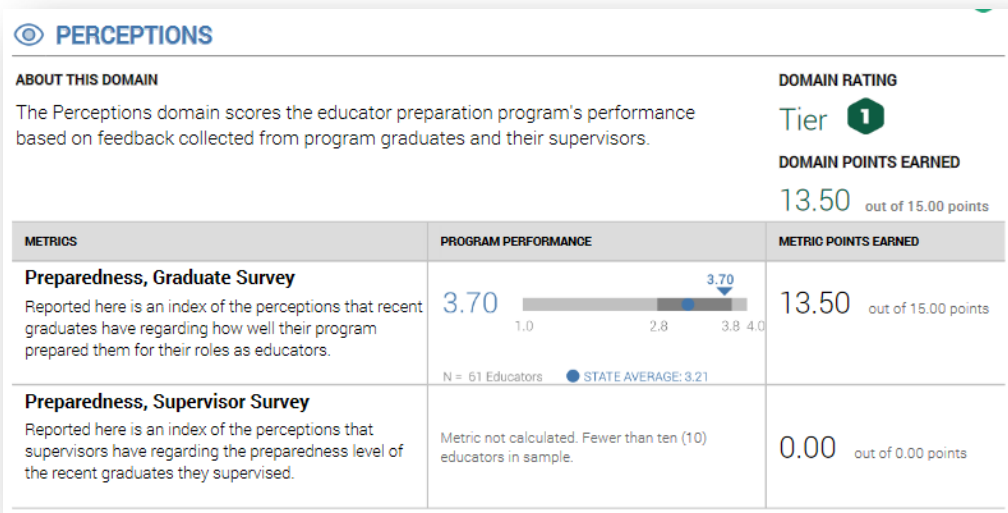
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Master of Education, School Counseling

Below are links to the full Educator Preparation Scorecard for Master of Education, Reading highlighting the **Perceptions** and **Retention Domains (CAEP Standard 4.3)**.

CAEP Reviewers are encouraged to click on this link [Master of Education, School Counseling Program Scorecard](#) to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Education, School Counseling - Perceptions Domain



Master of Education, School Counseling - Retention Domain

